

List of Provider (LoP) Meeting

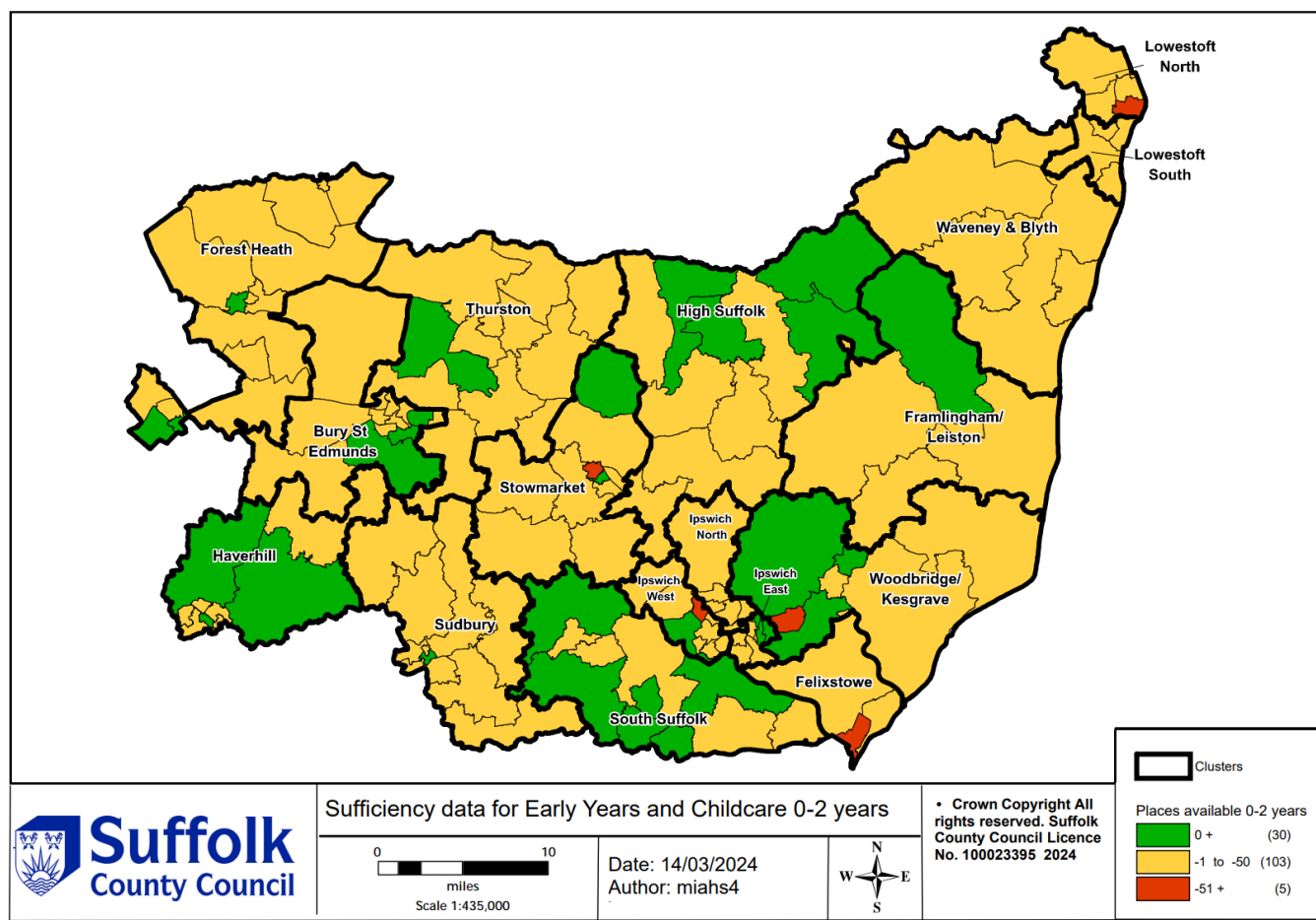
March 2024

Funded Expansion Places

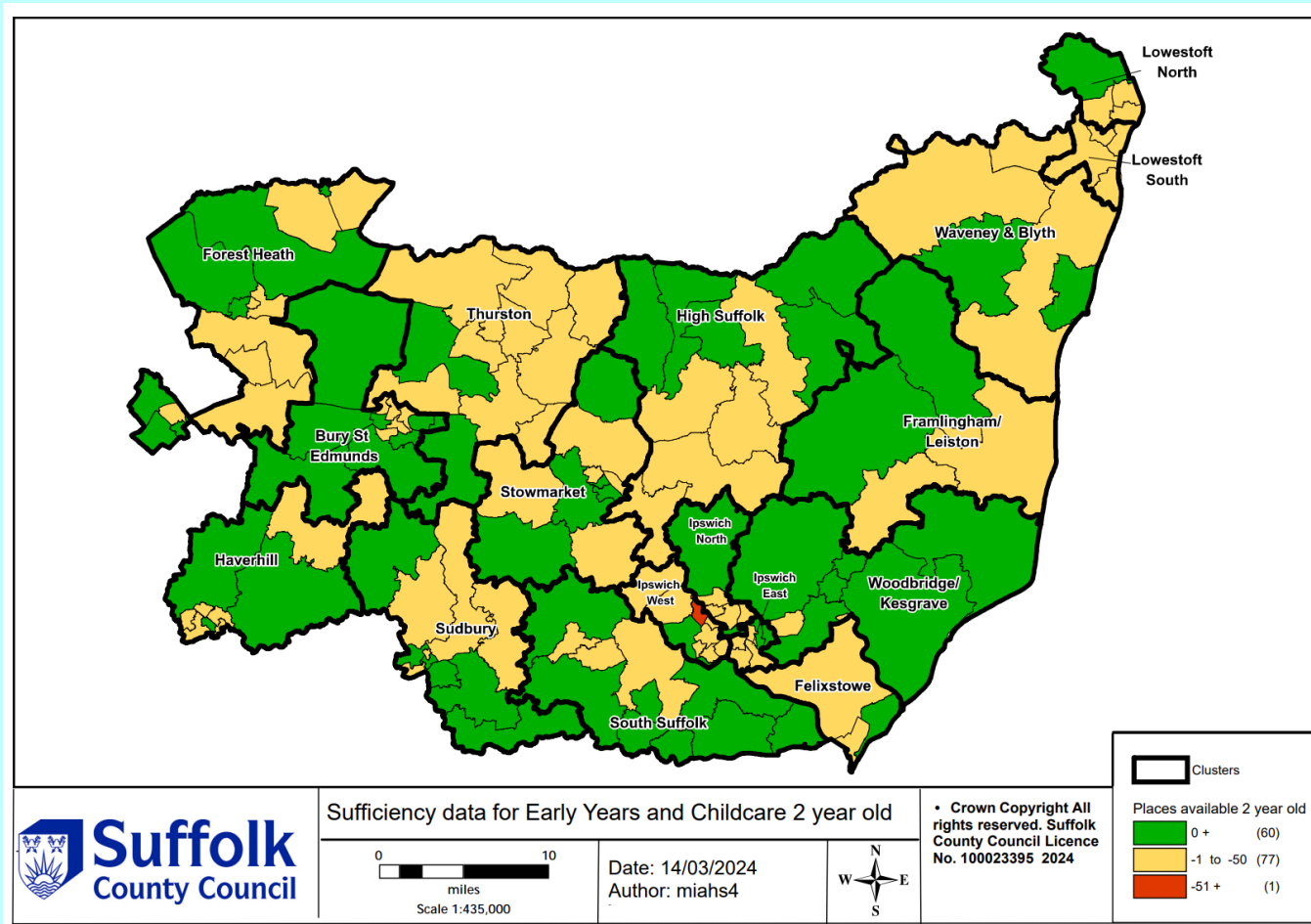
Timeframe:

- **April 2024** – 2-year-olds from working parent families may be eligible for **15 hours** per term time week ('expanded' hours), from the term after their 2nd birthday.
- **September 2024** – 9-month-olds from working parent families may be eligible for **15 hours** per term time week ('expanded' hours), from the term after they turn 9 months.
- **September 2025** – children from 9 months up to 4 years from working parent families may be eligible for **30 hours** per term time week ('extended' hours), from the term after they turn 9 months.

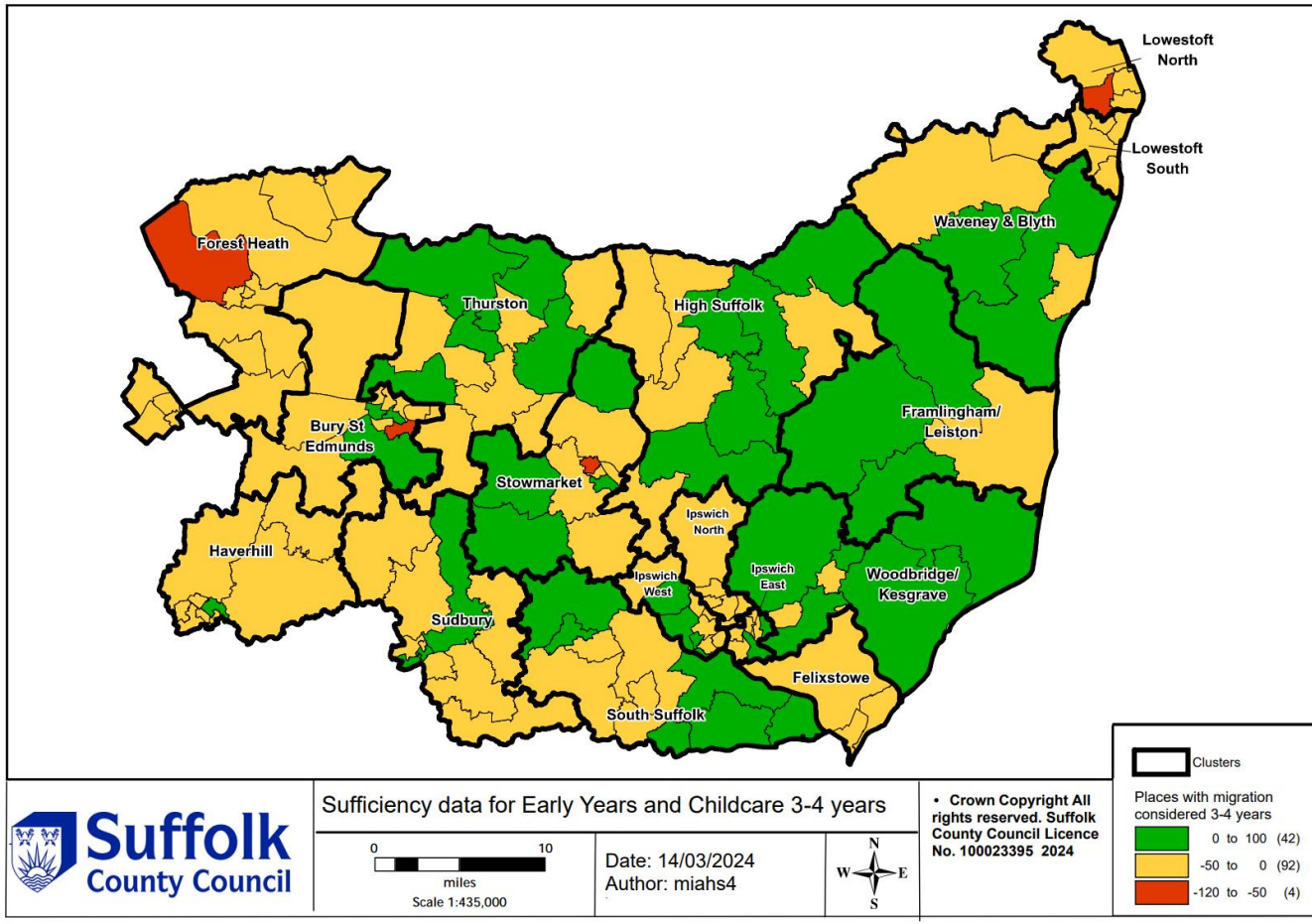
0-2 year olds



2 year olds



3-4 year olds with migration



Wraparound Childcare Care

- The government's ambition is that by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8am-6pm, so that parents can access employment and improve labour market participation
- Parents should expect to see an expansion in the availability of wraparound care from September 2024
- The key aims of the wraparound childcare element of these reforms are to ensure that childcare provision for school-aged children is regular and dependable for working parents, operates for longer hours, and is inclusive with appropriate support for children with Special Educational Needs and Disabilities
- Provision can be offered by schools, either directly or in collaboration with a childcare provider and this includes childminders. It can be run on a school site or at another setting in the local area
- Capital and revenue money allocated to Suffolk to develop places

Funded Expansion Changes-New Terminology

Terminology around hours has changed slightly and is no longer just 'Universal' or 'Extended'.

This will be reflected on the Provider Portal and PAFs, along with relevant guidance documents.

- **Funded** – Refers to the 'Funded' 15 hours per week that some 2-year-olds are entitled to if they qualify under the disadvantaged/non-economic criteria. They will have 'TYF' reference code from Suffolk County Council.
- **Universal** – Refers to the 'Universal' 15 hours per week that all 3- and 4-year-olds are entitled to.
- **Expanded** – Refers to the new 'Expanded' 15 hours per week that some 2-year-olds are entitled to if their parent/carer(s) qualify under the working parent family criteria (this will also include the 9-month-olds from September 2024). They will have an 11-digit number code from Childcare Choices.
- **Extended** – Refers to the 'Extended' 15 hours per week that some 3- and 4-year-olds are entitled to (giving them 30 hours per week) if their parent/carer(s) qualify under the working parent family criteria. They will have an 11-digit number code from Childcare Choices.

A full overview and how the Provider Portal will look is available: [Headcount Guidance – Suffolk Learning](#)

Funded Expansion Changes

From April 2024, eligible working parent families of 2-year-olds will be able to access 15 hours per week of funded childcare. Codes will be in the same format as existing 30 Hour codes, with a start and end date. To be valid for the summer term, codes must have a start date **before** 01 April 2024, and an end date **after** 31 March 2024 (the same as 30-hour codes).

This means there are now two ways in which families can be eligible:

Disadvantaged/Non-Economic Entitlement (existing)	Working Parent Family Entitlement (new)
<ul style="list-style-type: none"> • Apply via Suffolk County Council: www.suffolk.gov.uk/two (parents can use the Citizen Portal, or providers can complete 'Assisted Applications' on the Provider Portal). • If eligible, parent will be issued with an 18-digit code beginning 'TYF935'. • Code can be used straight away (if the child is of an eligible age). • Once eligibility is confirmed, the child remains eligible until the term after their 3rd birthday. • For the provider to claim for the child, the code must be used to 'link' the child to the headcount. • A maximum of 15 hours per week can be claimed. 	<ul style="list-style-type: none"> • Apply via Childcare Choices: www.childcarechoices.gov.uk • If eligible, parent will be issued with an 11-digit number code (the same as a 30-hour code). • Code can be used from the following term (e.g. if applied for in April, the code can be used from September – the same as a 30-hour code). • Code must be re-confirmed with Childcare Choices every 3 months to ensure child remains eligible (the same as a 30-hour code). • For the provider to claim for the child, the code must be checked using the 'Expanded/Extended Hours checker.' • A maximum of 15 hours per week can be claimed.

Funded Expansion Changes

- For both 2-year-old entitlements, the funding rate will be the same (£7.38 per hour).
- For both entitlements, a child will be eligible from the term after their second birthday.
- If a child is eligible for both entitlements, providers will only be able to claim for one. 15 hours per week cannot be exceeded, so the child would not be able to receive both entitlements at separate providers.
- If a child is eligible for both entitlements, we would encourage you to use the 'disadvantaged/non-economic' entitlement, as the child will remain eligible until the term after their third birthday. With the 'working parent family' entitlement, there is a risk that a child could lose their eligibility – if a family's circumstances change or if a code is not reconfirmed.
- (If you receive both codes from a parent, and input them both into the Provider Portal, the Portal will automatically accept the 'disadvantaged/non-economic' funded hours over the 'working parent families' expanded hours)
- Applications for 15 hours of government-funded childcare for working parents of 9-month-olds, open on 12 May ahead of September 2024 rollout

Expanded/Extended Hours Codes

2 Year Old Funding (expanded) and 30 Hour Funding (extended) codes obtained from Childcare Choices will need to be checked on the Provider Portal – the process for this has not changed. We should have a software upgrade on 18 March 2024 which will enable all new expanded hours codes for 2-year-olds to be checked on the Provider Portal. This upgrade will also change the display message that is seen when an eligible check is completed:

- If the code is eligible, you will see confirmation and the **earliest date that it can be used**:

Run a new check

The Department for Education (DfE) provides an Eligibility Checking System (ECS) to allow you to check online and in real time the validity of eligibility codes issued by HMRC to working parent families eligible for 15 Hours Funded Childcare for 2-year-olds or 30 Hours Funded Childcare for 3&4-year-olds.

You may only perform checks where the parent/carer has given consent for you to do so and when they have agreed that this check information can be shared with the Local Authority and any other providers the child attends.

Child forename *	Child surname *	Child date of birth *	Parent National Insurance number *	Eligibility code *
<input type="text" value="John"/>	<input type="text" value="Smith"/>	<input type="text" value="01/03/2022"/>	<input type="text" value="NM123456B"/>	<input type="text" value="51112368941"/>

Code found - please check eligible dates

01-Apr-2024 Summer is the earliest start date for the working parent families entitlement

This eligibility code is valid from 01-Mar-2024 to 01-Jun-2024, with a grace period to 31-Aug-2024

✓ The parent or carer must confirm the eligibility code provided by HMRC in order to retain their entitlement eligibility between 04-May-2024 and 01-Jun-2024

This eligibility code is valid from 01-Mar-2024 to 01-Jun-2024, with a grace period to 31-Aug-2024. HMRC will manage the notification to parents of the need to reconfirm their eligibility.

- You will also be able to see when the parent/carer needs to reconfirm their details.

Full guidance for checking expanded/extended hours is available on Suffolk Learning:

[Expanded/Extended Hours Checker Guidance – Suffolk Learning](#)

Expanded/Extended Hours – Manual Codes

The Department for Education (DfE) have taken additional steps to ensure that parents who are already in receipt of Tax-Free Childcare (TFC), and whose reconfirmation window opens on or after 15 February 2024 (and before 1 April 2024), are still able to receive a valid code for the new two-year-old entitlement. HMRC have now sent all such parents a letter containing a manual code (which starts with 11) that can be used to claim funded childcare in April.

All these codes are valid for April and do not expire before then.

They can be used in the same way as normal extended/expanded codes (i.e. checked on the Provider Portal).

New PAF & Funding Guidance

The new PAF has been finalised and uploaded to [PAF-Stretched Offer-Ethnicity codes – Suffolk Learning](#)

The **guidance notes for providers and parents/carers** have also been updated.

Please read them carefully and note: The expectation is that you move to using the new PAF at the earliest available opportunity. If you have already completed PAFs with parents in preparation for the Summer term, you will not need to re-do the, but if a change is required please use the new form.

Other guidance has also been updated to reflect the new entitlements:

- Provider Portal Headcount Guidance - [Headcount Guidance – Suffolk Learning](#)
- Provider Portal Headcount Quick Guide - [Headcount Guidance – Suffolk Learning](#)
- Provider Portal Headcount FAQs - [Headcount Guidance – Suffolk Learning](#)
- How To Read A Headcount Task - [Headcount Guidance – Suffolk Learning](#)
- Provider Portal Disability Access Fund (DAF) Claim Guidance - [Disability Access Fund \(DAF\) – Suffolk Learning](#)
- Provider Portal Expanded/Extended Hours Checker Guidance - [Expanded/Extended Hours Checker Guidance – Suffolk Learning](#)
- Stretched Offer Calculator and Examples - [Stretched Offer – Suffolk Learning](#)
- Stretched offer Guidance - [Stretched Offer – Suffolk Learning](#)

(All of the above documents should be updated from 18 March 2024)

SEND funding rates

Inclusion Fund- Claim during the first two weeks after Half term.

Childcare providers are able to claim for eligible funded 2 year old's, 3 and 4-year old's with emerging or suspected Special Education Needs (SEN)

The funding rate will be set at £15 per hour multiplied by the number of funded hours the child attends per week. If the child attends 10 funded hours per week the total funding for the term will be £150.00 (£15 x 10 hours).

Higher Needs Funding- Claim during the first two weeks of each term.

The High Needs Funding is available for children whose special educational needs are **significant** and **complex** and the support necessary to make provision for them.

- Complex needs (£23.33 per hour) x 10 hours claimed per week = £233.30 per term
- Complex/severe (£36.67 per hour) x 15 hours claimed per week = £550.05 per term
- Severe (£50 per hour) x 12 hours claimed per week = £600.00 per term

Suffolk's Funding Rates

Type	April 2023	April 2024	Increase
2YO	£5.74	£7.38	£1.64
3 & 4 YO	£4.60	£5.21	£0.61
EYPP	£0.62	£0.68	£0.06
Deprivation	£0.31	£0.40	£0.09
DAF	£1000	£1000	Same
From September 2024			
Type	Rate		
9 Month +	£10.08		

Childcare Support Fund

Childcare Support Fund (CSF)

This funding will be ceasing on 1 April. This is part of the Local Authorities strategy to cease spend on non statutory services to remain within its financial envelope.

When we know what else can be offered to families who would have been supported by Childcare Support Funding we will let you know.

Clarifying policy on Charging

- The Early Years & Childcare Statutory Guidance which applies from the 1st of April 2024 has removed the line regarding charges being voluntary in order to provide clarity to readers. This was partially based on feedback the DfE received during their testing period with a small number of Local Authorities, providers and relevant bodies.
- If a parent is unable to pay for consumables or if a parent wishes to provide their own, then the parent and provider can discuss alternative options. This could include allowing parents to supply their own meals or nappies, or waiving or reducing the cost of meals and snacks.
- As set out in clause A1.33 of the guidance such charges should not be made a condition of accessing a free place.
- [Early education and childcare \(applies from 1 April 2024\) - GOV.UK](https://www.gov.uk/guidance/early-education-and-childcare)
www.gov.uk

Eastern Region Ofsted Trends

- Child missing from setting / in setting
- Child given the wrong food – for example due to an allergy, religious reason, parental preference
- Setting not notifying Ofsted about a change of legal entity – for example changing to a limited company. This means they are in effect operating as unregistered provision
- Lack of appropriate supervision of children at mealtimes – this is improving
- Complaints arising around staff to child ratios
- Complaints arising from injuries – these include significant injuries, several injuries to the same child and provider not responding appropriately to complaints
- Issues around lack of professional development of staff and staff understanding of the curriculum

Ofsted Trends - Suffolk

Strengths	Recommendations
Parent and professional partnerships	Extending Learning/teaching skills and quality Quality Improvement – Suffolk Learning
Communication and Language	
Key person/emotional environment	Organisation and staff deployment
Independence	Routines and transitions
Curriculum	Interactions
	EAL/Diversity and culture

Ofsted guidance on preparing for inspections

Ofsted has refreshed the guidance on inspections, and this includes a helpful ‘Questions and Answers’ style page and a set of videos. (previously “Myth Busting”)

[Registered early years providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

This guidance is currently being updated with the changes made to the [early years inspection handbook](#) on 19 January 2024.

You can also watch a [collection of short videos](#) (9) answering some of the most common questions about inspection of Early Years provision.

[Summary of changes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Should I store my paperwork in a folder marked 'Ofsted'?

Early years FAQs for providers and practitioners

Early years FAQs for providers and practitioners

Ofstednews

9 videos 12,111 views Last updated on 9 Nov 2023

⋮

▶ Play all

⌂ Shuffle

Collection of short videos answering the most

2

What should I expect from the 'learning walk'?

Early years FAQs for providers and practitioners

1:20

What should I expect from the learning walk? | Early years FAQs

Ofstednews • 7.3K views • 7 months ago



3

Is the notification call the start of the inspection?

Early years FAQs for providers and practitioners

1:24

Is the notification call the start of the inspection? | Early years FAQs

Ofstednews • 3.5K views • 7 months ago



4

How will inspectors consider the progress children make at my setting?

Early years FAQs for providers and practitioners

1:30

How will inspectors consider the progress children make at my setting? | Early years FAQs

Ofstednews • 2.7K views • 4 months ago



5

Do I need a curriculum map?

Early years FAQs for providers and practitioners

1:41

Do I need a curriculum map? | Early years FAQs

Ofstednews • 2.3K views • 4 months ago



6

Do I have to use 'Development Matters'?

Early years FAQs for providers and practitioners

1:35

Do I have to use 'Development Matters'? | Early years FAQs

Ofstednews • 1.8K views • 4 months ago

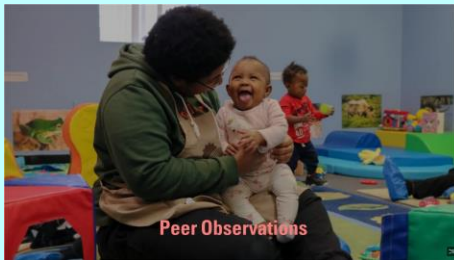


The Learning Wall



New items of the Learning Wall -

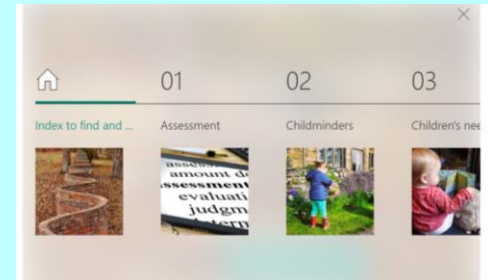
Peer Observations
Articles



Children in Care



Index of Learning Wall



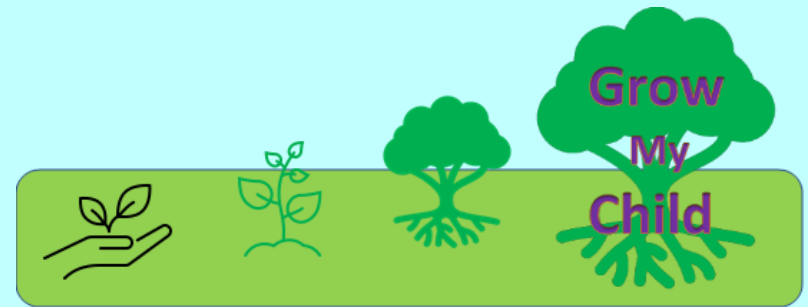
Coming soon -

Conducting purposeful
Learning Walks



Watch out for - practitioners' experience of Ofsted, how they have used the Learning Wall, and thinking about unconscious bias and diversity.

Grow my child



- A programme designed to help practitioners reach out to parents who are struggling, provide a focus to support their difficulties, and above all, provide information about the EYFS to empower them to become involved in their child's early development.
- Using simple, printable resources the Key Person works with the parent/s to develop a bespoke programme of support to help parents with worries and anxiety.
- Grow my Child can be used independently by settings, however, you can ask for support and advice from your Early Years Advisor or Worker.

Grow my child

The materials can be found by looking on Suffolk Learning, Early Years, Early Years Foundation Stage, Working with Parents or at the link below



Clear Aims
Structured Plan
Ideas for Play Experiences
Information on Early Years Education
Support
A Fun way to Help your Child

A playful programme to help parents and carers enjoy engaging with their child's learning and development



Do you worry about your child's progress

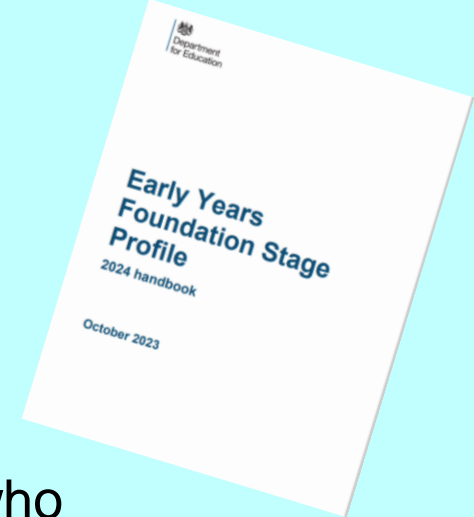
Do you struggle with knowing how to help your child?

Is it stressful being a parent?

Do you wonder 'What is the right thing to do?'

- [Suffolklearning.com/early-years/eyfs-in-suffolk/working-with-parents/](https://www.suffolklearning.com/early-years/eyfs-in-suffolk/working-with-parents/)

EYFS profile 2024



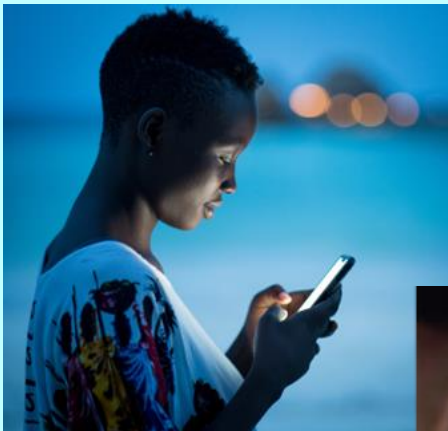
- This is to be completed for children in PVI settings who
- are not on a school roll, and who will turn 5 before the end of August 2024
- Further details will be sent out shortly, via a broadcast, and you will be asked
- to confirm whether you have children who fall into this category.
- EYCS will allocate an adviser to support you in completing the profile.
- Further information can be found:
- [Early years foundation stage profile handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/eyfshandbook2024.pdf)
- [Assessment and Moderation – Suffolk Learning](#)

Safeguarding – Photos and Devices

Working together to safeguard children

Good quality referrals

Use of digital devices



CCTV

The Early Years and childcare enforcement policy guidance states:

Providers may choose to use webcams and closed-circuit television (CCTV) to allow parents to see children and to allow managers to monitor staff and children. It is for providers to decide whether these arrangements are appropriate and operated in line with the GDPR, the Data Protection Act 2018 and the Human Rights Act 1998. The use of CCTV is not covered by the EYFS. Ofsted neither endorses nor prevents the use of CCTV.

If using CCTV means that the provider fails to meet any other requirements of the EYFS, we would take action. We expect providers to share information with parents on the use of CCTV and how images of their children are stored and destroyed. We would also expect providers to do the same with inspectors on visits/inspections.

The Information Commissioner's Office will be able to advise providers on storing records and other aspects of data protection.



Changes to legislation

[The early years foundation stage statutory framework](#) (Published 2023)

Paragraph 3.6 - Safeguarding policies must include:

- The action to be taken when there are safeguarding concerns about a child.
- The action to be taken in the event of an allegation being made against the member of staff.
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.

Providers may find it helpful to read '[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)'

This is a requirement for setting-based provision and childminders.

What you need to know

[Amazon Alexa | Free Online Safety Guide \(nationalcollege.com\)](https://www.nationalcollege.com)

What parents & carers need to know about... AMAZON ALEXA

Alexa is an artificial intelligence (AI) software assistant created by Amazon in 2014 through which smartphone, tablet and smart device users can issue voice commands and ask questions in a range of languages by issuing the 'wake' or activation word Alexa. It can be accessed in several ways and is integrated into a growing number of 'smart' products including speakers, phones and clocks. Once viewed as expensive gimmicks, Alexa is now one of the most used voice assistants in the world.

Privacy concerns

By their nature, AI voice assistants involve the collection of large amounts of data. How this is stored and the uses to which it is put has aroused growing concern. Experts also worry about who has access to voice recordings, which in 2019 the company admitted sometimes included employees of Amazon and its commercial partners. There is also the more general anxiety that internet voice assistants might record private conversations and not only commands or questions.

Age-inappropriate content

Using Alexa as a speaker to play your favourite songs is one of the most popular uses for the device. However, without any parental controls in place, Alexa won't filter the lyrics so it's possible that children could hear something they shouldn't. Similarly, Alexa isn't always able to identify who or what age the person is who is issuing a voice command so if children ask a question which might not be age-appropriate, the chances are they're likely to get an age-inappropriate answer.



Insecure devices

The devices and their background services are another worry, which can have software vulnerabilities that make them insecure in complex ways. In 2020, for instance, researchers discovered that the services to which Echo products connect were insecure, potentially allowing hackers to access personal information such as voice conversations. In 2017, researchers were able to directly hack an Amazon Echo to send audio to attackers. Amazon has a good record of fixing security problems when they are discovered but it is never possible to find every problem.

Changing Tech Relationships

In a 2019 report published by the Centre for Data Ethics and Innovation, concerns were raised on the disruptive effect that voice assistants and smart speakers, such as Alexa, were having on the way that children interact with technology. From building sentiment and forming relationships which could encourage them to overshare personal details, to a fear of consuming content driven by commercial algorithms and an inability to assess reliability, how Alexa operates could considerably change children's relationship with technology in both the short and long term.

Safety Tips

Check privacy settings

It's possible to delete Alexa's recordings either entirely, or for a given period, with the instruction "Alexa, delete everything I said". Alternatively, set up the Alexa account privacy settings for that account to delete recordings every three or 18 months. Existing recordings made using the Alexa app can be deleted via Settings > Alexa Privacy > Review Voice History. A final tweak is to turn off the setting that allows Amazon to use voice recordings to improve Amazon services.

Control voice input

If privacy is paramount, one idea is to locate Echo devices in only one room rather than having several throughout the home. In addition, Alexa can be activated only when it is needed by manually turning off the microphone on Echo devices between use. Users can tell when Alexa is in listening mode as an indicator light should appear or an audible tone should sound.

Set pin code

Amazon account users can order items from the company using a voice command, for example "Alexa, buy some toilet paper". To counter accidental use or misuse and avoid racking up big bills, this can either be disabled or protected with a PIN code (it should be noted that this is an audible PIN however, so is not as secure as a typed code).

Look out for 'Skills' apps

A big appeal of Alexa is that thousands of companies have created apps, which Amazon calls 'skills', that add useful capabilities, often integrations with other products or services. These are installed by asking Alexa to 'open/play/store' the skill. For example, a travel skill might be installed to check and automate checking train times and hotel bookings. However, it's important to remember that each of these might have a different privacy policy. A cautious approach is to install as few as possible, de-installing ones no longer in use.

Talk about technology

As more and more homes install voice assistants and smart speakers such as Alexa, it's a good idea to talk to children about safe use of technology. Talk to them about what Alexa can be used for, how useful it can be and how to use it properly. Use it together to begin with and discuss any concerns they might have. Always make sure that children know to never share any personal or sensitive information and that if they need to talk about anything, they should always speak to a trusted adult.

Meet our expert

John E. Dunn has edited and written for numerous computer and technology magazines since the early 1990s, most recently Which Computing, The Register, Forbes.com, Techworld, Computerworld and Network Security. He is a specialist in online cybersecurity and cybercrime and their growing effect on education, young people and the public.



Changes to legislation

Working Together to Safeguard Children (2023)

Main changes include:

- Multi-agency expectations for all practitioners*
- Working with parents and families
- Clarifying the roles and responsibilities of safeguarding partners
- Multi-agency practice standards*
- Support for disabled children
- Tackling harm that occurs outside the home

Working Together to Safeguard Children

The role of education and childcare settings

- Safeguarding professionals should work closely with education and childcare settings to share information, identify and understand risks of harm, and ensure children and families receive timely support.

National multi-agency practice standards

- The updated guidance introduces new multi-agency practice standards for all practitioners working in services and settings that come into contact with children who may be suffering or have suffered significant harm within or outside the home.

Early years and childcare – paragraph 233 (from Working Together to Safeguard Children 2023)

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage (EYFS).

Providers must ensure that:

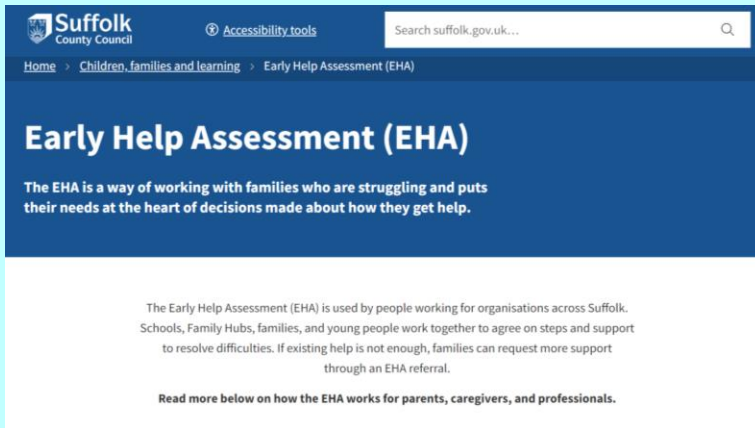
- they are alert to any issues of concern in the child's life
- they implement policies and procedures to safeguard children – including an explanation of the action to be taken where there are child safeguarding concerns and in the event of an allegation against a member of staff. The policy must include the use of mobile phones and cameras in the setting, that staff complete safeguarding training so that they understand their safeguarding policy and procedures, have an up-to-date knowledge of safeguarding issues and recognise signs of potential abuse and neglect
- they have a practitioner who is designated to take lead responsibility for safeguarding children in each early years setting, who must liaise with local statutory children's services as appropriate. This lead must complete child protection training.

Plans to reform children's social care in England (09/23)

- 'Families First for Children Pathfinders' have been established in 12 areas who will pilot the reforms to family help.
- Changes will be made to ensure family help services are inclusive as possible, which will include a review of the legislation for disabled children. Changes will also address ethnic disparities and material deprivation.
- They will be piloting a new Child Protection Lead Practitioner role, enabling experienced social workers to use their expertise in frontline child protection work. They will also explore ways to ensure parents are properly represented within the child protection system and how best to respond to different types of risk children face.
- Working Together to Safeguard Children guidance will be updated on an annual basis, following reviews made in the pathfinder areas.

Name changes

The Early Help team have changed their name the [Family Support team](#)



Early Help Assessment (EHA)

The EHA is a way of working with families who are struggling and puts their needs at the heart of decisions made about how they get help.

The Early Help Assessment (EHA) is used by people working for organisations across Suffolk. Schools, Family Hubs, families, and young people work together to agree on steps and support to resolve difficulties. If existing help is not enough, families can request more support through an EHA referral.

[Read more below on how the EHA works for parents, caregivers, and professionals.](#)

The Common Assessment Framework is now called: [Early Help Assessment \(EHA\)](#)



Contact the Family Support team

Find out how professionals can contact the Family Support team.

Family Support Teams consultation line

The Family Support Teams have a consultation line to help decide if an Early Help Assessment is right for a family's needs. The teams can also connect families to other local services and support.

To contact your local Family Support Team, use the email or phone number below. The duty manager will aim to respond within 24 hours.

To discuss an Early Help Assessment, contact your local team directly. Refer to the area map to find the right team.



Apprenticeships Suffolk

#BuildTheFuture

#BeSuffolksFuture



OUR SERVICE

- Apprenticeships Suffolk provide impartial support, advice and guidance to all Small to Medium Sized Businesses in Suffolk to create apprenticeship opportunities.
- We work with aspiring apprentices who are ready to take their next step and explore the apprenticeship route.
- We can also signpost you to other services and opportunities that best suit your needs.
- We support both employer and apprentice throughout the apprenticeship journey.

OUR SERVICE

- Comprehensive candidate referral process
- Support to set up the apprenticeship
- Inclusive apprenticeship support
- Assist with recruitment
- Support with finding a training provider
- Signposting to funding or other needs
- Ensure that the process is as stress free as possible from start to finish

Why take on an Apprentice?

- Mentoring and training to meet your business needs
- Meeting skills shortages (level 2 to level 3)
- Offering positive growth opportunities locally
- Upskilling current staff
- Cost effective and a great investment

Level 2 Early Years Practitioner apprenticeship:

[Early years practitioner / Institute for Apprenticeships and Technical Education](#) for further info on this qualification

Duration:

Minimum duration of this apprenticeship qualification is **12 months** (this does not include End Point Assessment period – last 3 months).

Off the Job Training:

All apprentices must spend a minimum of 6 hours per week completing paid mandatory off-the-job training, for the purpose of achieving the knowledge, skills and behaviours set out in the approved apprenticeship standard. These 6 hours of off the job training must take place within the apprentice's normal working hours.

Maths & English (*For those that may not have achieved Maths and English at GCSE*):

For level 2 apprenticeships the apprentice will be required to have at least a **Level 1 Functional Skills Maths and English** which is equivalent to GCSE grades 1 to 3 (*D to G in old GCSE grading system*) and ideally working towards achieving a Level 2 Functional Skills qualification.

[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](#)

Level 3 Early Years Educator apprenticeship:

[Early years educator / Institute for Apprentices and Technical Education](#) for further info on this qualification

Duration:

Duration of this apprenticeship qualification is around **18 months**

Off the Job Training:

All apprentices must spend a minimum of 6 hours per week completing paid mandatory off-the-job training, for the purpose of achieving the knowledge, skills and behaviours set out in the approved apprenticeship standard. These 6 hours of off the job training must take place within the apprentices normal working hours.

Maths & English (*For those that have not already achieved Maths and English at GCSE level*):

Apprentices undertaking a level 3 or higher apprenticeship, it is a requirement that they hold or achieve an approved **Level 2 Functional Skills Maths and English** (Grades 4-9 C-A* at GCSE) in Maths & English before they can successfully complete the apprenticeship.

[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](#)

Potential pathways into an apprenticeship:

As a School Leaver

Pathway 1:

“I have my GCSE grade 4 or above in Maths & English but no work experience?”

Options

- Find some work experience during summer holidays to put on my CV
- Find a Level 2 apprenticeship with an Employer

Pathway 2:

“I did not get my GCSE grade 4 or above in Maths & English?”

- Find some work experience for my CV
- Find a Level 2 apprenticeship with an Employer complete my functional skills level1/ 2
- Find a level 2 course with functional skills, and apply for the Level 3 apprenticeship after

Potential pathways into an apprenticeship:

As someone wanting a career change

Pathway 1:

“I have life experiences and transferable skills but no qualifications in childcare. I have the relevant GCSE qualifications although this was a while ago”

You can apply for a level 3 apprenticeship. The employer may be looking for a childcare qualification and/or experience

Pathway 2:

“Advert is for Level 3 apprenticeship. I have life experiences and transferable skills but no work experience or maths & English GCSE”

Options

- Look into level 2 apprenticeships first or maybe speak to the employer directly and ask if they would consider a Level 2 instead.

Or

- look at doing Maths & English functional skills first and then look for an apprenticeship level 3 after

Feedback we receive from participants:

“Employers want someone with experience”

“I have been for an interview/work trial and not heard why I did not get the job to help me for the next one I apply for”

“I did not get my GCSE maths & English and I am getting turned down at interview”

“Most live job adverts seem to be level 3 apprenticeships with no option to start at level 2”

“I apply on GOV.UK & Indeed and never get a response”

“I drop off my CV and get no response, then a job advert comes out. I never know whether to apply or not again?”

“I’m currently in year 11 and would like to get some work experience but can’t seem to access any?”

Discussion points...

Currently, most live vacancies are advertising for a Level 3 apprentice and there is need for more settings to offer a level 2 apprenticeship

- Potential applicants could be school leavers who may not have any work experience and may not achieved their Maths & English at GCSE
- Could you advertise your vacancy as *'Level 2 or Level 3 – depending on previous experience & qualifications'* to open it up to more applicants?
- If individuals without prior qualifications & experience did apply for the level 3 apprenticeship, would they be considered?
- Anyone under 19 may find it hard to complete Maths and English functional skills as a standalone course due to funding. Usually, the only way to achieve their functional skills qualification is to complete it alongside another course
- For example, some providers offer a 12-month, Level 2 childcare qualification, work towards functional skills level 1/2 with work experience at a nursery.

Next steps for employers

- Work experience - are you able to offer any and how can people access it?
- Open days - allow individuals to come into the work setting to get a feel for it and to learn more about you as the employer
- Attend fairs/recruitment events – Have a stand with all your current opportunities and have face to face conversations with potential candidates
- Advertising – you can promote your vacancy across a wide range of websites including GOV.UK, Indeed and Icanbea. Distribute your vacancy into local schools, jobcentres etc
- Referral bonus/retention bonus – provide incentives for individuals
- Mentoring schemes – to help improve retention and ensure potential apprentices will have a work place mentor
- Check the wording of your job adverts e.g what skills/qualifications are desirable and what are essential

[Recruitment and retention resources – Suffolk Learning](#)

Apprenticeships Suffolk:

[Home - Apprenticeships Suffolk](#)

Have someone in mind? Complete our referral form and send to apprenticeships@suffolk.gov.uk

Want to advertise? – email Apprenticeships@suffolk.gov.uk

THANK YOU!

Early Years Skills Bootcamp

The Government has added Early Years to their range of Skills Bootcamps

A skills bootcamp:

- Is for people aged over 19 who are not currently working who want to gain skills, training and experience for a career change.
- Bootcamps are free as funded by the government - people apply directly through the training provider.
- Bootcamps are a maximum of 16 weeks long.
- A Bootcamp can lead to an accelerated apprenticeship. The prior learning means the apprenticeship length can be reduced by up to 3 months.
- All learners receive a DBS check.
- At the end of the programme, the learner *must* be offered an interview for a real job – we are hoping this is something you will consider supporting.

Early Years Skills Bootcamp

- The Local Enterprise Partnership have launched the latest Norfolk & Suffolk Skills Bootcamp tender process on Suffolk Sourcing. This includes the option to run an Early Years Bootcamp. We are expecting training providers to put forward bids.
- The final decision as to who will deliver the Bootcamp will be made by Suffolk County Council's procurement team in May. Tenders will be measured on cost, quality & social value.
- EYCS are liaising with the LEP and will work with those training providers successful with the tender for the Early years Bootcamp.
- The successful training provider/s will be issued contracts in early May so it will be a little while before the programme starts.

Early Years Childcare Service training offer

Over the summer term, we plan to relook at our training offer and explore possibilities of how this could be developed further.

We want to look at the national picture, identify trends and speakers we might want to try to bring to Suffolk.

We want to make sure that the training we provide is what you want and need, and that we provide it in a variety of ways.

In order for us to do this – we plan to suspend the majority our offer for the summer term.

Over the summer term we will be putting in place alternative opportunities for CPD – please do look out for further information via the broadcast or newsletters.

East of England EY Stronger Practice Hub

Inspiring Change:
Envisioning the future of
early years in the East
of England



EAST OF ENGLAND
EARLY YEARS
STRONGER PRACTICE HUB

Current EEF offers – use the QR code to express interest!

EMOTION COACHING UK

EARLY YEARS EMOTION COACHING PROJECT

WHAT IS THE PROJECT?

The project aims to support the development of self-regulation in 3-4 year olds. The way this will be achieved is through the use of Emotion Coaching by adults in your setting in their everyday interactions with children.

PROGRAMME OUTLINE

- Emotion Coaching Core Training
- Develop an internal lead group
- Sustainable ongoing use of Emotion Coaching

TRAINING & EVALUATION TIMELINE

- Following initial evaluation tasks in September 2024, the training programme runs over 5 sessions between November 2024 and January 2025.
- Emotion Coaching is used by adults in their everyday interactions with children in the Early Years setting.
- Final evaluation activities take place June 2025.

HOW TO GET INVOLVED

We are looking for EY settings to take part in this exciting research project starting Autumn 2024. If you would like to contact us to find out more about taking part in the project, scan the 'contact us' QR code below.

CONTACT US

EMOTION COACHING FAQS

Logos at the bottom include: OxEd & Assessment, Nuffield Early Language Intervention, East of England Early Years Stronger Practice Hub, Northern Lights, Northern Lights, Education Endowment Foundation.

OxEd & Assessment

NELI PRESCHOOL

Nuffield Early Language Intervention [NELI] Preschool is a 20-week evidence-based language intervention programme for all children, with additional targeted support for children with the weakest oral language skills based on shared reading and guided play.

WHY ORAL LANGUAGE?

Oral language skills are the foundation of our entire curriculum, including literacy, numeracy and writing. They are also vital to build healthy personal, social and emotional skills. The NELI Preschool programme supports the development of vocabulary, narrative skills and active listening.

2021/22 TRIAL RESULTS

Children who received NELI Preschool made **3 months' additional progress** in overall language skills compared to those who did not receive the programme. It was highly regarded for acceptability, feasibility, and fidelity.

KEY COMPONENTS

NELI Preschool includes CPD-certified online training (8-10 hours), a quick, reliable assessment tool of language skills (LanguageScreen), whole class enrichment and intervention resource pack (digital and physical resources), beautiful Nosy Crow books, and mentoring from language specialists.

TESTIMONIAL

"We have been blown away by the progress that children are making as a result of NELI Preschool. Their confidence to express themselves is the most noticeable."
-Y. Langan, Rosebuds Day Nursery


REGISTER NOW!

Recruitment is open for a large-scale trial happening from September 2024 to 2025. To be eligible, the nursery must be PVI or state-maintained, have 14 or more children attending for 15+ hours, and not planning to participate in other EEF or similar trials. Visit our website for more information.


Register your interest here:
<https://oxedandassessment.com/uk/neli-preschool/>

Stronger Practice Hub – Summer term

Read Happi




READ HAPPI
Read Everyday and Discuss Books



A programme to encourage families to read at home everyday.

For Nursery Settings or Nursery Class within a school



Use the QR code to book a place!

Wednesday 17th April	Thursday 18th April
Mercure Norwich Hotel	Castle Hill Community Centre
2pm – 3.30pm or	2pm – 3.30pm or
4pm – 5.30pm	4pm – 5.30pm


OR

You will be provided with 20 free books, each with a dialogic reading card and 4 book bags, along with all the training and information you need to launch READ HAPPI at your **nursery setting or nursery class within a school**


For Childminders

Wednesday 17th April	Thursday 18th April
Mercure Norwich Hotel	OR Castle Hill Community Centre
6pm – 7.30pm	6pm – 7.30pm

You will be provided with 10 free books, each with a dialogic reading card and 2 book bags, along with all the training and information you need to launch READ HAPPI with your minded children and their families.



Use the QR code to book a place!



Funded by UK Government



EAST OF ENGLAND
EARLY YEARS
STRONGER PRACTICE HUB

Training and Events from the East of England Early Years Hub

- Highfield Resilience Tracker
- 05 June 2pm and 6pm – Lowestoft
- Summer conference including Jabadao
- 21 June or 22 June – Ipswich and Lowestoft or Norwich (TBC)
- Managers & Leaders Forums (guest speaker Sally Shorten)
- 26 April - Ipswich, 30 April - BSE, 02 May - Lowestoft



Video Enhance Reflective Practice

Contact the hub to
request bespoke
support for your setting

VERP

Video Enhanced Reflective Practice

What makes a 'good interaction'?

An introduction to the Video Enhanced Reflective Practice (VERP) approach to improving the quality of adult-child interactions, communication and relationships.



Book a bespoke in setting VERP
project

Limited places for Summer and
Autumn term

Sign up to the East of England EY Stronger Practice Hub



EAST OF ENGLAND
EARLY YEARS
STRONGER PRACTICE HUB

If you are working in the EYFS and would like more information and to join our network, please scan the QR code and fill in a short form to join our network.



<http://eepurl.com/inmccc>

Alternatively, you can email the hub at eastofenglandeysph@highfield.suffolk.sch.uk or call 01473 742534 (option 5) to discuss further.

Follow us on Social Media



East of England Early Years
Stronger Practice Hub



@EastEYSPH



@eastofenglandeysph



East of England
Early Years
Stronger Practice
Hub

You can also view more information about the hub at:
www.highfield.suffolk.sch.uk/strongerpracticehub

EARLY YEARS EXCELLENCE CONFERENCE

Inspiring Partnerships



SATURDAY 20 APRIL 2024
9.30AM - 1PM

UNIVERSITY AND PROFESSIONAL
DEVELOPMENT CENTRE,
73 WESTERN WAY
BURY ST EDMUNDS IP33 3SP

An Early Years Excellence conference to share good practice and network with other professionals within the Early Years Sector.

Key Speakers:

Ofsted Team – Every Child Deserves the Best Start in Life

Helen Battelley – Let's Get Moving in the Early Years

Carol Nice MBE – Guide to SEND funding and resources

The Eventbrite is now live here:

<https://www.eventbrite.co.uk/e/early-years-excellence-conference-tickets-856185643307?aff=ebdshpsearchautocomplete>

Your questions and feedback

Please complete the survey at the link below.

You can ask a question regarding anything from today's in person meeting or if you have a query after reviewing the slides.

[LOP Meeting Survey](#)

Contacting Early Years and Childcare Service

Our preference is for you to contact us by email

General queries: childcare.planning@suffolk.gov.uk

Provider portal & EE Funding: provider.portal@Suffolk.gov.uk

High Needs and Inclusion Funding: EYCSEN@Suffolk.gov.uk

Early years workforce development: EYC.WFD@suffolk.gov.uk

Please remember

- to include which childcare provision you are from within your email as this will save us time trying to find out this information.
- ask for a secure email first before sending any sensitive details about children
- if you wish for us to call you, provide your contact number and some brief details regarding your query.