

Short Term Planning for June & July 2012

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|---------|---------------------------|----------|------------------------|
| 11 Food Safety & Bookstart Weeks | 12 | 13 | 14 | 15 (17th) Father's Day |
| 18 Child Safety Week | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 Full Staff Meeting 6-7 | 28 | 29 |
| 2 | 3 | 4 | 5 | 6 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 Full Staff Meeting 6-7 | 26 | 27 |
| 30 | 31 | | | |

We have our next planning meeting on the 27th June so we will be able to plan our topics for the remainder of the Summer Term. We would of had it sooner but Sadie and Dayle have both been enjoying some well earned annual leave.

Week beginning the 11th June is Food Safety Week and the following week is Child Safety Week, when we shall be reinforcing these important safety messages with the children. In the meantime we will be thinking about your child's PLOD, please complete your next page for My Favourite Things, thanks.

School & Grafton Admissions for 2012/13

This Autumn we have 10 4 year olds due to start school, which is our highest amount of leavers for a number of years and we are very pleased to learn that all of them gained places at the schools they wished.

We are always very sad to see them leave us, although not all of them will as we do still provide wrap-around childcare for Decoy & All Saint's Marsh Primary School and from September we shall be including Bearnas Primary School to our list of schools for which we can provide wraparound childcare.

We are mindful of the fact that we do need to start thinking about how we shall fill their term-time spaces in August/September. So as ever if you have any friends or family who might be looking for Flexible Family Based Childcare please give a shout for us here at Grafton Childcare. Remember as a thank you we give recommenders a £20 M&S Voucher once the children start with us, as they say recommendation is always the best form of Advertising.



Grafton Childcare

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Last Call for Tesco Vouchers!

Thank you one and all for helping us to collect 2,704 Sainsbury's Active Kids Vouchers this year, which we have now sent off for redemption. We are looking forward to receiving a new giant storage trunk, some foam and tennis balls and a squishable whistle. All of which should arrive in early September. So far we have collected a total of 2,762 Tesco's vouchers and we have until Friday June 29th to send off our order. So could we please ask you all to have one final look around at home, in cars and purses and wallets to see if you have any more stashed away and if so send them in by the 29th June, thank you. We are hoping to collect enough Tesco's Vouchers to order a set of camouflage nets for den making as well as 5 litres of PVA glue, some glue sticks and other crafty bits and bobs. Every single voucher really does count!

Since the end of January we have been working very hard to revamp our kitchen, as it was not really up to modern food hygiene specifications, considering the amount of meals which Phil our cook is now preparing each week.

Phil has worked amazingly hard over the past two months during evenings and weekends, to replace all of the old wooden doors, fit new worktops, a new double sink and tile the entire kitchen. It has a new very funky black and white colour scheme, oh and Denise has painted the walls white! We would like to thank David Boylan, Alice's Daddy for fitting the lovely black and white chequered flooring for us at very short notice and at an amazing price! We have also both updated our Food Hygiene Certificates'. We are very proud to announce that we have been graded a "5" via the Food Hygiene Rating Scheme which is a Food Standards Agency/local authority partnership scheme whereby the hygiene ratings of food businesses are displayed to the public. Have you spotted our certificate yet!

June/July 2012

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Spare Clothes & Carrier Bags

We have been having lots of fun outside over the past few weeks, engaging in lots of huge messy art projects.

However this has on occasion meant that some children have had to go home a bit grubby as they had no spare clothes in their bags to change into. Can we make a huge plea that you always have in your child's bag one **complete** change of clothes and a spare carrier bag for us to send home clothing if they are covered in paint, glue, water, sand or all four! Your co-operation is very much appreciated, thanks.



Fire Safety - Electrical Works etc.

Now we have finished the kitchen we are onto our next project and over the next few weekends Electrical Contractor Calvin Gay is installing wired smoke alarms, emergency lighting and upgrading lots of our electrical sockets here to ensure everything is safe for the children. So that we can continue to meet our obligations with Ofsted and ensure that we are working from suitable premises.

Both the Devon & Somerset Fire Service and Firewatch Southwest Ltd have conducted very detailed Fire Risk Assessments of our premises and they have given us a number of recommendations about how we can safeguard the children and staff in the event of a fire, all of which we shall be implementing in full.

On the 21st June Denise will also be attending training so that she can become our designated Fire Marshal and provide in-house Fire Safety training for the rest of our staff, this means she gets to play with fire extinguishers!

One of the Fire Service's and Firewatch's recommendations is that all of our final fire exits have thumb locks fitted and not keys. First Choice Windows from Torquay will be installing three new doors at the rear of Grafton Childcare, with very special thumb locks which will be high enough so that the children in the Early Years Foundation Stage cannot reach them and let themselves out of the building. We have to balance not only safeguarding the children when evacuating the building in the event of a fire but also preventing them from leaving the building unsupervised and ensuring that security is maintained at all times.

We are always very happy to work in partnership with parents and store all of your pushchairs outside. However please make sure that you always fold these up and never stack them in front of any of the doors, i.e. the kitchen or either of the conservatory doors as these doors are designated fire exits, thank you.

Pushchairs left in the front garden, should be folded up and placed neatly beside the wooden picket fence and not obstructing the wooden gates, thank you.



Staffing & Students Developments

At the beginning of May we were delighted to have Debbie Trenchard join our senior management team from the ABC Children's Centre at Buckfastleigh where she has worked for over 8 years.

Debbie is a qualified Early Years Teacher with Early Years Professional Status, she will be job sharing with Sadie Beer our other over twos Senior Nursery Nurse. Debbie will be working on Wednesdays, Thursdays and Fridays and Sadie will continue to work on Mondays, Tuesdays and Wednesdays. This means that on a Wednesday they will be able to spend time jointly planning the effective implementation of the Early Years Foundation Stage around the activities and sessions they provide jointly for the over twos here at Grafton.

Emily Treneary our under twos full-time Senior Nursery Nurse, is able to liaise with both Sadie and Debbie during the week to ensure that we are all working together and facilitating age specific activities such as Treasure Baskets and Heuristic Play which are underpinned by theories proven to be beneficial to children's learning and development.

In August we shall be joined by Zoe Northcott who will be joining our under 2's team as an Apprentice Nursery Nurse, once Jade Lofthouse has completed her Advanced Apprenticeship with us and joined our permanent staff team here at Grafton. Congratulations to both Jade and Zoe! We are looking to take on another apprentice later on in the Autumn but have yet to find just the right candidate to fit into our very unique setting! Well ok we admit it, we are every so slightly fussy and it is taking us a while to find just the right candidate who exhibits just the right levels of creativity, innovation and fun to join our team.

We are very pleased to inform you all that Michaela Payne and Ellie Day who have both been on voluntary placements with us for the past year from South Devon College have both successfully completed their placements with us during their training to study towards their Certificate for the Children and Young People's Workforce. In September they will embark on new placements to commence their Level 3's, we wish them well in their studies, the children are missing them.

Joshua Harvey who has also been on voluntary placement with us but this time via Newton Abbot College we are delighted to announce will be staying with us for another year whilst he completes his Level 3 Diploma, well done Josh.

Child & Parental Record Permission Forms

Lastly in August we shall be issuing each parent with a new set of permission forms which will need to be completed and returned before the 1st September as some of them have not been updated for over a year. We are in the process of giving these a few tweaks and updates to take on board some of the changes to the "Statutory Framework for the Early Years Foundation Stage" which also comes into force on the 1st September 2012.

This will be a good time to update any emergency contact information and medical information which we hold on your child as well. When you get your new set of permission forms, if anything does not make sense, please either speak to your child's key worker or Denise and we should be able to put your mind at rest. I am sorry that this newsletter has turned into a bit of a bumper issue but I hope that you have found all of the information useful and informative. You could always send us a quick email if you need something clarified.

New Toys & Resources

Role-play is crucial to all areas of learning, fostering physical, social and emotional development, expressive language and a sense of purpose. It informs knowledge and understanding of the world and motivates the development of imagination and creativity. At deeper levels, it helps children to learn through exploring meaning, linking new ideas to what they already know. To encourage this we have recently purchased some new pieces from Community Playthings to add to our large role-play area. Our new wooden dolls highchair, complete with a footboard, movable tray and seat post, is designed just like a real high chair. Along with our vintage looking wooden rocking cradle, both are proving very popular with both the boys and the girls. Although for many of the boys the cradle makes a fabulous boat! We also purchased a beautiful wooden framed child sized cosy sofa big enough to fit three children, which is now set up in the classroom beside our bookshelves, so the children have somewhere comfy to sit and enjoy one of our many books together with a friend.

We also purchase 5,100 balls for our ball pool which Phil has built in the front garden. We are just awaiting the arrival of a ton of sand for our sandpit so the children can fully enjoy our new play area. Which is proving lovely and cool on very hot days when the rear play areas are far too warm for us to venture outside, unless we go up onto the decking and under our new awning. Oh and finally a lovely wooden art trolley which we have loaded up so that the children can help themselves when feeling creative!



Food Safety on a Budget - Food Safety Week 11th - 17th June

Under the theme 'Food Safety on a Budget' the Food Standards Agency will be focusing attention on understanding 'use-by' and 'best before' dates and encouraging people to use their leftovers safely and providing some top planning tips to help people put this advice into practice.

Understanding 'use-by' and 'best before' dates

'Use by' dates appear on foods that go off quickly. It can be dangerous to eat food past this date, even though it might look and smell fine.

- 'Use by' does not always mean 'eat by'. If a food can be frozen its life can be extended beyond the 'use by' date.
- Check the 'use by' dates on the food in your fridge on a regular basis and be sure to use (eat, cook or freeze) food before its 'use by' to help you avoid throwing food away unnecessarily.
- Once food with a 'use-by' date has been opened, follow any storage instructions such as "eat within 3 days of opening".
- 'Best before' dates appear on food with a longer shelf life. They show how long the food will be at its best quality. Using food after the 'best before' doesn't mean it will be unsafe.
- The exception to this rule is eggs, providing the eggs are cooked thoroughly, they can be eaten a day or two after their 'best before' date but not longer than this.

Use leftovers safely

Using up leftovers can be a good way of making a meal go further. If you are going to store leftovers in the fridge, cool leftovers as quickly as possible (ideally within 90 minutes) cover them well, get them in the fridge and eat them up within two days.

- If you are going to freeze them, cool them before putting them in your freezer, to minimise temperature fluctuation in the freezer. Once foods are in the freezer, they can be safely stored there forever - but the quality will deteriorate so it's best to eat them within 3 months
- Make sure you defrost leftovers properly first. Defrost them in the fridge over night, or in the microwave if you intend to cook it straightaway.
- Eat leftovers within 24 hours of defrosting and do not refreeze. The only exception to this is if you are defrosting raw food, such as meat or poultry, once you have cooked this it can be refrozen





- Cook leftovers until steaming hot throughout
- Don't reheat leftovers more than once

The key to putting this advice into practice is planning!

- Before you go shopping check what's in the fridge and freezer
- Think about what you will eat that week and write it down
- Make a list of what you need to buy and stick to it! Impulse buys can be expensive and, if not part of your plans, could lead to something else being wasted.
- If you do get tempted by special offers in the shop, like 'Buy one get one free', think about adjusting your meal planner for the week to add it in, or freeze the extra pack before the use-by date. What about cooking double and freezing the extra portion for another time?
- Label food with what the product is and the date that it goes in the freezer, so you know what it is and how long it's been there.

Food Safety Week supporters

The 'Love Food Hate Waste' campaign is supporting the Food Standards Agency Food Safety Week campaign this year. Because making the most of our leftovers and understanding 'use-by' dates, are not only key food safety issues but are also vital in reducing food waste. Parents will be able to find a whole host of information on their website www.lovefoodhatewaste.com

Regards from the "Food Safety Week Team"

Jubilee Jubilations

During the past few weeks the Children have really enjoyed learning a little bit more about special national celebrations associated with the Royal Family. We had our very own Toys' Street Party when the children were able to bring their very own special cuddly toy from home to be included in our celebrations.

The children enjoyed making their very own red, white and blue bunting, which is now hung all over our walls inside, we are leaving it up for the European Football Championships and the Olympics in August as it seems a shame to take it all down just yet. They enjoyed creating their very own castles and palaces in our sandpits and tuff spots, creating their very own Crowns to wear at our Street Party and making Hobby Horse for our parade. As well as lots of small world play with our Happyland Royal Wedding, Jubilee and Olympics sets which proved very popular.

| | | |
|---|--|---|
| Monday's notes | Today I have eaten <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, of my five a day. | Levels of Involvement & Wellbeing Today <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, Sick, Tired, Grumpy, Happy, V.Happy |
| I slept:- From To Nappies:- Wet Soiled | Accident/Incident Form Completed Today <input type="checkbox"/> Yes <input type="checkbox"/> No | Extra Supplies Needed Please:- Clean Clothes, Wellingtons, Slippers, Raincoat, Sun-cream, Sunhat, Nappy-cream, Nappies. |
| Tuesday's notes | Today I have eaten <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, of my five a day. | Levels of Involvement & Wellbeing Today <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, Sick, Tired, Grumpy, Happy, V.Happy |
| I slept:- From To Nappies:- Wet Soiled | Accident/Incident Form Completed Today <input type="checkbox"/> Yes <input type="checkbox"/> No | Extra Supplies Needed Please:- Clean Clothes, Wellingtons, Slippers, Raincoat, Sun-cream, Sunhat, Nappy-cream, Nappies. |
| Wednesday's notes | Today I have eaten <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, of my five a day. | Levels of Involvement & Wellbeing Today <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, Sick, Tired, Grumpy, Happy, V.Happy |
| I slept:- From To Nappies:- Wet Soiled | Accident/Incident Form Completed Today <input type="checkbox"/> Yes <input type="checkbox"/> No | Extra Supplies Needed Please:- Clean Clothes, Wellingtons, Slippers, Raincoat, Sun-cream, Sunhat, Nappy-cream, Nappies. |
| Thursday's notes | Today I have eaten <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, of my five a day. | Levels of Involvement & Wellbeing Today <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, Sick, Tired, Grumpy, Happy, V.Happy |
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| Friday's notes | Today I have eaten <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, of my five a day. | Levels of Involvement & Wellbeing Today <input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, Sick, Tired, Grumpy, Happy, V.Happy |
| I slept:- From To Nappies:- Wet Soiled | Accident/Incident Form Completed Today <input type="checkbox"/> Yes <input type="checkbox"/> No | Extra Supplies Needed Please:- Clean Clothes, Wellingtons, Slippers, Raincoat, Sun-cream, Sunhat, Nappy-cream, Nappies. |

Monday's notes

I've completed an Existing Injury Form today Yes No

I last had Paediatric Paracetamol or Ibuprofen Suspension at:-
Time Date

Tuesday's notes

I've completed an Existing Injury Form today Yes No

I last had Paediatric Paracetamol or Ibuprofen Suspension at:-
Time Date

Wednesday's notes

I've completed an Existing Injury Form today Yes No

I last had Paediatric Paracetamol or Ibuprofen Suspension at:-
Time Date

Thursday's notes

I've completed an Existing Injury Form today Yes No

I last had Paediatric Paracetamol or Ibuprofen Suspension at:-
Time Date

Friday's notes

I've completed an Existing Injury Form today Yes No

I last had Paediatric Paracetamol or Ibuprofen Suspension at:-
Time Date

Important safety warning

Nappy sacks

Nappy sacks are handy for disposing of used nappies but they pose a hazard to children. To avoid danger of suffocation and choking:

Do: Always keep nappy sacks and other plastic bags and wrapping away from babies and young children.

Don't: Never place nappy sacks in a baby's cot or pram.



Medicines & chemicals

From around 6 months babies start to put things to their mouths to investigate them. To avoid danger of poisoning and choking:

Do: Always keep medicines and household cleaning products out of the sight and reach of children, preferably in a high lockable cupboard.

Don't: Leave medicines lying around the home in children's reach e.g. in your handbag or on a bedside table.



Keep these items out of children's sight and reach!

Hair straighteners

Young children's skin is 15 times thinner than adults. This means they can suffer painful burns more easily. To avoid the danger of serious burns and fire:

Do: Turn hair straighteners off by the plug as soon as you've finished using them. Put them in a safe place to cool down out of children's reach.

Don't: Place them on bedding or carpets or leave them unattended.



Blind cords

Children can easily get blind cords caught around their neck and become unable to free themselves. To avoid danger of serious injury and strangulation:

Do: Tie-up cords out of children's reach using a cord shortener, cleat or household clothes peg.

Don't: Place a child's cot, bed, highchair, playpen or items of furniture near a window blind.



The Revised EYFS Framework

The reformed Early Years Foundation Stage EYFS, effective from September 2012, takes forward the Government's changes to the 2008 framework as recommended by the 2011 Tickell Review. The reforms will:

- ◆ reduce paperwork and bureaucracy;
- ◆ strengthen partnerships between parents and professionals;
- ◆ focus on the three prime areas of learning most essential for children's readiness for future learning and healthy development;
- ◆ simplify assessment at age five; and
- ◆ provide for early intervention where necessary, through the introduction of a progress check at age two.

Below is a summary of the key changes.

Changes to the learning and development requirements

1. **Areas of learning and development:** now consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas - particularly literacy and maths - they form an appropriate baseline for the National Curriculum.
2. **Early learning goals and assessment:** instead of 69 goals, there will now be 17. Instead of the current set of judgements against 117 scale-points, teachers will make judgements against the 17 goals. For each goal, teachers determine whether children are meeting expected levels, are exceeding them, or are below the expected level ('emerging'). Providers are required to share the report on each child, along with a brief report on the characteristics of learning, with the Year 1 teacher.
3. **Progress check at age two:** the revised EYFS introduces a requirement for providers to review children's progress when a child is aged between two and three. A short written summary must be provided to parents or carers, highlighting achievements and areas in which extra support might be needed, and describing how the provider will address any issues.
4. **Play and teaching:** it is has been made clearer that providers are responsible for ongoing judgements about the balance between play and teaching, between activities led by children and activities led or guided by adults.

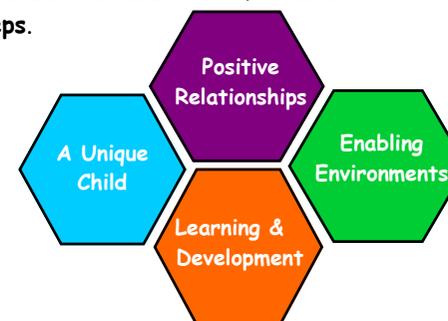
Daily Diaries

Linked in with the introduction of the use of PLODS we are currently revising the usefulness of our Daily Diaries and the quality and quantity of information they contain from both **parents** and **ourselves** which we are able to use on a daily basis to support children's learning and development via ongoing observations, assessment and planning.

We are pleased with the layout of our existing Daily Diaries for the under two's but will be making a few minor changes to the daily page to take on board some changes to the Early Years Foundation Stage where we need to record a child's level's of wellbeing because Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. We also need to record how many of their five-a-day they have eaten whilst with us. We shall remove the section for potty training as this is 99% of the time not started until the child is between 2 - 3 years of age.

At the moment we are thinking about how we use our Daily Diaries for our over 2's and what information parent's provide for us on a daily basis to support their child's learning and development here. Most of the 2, 3 & 4 year olds are able to communicate with parents what they had for lunch and what activities they have engaged with on any particular day. So we are hoping to start a Blog which will contain weekly information of that sort. We are hoping to then focus on using our Diaries to communicate more between home and setting in the form of a home contact book so that hopefully parents will feel more able to contribute on a daily basis towards their own child's learning and development whilst with us.

For any children over two who find communication difficult we will continue to use our current format of Daily Diaries, so that you can be kept fully informed about meals, nappy changes, toileting and nap times etc. We are hopeful that by changing over to this new format that each child's keyworker will be freed up with more time to record quality information via Observations, Assessment and Planning into their child's **PLODS, Learning Journals, Record of Observed Outcomes** and of course then use this information when we plan for each child's individual **Next Steps**.



You can see samples of the new over 2's Daily Diary pages overleaf. We intend to start using them in early July.

PLODS

PLOD Sheets are large A3 sheets onto which each child's keyworker will begin to record each child's "Possible Lines of Development", this sheet will include a number of mini ongoing observations on your child and may look very scruffy but it will help us to plan themes taken from children's interests, which can be enhanced by adult planned experiences.

Quality learning comes from high levels of engagement. High levels of engagement comes when children are interested and motivated by their environment and curriculum. To ensure that we are providing this we need to observe the children to see what they are interested in and record what we find. What we come up with will lead 'themes/topics' for our planning.

Once the keyworker has identified the needs then we can design a process to meet the need. Children's interests will theme the activities and should then raise the potential for high levels of engagement. Each PLOD will only last 2–4 weeks maximum and while one is being ran the keyworker will be collecting evidence for the next PLOD, so that we have ongoing evidence to reflect the fact that we have spoken to and observed the children and can then show how we are reflecting their interests in the planning for the next 'theme/topic'.

Last but by no means least is showing how we cover the Areas of Learning and Development we will need to have rigorous systems in place that show what we are teaching is giving the children plenty of curriculum breadth and depth. We need to be able to see where the gaps are so that we can fill these in with other adult planned experiences.

This form of planning can be very liberating for both keyworker's and the children. When it is based on good assessment and keyworker knowledge then dressed in children's fascinations. It results in exciting curriculum that captures everyone's imagination as opposed to a topic which was planned a year ago just because every Spring we talk about the life cycle of frogs!

Using PLODS with the children hands over the planning to them and starts with what interests them - the role of the keyworker is to be a good observer, listen to the children, talk with them, support their ideas and thinking, providing an environment which has open-ended resources and recording the PLOD as it unfolds the keyworker's role is to make the children's thinking and learning visible which can be quite a hard job but also one that makes our job very interesting.



5. **English as an additional language:** the relevant requirements give clearer focus on the reasonable steps providers must take, including the assessment of children's skills in English.
6. **Wrap-around and holiday care:** the framework now makes clear that the EYFS requirements do not need to be delivered in full when children spend limited amounts of time in a setting.

Changes to the welfare requirements

To emphasise the importance of safeguarding, the welfare requirements are now the *safeguarding and welfare requirements*.

1. **Child protection:** the revised EYFS includes examples of adults' behaviour which might be signs of abuse and neglect. If they become aware of any such signs, staff should respond appropriately in order to safeguard children.
2. **The EYFS** now requires that safeguarding policies and procedures must cover the use of mobile phones and cameras in the setting.
3. **Suitable people:** the requirements for providers to check the suitability of managers have been simplified. From September 2012, providers will be responsible for obtaining criminal record disclosures on managers. Currently, Ofsted obtain these disclosures.
4. **Staff qualifications, training, support and skills:** a requirement has been introduced in relation to staff supervision. Providers must give staff opportunities for coaching and training, mutual support, teamwork, continuous improvement; and confidential discussion of sensitive issues.
5. The requirement for childminders to complete training in the EYFS has been strengthened. Childminders will be required to complete the training before they register with Ofsted.
6. **Staff:child ratios:** there is a clarification of the circumstances in which there may be exceptions to the staff:child ratios for childminders caring for children of mixed ages.
7. **Safety and suitability of premises, environment and equipment:** the requirements in relation to risk assessment have been adjusted to clarify that it is for providers to judge whether a risk assessment needs to be recorded in writing.

Areas of Learning and Development etc

Over the last month we have completely re-vamped both our "Areas of Learning and Development" booklets. These are the little A5 code booklets which all parents were given a copy of when their child first started with us here at Grafton. These needed to be re-vamped to take on board the huge changes to the areas of learning which have now increased from six to seven.

These now include three **Prime Areas**, which are:-

1. Communication and language;
2. Physical development;
3. Personal, social and emotional development.

Followed by four **Specific Areas**, which are:-

1. Literacy, this was previously part of Communication & language
2. Mathematics, this was previously problem solving, reasoning & numeracy
3. Understanding the World, this was previously Knowledge & understanding of the world.
4. Expressive arts and design, this was previously creative development.

All parents we be issued with a new A4 "Areas of Learning and Development" booklet before the end of June, although the new booklet will not officially start until the 1st September we intend to implement it's use from mind July so that come September all our staff we be a little more confident with our new codes which we have allocated to each area of learning and development.

We have also revamped our "Record of Observed Outcomes" booklets in which we formally record each child's progress through the Areas of Learning and Development, and we will start using these over the next few months. However we will keep each child's old booklets to refer back to as needed. An example of the new layout is below for your information.

| Observed Outcomes | | Personal, Social and Emotional Development | | |
|---------------------------------|--|--|--|--|
| Aspect | | Making relationships | | |
| Birth-11 months | Development matters | Emerging Date noted & form of evidence e.g. Photo, Observation, Physical. | Developing Date noted & form of evidence e.g. Photo, Observation, Physical. | Achieved Date noted & form of evidence e.g. Photo, Observation, Physical. |
| MR1 | • Enjoys the company of others and seeks contact with others from birth. | | | |
| MR2 | • Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. | | | |
| Notes for Next Steps, PLODS etc | | | | |

In our old "Record of Observed Outcomes" logs, although we recorded the dates when we had observed each child as they progressed through each outcome we didn't record where this evidence could be found. As you can see we have now given more space so that we can record what form of evidence e.g. Photo, Observation, Physical we are linking this record to.

So we might record in a particular box the date '11/09/12 Photo DD', this means that we have taken a Photo as evidence and it will be found in your child's Daily Dairy for their record made on Tuesday 11th September 2012. Items placed in your child's Learning Journal/Scrapbook will be marked with the letters LJ. This should make it much easier to bring everything together in a cohesive way all evidence so that your child's keyworker, parents, Devon Early Years Service & Ofsted can see easily at a glance that we have the evidence to back up that we carry out ongoing assessments (also known as formative assessment) on each individual child as it is such an integral part of the learning and development process here at Grafton Childcare.

Assessment plays an important part in helping parents, and each child's keyworkers to recognise each child's progress, understand their needs, and to plan activities and support. Ongoing assessment involves key workers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we will respond to our day-to-day observations about children's progress, and observations that parents and others share with us.

Assessment will not entail prolonged breaks from interaction with the children, nor hopefully require excessive paperwork. Our paperwork it limited to that which is absolutely necessary to promote children's successful learning and development. We will keep parents and/or carers up-to-date with their child's progress and development through the use of our Daily Diaries, Learning Journals, PLOD Sheets, Record of Observed Outcomes and our Record of Planned Next Steps for each child's Learning and Development. We will address any learning and development needs in partnership with parents and/or carers, and any other relevant professionals. Overleaf we explain just what a PLOD is!

