

Early Years and Childcare Team News

Edition 15 • March 2011



Richmond upon Thames
Children and Young People's Trust

Dear colleagues

Firstly, a Happy New Year to everyone.

The start of a New Year is traditionally a time to reflect, take pride in achievements and take stock of the challenges ahead - be this personal or professional.

To do this for the Early Years sector, I decided to draw from the national agenda. The Treasury, working with the DWP and the DfE, identified childcare as having a key role to play in the Child Poverty Strategy.

Frank Field MP published his influential document 'Report of the independent review on poverty and life chances' in December 2010. The report makes frequent reference to the value of daycare in the early years, for example 'combining a good early years home learning environment with high quality early education has the most positive effect on children' and 'qualified and experienced staff may be able to pick up signs of behavioural problems, communication, cognitive development and provide early support.' The report is available to view or download from www.frankfield.co.uk

A report from the Equalities and Human Rights Commission's report November 2010 'Childcare Matters: improving choices and chances for parents and children' - points out that 'appropriate childcare can move between 16.7% and 50% of children out of poverty. Provision can help eradicate intergenerational poverty depending on its quality; high quality consistently yields better outcomes. The key challenge is affordability as parental incomes remain a key determinant of children's outcomes, with those in the lower income groups achieving lower outcomes.'

The Ofsted Annual Report 2009/10 gives encouragement to the private, voluntary independent sector (PVI) and notes the ever-improving attainment of quality provision. In 2009/10, the second year of the Early Years Foundation Stage, the proportion of early years registered providers judged 'good' or 'outstanding' for overall effectiveness increased to slightly over two thirds.

Providers who are part of a quality assurance scheme are more likely to be judged good or outstanding. This is particularly the case for childminders. There is a strong correlation between participation in a quality assurance scheme and the extent to which providers embed ambition and drive improvement.

The challenge is to improve engagement with parents. The quality of self-evaluation, and engagement with parents and carers are the only two aspects in which over a third of providers inspected are no better than satisfactory.

It is anticipated that next year, the Early Years Service will continue to provide the same level of support, challenge, advice and training opportunities. We are hoping to extend the offer of 10 hours free nursery education to the neediest 2 year olds, in advance of government funding being provided from 2013. The impact of the local pilot is so significant that we would argue for this to be a continued priority.

The Family Information Service will become closely aligned with children's centre services, delivering advice and guidance to parents on a much greater level of personal involvement. This will help the most disadvantaged families who are less likely to have access to the most recent information so that they can make informed decisions on childcare. It will give them the opportunity to understand the benefits of childcare for their child.

I hope you enjoy this latest edition. Please take advantage of the meetings, support and training opportunities provided and I look forward to seeing you all in 2011.

Sue Ritson

Head of Early Years and Childcare

Contents

- Page 2** Telling the local authority or Ofsted about significant events
Invoice reminder
- Page 3** Ofsted actions from 2010 - Childminders - Daycare
- Page 5** Key messages from a Plymouth serious case review
- Recommendations on improving the safety of children in early years' settings
- Establishing a professional code of practice
- Page 7** Safer Recruitment Reminders
- Page 8** Early years consultant support
- Page 9** Every Child a Talker
- Page 10** The Family Information Service
- Page 11** FIS brokerage service
- Page 12** Contact information



• 0-20 years • 0-20 years • 0-20 years •

Telling the local authority or Ofsted about significant events

All settings and childminders on our Directory of Providers must tell both Ofsted and **Melanie Adams** in the Early Years Service **020 8831 6267** about any significant event regarding the building, a member of staff, a child or their family. Please see the following extracts from Ofsted for details.

It is an offence if you do not tell Ofsted about significant events or changes such as those listed below.

You must inform Ofsted about:

- Any change to your **name** or **address**.
- Details of **any changes** to the premises. This includes changes that affect the space available or the quality of care. For example **structural alterations**, or an **extension**.
- Something which adversely affects the smooth running of the provision over a sustained period of time.
- Any **change in the hours** you provide childminding which means you provide overnight care.
- Changes to the rooms used for caring for children, if they are not on your certificate.
- Changes to the outside, for example adding a pond or pool, putting up a green house or taking down a fence.
- The details of any **allegations of serious harm** to or **abuse of a child** by any person living, working or caring for children at the premises. The allegations of serious harm or abuse may have occurred on the premises or elsewhere. You **MUST** also tell Ofsted about any other alleged abuse that might have happened on the childcare premises. Whenever you tell Ofsted about this information, you also need to tell them about the action you have taken.

Invoice reminder

The Council has set up a central payments team that processes all invoices.

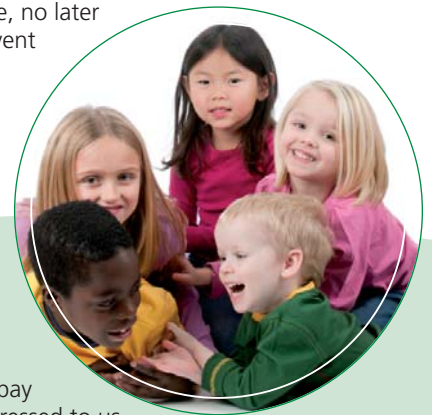
SAP Processing Team
London Borough of Richmond upon Thames
Civic Centre
44 York Street
Twickenham TW1 3BZ

In order for your invoices to be paid promptly, please make sure that you give all your invoices a unique reference number, (please do not use a child's name as an invoice reference, although initials are fine) and that they are dated. The Council's standard payment terms are 28 days from the date of invoice.

Please also ensure that the invoice states clearly what it is for, and, if possible, gives a contact name in the Early Years Team. If you are not sure which name to give, please just put 'Early Years'.

- A **serious illness** or **accident**. *As a general rule, serious accidents and injuries are those requiring treatment by a medical practitioner. Serious illnesses, such as meningitis, are normally notifiable diseases. They are not the usual childhood illnesses such as chicken pox.*
- A **serious illness** or **death** of a cared for child or a **serious accident** whilst in your care.
- Police or social services involvement with you or anyone who lives or is employed in your home.
- Details of any **incident of food poisoning** where **two or more** children cared for on the premises are affected.
- Details of any other **significant event** that is likely to **affect the suitability** of the provider (losing a child) or any person who cares for, or is in regular contact with, children on the premises. For example, this could be something affecting a provider's physical or mental ability to care for children.
- A **change of assistant** or co-childminder.
- Any changes to people living or employed on the premises (this includes **children over 16 years of age that leave home**).
- Website: www.ofsted.gov.uk

You must inform Ofsted in advance of an event. Where this is not possible, no later than 14 days after the event has occurred.



Please remember that the Council is unable to pay invoices that are not addressed to us.

Invoices can still be sent to the Early Years Team who will forward them to the SAP Processing Team for payment.

If you are able to follow these guidelines, it will help us to ensure that your invoices are paid as quickly as possible. We are unable to amend invoices on your behalf, so any invoices that are undated, that are not addressed to Richmond Council, or do not have an invoice number will be returned to you for correction which will delay payment. If you have any queries please contact

Amanda Boardman 020 8831 6188
Email: a.boardman@richmond.gov.uk or

Jane Knight 020 8831 6268
Email: j.knight@richmond.gov.uk

The Early Years Team will continue to administer the Nursery Education Grant (NEG).

Ofsted actions from 2010

Childminders

Learning and development

- Continue to expand the outdoor area to foster children's learning.
- Improve partnership working with other settings providing the EYFS, so that relevant information is shared to support continuity of learning.
- Improve the balance of adult-led and child-initiated activities so the range of toys and resources in the setting are used to their best capacity. (Be confident to pre-plan activities that would lead children into different activities).
- Continue to develop analysis of your observations and assessment in order to focus future planning and identify next steps for learning for individual children.
- Continue to develop children's creativity by enabling them to represent their own ideas without making an end product which is adult directed.
- Develop systems to make sure parents have regular opportunities to add to their children's development records.
- Further develop resources which promote the differing abilities, needs and cultures of society.
- Develop ways of fully including the views of parents into the self-evaluation process.
- Enhance activities provided for children by providing more access to natural play materials, for example, through heuristic play.

Staying safe

- Improve the record of risk assessment so that it includes all areas of the premises, date of review, and any actions.
- Develop a risk assessment which includes outings, details when it was last reviewed and all aspects that need to be checked and considered.
- As well as conducting a risk assessment, constantly re-appraise the environment and activities to which children are exposed and make necessary adjustments to secure their safety at all times.
- Record any children attending on a temporary basis in the register.
- Seek parental consent for photographs and car travel.
- Practise the fire evacuation plan with children to make sure all practical issues are addressed so that the risk to children is reduced in the event of a fire.
- Tell Ofsted about any change of personnel, aged 16 or older, living or working on the premises.
- Maintain a written record of all medicine administered to children and ensure it contains the necessary detail.
- Maintain a record of all types of accidents.



- Keep children safe by maintaining clearly recorded documentation, particularly the daily record of children's attendance.
- Constantly record times of assistants attendance.

Partnership

- Extend relationships with other settings' children to provide continuity and enhance children's learning opportunities.

Leadership

- Develop the use of SEF and reflect on practice to identify areas for future development and training and how these will be achieved.
- Ensure self-evaluation reflects all elements of practice and identifies specific areas requiring improvement to further support children's welfare and learning, including documentation and fire drills.

Ofsted actions from 2010

continued

Daycare

Learning and development

- Continue to develop observation and assessment procedures that identify learning priorities, and to plan relevant and motivating learning for each child.
- Strengthen systems that track how current observation and assessments cover all areas of the learning goals, including knowledge and understanding of the world and physical development.
- Continue to develop observation skills and procedures for analysing information to identify children's next steps and support planning of future activities.
- Improve children's development records so it is easy to see any progress made or gaps in their learning towards the early learning goals.
- Develop systems to ensure that parents have regular opportunities to add to development records.
- Be aware of the skills children develop through activities they choose, so that key workers can consistently assess the children's progress and identify the next steps in their learning.
- Further improve the presentation and resourcing of role play situations, and the programme for literacy in relation to raising the achievements of boys.
- Strengthen the two-way flow of information with parents about progress and development of their child, so that they can support and extend their child's learning at home.
- Take steps to engage parents more in the process of planning for children's learning and development and in monitoring their progress towards the early learning goals.
- Improve parents' access to the weekly written plan to let them be further involved in their child's learning and development.
- Enable children to develop more independence within structured activities, and ensure all observations conducted by staff contain clear information relating to children's abilities and achievements.
- Increase opportunities for children to find out about, and identify the use of, everyday technology and programmable toys to support their learning.
- Ensure that outdoor space regularly provides children with the rich and varied learning experiences similar to those enjoyed when using the indoor space.
- On a regular basis, provide opportunities for children's physical development to be fully challenged. Use mathematical terms during play and daily routines.
- Value linguistic diversity and provide opportunities for children to develop and use their home languages in their play and learning.
- Ensure the resources provided by staff are changed at regular intervals to encourage children to experience a full range of opportunities within the setting.

Safeguarding

- Include regular times when parents are informed about accidents.
- Ensure accident records are kept in a confidential manner.
- Ensure the record of risk assessment details the date of the review and any actions taken.
- Further improve the quality of risk assessment in relation to outings, by considering the possibility of a lost child in each venue visited.
- Take all reasonable steps to ensure that hazards to children inside and out are kept to a minimum.
- Ensure outdoor and indoor spaces, furniture equipment and toys are safe and suitable for their purpose.
- Carry out regular evacuation drills to ensure staff are fully aware of their roles and procedure to follow.
- Maintain the records needed for the safe and efficient management of the setting so that children's needs are met. In particular, ensure accident reports are completed accurately and there is a daily record of children looked after on the premises and their hours of attendance.
- Review the process for recording children's times of departure to ensure consistency.
- Review the deployment of staff and use of space to consistently benefit all children attending.
- Obtain an enhanced CRB disclosure for every person 16 or over who works on the premises. Keep records of the information to assess suitability, including the unique reference number of the CRB disclosure and the date when it is obtained.
- Further develop systems to monitor ongoing suitability of staff.
- Implement an effective safeguarding children policy which includes procedures to be followed in the event of an allegation against a member of staff and ensure all staff are aware of this policy.

Leadership

- Improve outcomes for children through the development of an effective action plan based on the procedures of monitoring and self-evaluation.
- Ensure bank and agency staff are given full information and guidance on their roles and responsibilities, including what to do in event of an emergency. Use Ofsted's self-evaluation form for the quality of improvement.
- Extend the use of self-evaluation to incorporate children's views of the setting.

Health

- Review hygiene procedures with regard to the way food is presented at meal times to limit the risk of cross infection.

Key messages from a Plymouth serious case review

Recommendations on improving the safety of children in early years' settings

This document was sent out to all settings in November 2010 and is a very useful audit tool to review your setting's policies and procedures, guidance and regulations.

The purpose of the review was to establish *what* happened and *why*, and *how* such an event might be prevented in the future. This case demonstrated that settings need to ensure that their policies work, whether there are concerns about children internally within the nursery or externally at home.

A number of interacting factors highlighted less than satisfactory practice which supported a culture that failed to protect a young child from a worker.

Important actions taken from lessons learnt at Plymouth that must be taken to improve safeguarding practice

- Operate safer recruitment and selection procedures, referring to the document 'Safeguarding Children and Safer Recruitment in Education'. (These should include advertising, formal interviews, practice placement, taking up references, health checks and CRBs checks.)
- Have effective policies and procedures in place (that are not just lifted without adaptation from sample policies) which are communicated to all staff. Include child protection (to include procedures to be followed in the event of an allegation being made against member of staff or volunteer), complaints, nappy changing and intimate care and appropriate professional boundaries and touching.
- Ensure policies are properly adopted and used for the induction of new staff and at staff meetings. Make sure they are effective for the purpose intended.
- Ensure staff have read, understood and can implement each procedure. (Check this by questioning and observing them.)
- Ensure all policies are regularly reviewed (and ratified by the trustees if applicable), in particular child protection, complaints, employment, and equal opportunities.
- Have a strong governance framework with clear lines of communication and accountability.
- Encourage open discussions amongst the staff group about good and poor practice, and facilitate constructive challenge.
- Ensure that safeguarding is openly discussed at room and team meetings and outcomes recorded. (Develop a safeguarding notice board.)
- Ensure staff are aware that abuse might happen within their workplace. (Some staff positions and other factors such as age, personality and length of service can create the illusion of power and encourage a sense of trust. Some staff can be highly manipulative and make other staff unable to challenge concerning behaviour.)
- Ensure there are effective key worker systems in place. (Poor deployment of staff can adversely affect a robust key worker system that supports children's wellbeing.)
- Ensure whistle blowing procedures are in place and all staff understand how to use them. (Staff know where to go with any concerns about a colleague, manager or trustee.)
- Ensure regularly formal staff supervision takes place. (This can help staff to cope with the emotional demands of the job, enable them to reflect on their own work and day-to-day practice in the setting, identify individual training needs, manage performance and challenge inappropriate or escalating behaviour.)
- Implement a robust staff and parent code of conduct to ensure boundaries cannot be blurred through friendship networks amongst staff (cliques) and parents (babysitting or discussing personal lives). (Refer to code of conduct list.)
- Encourage communication and contact with parents and ensure they are kept well informed about their child's day-to-day experiences. (Do you have a private area where parents can talk about any concerns in confidence.)
- Ensure you listen to what the child has to say. (UN Convention on the Rights of the Child Article 12 refers to children's right to give their opinion, and for adults to listen and take them seriously.)
- Use the early years consultant support visits to inform and improve practice.
- Ensure all staff regularly attend and update their safeguarding training.

Margaret Monori

Websites:

Plymouth Serious Case Review

www.plymouth.gov.uk/homepage/socialcareandhealth/childrensocialcare/localsafeguardingchildrenboard/pscbscr.htm

The welfare requirements of the EYFS www.nationalstrategies.standards.dcsf.gov.uk/node/83954

Ofsted forms and guidance on childcare, including details of the checks that need to take place prior to registration www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Care-and-local-services/Childcare

Working Together to Safeguard Children www.workingtogetheronline.co.uk

Information on safe recruitment

www.teachernet.gov.uk/teachingandlearning/EYFS/Welfare_requirements/Suitable_people/Ensuring_suitability/Safe_recruitment/

Safeguarding Children and Safer Recruitment in Education

www.teachernet.gov.uk/management/staffingandprofessionaldevelopment/recruitment/

Note 1. Richmond CVS are able to support voluntary organisations on governance.

Key messages

continued

Establishing a professional code of practice

Questions to consider as a team

How do practitioners establish and maintain relationships with children and families?

- Do you have clear guidance on professional practice relating to babysitting, personal friendships, romantic or sexual relationships?
- How do you manage staff (yourself) that live in the same community or local area as parents?
- How do you manage staff that have favourite families and children?
- Is there competent and confident communication with children and parents regarding safeguarding and child protection issues?
- Are the policies and procedures transparent and clearly evident in practice for all staff (catering, cleaners, volunteers, etc) and parents?

How do you maintain high standards of childcare in partnership with parents?

- Is the level of care consistent across the whole team?
- Is there an effective whistle blowing policy?
- How are new staff or volunteers inducted?
- How are parents inducted in to the setting's ethos?
- If a visitor observed practice, could they identify cliques, alliances or rifts in the team?



How effective is the leadership and management of safeguarding and driving improvements

- How does the manager inspire practitioners to higher standards?
- Are there systems in place for individual one-to-one and whole team training to ensure knowledge and skills are up-to-date and professional confidence is developed?
- Are managers, room leaders and safeguarding champions aware of the most vulnerable practitioners?

How do the people in your setting present themselves for work?

- Is there a clear code of dress for work?
- What happens if practitioners challenge this?
- Is it clear what professional attitudes and behaviour is expected from practitioners with children, parents and professionals?
- What is the policy on the use of mobiles, cameras, Facebook, and other social networking sites?

The Plymouth serious case review is available on www.plymouth.gov.uk/serious_case_review_nursery_z.pdf

The case would provide a good starting point for team discussions on keeping child protection high on the agenda and ensure robust child protection procedures are embedded in practice and are monitored.

The professional code of conduct will be explored at the next Safeguarding Workshop on Monday 28 March 2011.

The fourth edition of the London Child Protection Procedures is now available to download at www.londoncpc.co.uk. This edition has been fully updated in line with recent changes to statutory guidance and is only available online.

Safer recruitment reminders



Remember to take up references and check full history

- Take up at least two references direct from the referee in writing and verify by telephone.
- Secure a reference from a current employer.
- Remind the referee that they have a responsibility to ensure the reference is objective, accurate and does not contain any material misstatement or omission.
- Ask for verifiable comments about the applicant's performance history and conduct.
- Ask about any disciplinary action and whether the referee is aware of any behaviour that might give rise for concern.
- Ask specifically about allegations about their behaviour towards children.

Obtain health checks

At the point of making a conditional offer of employment you should obtain health checks. Anyone appointed to a post involving regular contact with children or young people must be medically fit. Employers should satisfy themselves that individuals have the appropriate level of physical and mental fitness before an appointment offer is confirmed. Ensure staff are told about their responsibility to inform their employer of any changes to their health.

Useful documents

The statutory guidance Safeguarding Children and Safer Recruitment in Education (January 2007) can be downloaded on www.teachernet.gov.uk/publications or from DfE Publications **0845 60 222 60** quoting ref: 04217-2006BKT-EN. This covers all aspects of safeguarding, recruitment of staff and volunteers and management of allegations against staff. Safer recruitment guidance is also available from www.cwdcouncil.org.uk/safeguarding/safer-recruitment.

We expect to have updates to share next time.

Early years consultant support

The local authority is divided into quadrants and we have now re-organised our team accordingly. Early years consultants (EYCs) have been busy working with settings using our 'Improving quality for children' quality improvement toolkit. This has enabled us to identify which settings need the most support and training. If you would like advice from your EYC on any issue relating to quality or inclusion they can be contacted by phone or email.

The EYCs are assigned to settings and childminders in the following areas:

Heathfield, Whitton & West Twickenham

(80 settings and childminders)

Jonathan Rourke – EYC

j.rourke@richmond.gov.uk 020 8831 6357

Margaret Monori – EYC

m.monori@richmond.gov.uk 020 8831 6229

St Margaret's, Twickenham & Teddington

(105 settings and childminders)

Helen McNally – EYC

helen.mcnally@richmond.gov.uk 020 8831 6306

Lucy Chester – EYC

lucy.chester@richmond.gov.uk 07985 156502

Ham & Richmond

(53 settings and childminders)

Helen Swan – EYC

h.swan@richmond.gov.uk 07957 996095

Janet Roberts – EYC

janet.roberts@richmond.gov.uk 020 8831 6162

Hampton & Hampton Hill

(60 settings and childminders)

Janet Roberts – EYC

janet.roberts@richmond.gov.uk 020 8831 6162



Kew, Barnes, Mortlake & East Sheen

(97 settings and childminders)

Nadia De Jesus – EYC

nadia.dejesus@richmond.gov.uk 020 8831 6171

Lucy Chester – EYC

lucy.chester@richmond.gov.uk 07985 156502

The following team members retain additional functions for part of their working week:

Margaret Monori: New early years settings and childminders – advice, guidance and training

Jonathan Rourke: Supporting children in settings with complex needs

Lucy Chester and **Helen Swan:** Network childminder co-ordinators (53 childminders)

If you are unable to contact the EYC assigned to your setting, please contact **Melanie Adams**, *Officer Manager*, by email at m.adams@richmond.gov.uk or by phone on **020 8831 6267**

Rachel Turner

EYFS Strategy Manager

r.turner@richmond.gov.uk 020 8831 6261

Every Child a Talker – Outstanding in the London Borough of Richmond

The Every Child a Talker (ECaT) programme has been graded outstanding by National Strategies. The Richmond Borough programme has been led by Vanessa Gordon, Speech and Language Therapist and Clare Catt, Early Years Consultant. It has enabled 20 settings in the borough to take an indepth look at how they support the language and communication skills of the children in their settings. The programme started in April 2010 and each setting identified a member of staff to be their early language lead practitioner (ELLP) and another as a 'buddy'. It has been an exciting year, with a wide range of training opportunities for these settings to broaden and expand their knowledge of speech, language and communication. All those involved have found the programme an invaluable experience, practitioners, parents, children and consultants alike.

The success of the Every Child a Talker programme was celebrated at the ECaT conference on 5 and 7 March, where other settings were able to have a taster of the opportunities open to the early language lead practitioners. The conference was well attended on both days and delegates were inspired by the range of workshops and case study groups they were able to attend. These included:

- Child monitoring of early communication and language
- Adult and child interaction
- Core language development
- Positive language, positive behaviour
- Storytelling
- Partnership with parents
- Making it better for boys: learning and communication

Monitoring progress

The early communication and language monitoring tool has enabled our ECaT settings to monitor the progress of the individual children across the following four strands:

- Listening and attention
- Understanding (receptive language)
- Talking (expressive language)
- Social communication

The data identified most delay is in expressive language and social communication. This reflects the profile of a child not reaching their full potential for oral language proficiency. National evidence is emerging that shows strong links between oral language skills and literacy development. The lower achievement of children in linking sounds and letters, reading and writing in Reception and Year 1 may be due to oral language skills not being fully consolidated in early years. The ECaT programme has provided an opportunity to develop practitioner skills in supporting all aspects of children's speech, language and communication. Our final set of data for this year has reflected the positive impact the programme has had on children's speech, language and communication skills with a reduction in the number of children 'at risk of delay' and an increase in the number of children 'as expected' and 'ahead'. A trend that we anticipate will continue as our ECaT settings continue to develop their practice.

Another year for Every Child a Talker

The programme is planned to continue for another year in Richmond Borough. The next 20 settings are being invited to sign up for the programme, which will offer them the wide variety of training opportunities that have been available to the Phase 1 ELLPS including:

- Core language development and monitoring of children's early communication and language
- Adult and child interaction
- Peer coaching
- Communication friendly environments
- Talking outdoors
- Positive language, positive behaviour
- Storytelling
- Making it better for boys: boys' learning and communication

A big thank you

We would like to thank our current ELLPs for making this year such a success. They have been enthusiastic, dedicated and professional in everything they have done. It has been their commitment and that has made the success of the programme so outstanding.

Aston Pierpoint; Barnes Nature Kindergarten, Building Blocks Nursery, Grena Road Day Nursery, Heathfield Nursery and Infant School, Holy Trinity CE Primary School, Ivytree Nursery, Jack and Jill School, Kids Inc Day Nursery, Lowther Primary School, Meadlands Primary School, Parkway Nursery School, St Edmund's Playgroup, St Richard's with St Andrew's, Stanley Infant and Nursery School, Teddington Methodist Playgroup, TicToc Nursery School, Windsor Kindergarten, Working Mums Daycare and Preschool and the Childminding Network.

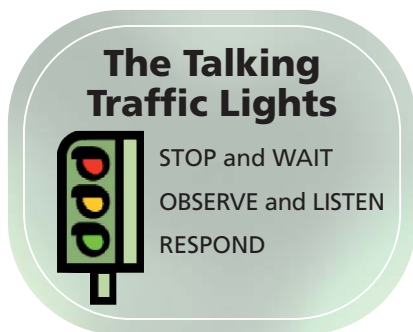


Every Child a Talker

continued

Highlight of the programme

The Adult Child Interaction training was the first course to be delivered. It provided an opportunity to develop self-reflection skills to support the development of the way the ELLPs interacted with children to better support their speech, language and communication skills. Facilitative techniques for encouraging children to communicate have been introduced including the 'Talking Traffic Lights', which aims to support practitioners in following the child's lead. There has been a significant increase in confidence and skills in the use of these strategies and the self-reflection process is being cascaded across the settings. Including the use of:



Development opportunities for you

Finally, look out for the ECaT Talking Tips which have been sent to your email inbox since the start of 2011. If you have not received these yet and you would like to be included, please contact Angela Howard (angela.howard@richmond.gov.uk) and you will be added to the distribution list.

For more information contact: Vanessa Gordon or Clare Catt, Early Language Consultants for the Every Child a Talker programme, Early Years Team, Education Children's Services and Culture, Civic Centre, 44 York Street, Twickenham, TW1 3BZ. Phone: **020 8487 5436**; email: vanessa.gordon@richmond.gov.uk or clare.catt@richmond.gov.uk

The Family Information Service

Every day the Family Information Service (FIS) receives calls from parents looking for local childcare. Many of you have chosen to be advertised by FIS on the DirectGov childcare database where there are over 40,000 childcare searches every day. These valuable marketing services are supplied free to you, the childminder and to families using either service.

On registration, FIS receives a basic record of all new Richmond Borough childcare providers directly from Ofsted. We can't publish or share this information with families unless we have checked that it is accurate and attained your permission to publish. We also rely on established providers to keep us informed of any changes. These could be about your vacancies, changes to facilities or contact details.

Please help us stay up-to-date with your childcare business

The FIS is currently checking that the information we hold on you is still accurate. We will shortly send you a copy of the information we currently hold, together with a form that allows you to notify us of any changes. You no longer need to fill out a new form from scratch if you filled one out last year. Simply review your old form and use the new one to tell us of any changes. You will also need to sign the new form and tick relevant boxes to tell us what information we may publish (and where). The form can be returned by either post or email.

We will then hold your information for two more years before we contact you again.

Updating your FIS record online

You can also update your FIS childcare record at any time by going online www.richmond.gov.uk/ey_info_for_practitioners

Click on the relevant link labelled 'Childcare' or 'Childminder profile form' at the bottom of the page. If you have any questions, or experience any difficulties, our contact details are below.

Do also remember to recommend FIS to parents who contact you but you are unable to provide care for. We hope to hear from you soon.



FIS brokerage service

FIS offers specialist one-to-one support, advice and guidance on childcare. This may involve practical advice on returning to education, employment or training, or simply understanding the childcare choices to meet specific family needs.

The service offers support to mums, dads and carers in finding suitable childcare. Information will be provided on:

- childcare choices such as childminders, pre-schools and nurseries
- guidance on childcare options to suit individual situations
- help with application forms
- the free entitlement to childcare places for 3 and 4 year olds
- guidance to families on any pilot schemes available
- access to additional childcare funding opportunities
- emergency childcare options

Who can use the FIS brokerage service?

Any mum, dad, grandparent, aunt, uncle or extended family member is welcome to access this service. In addition, specific information and support is available to:

- Lone parents or carers who are starting or returning to work or training
- Mums, dads and carers who have children with additional needs
- Mums, dads and carers who cannot find suitable childcare
- Mums, dads and carers with English as a second language
- Teenage mums and dads
- Dads with shared responsibilities

We welcome referrals from childcare providers. If you know of a parent or carer living in the Richmond Borough who may need additional support, please tell them about this service, or if you have their permission, contact us directly yourselves.

Telephone: **020 8831 6298**

Email: **fis@richmond.gov.uk**

Website: **www.richmond.gov.uk/fis**

Visit until 31 July 2011

Family Information Service
Civic Centre
44 York Street
Twickenham
TW1 3BZ

From Autumn 2011

The Family Information Service will be available at children's centres throughout the borough.

Dates for diary

8 June 2011

Annual Safeguarding Conference:
Protecting children from the hidden
harm of drug and alcohol misuse
www.richmond.gov.uk/lscb

14 June 2011

2.00pm – 4.00pm
Day Care Forum
York House

22 June 2011

6.30pm – 8.30pm
Provider Forum
CTC



Contact information

Early Years And Childcare Team phone list

Head of Early Years and Childcare	020 8891 7554
Family Information Service	020 8831 6298
Office Manager	020 8831 6267
Finance Assistant	020 8831 6188
Finance and Administration Assistant	0208 831 6398
Business Support Manager	020 8831 6268
Childminding Network Co-ordinator	07985 156 502
EYC/Daycare & Childminder Provider Support Officer 'work from home' only mobile	020 8831 6229 07903 349 722
Childminding Network Co-ordinator	07957 996 095
Qualifications Centre Co-ordinator Mobile	020 8831 6152 07908 462297
Administrative Assistant	020 8487 5282
EYC/Lead Area SENCo	020 8831 6357
Early Years Consultant	020 8831 6162
Early Years Consultant	020 8831 6171
Early Years Consultant	020 8831 6306
Out of School Provider Support Officer	020 8891 7512
Foundation Stage Strategy Manager	020 8831 6261
Outreach Worker for 2 year olds (until 31.3.11)	07904 556399

Contacts		
DHC Stay and Play Plus	Richmond Childminding Group	020 8891 6090 020 8892 8725
CPD Lead Early Years and Family Support Service	Claire Grayson	020 8831 6152
Quindrat cluster groups	Rachel Turner	020 8831 6261
Continuing Professional Development	Workplace Development Team	020 8487 5345
Childminding network	Helen Swan Lucy Chester	07957 996 095 07985 156 502

