



west
sussex
county
council

SERVICES FOR
EDUCATION

Childminder Network

Autumn Term 2024



Agenda

Virtual School – training for childminders

Early Years and Childcare Strategy

EYCA team update

Workforce – Childminder Recruitment

Use of “Brilliant Babies, Terrific Toddlers”

Safeguarding – fire evacuation and attendance

westsussex.gov.uk



Virtual School Training

Gemma Peck – Early Years Advisory Teacher

Childminder Network | Autumn 2024



The Role Of The Virtual School



Work with networks to improve the quality of education and outcomes.



To provide training for school staff, governors, social workers and a range of partner agencies.

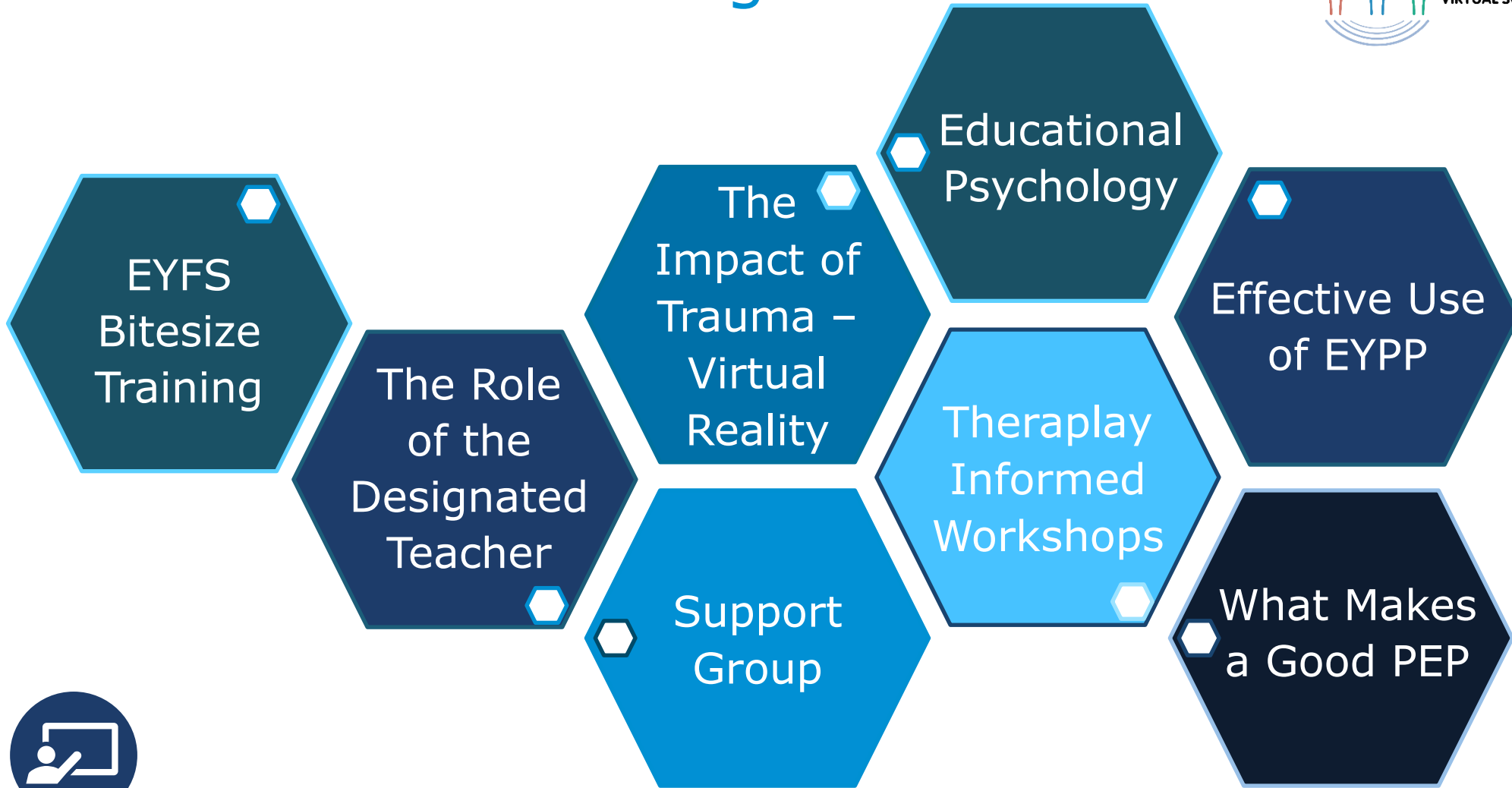


To provide information, advice and guidance on all aspects of the education and interventions.



To provide opportunities for children to make better than expected progress in learning.

Virtual School Training



Specific Childminder training



The 
Impact of
Trauma –
Virtual
Reality

Using a combination of neuroscience and VR footage, this training provides a powerful insight into the lived experiences of children and young people, and practical advice and strategies to support attendees in meeting their needs in early years provision.

Saturday 22nd
March 2025

10am – 4pm

The Wave,
Broadwater
Baptist Church,
Worthing

Lunch Provided



Specific Childminder training



Theraplay enhances attachment, self-esteem, and trust in others through joyful engagement. This workshop will give you the confidence to use Theraplay informed activities in your setting. The activities will help children develop relationships with trusted key adults, build self-worth and develop skills to be able to interact with peers. Please be prepared to join in and play!

Saturday
14th June 2025

10.30am –
12.30pm

The Wave,
Broadwater
Baptist Church,
Worthing

Resources
Provided



Booking and questions



SERVICES FOR
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Gemma.peck@westsussex.gov.uk

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Right from the start

West Sussex Early Years and
Childcare Strategy

2024-2027



Right from the start

West Sussex Early Years and
Childcare Strategy

2024-2027

Q1. By ? months, a child's development can predict outcomes at age 26

Q2. By 2 years, what % of a child's brain growth has occurred?

Q3. Recent research showed that access to a Sure Start centre between 1999 and 2010 improved children's academic performance through primary and secondary school. Among all children, those who lived near a Sure Start centre performed 0.? grades better at GCSE level than those who lived further away.

Q5. What % of prisoners experienced adverse childhood experiences (ACEs) in an offender population study in Wales?

Q4. Investing in early years education is one of the highest returning, large-scale investments a government can make. Infrastructure projects are deemed to have very high returns where these are greater than 4 to 1. Various estimates place the benefits of early education at ? to 1 or higher.

Q6. According to the Education Policy Institute...By the time disadvantaged young people sit their GCSEs at age 16 they are, over **?** months behind their peers

Q7. Babies who are frequently talked to know around **?** more words by age 2 than others.

Q8. At age 3 a child brain is about **?**% of adult size

10. For a couple in the UK taking home an average wage with two children aged two and three, what % of their wages is spent on childcare?

9. By the end of primary schooling, gaps by the end of Early years will on average

- Double or
- Triple?

(Development matters 2024)



Baby Brain Facts

Babies:

- hear at around 24 weeks of pregnancy,
- recognise familiar voice at birth, and
- prefer faces to other shapes.



We are **hardwired** for relationships!

In the first years of life, more than 1 million new connections are formed every second in a baby's growing brain.

The way babies' brains develop is shaped by their interactions with others.

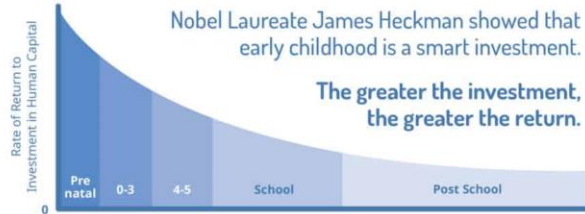


A range of research shows that the way parents interact with their babies predicts children's later development.



Family income and education is strongly related to children's development. Babies in higher income families are more likely to have frequent caregiver-child conversations. By age 3, babies with university educated parents have been found to have vocabularies 2-3 times larger than those whose parents had not completed school.

Children's development in the early years sets them on a positive trajectory, although what happens next also matters. Children's development at just 22 months has been shown to predict their qualifications at 26 years.



8,300 babies under one in England currently live in households where domestic violence, alcohol or drug dependency and severe mental illness are ALL present.

Rigorous long term studies found a range of returns between £4 and £9 for every pound invested in early intervention for low income families.

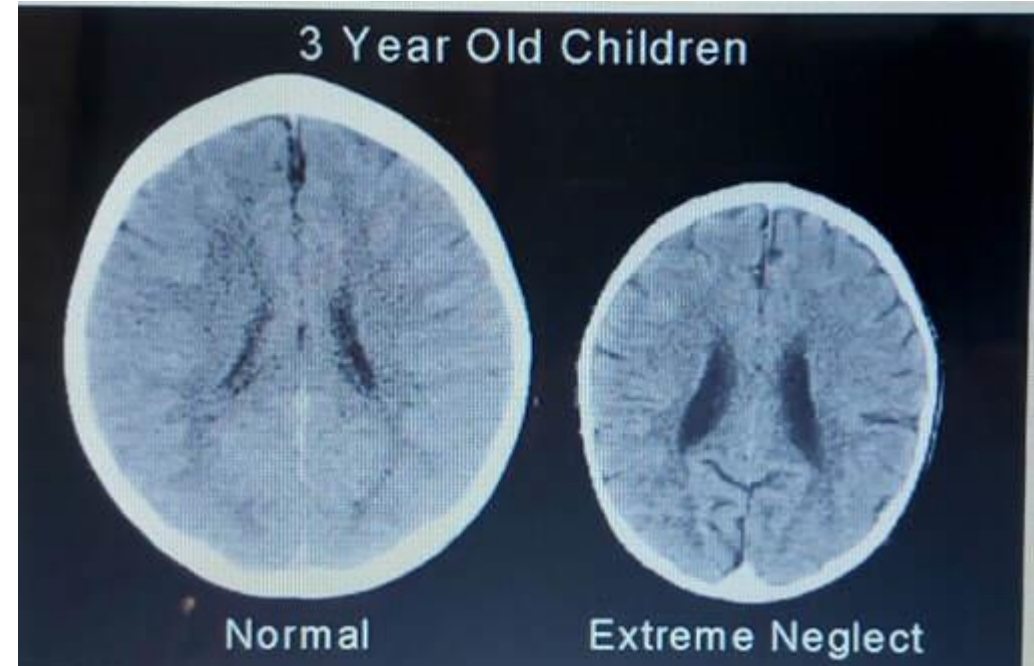
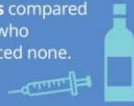


When parents experience problems in the first 1001 days it can have long term impacts on their children.

One study showed that children whose mothers were stressed in pregnancy were twice as likely to have mental health problems as teenagers.



Adults who reported four or more adverse childhood experiences had 4- to 12-fold increase in alcoholism, drug abuse, depression, and suicide attempts compared to those who experienced none.



Tackling adversity + supporting early relationships
→ healthier brains + better futures



References and further information can be found on <https://parentinfantfoundation.org.uk/1001-days/campaigning-resources/>

Strategy Priorities



Facilitate **the early identification of additional needs** so that children and their families benefit from an inclusive, tailored support service with timely intervention, including effective transitions processes.

Families are supported early by services to be resilient, building on strengths and encouraging self-help so that children are cared for and kept safe whilst balancing the need for **safeguarding**.

All children and their families will have equal access **to high quality provision and services** which are local, where barriers to that access are removed, diversity is celebrated, and children are enabled to reach their full potential.

Families are enabled to promote good **physical health** for themselves and their children from conception and beyond, so that inequalities are reduced and those with health needs are understood and well supported.

Families are enabled to promote good **mental and emotional health** for themselves and their children from conception and beyond, so that inequalities are reduced and those with emotional and mental health needs are well supported.

Participation from parents, carers, children, and their community ensure that **co-production** is at the heart of planning, so that services are fully accessible and meet the needs of their users.

The strategy is underpinned by a **strong, collaborative leadership** systems to ensure ongoing focus and commitment to delivering cost effective, invest to save, services for children and families.

There is **sufficient, financially sustainable** early years and childcare provision across the county to meet the needs of families and support is available for the sector to maintain a highly qualified **workforce** with desirable career pathways.

Measuring Impact



- **Baseline data**
- **Key Performance Indicators** for:
 - Reducing the time between a referral to the SEND Under 5s panel and intervention.
 - Places created by the Wraparound Programme Funding.
 - Places created by the Childcare Expansion Capital Grant.
 - Take up of the Early Years Funded Entitlements for disadvantaged 2 year olds.
 - EYFS Attainment - Percentage point gap between disadvantaged children achieving GLD and others at end of Early Years Foundation Stage.
- **Impact data** which will include ensuring we actively seek out feedback from
 - Children and their families.
 - Schools and early years and childcare providers.
 - Services and organisations working with children, young people and families.

ACTIVITY



Look at the priority areas – which are most relevant in your area?

Would you like to get involved by joining a working group?

EYCA roles

- EYCA SEND and Inclusion – North and South Teams
- EYCA Quality and Sufficiency – Eastern, Central and Western Teams

Area	Northern (Crawley, Horsham and Mid Sussex)	Southern (Adur, Worthing, Chichester and Arun)	Central (Adur, Worthing and Horsham)	Western (Chichester and Arun)	Eastern (Crawley and Mid Sussex)
Role	SEND and Inclusion		Quality and Sufficiency		
EYCA's	Anna Parsons Kerry Iden Sarah Morgan-Petrillo	Amanda Thorne Ellie Blythman Kerry Iden	Debbie Fry Renira Currid Ellie Partridge	Amanda Scutt Fiona Crowther Jo Hernandez-Stenson Lizzy Austin	Donna Cavallo Nicky Holman Sarah Bennett-Leyh Yvonne Branchfield

EYCA for Quality and Sufficiency will continue to support you with:

- Setting Review Meetings
- Ofsted support
- EYFS Leader and Childminder network meetings
- Support with the Early Years and wraparound childcare expansion
- Targeted setting support for business

Contact via **Setting Support** inbox

EYCA for SEND and Inclusion will continue to support you with:

- SEND under 5
- Education, Health and Care Needs Assessment requests
- Targeted setting support for inclusion
- Inclusion Funding
- Setting Support Phonenumber
- SENCO/INCO networks
- In addition, our new Early Years SEND and Inclusion Mentors will be providing targeted intervention support for individual children.

Contact via the **Setting Support Phonenumber on 01243 777807** or for any additional queries for SEND and Inclusion please email:

- eycSEnDSouth@westsussex.gov.uk
- eycSEnDNorth@westsussex.gov.uk

Workforce Development: childminders

'15% growth in the total early years workforce will be required in 2024 and 2025 if the sector is to keep existing places open and staff the additional places created by the early years funded entitlements expansion'

Early Years and Childcare Coalition 2024

... Of particular concern nationally is the loss of childminders from the sector, with Ofsted reporting that the last decade has seen a fall of 50% ...

... This is reflected in West Sussex, where we have seen numbers of childminders drop by a fifth in the last four years.

Early Years and Childcare Workforce Development Plan: purpose

To deliver on the commitment within **Right From The Start: West Sussex Early Years and Childcare Strategy** to support the sector maintain a highly qualified workforce with desirable career pathways by:

Developing and implementing a plan to support the recruitment and retention of a high quality early years workforce, including a **childminder recruitment campaign** and professional development pathways

Working with providers and partners to articulate career pathways and raise the profile of early years and childcare across the county

Early Years and Childcare Workforce Development Plan: outcomes

1. Early Years Education and Childcare is valued by key stakeholders as a profession where highly skilled staff provide high quality provision that gives children the best start in life
2. Internal and external partners promote early years and childcare as a career of choice for a diverse range of people, with many interesting and varied opportunities for development and progression
3. Students and those wanting to change careers understand and can easily access appropriate routes into early years and childcare
4. Settings have increasingly high numbers of qualified staff, with a focus on ensuring settings in areas experiencing high levels of disadvantage have the highly qualified staff needed to lead practice and have positive impact on closing the attainment gap
5. Settings are supported to develop and share good recruitment practice, including safer recruitment and how to position themselves as an employer of choice in a challenging market
6. Settings are supported to develop and share good practice around the retention of staff, with a strong focus on staff wellbeing and career development
7. The workforce is supported, through training and development opportunities, to grow the skills and knowledge required to ensure all children, including those with SEND, feel they belong and are valued and enabled, and their needs are understood and met
8. Providers can access a strong offer of support and development opportunities for current or aspiring managers to develop expertise in leading and providing robust career development for staff

How you can help us support the sector



To get involved mail me ..
lisa.guy@westsussex.gov.uk

- ✓ Volunteer to join key stakeholders on a new early years and childcare workforce steering group to help shape the plan and see it come to life
- ✓ Complete the childminders section in our upcoming early years and childcare workforce survey – it will help us understand what you need and how we can support you to remain in the sector, as well as how to attract others in
- ✓ Help us create a powerful West Sussex Careers in Early Years and Childcare Campaign by providing inspirational messages to attract more childminders into the sector
- ✓ Work in partnership with our careers hub on an exciting new project designed to ignite a passion for early years and childcare in school children studying health and social care and child development GCSEs
- ✓ Help our colleges and training providers create exciting opportunities for their learners to experience settings that are very different to their placements
- ✓ Collaborate so we can support childminders wanting to employ an assistant find suitable candidates and job seekers to know how to find vacancies

Brilliant Babies to Terrific Toddlers

A Tool for Reflection



Safeguarding Week – 25th to 29th November

WSSCP SAFEGUARDING WEEK 2024

Monday 25th November – Friday 29th November

Join us for a week of engaging 1 hour briefings, a one-day face to face conference and lots of other exciting information to improve your safeguarding knowledge and strengthen your practice

More information coming soon – WATCH THIS SPACE!

[Home - West Sussex Safeguarding Children Partnership - West Sussex SCP](#)

EYFS: Section 3 – Safety of Premises

Safety of Premises

3.64 Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

3.65 Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have:

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.
- Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

Fire Evacuation – Policy and Procedures

- some things to think about

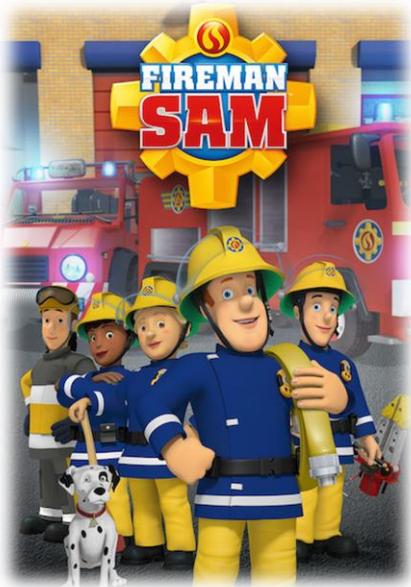
- How often do you practice your evacuation procedure?
- Do evac-cots fit through doorways? How many children can you safely transport in them?
- Have you had fire safety advice from a professional?
- Is your fire equipment in date and fully functioning?
- Is your policy regularly reviewed in line with each new cohort and their changing needs?
- Have you considered the ages of the children you are evacuating?
- Can children explain the evacuation procedure to a parent?
- Have you considered where your baby room is?
- Can staff evacuate non-mobile infants quickly and safely?

Fire Safety and SEND



Useful Resources

These links are available to support further research.



- [West Sussex Fire and Rescue Service - West Sussex County Council](#)
- [Fire safety for parents and child carers \(accessible version\) - GOV.UK \(www.gov.uk\)](#)
- [Fire Safety for Special Needs Groups : Firesafe.org.uk](#)
- [How to Manage a Fire - Evacuation & More | St John Ambulance \(sja.org.uk\)](#)
- [Learning resources | London Fire Brigade \(london-fire.gov.uk\)](#)
- [Fire Safety for Children - Childcare.co.uk](#)

Attendance

Why is this so important in early years settings?

How do you identify and address attendance issues in your setting?



A great training opportunity
has arisen for you and it's **FREE**



An on-line training session to enhance your knowledge of Oral Health in Early Years

You will learn:

- Basic Dental Anatomy
- Process of Tooth Decay
- Sugar Guidance & Prevention
- Good Oral Hygiene Technique
- Key Dental Messages



Basic Oral Health Training

Dates Available

Tuesday 12th November 2024 – 7pm

Thursday 12th December 2024 – 7pm



To book email the team at:

SC-TR.oralhealthpromotion@nhs.net

(Please provide your Name, Job Title, Name of Early Years Setting and email)

