

Bolton Start Well Service

Early Years Foundation Stage Offer for Early Education and Childcare Settings

October 2019





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1. Introduction

The Start Well Service works with the early years workforce; children and families and other professionals to ensure the best possible start in life for every child.

The service builds on the existing partnerships we already have with providers and our services have been developed with the early years sectors' needs in mind. So, whether you are looking for advice, consultancy, support and challenge, or training to further improve teaching and learning, monitoring and assessing children's learning and development, look no further – we can help.

Any EYFS provider can contact the Start Well Service to discuss an issue, ask for support or be signposted to key information by contacting us via:

- Telephone on: **01204 33 8149**
- E-mail: startwell@bolton.gov.uk
- Website: www.boltonstartwell.org.uk

1.1 EYFS Offer for Early Education and Childcare Settings

You will find below details of our Start Well Early Years Foundation Stage Offer for 2019/20, which details the fully funded support on offer for providers delivering funded early education and childcare in Bolton.

In addition all professional development training can be viewed and booked via our website at www.boltonstartwell.org.uk/courses.

2. Start Well Offer for Early Education and Childcare Settings



**Fully
Funded**
(no cost to
providers)

Bolton Start Well Service has small expert teams who provide comprehensive advice and support in the following areas:

- Early Years Foundation Stage – Start Well Quality and Outcomes Team
- Early Special Educational Needs and Disabilities – Start Well Early Years SEND Team
- Early Communication and Language – Start Well Early Years Communication and Language Development Service

2.1 Safeguarding and Welfare Requirements visit

Purpose:

This visit will support leadership with an external review of safeguarding and welfare requirements good practice.

What happens on this visit?

The Start Well team work in partnership with the setting's leadership team to review how EYFS Safeguarding and welfare requirements are met in the setting. A short note of visit will record agreed strengths and development points.

The Safeguarding and welfare requirements visit can be pre-booked. Follow up personalised support can be provided if needed.

Outcomes of the safeguarding and welfare requirements visit:

- Supports strong leadership and management;
- key priorities, actions required, success criteria and timescales clearly identified and addressed;
- supports more accurate self-evaluation; and
- supports leadership team to meet statutory EYFS requirements.



2.2 Personalised Support Visits

Purpose:

These visits are available for all providers and may have a focus that is very specific to the setting or linked to priorities in the neighbourhood. Providers can request additional support to focus on a specific area of EYFS practice or they may be contacted by the Start Well team. We also aim to support providers to embed Every Child training into practice.

What happens on these visits?

Visits will be agreed and organised to address the setting's priorities. Examples of activities that may take place include a learning walk; focused discussion; co-delivery of a practitioner development session; leadership coaching; joint observations of practice, or any combination of these. The number of visits will vary according to need.

If appropriate, group consultancy will be organised where facilitated discussion and support will enable you to work collaboratively to address your areas for development.

Activity will be recorded on a Note of Visit and other resources such as audit tools and templates may be provided.

Where providers have a 'Requires Improvement' or 'Inadequate' Ofsted inspection outcome or for more in-depth support, the manager will be offered support to develop and review an action plan to secure improvement.

Outcomes of personalised support visits:

- Every Child training is embedded;
- Supports leaders and managers to evaluate their provision and know how they can improve it or maintain its high standards;
- Key priorities, actions required, success criteria and timescales are clearly identified and addressed; and
- Working to improve outcomes for all children including the most vulnerable.

2.3 Quality Review

Purpose:

The Quality Review is a half-day supported activity which will support ongoing setting improvement including preparation for Ofsted inspection, with a focus on the Quality of Education.

What happens on a Quality Review?

Prior to the Quality Review, providers share a summary of their current context and priorities to inform the focus of the review. A member of the Start Well Team will contact senior leaders from the setting to agree the focus for the visit and the timetable of activity.

A Quality Review is conducted by two Start Well colleagues working alongside the manager of the setting and can include joint observations of practice, leadership discussions and discussion with staff. On the day verbal feedback will be given with actions agreed in partnership with the provider.

A short report capturing agreed outcomes of the Quality Review will follow, which will recognise the strengths and areas for development within the provision that can be used to plan next steps and update action plans.

Outcomes of Quality Review:

- Supports the effectiveness of leadership and management in evaluating practice and securing continuous development that improves children's education;
- Self-evaluation judgements accurate and in line with EYFS requirements; and
- Improve outcomes for all children including the most vulnerable.

2.4 SEND Support Visits

(application support / monitoring / Outreach SEND support)


Purpose:

These visits will support the setting SENCO to ensure that the SEND Code of Practice is followed and that all children's needs are met.

What happens on these visits?

Start Well SEND visits have the following purposes:

1. The SEND Outreach Support Teacher will provide support and advice to the setting SENCO around Bolton processes, The SEND Code of Practice and offer signposting to other agencies as appropriate to meet the needs of individual children.
2. The SEND Manager will support providers to complete applications for Inclusion funding, including understanding of Early Help processes in Bolton; and

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3. Inclusion fund monitoring visits from the SEND Manager will help the SENCO to track progress to intended outcomes.

Supporting Transition for children with SEND:

- Transitions can be a difficult time for children with Special Educational Needs and/or Disabilities. Moving up into a different room in nursery or on to school needs to be carefully planned for and managed to support the child's individual needs.
- The setting will be supported to plan the transition for children with SEND, with opportunities for questions and discussions.

Outcomes of SEND support visits

- Improved use of Early Help process / pathways in Bolton;
- Supports practitioners to implement actions for individual children with SEND; and
- Improve outcomes for most vulnerable children.

2.5 Early Years Communication and Language Development Service

In September 2019, the Early Years Communication and Language Development Service will be relaunched at scale. This builds upon the work of the early adopter for the Greater Manchester Early Years Delivery Model, which will see the new integrated service made up of Education Specialists, Speech and Language Therapists and Speech and Language Therapy Assistants further develop and embed our Early Communication and Language Pathway in Bolton.

The service is a joint venture between Bolton Start Well Service and the new 0-19 Children and Young People's Health and Wellbeing Service, commissioned by Bolton Council Public Health and Bolton Clinical Commissioning Group.

The service will continue to:

- deliver a range of professional development activities;
- support professionals in developing effective communication and language practice and provision;
- embed the use of communication and language assessment tools and interventions;
- deliver direct interventions across Bolton for children and their families to meet local needs;
- embed the role of Communication Champions across all services; and
- ensure smooth transition to more specialist speech and language services for children and their families.

Further information will be available through our briefings and on our website. For more information the Early Years Communication and Language Development Service can be contacted on 01204 338349.

3. Start Well Meetings and Briefings for Early Education and Childcare Settings



**Fully
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(no cost to
providers)

3.1 EYFS Leadership Briefings

What happens at this briefing?

This briefing, coordinated by the Start Well Quality and Outcomes Team, will update Early Years Leaders and Managers on national and local developments in the EYFS, to support their professional development and leadership of the EYFS. Relevant partners will be invited to share any relevant information.

How often?

The briefings are each term (3 per year) and last for an hour.

3.2 Communication Champion Briefings

What happens at this briefing?

This briefing is delivered by the Start Well Communication and Language Development Team. It will provide an update for Communication Champions on national and local news about communication and language development. They provide an opportunity for networking and sharing of good practice.

How often?

The briefings are each term (3 per year) and last for an hour.

3.3 Early Years SENCO Briefings

What happens at this briefing?

This briefing will update experienced and new EY SENCOs on national and local developments in Special Educational Needs and/or Disabilities, to support their professional development and co-ordination of SEND in their settings. It is delivered by the Start Well Early Years SEND Team.

How often?

The briefings are each term (3 per year) and last for an hour.



3.4 Two Year Old Provider Event

What happens at this event?

These sessions will support all practitioners working with 2 year olds to maximise the impact of their work and develop their pedagogy to support children at this stage of development. Sessions will be delivered jointly with Health Visitors and other partner agencies where appropriate.

The sessions will have a different focus each term but will address areas including:

- Integrated Review at Two and the 2 Year Old Progress Check;
- Assessment and moderation of progress;
- Effective pedagogy for 2 year olds; and
- Maximising the take up of 2 year old places in your setting.

How often?

These events will run each term (3 per year) and last for two hours.

4. Start Well Assessment and Moderation Activity for Early Education and Childcare Settings

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providers)

4.1 EYFS Profile Completion

In-house support for providers who have reception age children and need to complete an EYFS Profile.

This supportive visit will ensure practitioners new to the EYFS/ NQTs or those who need a refresher understand their responsibility to complete and submit the statutory EYFS Profile assessment.

4.2 Early Years Outcomes Moderation Meeting

These meetings will provide an opportunity for Bolton practitioners working in schools and settings to share the judgements they have made of their key children's attainment and their progress using the EYFS Early Years outcomes. These will be supported

How often?

One per year for practitioners working with 2, 3 and 4 year olds.

4.3 Capita One Better Start Portal Support and Training

The Better Start Portal provides a secure way for Early Education providers to input data for children in their setting at key points, with simple reports that can show patterns and trends and support in house analysis.

Because the Better Start Portal is part of the Capita One Provider Portal, children's information will be mostly pre-populated through completion of the Headcount.

By sharing assessment information we will be able to have an overview of children's needs in Bolton that will support better delivery of services and partnership working. Each term providers will be asked to submit assessment information. The submission date for each term will be aligned with the Headcount schedule in the Autumn, Spring and Summer.

5. Funded Professional Development Activity



**Fully
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providers)

The Start Well Service will provide a series of professional development activities for funded early education and childcare providers in Bolton to support the high quality delivery of the EYFS.

5.1 Are you ready for the new framework?

What happens at this session?

This session is designed to help leaders and managers explore the Early Years Inspection handbook (2019), understand Ofsted's role in supporting improvements; understand inspection frameworks; refine your self-evaluation process and to help you prepare for your inspection.

How often will these sessions be held?

Twice per year.

5.2 Quality Network Meeting

What happens at this meeting?

This is an opportunity to visit a Bolton provider, share good practice, look around the provision, ask questions and network with colleagues.

How often will these meetings be held?

Twice per year.

6. Funded Every Child Training – Working together to improve school readiness

**Fully
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(no cost to
providers)

Start Well are working in partnership with EYFS providers to deliver the Every Child training offer. The offer is intended to provide key tools to all providers of Early Years education to support every child and start to embed pathways.

There is excellent practice already in many of our schools and settings. The aim is to ensure all practitioners who may benefit have the opportunity to access the sessions as an introduction or refresher. The Start Well team are building on good practice in Bolton and are confident that schools and settings will work together to facilitate roll out and strengthen capacity through supportive networks. This training offer is available for all practitioners.

The Start Well Service has developed three high quality resources ‘The Mark Making to Writing Journey’, ‘The Number Journey’ and ‘The Early Communication and Language Journey’ which provide a framework for development and an ongoing reference tool. Copies can be purchased at £10 per copy with a minimum order quantity of two of any of the three resources in the series via the Start Well website.

6.1 Communication and Language Journey

This 2-hour, practical workshop will help you to support the communication and language development of children in the EYFS with support from the practical Communications and Language Journey resource. The course uses interactive teaching methods, practical activities and group discussion to engage learners.

During this course we will:

- Explore knowledge and understanding of typical communication and language development of children aged 0-7 years;
- Consider how to can identify children below or at risk of communication and language delay and so improve early identification;
- Explore practical advice and strategies to support parents and families;
- Consider how to effectively target further assessments and interventions (such as WellComm, Language through Listening, Nursery Narrative and EYBIC);
- Explore how to make effective use of the Early Years Pupil Premium and Pupil Premium Grant.



Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families.

6.2 Mark Making to Writing Journey

This practical 2-hour course will help you to support children in the Early Years Foundation Stage (EYFS) to develop the physical skills needed to become confident writers and ultimately improve writing outcomes.

During this course, we will:

- Consider how indoor and outdoor learning environments can enable progress for all learners;
- Provide practical, low cost ideas to enhance your mark making and writing opportunities within continuous indoors and outdoors provision; and
- Combine underpinning theory with practical ideas and opportunities for discussion.

Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families.

6.3 The Number Journey

This is a practical 2-hour course is designed to support Early Years Practitioners to use Bolton's New Number Journey Guidance to improve outcomes in maths development. It will help you to support children to develop a firm foundation in early mathematical skills, knowledge and understanding.

This course will help you to improve teaching and learning of numbers in your EYFS, to ultimately improve mathematics outcomes.

During this course we will:

- Unpick the number sense concepts and the way they link to improve teaching;
- Provide practical, affordable ideas to enhance your number opportunities within continuous provision indoors and outdoors;
- Share ideas and suggestions to help you meet expectations of Ofsted that parents are involved with in their children's learning; and
- Combine underpinning theory with practical ideas and opportunities for discussion.

Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families.

6.4 WellComm Speech and Language Toolkit

A 2-hour training course based around the WellComm Speech and Language Toolkit. This course is designed to develop practitioner's skills and confidence in supporting children under 5 years who are at risk of developing speech, language and communication difficulties. It can also be used to support those with English as an additional language.

The course is designed as a 2 hour in-depth training session focussing on the use of the WellComm Toolkit for screening and delivering interventions with young children. The course uses interactive teaching methods, practical activities and group discussion to engage learners.

During this course we will:

- Understand how to assess children working below their age-related expectations;
- Know how to support children working below their age related expectations;
- Carry out appropriate interventions either in small groups or on an individual basis;
- Accurately monitor children's progress; and
- Make effective use of Early Years Pupil Premium and Pupil Premium Grant.

Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families. Training resources includes a copy of the WellComm Speech and Language Toolkit resource (one per setting, for those settings who do not already have a copy).

6.5 Phase 1 Phonics

This 2-hour course is essential for practitioners working with funded 3 and 4 year old children, with a focus on quality teaching in developing phonological awareness, the building blocks for reading and writing.

We will:

- Explore the contents of Phase 1 Letters and Sounds and consider effective practice for developing phonological awareness for children working developmentally 30 months plus.
- Through focused discussion and practical activity explore developmentally appropriate activities to support children's early phonics including general sound discrimination, rhythm and rhyme, alliteration and oral blending and segmenting (skills required for reading and writing).
- Consider ways in which an enabling environment can support children's phonological development.

Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families. Schools without Nursery provision and feeder providers may want to work together.

6.6 Ages and Stages Questionnaire (ASQ)

A 2-hour training course that explores the ASQ Third Edition (ASQ-3) and ASQ Social and Emotional (ASQ-SE) assessment tools. The two evidenced based screening tools are used by health Visitors as part of their mandated visit for every child in the Healthy Childcare Programme (HCP). This training will support providers in their understanding of the 2 Year Old Progress Check (HCP) and support the Integrated Review.

What will I learn?

- An increase awareness about developmental screening for all young children
- How to use the Ages and Stages Questionnaire (ASQ3) and ASQ Social and Emotional (ASQ-SE).
- How to obtain accurate outcomes, using the correct age interval questionnaire. ASQ-3 and ASQ-SE.
- How to engage parents in using a developmental screening tool.

Training includes a copy of the Ages and Stages Questionnaire (ASQ3) and ASQ Social and Emotional (ASQ-SE) Assessment tools, one per setting according to Start Well records.

Who is this course for?

All practitioners working with children aged 6 months to 6 years and their families.

6.7 Solihull Approach

This course takes place over two days spaced two weeks apart with a task to be completed between sessions. will introduce practitioners to the Solihull Approach model as applied to working with babies, young children and their families in an early years setting and will link to the Early Years Foundation Stage (EYFS).

Resource

The First Five Years, Solihull Approach Resource Pack will be allocated to settings that do not already have a copy according to Bolton Start Well records.

This resource pack has a comprehensive set of handouts for parents, on various issues in the first five years: sleeping; weaning; toileting; playing; emotional and physical development.

The resource pack includes photocopiable handouts for parents.



What will I learn?

At the end of this course, we will be able to:

- Understand how to put the theory into practice;
- Identify how the Solihull Approach model supports the EYFS and how they link together;
- Know how the Solihull Approach model can add to the understanding of the EYFS.

Who is this course for?

All Practitioners working with children aged 6 months to 6 years and their families.



7. Traded Professional Development

In addition to our funded offer, we offer a range of traded services including bespoke consultancy and a comprehensive continuous professional development programme which can be accessed on the courses section of our website.

The Start Well EYFS Professional Development Service has been developed with the early years sectors' needs in mind. Whether you are looking for consultancy, support and challenge, or training to enable your early years workforce to be skilled in teaching, monitoring and assessing children's learning and development, look no further – we can help!

7.1 Bespoke Consultancy

Our service offers bespoke consultancy, which can be tailored to meet your continuous improvement needs. Bolton Start Well Service employs a small team of expert consultants who have considerable experience in the early years sector who will work closely with your setting to ensure that you develop or embed outstanding practice, whilst monitoring the impact this has on children's learning and development. This consultancy could support your leadership and management, general practice, tracking and assessment, moderation, implementation, monitoring and modelling of interventions.

7.2 Bespoke Training

All Start Well professional development courses can be delivered in-house to ensure you can explore and understand the key messages as a cohesive team, cluster or chain. The service also offers more personalised training to fully meet your continuing professional development needs. Training can be built to match your availability and identified needs.





If you have any questions or would like to discuss the offer for Early Education and Childcare settings, please contact:

Bolton Start Well Service

Contact: Laura Wright
Tel: 01204 33 8149
Email: StartWell@bolton.gov.uk
Course bookings: StartWellBookings@bolton.gov.uk
Website: www.boltonstartwell.org.uk

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