



Termly Provider Briefing – Autumn 2026

22 September, 10am-12pm, Live on Teams

Reminder

This session is being recorded to be shared with early years providers who are unable to make it today.

If you would prefer that your face is **not shown** in the recording, please ensure that your camera is turned off.
Thank you.



Guest Speakers

10.15am-10.30am - Charlotte Gatehouse from Best Start In Life (BSiL)

10.30am-10.45am - Jen Stoneham from Home-Start Portsmouth

10.45am-11.00am - Lydia Bowles – Portsmouth LADO

11.00am-11.15am - Tom Black from My Happy Mind

11.15am-11.30am - Fran Shaul & Wendy Winter – Support Hub Supporting Families Manager



Ofsted: Updates to early years ofsted inspections

Ofsted Early Years blog...

[How safeguarding and children's welfare and wellbeing underpin the September 2026 updates to early years inspections – Ofsted: early years](#)

Ofsted summary of changes guide...

<https://www.gov.uk/government/publications/early-years-inspection-toolkit-operating-guide-and-information/summary-of-changes>

Any providers who are due inspection soon should contact EYDelivery@portsmouthcc.gov.uk with their queries and concerns. An Early Years Quality and Sufficiency Officer will respond and support them to prepare for their inspection. We are also offering the following workshops:

I spy Ofsted!- 19 November 2026- 6.30pm LIVE via Microsoft Teams

Beyond the Expected- 8 December 2026- 6.30pm at the Play Corner Hillside

Spotlights on evaluation areas- Workshop 1- 21 January 2027- 9.30am at the Civic

[Training & Events | Early Years and Childcare](#)

Ofsted: Early years blog

Paying your annual fee: what you need to know – Ofsted: early years

- Cost of the fee
- Different ways to pay
- Missing your annual fee means you are no longer registered
- Invoice by post and email
- Reminders to pay your invoice



Ofsted: Portsmouth

Inspections were largely focused on observing practice, professional dialogue, leadership knowledge, safeguarding, SEND provision, and staff wellbeing rather than extensive scrutiny of paperwork. Across all scenarios, inspectors adopted a collaborative and supportive approach, providing ongoing feedback and seeking to understand the rationale behind practice and decision-making.



Inclusion within Inspections

SEND provision was a significant aspect of inspections. Inspectors explored:

- Individual children's needs and progress.
- SENCO knowledge and effectiveness.
- External agency involvement.
- Use of additional SEND funding.
- Education and support plans.
- School transition arrangements.

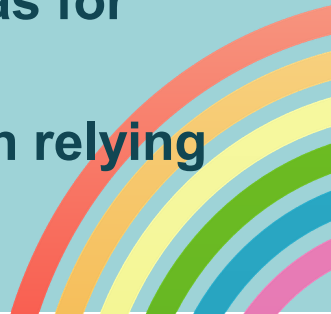
In settings without children identified with SEND, inspectors still discussed inclusion practices and how funding was used to support children's development.



Overview of Portsmouth Inspections

The experiences identified several common themes for successful inspection preparation:

- Ensure safeguarding knowledge is embedded across all staff.
- Develop confidence in discussing children's learning, progress and support strategies.
- Be able to explain the rationale behind practice and decision-making.
- Maintain normal routines and authentic provision rather than creating inspection-specific activities.
- Prioritise strong SEND and inclusion practice.
- Prepare leaders to reflect critically on strengths and areas for development.
- Focus on professional knowledge and impact rather than relying heavily on paperwork.
- Support staff wellbeing before and during inspection



The revised EYFS statutory frameworks which take effect from 1 September 2026 have been published...

Early years foundation stage (EYFS) statutory framework - GOV.UK

Both versions contain updates on:

- Safer sleep
- Providers to have a regard to screen use
- Prohibiting childcare where banned dog breeds are present
- DBS checks for staff/assistants & volunteers



Department for Education and Ofsted vodcast on safer sleep in early years settings

The Department for Education and Ofsted have recently published a **joint vodcast on safer sleep in early years settings**.

This includes an overview of the updated wording in the Early Years Foundation Stage (EYFS) and then a Q&A with Ofsted colleagues on what this means for inspections.



DfE Screen Use Guidance

Help for early years providers : Screen use

This guidance is aimed at nurseries, childminders and pre-school settings, but may be useful for reception year.

Guidance includes:

Difference between screen use and screen time

Screen time advice for children aged 0-5

Suitable content for early years children and safety considerations

Using screens in your setting

Children with communication needs and Special Educational Needs and Disabilities (SEND)

Supporting parents and carers with their children's screen use

Using screens and digital devices in your day-to-day-role

Devices this guidance applies to



DBS requirements for staff and assistants

The position has changed in the September 2026 EYFS update for group and school-based providers and the EYFS update for childminders.

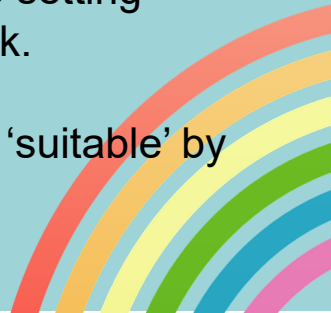
Previously, providers could allow a member of staff to start work before their DBS certificate had been received, provided they had completed a robust risk assessment, the appropriate checks had been initiated, and the individual was suitably supervised. However, the updated EYFS 2026 wording at paragraph 3.17 for groups and paragraph 3.18 for childminders removes that flexibility.

Groups 3.17 'Providers must not allow individuals to begin working or volunteering at the setting until they have received the applicant's enhanced criminal records and barred list check.'

Childminders 3.18 'Childminders must not allow assistants to begin working or volunteering at the setting until they have received their enhanced criminal records and barred list check.'

This means that from 1 September 2026, new staff should not start working in the setting while awaiting the outcome of their Enhanced DBS and children's barred list check.

Childminders have an additional condition that any assistants must be cleared as 'suitable' by Ofsted via the suitability letter before they can begin working the setting.



Working or volunteering in regulated activity with children

Due to the Crime and Policing Act 2026, there is a change to regulated activity which will come into force in September 2026. The change affects settings which rely on volunteers. This is because of the removal of the supervision exemption.

From 1 September 2026, all volunteers engaging in regulated activity will need an enhanced DBS check with children's barred list information. This also applies to holiday clubs and wraparound care.

Providers should read the full guidance here - [Regulated activity: removal of the supervision exemption \(comes into force 1 September 2026\) - GOV.UK](#)

Supervised volunteers who only help out occasionally, such as parents or carers helping on a trip (but not overnight or providing personal care) are exempt.



DFE Safeguarding Guidance

New [safeguarding guidance for early years providers](#) to help practitioners, managers and childminders understand and apply the safeguarding and welfare requirements of the EYFS.

The new content provides practical information and advice on creating a strong safeguarding culture, recognising concerns early, responding appropriately, and ensuring children are safe, healthy and supported to thrive.

The guidance includes information on:

- the safeguarding responsibilities of early years providers and practitioners
- the role of the Designated Safeguarding Lead (DSL)
- creating and maintaining a strong safeguarding culture
- recognising signs of possible abuse, neglect and harm
- raising, recording and reporting safeguarding concerns
- whistleblowing procedures and when to use them
- safer recruitment and vetting requirements
- working in partnership with parents and carers to keep children safe
- staff training, supervision and ongoing safeguarding practice
- attendance, absence monitoring and information sharing
- resources, posters and links to further guidance and support



10 Tips to build a culture of safeguarding

1

Model safeguarding in everyday interactions

- Warm, respectful communication with children and families shows what 'safe' looks like.
- Use positive language, active listening and reassurance.
- Respond promptly and calmly to any worries raised

Children learn from the behaviour they see around them – calm, confident adults create a sense of security.

2

Make safeguarding visible and understood by all

- Ensure children are able to communicate their feelings to trusted adults in whatever way they can.
- Keep parent notices clear and accessible (e.g., DSL names and photos).
- Use simple language with children to help them understand personal boundaries and consent (e.g., "You can say no," "Your body belongs to you").

Transparency builds trust and normalises conversations about safety.

3

Prioritise strong partnerships with families

- Greet families personally at drop-off and pickup.
- Keep communication channels open through daily chats, newsletters or online systems.
- Share positive moments regularly – not just concerns.

When families feel respected and included, they are more likely to share important information early.

10 Tips to build a culture of safeguarding

New DfE and NSPCC Early Years Safeguarding Training

The Department for Education has launched an online early years safeguarding training package, developed in collaboration with the NSPCC. This training covers sections 1 and 2 of the Early Years Foundation Stage (EYFS) statutory framework's safeguarding training annex, which all early years educators must be trained in line with every two years.

The training is free to access for all early years educators including childminders and reception staff.

A link to the training can be found on the [landing page of the EYFS](#) or accessed at the following link - [Department for Education EY safeguarding training](#)

We also offer free PSCP basic awareness of safeguarding children or onsite training for staff teams at your setting (£235.00). Please contact eyworkforce@portsmouthcc.gov.uk for more information.



Free Advanced LADO Training

Outline

FREE face-to-face training covering the process and involvement from the LADO.

Description

Exploring LADO thresholds, LADO oversight, Internal Investigation, Risk assessment, Culture of Safeguarding, Low level concerns, Where things go wrong (serious case reviews) and reporting to Ofsted.

By the end of this training you will:

Have a good understanding of the managing allegations process and the role of the LADO

Be clear in what's meant by the term position of trust and regulated activity

Understand the expectations placed on those who will respond to allegations

Feel confident in conducting a good investigation from start to finish

Know how to build a safe culture and use this as prevention to harm

Book via the link below!

[Tuesday 20 October 2026- 10.00am to 1.00pm- Civic Offices](#)

Protecting
your setting's
images from AI
manipulation
and abuse:

Guidance for education settings
and organisations working with
children and young people

Developed by the UK Online Harms Early Warning Working Group, this guidance shares best practice and considerations for education settings and organisations working with children and young people on the use of photos and videos of children and young people across their online platforms, to address the risk of AI image manipulation.

**Protecting your setting's images from AI manipulation
and abuse**



Smart Glasses: A Safeguarding Reminder

Smart glasses can discreetly record photos, video and audio, creating potential safeguarding and privacy risks in early years settings.

Providers should consider restricting the use of smart glasses by:

- Staff
- Visitors/external professionals
- Parents and carers
- Contractors



Review safeguarding and mobile device policies, carry out a risk assessment, and ensure clear expectations are communicated to everyone entering the setting.

Key message: If a device can record or transmit information, appropriate safeguards should be in place to protect children, families and staff.



Real Food in Continuous Provision

Using real food in role-play and sensory activities can provide valuable learning experiences, but if children eat the food, the EYFS safer eating requirements apply.

Remember:

- Children must be seated in a designated eating area to eat.
- A member of staff must be within sight and hearing and actively supervising.
- A Paediatric First Aid (PFA) trained practitioner must be present in the room while children are eating.

Children should not be walking around or playing while eating.

Key message: Real food in continuous provision is not exempt from safer eating requirements. Unsupervised eating during free play does not meet EYFS expectations.



Health and safety law poster: what you need to know

The poster explains health and safety laws while listing what employers and their workers should do.

If you employ anyone, you must either:

- display the health and safety law poster where your workers can easily read it
- provide each worker with the equivalent health and safety law downloadable leaflet

There are various versions of [the health and safety law poster](#), so you can select the most appropriate one for your business. You can:

[download the equivalent health and safety law leaflet](#)

[buy a hard-copy of the health and safety law poster from HSE Books](#)

HSE also provides [health and safety law pocket cards](#). These are a legal alternative to the law poster and are easy to distribute for your workers to carry with them.



Early Years Qualifications List (EYQL) – New online format

The DfE has launched an online version of the Early Years Qualifications List (EYQL) on GOV.UK.

The EYQL helps users determine whether a qualification is recognised as ‘full and relevant’ for the purposes of working within the Early Years Foundation Stage (EYFS) staff:child ratios in England.

Access the EYQL web view here:

https://check-an-early-years-qualification.service.gov.uk/early-years-qualification-list?utm_source=portsmouth&utm_medium=referral&utm_campaign=la



Thames Valley and
Solent Early Years
Stronger practice hub

Childminder Support Programme

Apply for bespoke support from an Early
Years Stronger Practice Advisor (EYSPA)

Are you a childminder who would benefit from targeted support to address areas identified during your most recent Ofsted inspection?

The Thames Valley and South Central Early Years Stronger Practice Hub offers bespoke support from an Early Years Stronger Practice Advisor (EYSPA) to help you strengthen practice, build confidence and improve outcomes for children.

Bespoke support.
Stronger practice.
Better outcomes
for children.



Who is Eligible?

Childminder settings are eligible to apply if your most recent Ofsted judgement includes:

"Needs Attention" or "Urgent Improvement" under the post-November 2025 framework

OR

"Requires Improvement" or "Inadequate" under the pre-November 2025 framework



What support will you receive?

Successful applicants will join a small cluster consisting of **4 CHILDMINDERS**.



You will receive **4 days of targeted support over 1 term**.



How will support be delivered?



Online

OR



In-person

Delivery will be dependent on the location of the childminder in relation to the assigned EYSPA.

Ready to strengthen your practice?

Scan the QR code to apply today!

Take the next step in your professional journey and make a positive impact on children's outcomes.

Supported by
**Ambition
Institute**

Supported by
**Department
for Education**



Thames Valley and
Solent Early Years

Stronger practice hub

Group-based settings Support Programme

Apply for bespoke support from an Early Years
Stronger Practice Advisor (EYSPA)



Are you a group-setting who would benefit from targeted support to address areas identified during your most recent Ofsted inspection?

The Thames Valley and South Central Early Years Stronger Practice Hub offers bespoke support from an Early Years Stronger Practice Advisor (EYSPA) to help you strengthen practice, build confidence and improve outcomes for children.



Bespoke support.
Stronger practice.
Better outcomes
for children.



Who is Eligible?

Group-based settings are eligible to apply if your most recent Ofsted judgement includes:

"Needs Attention" or "Urgent Improvement"
under the post-November 2025 framework

OR

"Requires Improvement" or "Inadequate"
under the pre-November 2025 framework

Additional Eligibility Criteria

Settings may also be eligible if they have high numbers of children:

- ✓ Eligible for Early Years Pupil Premium (EYP)
- ✓ Eligible for the Early Learning for 2-Year olds Offer
- ✓ With SEND needs and qualifying for support



What support will you receive?

Successful applicants will receive:



3-4 full working days of in-person support



Support delivered in 1 school term



Tailored coaching and improvement support from an EYSPA



How will support be delivered?



In-person support

Support will be delivered in-person by your assigned EYSPA, based on the location of your setting.



Ready to strengthen your practice?

Scan the QR code to apply today!



Department
for Education

Join Our CHILDMINDER NETWORK

Connect • Share • Grow

Thames Valley and
Solent Early Years
Stronger practice hub



An online network for Childminders
Supporting you, every step of the way



**WE MEET
ONLINE ONCE
A MONTH**

to discuss topics,
share best
practice and
support one
another.



Led by our Childminder Lead Partner
Paula-Jane Wylie

with guest hosts including

Lisa Bedlow



A great opportunity to connect

with fellow childminders across the
region, share experiences, ask
questions and be inspired!



JOIN OUR WHATSAPP GROUP!

By joining the network, you'll also be added
to our **WhatsApp group** – a friendly,
supportive space filled with Childminders
across the region sharing:

- ✓ Up-to-date guidance
- ✓ Studies and reports
- ✓ Ideas and resources
- ✓ Support and encouragement



**A
supportive
community
at your
fingertips!**



WANT TO JOIN?

It's free, easy and open to all Childminders in our region.

To sign-up please email: admin@tveysph.org

Supported by



Supported by



EYFSP Outcomes 2026

Overall GLD	Portsmouth	National	
2025	65%	68%	
2026	70.6%	72%	
2028 Target	74%	75%	

FSM	Portsmouth	National
2025	48.5%	51%
2026	58.3%	55%
2028 Target	62.3%	



General updates

- Please send your EAL data back to Lucy West by October half term
- Please contact Kate.Wharton@portsmouthcc.gov.uk with your feedback on transition – particularly use of the SEN transition tool. Please let Kate know of examples of effective transition and any issues you encountered
- EY Inclusion audits sent out soon, but this year in the form of a survey
- My Happy Mind deadline
- Our SENCO Network Cluster on 13 October will be an opportunity to consult on the SEND Strategy for Portsmouth – important to hear your voices in relation to the SEND Reforms. Please book your places via the Portsmouth Traded Services [website](#).

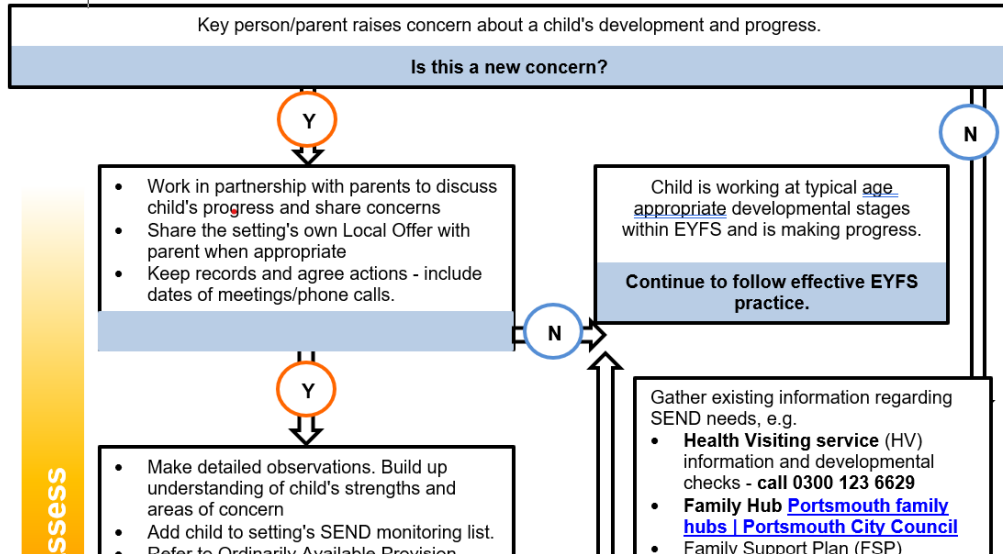


Advice re EHCP requests

- Official -

Portsmouth SEND Pathway for Early Years Settings (2026-27)

Ensure that when you are sharing any information, that the parents have given full consent, are aware of who it will be shared with and for what purpose.



Ensure the child is known to the Early Years Panel Discuss with the EY Inclusion team

If the child has complex needs (descriptors at 4 on the Portsmouth Profile of Need) and is likely to need a **Specialist Provision Package** then discuss the Education, Health and Care Needs assessment process with the EY Inclusion team.

National Year of Reading

GO ALL IN

Upcoming Opportunities:

FREE online CPD – Tuesday 22 September 4:00 – 4:40

Transitions Through Storytelling

Storytelling is a powerful way to support communication and school readiness. During this interactive session, we'll explore practical ways to use storytelling to support positive transitions into nursery and school.

You will:

- Explore storytelling approaches that support school readiness
- Build confidence in delivering storytelling activities with children and families
- Learn about Best Start in Life resources and other early years support available locally



Join our Learning Platform

There's still time to join our Learning Management System for early years settings.

If you're not already part of the programme, you can catch up on previous content at your own pace or join us for the autumn term, where we'll be exploring the theme of **Community**.



Autumn term 2026: The Community

Empowering schools and settings to become centres of reading in their communities, working with parents and families and crucially local public libraries.

You can sign up to our learning management system [here](#).

Celebrate your setting's commitment to early years reading

The Go All In Participation Award celebrates the imaginative ways practitioners are helping babies and young children experience the joy of stories during the National Year of Reading 2026. It rewards settings that make reading meaningful, engaging and part of everyday life – through songs, stories, play and forging strong connections with families.

Register through our learning platform for criteria, guidance, templates, and a simple way to log your work across the year.



Look out for this information and how to access training and the learning platform in our next bulletin

School aged Childcare Survey

We Need You!!



If you look after school-aged children whether that is before or after school, at weekends or during holidays we need your help.

Please take 10 minutes to complete the survey you should be receiving shortly. (Childminders should have already received it!)

Why is this important?

- To help gather evidence for the Government's School Aged Childcare Strategy.
- To identify gaps in school aged childcare provision across Portsmouth.
- To ensure we have an accurate picture of the childcare available to children and families across the city.
- Your feedback will help inform future planning and development.

Thank you for your support!



Further Learning

Our Next Termly Provider Briefing is on 11th February 2027 at 10am-12pm, Live on TEAMS

Our SENCO Network Cluster is on 13th October 2026 at 10am-12pm, Live on TEAMS

Places to be booked via the Portsmouth Traded Services [website](#) or by emailing Carol at eyworkforce@portsmouthcc.gov.uk





Portsmouth Early Years

Training and Development Programme 2026-27

New for 2026-27

We'll be continuing with our pay as you go training workshop options.

We'll of course keep our FREE universal package, our level 2 SEN training courses as well as our level 3 SENCo accreditation training course.

You'll also get the opportunity to purchase bespoke onsite or virtual training for you and your setting, delivered on a date convenient to you.

The programme at a glance

- Individual 2 hour workshops - £72
- Individual 3 hour workshops - £82
- Level 2 SEND training courses - £220
- Level 3 SENCo accreditation course - £1040
- 2 hour onsite visit - £272
- 2 hour onsite whole staff training - £272
- 2 hour whole staff virtual training - £164
- 3 hour onsite PSCP basic safeguarding training - £235



Universal Offer

FREE termly workshops and events for our Portsmouth early years providers and childminders.

- Termly provider briefings
- SENCo network clusters
- New or returning to year R clusters
- EYFS managers in schools clusters
- PSCP basic safeguarding awareness workshops
- Beyond the expected workshops (formerly getting to good)
- SENCo professional forum meetings
- I spy Ofsted (autumn term)
- EYFS profile training
- Annual citywide transition meeting (Summer term)

Book your FREE places on the [Portsmouth Traded Services website](http://www.portsmouth.gov.uk)



Take a look at what we offer

- Official -

Individual workshops

2 hours - £72, 3 hours - £82

Supporting EAL learners (FREE)

NEW – Learning & Development in the EYFS (2 hours)

EY & Portage SEN support strategies – attention & interaction skills (2 hours)

EY & Portage SEN support strategies – sensory needs parts 1 & 2 (2 x 2 hour sessions)

EY & Portage SEN support strategies – using visuals to support language & communication (2 hours)

Leadership & Management – effective supervisions (2 hours)

How to meet the DfE climate action requirements (2 hours)

How to meet DfE nutrition strategies (2 hours)

Supporting Babies (3 hours)

Supporting Toddlers (3 hours)

Book your places on the [Portsmouth Traded Services website](#) or by emailing Carol at eyworkforce@portsmouthcc.gov.uk

Ofsted inspection workshops

2 hours - £72, 3 hours - £82

Buy 1 place, get 1 place free

Ofsted workshop 1 (3 hours)

Spotlight on the safeguarding & the leadership & management evaluations

Ofsted workshop 2 (3 hours)

Spotlight on the behaviour, attitudes & routines & the children's welfare & well-being evaluations

Ofsted workshop 3 (3 hours)

Spotlight on the curriculum & teaching & the achievement evaluations

Ofsted workshop 4 (2 hours)

Spotlight on the inclusion evaluation

Book your places on the [Portsmouth Traded Services website](#)

Support for early years PVI settings

2 hour onsite visit - £272

2 hour onsite whole staff training - £272

2 hour all staff virtual training - £164

3 hour onsite PSCP basic safeguarding training - £235

Email Carol at eyworkforce@portsmouthcc.gov.uk to book your visit or training. Please include the details and the dates and times that you have in mind.

Support for nursery classes in school and year R

2 hour onsite visit - £272

2 hour onsite whole staff training - £272

2 hour all staff virtual training - £164

Email Carol at eyworkforce@portsmouthcc.gov.uk to book your visit or training. Please include the details and the dates and times that you have in mind.

SEND Accredited Training Courses

Level 2 SEND course for group based settings (3 full-day sessions at Civic Offices) – £220

Level 2 SEND course for childminders (delivered in the evenings on Teams) – £220

Level 3 SENCo accreditation course (12 full-day sessions at Civic Offices) - £1040

Book your places on the [Portsmouth Traded Services website](#)



Early years training workshops that could be delivered onsite at your setting or school

A great place for communication, fantastic phonics, loose parts play, marvellous maths, outdoor play, supporting our EAL learners, a day in the life of year R, forest school experiences, neurodiversity in the early years setting, celebrating differences/diversity, parents as partners and the home learning environment, writers in reception, readers in reception, the role of the adult in play and developing quality interactions, magnificent mark making, gross and fine motor skill development (including fiddly fingers and dexterous hands), supporting schemas, behaviour management, what to expect in your inspection, wellbeing in the workplace, extending children's learning, young minds matter, books as hooks, risky play.

Menu of early years visit options for your setting or school

Walk and talk
Developing or monitoring policies
Environment audits
Quality audits



Thank you for attending
Do you have any questions?

Contact us

EY funding: eyfunding@portsmouthcc.gov.uk

Early learning for 2 year olds: 2yroldfunding@portsmouthcc.gov.uk

EY inclusion: eyinclusion@portsmouthcc.gov.uk

EY training and events: eyworkforce@portsmouthcc.gov.uk

EY delivery and quality and sufficiency officers –
eydelivery@portsmouthcc.gov.uk

Please make sure we have the correct email address for you and check your spam or junk folders if you're not receiving emails from us.

Follow us on social media



**Portsmouth Early Years Professionals
Portsmouth Family Information Service**



**@portsmoutheyprofessionals
@fisportsmouth**