



SERVICES FOR  
**SCHOOLS**  
and other educational settings

# Childminder Networks

Spring Term 2023



# Aims of today



To provide you with an opportunity to meet with and share ideas with other childminders



To discuss how we value and celebrate diversity in our settings



To reflect on feedback from the West Sussex Parent Survey



Ongoing support to childminders



Diversity and Inclusion  
Not just about SEND

# Elements of good practice

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- Gathering information so you can build on children's starting points as they arrive
- Supporting families to feel confident to share this information with us
- Providing appropriate ways for families to share information with us
- Understanding their cultural background – including religion, home language, family make-up, home life ...
- Ensuring each child's background is represented in your setting so they feel included and valued
- Provide children with meaningful, non-stereotyping opportunities to understand similarities and differences – including looking at the wider context of the world we live in
- Avoiding gender bias in our settings
- An aspirational curriculum that meets the needs of all children in your setting

# Inside the EYFS – A Unique Child

## A Unique Child

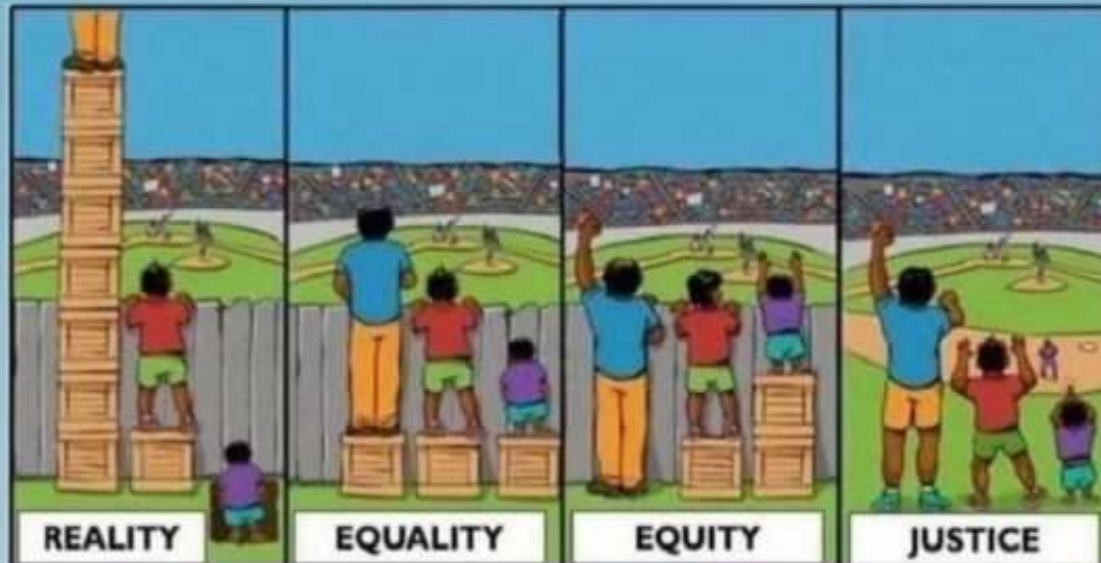
Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

## Birth to 5 Matters –

- Equalities and Inclusion apply to all children and families
- Equity requires more than treating everyone the same
- Talking about race is the first step in countering racism
- Building awareness through first-hand experiences has a lasting impact
- Ensure children can see themselves and their families reflected in the environment
- Practitioners working with children acknowledge and value each child





**REALITY**

One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.

**EQUALITY**

The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.

**EQUITY**

Everyone gets the support they need, which produces equity.

**JUSTICE**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

@restoringracialjustice

# Making a Difference to Children's Lives

It's only when children feel valued and included that they can achieve their full potential.

Knowing children's starting points helps us to plan their learning more effectively.

Knowing about their background helps us to understand what they bring to the setting.

Supporting children to value what is the same and what is different about each other supports to build inclusive communities.

We need to narrow the attainment gap before children start school to improve social mobility.

# EYPP and Deprivation Funding

Some children's uniqueness can allow providers to access additional funds to help us, help them narrow the gap.

EYPP and Deprivation Funding

Inclusion Funding

Disability Access Fund





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# Registering to deliver FE

Providing free childcare for 2, 3 and 4 year olds - West Sussex County Council

# Free Entitlement

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## **New Rates 2023/24 (from summer term 2023)**

- £4.97 per hour (3 and 4 year olds)  
+£0.25 per hour from 2022/23
- £6.0 per hour (2 year olds)  
+£0.57 per hour from 2022/23
- EYPP £0.62 per universal hour plus £0.47 per  
universal hour for Deprivation Funding  
Combined £1.09  
+£0.02 per hour from 2022/23



# West Sussex Parent Survey Feedback

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- Survey was live for the entire month of September 2022
- 739 surveys were completed
- 49% included children who were 0-4
- 78% included school age children
- 27% included a child with SEND.
- Over 90% of families with children under 5 felt their child's setting had a positive impact on their child's development.
- 83% could access all the formal childcare they required.
- Those who could not was reported to be in the main due to cost, not availability of places.

When choosing childcare the top three choices for those with pre-school children were:

1. Reputation
  2. Location was close to home/work
  3. Ofsted outcome
- Childcare being on a school site was identified as less important than it being close to siblings' school.
  - 29% stated that their childcare requirements had changed since the pandemic – with 53% of these requiring more childcare and 22% requiring more flexibility in how the hours are accessed.



- 92% felt the setting their child accessed supported learning and development, with the following areas being stated as the most important:
  1. Staff
  2. Support the setting gives child
  3. Outside space
- Of the 8% that said the setting did not support their child's learning and development, this was based on
  1. the information the setting share with them
  2. the support the setting gives child

“As a parent, with many friends accessing childcare in WSCC. The overall comments, views and opinions are all so positive. Seeing how hard the settings work is amazing. My little girl loves accessing nursery. We are lucky to have so many high quality providers nearby.”

“Without the childcare provider, my son wouldn't have been diagnosed with autism and developmental delay. By the time my son was 20 months, the health visitor service had refused to meet him or accept a referral for special needs because of covid. It was the childcare provider that pushed for this and got it to happen, so my son's life has been improved an invaluable and immeasurable amount due to their help and support”

“The nursery setting my son attends is amazing!”

“A lot of nurseries offer morning or afternoon sessions only which is why we chose to have a childminder.”

172 families used the free text box to comment.



The main themes to come from these are:

1. A lack of sufficient places and/or flexibility of opening hours/sessions offered
2. Cost being prohibitive and/or funded places not always being free
3. Lack of provision for children with SEND
4. Lack of provision of wrap around care for school age children

# Reflections

- Any thoughts about this feedback from the survey?
- Any shocks/surprises?
- Does it match what is happening in your area?



# Thinking about families at your setting...

- How do you engage with parents about their needs? How regularly do you do this?
- How do you know your pattern of delivery/sessions meet the needs of the families attending?
- How do you know your service meets the needs of the families in your community?
- What is working well?

# Where to go for support

West Sussex website =

## Information for childcare providers - West Sussex County Council

The screenshot shows the website interface for 'Information for childcare providers' on the West Sussex County Council website. The page features a dark blue header with the council logo, a search bar, and links for 'My account' and 'Menu'. A breadcrumb trail indicates the path: Home > Business and consumers > Information for childcare providers. The main content area has a blue background with a bar chart icon and the title 'Information for childcare providers' followed by the subtitle 'Information and guidance for new or established childcare providers.' Below this, there are eight white content boxes arranged in a 2x4 grid, each with a title and a brief description of the support offered.

**west sussex county council** Search [My account](#) [Menu](#)

Home > Business and consumers > Information for childcare providers

### Information for childcare providers

Information and guidance for new or established childcare providers.

- Information for West Sussex childcare providers during COVID-19**  
Find the latest guidance about operating during COVID-19.
- Become a childcare provider**  
Find out how to start and develop a childcare business.
- Training and qualifications**  
Find out about qualifications and training opportunities for practitioners.
- Practice support**  
Links to resources, information and guidance for early years and childcare professionals.
- Business support**  
Advice on business and financial planning, marketing, recruitment and offering Free Entitlement funding.
- Supporting families in your childcare setting**  
Resources to assist where a family have been identified as requiring extra support or help.
- Online provider portal**  
Login to submit forms, data and update your profile.
- Holiday Activities and Food programme providers**  
Provider information about a Holiday Activities and Food (HAF) programme.

# Tools for schools (local-offer.org)

What is Tools for Schools? How can the Inclusion Framework and OAIP support my setting? [Find out more on our info page](#)

## Tools for schools & education settings

Resources and information to support the inclusion of all West Sussex children and young people in early years, schools, post 16 and other education settings.

Search information, advice and guidance

eg. autism

Search 

### [Inclusion](#)

Inclusion framework, inclusive practice, disadvantaged groups, celebrating inclusion with good practice examples.

### [SEND toolkit](#)

SEND resources, strategies and information, classroom guide to 'ordinarily available inclusive practice'.

### [Team around the setting](#)

Specialist support and advice, training and development, SEND leadership forums, SENCo conference, news and views.

### [Child's journey](#)

Transition, child voice, person centred planning, parent views and home school partnership, preparation for adulthood.

## Latest blog posts

### [Increase in scarlet fever](#)


Schools were contacted yesterday by about the recent national increase in notifications of scarlet fever to the UK Health Security...

### [An autistic journey through the confusing world of language](#)

A parent's account of supporting regulation We realised quite early on in our son's journey through school, that asking him...

### [Emotional regulation through the Autism Lens](#)

The Autism and Social Communication Team hosted its own conference this month- Emotional Regulation: Through the Autism Lens. The team...



If you can't find  
what you need,  
please email  
your local EYCA  
team:

- [SettingSupportCrawley@westsussex.gov.uk](mailto:SettingSupportCrawley@westsussex.gov.uk)
- [SettingSupportHorsham@westsussex.gov.uk](mailto:SettingSupportHorsham@westsussex.gov.uk)
- [SettingSupportMidSussex@westsussex.gov.uk](mailto:SettingSupportMidSussex@westsussex.gov.uk)
- [SettingSupportChichester@westsussex.gov.uk](mailto:SettingSupportChichester@westsussex.gov.uk)
- [SettingSupportAdurWorthing@westsussex.gov.uk](mailto:SettingSupportAdurWorthing@westsussex.gov.uk)
- [SettingSupportArun@westsussex.gov.uk](mailto:SettingSupportArun@westsussex.gov.uk)



# SEND Training Available

- **Early Years SENCO Level 3** with Best Practice Network is a fully funded online course that is completed over 4 months. [Early Years SENCO - Level 3 | Best Practice Network](#)
- **Introduction to Early Years Inclusive Practice** with Dingley's Promise. This is a free course completed in your own time, it focuses on the key principles that underpin good early years inclusive practice and consists of 3 modules; Enabling Environments, Progressing Learning and Communities Raise Children.

To sign up or for more information please email [grace.Fairbourn@westsussex.gov.uk](mailto:grace.Fairbourn@westsussex.gov.uk)

# Childminder Mentors Programme

- As part of its package of support to address the impact of the pandemic on children, the Department for Education (DfE) is supporting early years practitioners in England through its **Experts and Mentors Early Years COVID-19 Recovery Programme**. Under the programme, eligible practitioners and settings will be able to access bespoke support (both virtual and face-to-face) depending on individual needs, including leadership support, coaching and mentoring for practitioners.
- PACEY has been working closely with the DfE to expand this support to registered childminders, and we recently shared that the programme is due to go live in Spring 2023.

[NEWS: DfE Childminder Mentors programme open for applications | PACEY](#)

# How can we support you better?

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- What can we do as a local authority to support childminders better?
- What would you like more of to support you in your role?
- When and where is the best way to offer you support?



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SERVICES FOR  
**SCHOOLS**  
and other educational settings

**Thank you for joining us, we  
hope to see you again soon.**

