

Such a lovely photo showing what childminders do!

You can see the child is listening intently and thinking about what her childminder is saying. Maybe she a little worried about something? Perhaps the childminder is explaining and helping her to process? The childminder's head is tilted towards the child in empathy, giving time to consider something important together – shared thinking.

Thankyou, to the three childminders and their assistants who recently allowed photos, such as the one here, to be taken of them at work. The photos will be used to recruit much needed childminders. You may see posters around and other photos popping up in training materials.

Most importantly, thank you to the children and their parents for giving their consent to this promotion of the work of Bristol childminders.



- Ofsted has updated the [Early years inspection handbook for Ofsted-registered provision - GOV.UK](https://www.gov.uk/guidance/early-years-inspection-handbook-for-ofsted-registered-provision) (www.gov.uk) The main changes are a new section on inspecting childminders.
- **Ofsted Big Conversation** operates in regionally and the next [South West OBC Open Regional 10th June 2021 – #OfstedBigConversation \(theofstedbigconversation.co.uk\)](https://www.ofsted.gov.uk/news/south-west-obc-open-regional-10th-june-2021) Bristol Early Years encourages as many Bristol providers as possible to attend these meetings as they are a great way for you to find out more about Ofsted inspections, and ensure that Ofsted representatives hear from you about the challenges faced by the sector.
- **Bristol Early Years** are pleased to announce a second opportunity to enrol in the Level 3 Certificate in Outdoor Practice devised by Jan White. There are 12 days to attend hands on practice and reflection. Module 1 starts on Friday 30th September. For all dates and cost please contact [outdoorstinking.co.uk](https://www.outdoorstinking.co.uk) (*this link seems to be broken. Contact cmsupport@bristol.gov.uk if interested*).
- **The new Prime Minister**, Liz Truss was Education Minister between 2012-14 with responsibility for the early years in England. During this time, she put forward plans in England to relax ratios in early years and childcare settings and introduced childminder agencies. See below, *Consultation on Proposed Ratio Changes*.
- **Bristol Childminding Groups** In the past the city was divided into children's centre 'reach areas', for Early Years Now Bristol Early Years is aligned with Social Care boundaries for North, East /Central and South and further divided into clusters of wards. The boundary changes from reach areas to wards, is why childminders have had a recent email from their Lead Teacher to let them know which is their 'official' local childminding group - **but you can choose whichever group you wish to attend!** The childminding groups offer so many benefits to children and give you a dedicated space to meet childminder-colleagues and consult with your Lead Teacher.
- **Childminder CPD** Coming up soon, sessions on using OPAL for assessment, supporting positive behaviour and designing a curriculum. Later in the term there is an outdoor activity morning, a session on language development, and play provocations. Potty training is still being organised too. Have a look [Bristol Early Years – Calendar](#)

Congratulations
Isadora Morgan-Hardy
Dionne Dickens
'Outstanding'!

Celebrating Bristol Standard Success!
Congratulations to **Kim Powell** on the
successful validation of her Bristol Standard
submission

The Bristol Childminder SENCo

Hello! My name is Rachael Clelland and I am the Special Educational Needs Coordinator (SENCo) for childminders in Bristol, among other inclusion responsibilities.

I am here to support childminders to provide the best experience for children with additional needs. Please do contact me if you want advice about a child who you think may have some emerging needs, or if you have any queries around supporting children with special educational needs or local authority procedures, such as referral to the Early Years Inclusion Panel.



It is helpful if you email me, in the first instance, with the child's age and a short outline of your concerns - no need to mention the child's name. I will email you or phone you back.

I can give you advice on your child's development or well-being, signposting parents, and appropriate specialist services.

Sometimes, I may decide to allocate a Specialist Children's Centre Inclusion Practitioner (SCIIP) to guide you - Helen Millard and Helen Cotterell will visit you to help tailor strategies to your child's needs. In order for the SCIIP to work with a childminder and child, we ask for the parents' consent.

I can be contacted on rachael.clelland@bristol.gov.uk or Mobile 07827979623

Meet Rachael Clelland on Wed, November 16th on Zoom.

'An Introduction to Special Needs and Disability - an overview of your SEND responsibilities'.

Book on <https://www.eventbrite.co.uk/e/391856010877>



Early Years Foundation Degree | City of Bristol College It is still possible to apply through UCAS for this September; induction day is on Tuesday 13th September. Potential students who feel this course is right for them, apply through UCAS but please contact either Ruth or Kate if you would like more information about the course before applying. ruth.horwood@cityofbristol.ac.uk or kate.hulm@cityofbristol.ac.uk

The National Professional Qualification in Early Years Leadership (NPQEYL) is designed specifically for early years practitioners to excel as a leader in your early years setting. The content is delivered through blended learning and includes a mix of real-time interactive online sessions, face-to-face training, peer-led sessions and self-guided modules which you complete in your own time. The programme is delivered by the Ambition Institute in association with The Five Counties Teaching School Hub Alliance. This programme is funded for early years practitioners working in state schools in England and funded scholarships have been extended to include private, voluntary or independent nurseries **and childminders**. Contact Five Counties Teaching School Hubs Alliance to find out more. info@fivecountiesalliance.co.uk T: 07783 511 348



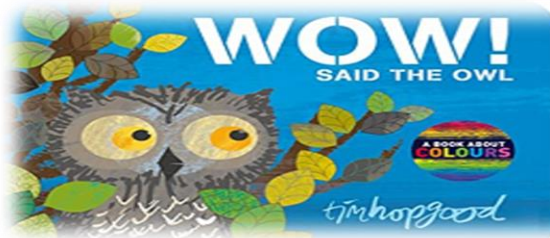
What's been happening at our childminder groups?

Filton Avenue Childminding Group, Tuesday 9 30 – 11 am

Cairns Road Childminding Group, Monday 9 30 – 11 am

During the last term, as well as our regular groups at Filton Avenue Nursery and Cairns' Road Baptist Church, it has been good to have some opportunities to meet outdoors on Horfield Common and in the woods on the Stoke Park estate.

As usual each group has had a core book for the term and this term we've been reading 'Wow says the Owl' by Tim Hopgood at the Cairns' Road group and 'Oh No George' by Chris Haughton in the Filton Avenue group.



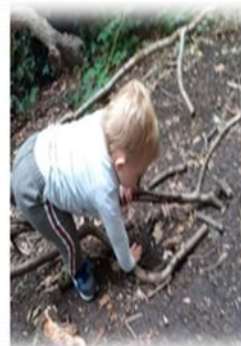
Here are some photos of children exploring clay to make their own creatures inspired by the Owl story.

The woods on the Stoke Park estate are a wonderful place to explore and there are so many things to do and see.

We usually stop close to a large fallen tree trunk which is a perfect natural climbing frame for any age, older children like to walk along and balance, younger ones can crawl. The Forest floor with all its different surfaces provides plenty of physical challenge for all ages.

Bug hunting is always popular too.

Jane Smith



Southmead Childminding group.

Tuesdays 9.30am – 11.15am

Southmead childminding group has been a joy to support these last few months. I have now handed this back to Rosie McCallum-Faraday who will return for the September start.

The children had great fun playing with water; problem solving skills were evident when they were deciding how to move the ducks. An array of guttering was set up at different heights. Spray bottles, sponges, and bottles were used successfully!

Play dough was always a hit with the children and this was altered frequently through colour and scent to enhance the experience. Here we combined flowers, herbs, and leaves, as well as an opportunity for scissor use, promoting fine motor skills and muscle development.



Play dough was previously used to make current buns and pennies. The children then used these props to 'buy' a bun from the baker's shop whilst singing the familiar song.

The focus book was 'Giraffes can't dance', this was read over a few weeks helping to provide familiarity of the story. Props were used to enhance the story and the children engaged with the characters, helping Gerald to dance and leap. Many thanks to Julia who crocheted Gerald and the cricket!



In September the childminding group at Speedwell Children's Centre will be re-established each Wednesday in term time. I am very much looking forward to setting this up and getting to know the childminders.

Joanne Dennis

Stockwood Childminders' Group

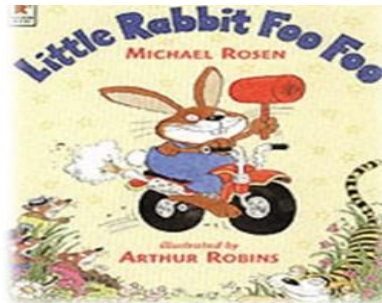
Wednesday 9.30 – 11.15 am.

We've spent most of the summer sessions outside busying ourselves with a variety of activities. Sand has been a constant favourite, whether in the builder's tray or spilt on the floor! The children have got their creative juices flowing, using the sand to explore mark making and having lots of fun experimenting with capacity, while they scooped, poured and filled the trucks and other receptacles.



Water play was also a big hit and the sunny weather meant that even if we got wet, we soon dried. We washed the bikes, the windows, so that everything was gleaming. We used giant paint brushes to paint with water and watch how quickly it evaporated in the warm sun.

Story and song time has been a ritual at the end of each session. The children love singing 'what's in the bag' and taking turns to pull something out of it which will determine which song we sing next. We've read a few different stories but the one that is always requested and that we keep revisiting is Michael Rosen's 'Little Rabbit Foo Foo', which we sing and the children join in with the actions. If anyone knows of any equally brilliant books which promote such wonderful audience participation, please let me know, I'm always on the lookout for more.



It's been lovely to see the friendships that have been forged over the past year and we wish those friends going off to pastures new well and will look forward to meeting new ones in the autumn. Julia Harkess

Broomhill Childminders' Group

9.45 – 11.30 am

During our group sessions I invite the childminders to raise questions, which can be anything related to EYFS that deepens professional thinking. This term alongside our conversations about transition and our Nature Discovery project, we have also used our core book approach to explore maths.

Ruth Brown's book *Ten Seeds* provided us with a discussion about some of the obvious and subtle maths within this story. This also led to a discussion about what else this book provided: repetition, shows a simple life cycle of a plant and highlights some of the real-life problems we encountered as we cared for the plants we had been growing!

I'm always so amazed at how even our youngest group members respond to our short story bag sessions. We change our core book each term, enabling the childminders to borrow the story bag to explore the story and all the props further with the children.

Marvelous Maths



The potential learning from the story *Ten Seeds* by Ruth Brown:

Fun, joy and engagement with a book

Learning and exploring new words/vocabulary

Making links between the text and the spoken word

Taking turns with the book props

Maintaining attention to listen to the story

Ask questions about what can be seen on the pages

Anticipating what will happen and remembering what comes next

Retelling the story using the picture clues and props to say it back in your own words

Showing an interest in the repetitive pattern of counting and sometimes joining in

Predicating by observing what happened to the amount of when we took a plant away

One to one correspondence - counting each seed from the group only once

Words that explore position - under, over, next to above, in, out...

Making size comparisons of the plants

Noticing patterns within the pictures

Exploring scientific words linked to the life cycle of a plant – seed, roots, stem, shoots, leaves, buds...

Learning about cause and effect to enable the plant to grow or when slugs decide to eat them!

Making links from the story to real life experiences of planting – peas, onions, potatoes, garlic, strawberries and pea shoots.



Bishopsworth, Four Acres & Hartcliffe Childminding Group

Mondays 9.30 – 11.00 am.

Wow, it's amazing how much progress all the children have made over this year. It's been lovely to reflect back on what the children were like in September and all the amazing learning they've achieved!

This term we've been spending increasing amounts of time outside in our little garden space. All the children enjoy accessing water play, so we've had water and builders trays out at different levels to engage all children in a range of ways. Some children have been especially keen to get the brooms, brushes and cloths out to give our slide and dolls a good clean. We've also been doing a lot of mixing of sand and water to make food, potions, drinks and much more.

Boe Meaton



St Pauls Childminders' Group

Tuesdays 9.30 – 11.30am

This term we have been busy exploring the outside environment. From using the sand and water to exploring loose parts play.



We have loved being involved in the Nature Discovery project. Seedlings were nurtured at home and then planted in our raised beds. Each week we have looked after them and enjoyed observing the changes. The results have been varied but it has really been about the process. Having said that we have just harvested our potatoes which we are going to make into potato salad to be shared at our summer party.

Jo Franklin



Avonmouth Childminding Group

Thursdays 9.45 - 11.15am

Today we had a lovely group using the outdoor classroom at Sea Mills. The children enjoyed exploring the different surfaces, gradients and levels in the space. They were able to practise balancing, taking risks, using hands and feet for climbing and stepping forwards, backwards and sideways. We also enjoyed playing with a range of blocks and loose parts, with a particular interest in posting objects and carrying heavy things!

Amy Adams



The things we do everyday that help a child's growing brain.

Five to Thrive has been around in Bristol Early Years for many years in early years settings and being promoted in family support groups. It is an approach which consists of the 5 building blocks for a healthy brain which are drawn from research into the key processes of attachment and attunement, which forge bonds between young children and their carers. The 5 building blocks are designed to support positive feedback processes; enabling practitioners to observe and reinforce positive interaction between parents and their children.

Bristol Early Years vision is through working collaboratively with a range of early years and family support professionals so that the Five to Thrive principles will be embedded in the work of integrated early years and family support practices across Bristol.

On **Thursday 20th October at 7pm** there is an online session with Lucy Dale, Childminding Support, who will give an introduction to the Five to Thrive approach. Book on

<https://www.eventbrite.co.uk/e/417575137477>

You may remember the old, local authority, childcare search website called 1bigdatabase? There is now a new website [Bristol Family Information Service Directory](#) which allows parents to search to find childcare, and brings work to childminders.

The new directory allows you to log in and update your own information. But first, you have to log in, create your own profile and give consent to your service being advertised on this website. So far only 20 childminders have done this!

Let's make this website worthy of the professional childminding workforce in Bristol! **We will resend the instructions.** If you get stuck you can ask the Childminder Champs to help.

Contact Hannah Ridout shirehamptonchildminder@hotmail.co.uk or Alice Slocombe Say missslocombe-say@live.co.uk



Why has Covid left our children needing more cuddles?

Childminder conference review.



Bristol Childminders' Conference 2022



For those of you who were able to attend, the childminder conference in May was an amazing event, the energy and connection in the room gave me goose bumps and I am still on a high from listening to Suzanne Zeedyk. There were stalls showcasing all that Bristol has to offer including; Nature Discovery, Scrapstore, Bristol Early Years website, Bristol Standard, Five to Thrive and many more.

For those of you unable to attend, Suzanne's talk was entitled 'Why has Covid left our children needing more cuddles?' She prompted us to reflect on our own experiences of the pandemic as well as the children and families that we are working with.

The research that has been carried out indicates that there are many biological and emotional impacts to all of us, but to children whose brains and bodies are still developing these are worrying.

One strategy that was really important to learn about was the stress response system that Suzanne has aptly named 'sabre tooth tigers and teddy bears.' Understanding the biological system helped us to realise that all behaviours are communicating an emotion and by responding to children with empathy we are building their internal teddy bear helping them to handle these big emotions and building self-regulation skills for the future.

Suzanne's big message was how much you all matter and the work that you do to support children and their families is critical. 'Prison prevention officer' was one of the terms that stuck with me. You are building children's brains through attachment-aware interactions and having an impact on their life chances. It's a scary thought but one of hope.



The big six strategies that we came away with were;

CUDDLE

When children have repeated experiences of being comforted they develop resilience.

TALK ABOUT FEELINGS

The more opportunities we give children linking language to their emotions, the more they will be able to express how they are feeling. Dan Siegel uses the phrase 'name it to tame it' which is a great explanation of how being able to talk about our feelings can impact on behaviour.

PAY ATTENTION TO PARTINGS

Transitions that we have with children when they are dropped off or picked up are really important. Their distressed behaviour may not be as visible as crying and clinging on to parents, they may be in other stress responses states such as freeze or fawn. We do not have emotional x-ray eyes so it is important that transitions are supported to ensure we are responding to children with empathy, cuddles and understanding.

CHANGE YOUR LANGUAGE

Just a simple switch in understanding and language can have a huge impact. Moving away from the term 'challenging behaviour' and replacing this with 'distressed behaviour' reframes how we understand and support children.

LAUGH

Sharing moments of joy is really important! When we play and are happy our muscles and our minds relax too. When we laugh, we are relaxed and attuned together. The more we laugh, the more we are able to cope with harder times, building resilience for the future.

DON'T FORGET YOUR OWN SELF CARE

If you are not regulated, then you will not be able to help a dysregulated child. It is really important to recognise and understand when you are starting to run on empty and what things make you feel happy. This could be getting an early night, speaking with a good friend, going for a walk or stroking a pet. You are at your best when you are emotionally available to support children.



Recommended resources from the childminder conference 2022

Additional information is available on the links below and keep an eye out on the 'Events Calendar' for further free CPD.

Suzanne's website - Connected baby. Click on the 'shop' heading if you would like to buy any of her books.

<https://connectedbaby.net/>

Karen Triesman with lots of information, books and creative resource ideas for you to use.

<http://www.safehandsthinkingminds.co.uk/about-us/>

Beacon House resources section has lots more reading and strategies to help you respond to children.

<https://beaconhouse.org.uk/resources/>

Anna Freud, Early Years section for information on how to support parents, common difficulties in the early years, research and so much more.

<https://www.annafreud.org/early-years/>

If you would like to watch more great webinar training there are free videos here

<https://www.annafreud.org/early-years/expert-advice-and-guidance-videos/>

Our very own Bristol Early Years website includes a new 'Wellbeing and Social Emotional Mental Health' section which includes information on Trauma Informed Practice and ACES. We will keep adding these so keep checking back. A PSED section, with lots more information on self-regulation is to be added very soon!

<https://www.bristolearlyyears.org.uk/well-being-and-social-and-emotional-mental-health-semh/>

Terri Mitchell





Outdoor Activities Oldbury Court 12th July 2022



After our successful Outdoor Activity session in the South, we ran the session again centrally.

We had 40 children and their childminders exploring and investigating. Lots of fun and conversations had by all!

We hope to repeat our Outdoor Activity sessions over the year, exploring seasonal themes in an Outdoor setting.

Make sure to subscribe to the Bristol Early Years Events calendar for updates of upcoming sessions, training and professional development opportunities!

[Bristol Early Years – Calendar](#)





Outdoor Activities Redcatch Park 5th July 2022



Childminders and their children enjoyed using their imaginations and being creative with simple and inspiring activities in an outside setting. Children engaged and were curious about the activities before them. Childminders commented **"Just wanted to thank you and the team for all the amazing activities you guys provided today. The children and myself really enjoyed it"**.



"I just wanted to say thank you for today's session at Redcatch Park. My little ones had a fab morning and I have lots of new activity ideas".



We also had **Jo Ingleby from Feeding Bristol – Director of the Children's Kitchen** planting peas! We hope to work with Jo more at our Childminding groups this year so watch this space! For more info visit: feedingbristol.org



Promoting Positive Partnerships with Parents

‘Working in partnership with parents’ is a thread that runs through the EYFS statutory guidance, and is reflected in the non-statutory guides too.

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children’s progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children

Development Matters 2021

Pages 7 & 8

- Parents make a crucial difference to children’s outcomes.
- Parents are children’s first and most enduring educators.
- Each unique family must be welcomed and listened to. Consider levels of engagement to make the most of relating to parents.
- Practitioners have a responsibility to work with all families.
- Clear leadership regarding partnership with parents will provide the right foundation.

Birth to 5 Matters

Page 29

The benefits of good relationships with parents are many, including that *‘research has shown that involving parents and carers in their children’s learning is the most important factor in enabling some children to do well regardless of background’*

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/working-in-partnership-with-parents-and-carers>

What can we do to ensure positive partnerships with parents?

The following reflective questions might help us to think about our own practice.

- How do we welcome new families to our setting?
- How do we nurture partnerships with parents?
- How do we help parents to feel included when they are not able to feel consistently present in or setting?
- How do we share children’s achievements and experiences with parents?
- How do we work with families through difficult times to ensure best outcomes for children?
- How do we encourage parents to contribute, comment or question and how do we use that information?
- How do we use the knowledge, skills or culture of parents, carers and grandparents to share new or different experiences with children?

How some Bristol childminders approach working in partnership with parents

At a recent discussion session, childminders shared some of the positive ways that they work with and engage with parents and carers.

- Being friendly, approachable, and welcoming - getting to know the parents as well as the children.
- Thinking carefully about how we communicate; particularly if there is a difficult conversation to be had.
- Recognising the need to be tactful and when to not say anything - for example, reporting on a child's first steps, the parents will want to be the first to see those!
- Offering a tailored approach, appreciating that there isn't a 'one size fits all' method of communication. Sharing information in ways that are accessible for parents and employing different strategies, consulting parents on what would work best for them.
- Appreciating that parents already have many demands on their time and finding time to engage with the setting can be difficult.
- Offering flexible and parent/child led settling in sessions, including home visits to make the transition easier for both parent and child.
- Provide lots of reassurance, maybe using whatsapp to keep parents informed through their child's first days at the setting.
- Finding out what's important to the family – culture, religion, and interests.
- Finding out about the family dynamics, including languages that are spoken.
- Recognise the importance of the conversations with parents at each end of the day.
- Allow opportunities for more in depth and meaningful conversations away from children's earshot.
- Share and celebrate achievements and activities, WhatsApp is an effective forum for this.
- Questionnaires – sending one out a month after the child has started to gain the parents' views on the settling- in process and then a more general one annually, giving parents the opportunity to highlight things which might not have been considered previously. This will help parents feel valued and gives them a platform for their voice to be heard.
- Signposting parents to support that is available from other agencies.
- Have a VIP Day, when a child's parent or grandparent can come in and be a VIP, perhaps sharing an interest, talking about their job, or reading a story to the children.
- Provide opportunities for parents to share things from their cultures and interests with the children; maybe bringing in food from their culture to share.

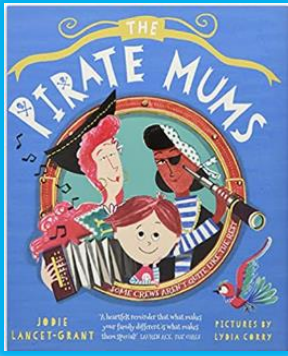


Through doing all these things we can build respectful and positive relationships between our setting and the families that we provide care for. Parents will feel reassured, and this will, in turn, help the child to sense the trust between you and their parent, helping them to feel more secure at your setting. By promoting good communication between yourself and the parent, you are ensuring that the child's needs are being prioritised by all the adults involved in their care.

Julia Harkess

FABULOUS FAMILIES

All children deserve to see their lives and families reflected in the books that we read with them. The world is a big place with all kinds of people. We want our children to grow up to be kind, compassionate and accepting of others. So, with this in mind, I have put together a list of some brilliant reads that show and celebrate a variety of families.

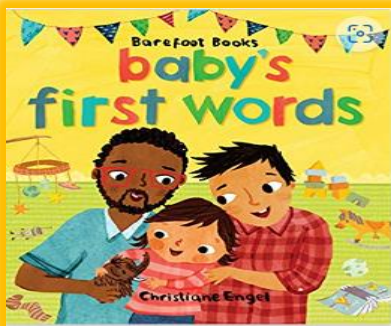
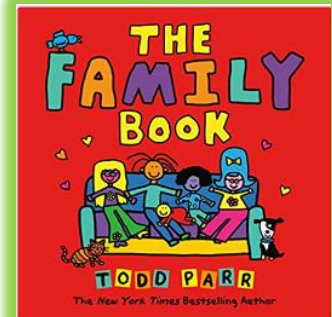


“The Pirate Mums is a rollicking, swashbuckling, colourful adventure. IT’s a celebration of family life, whatever that family happens to look like and its main characters are mums who are strong, kind, inventive and clever. I hope it helps readers understand that being different makes you special and that all families are worth telling stories about.”
Jodie Lancet-Grant, author of The Pirate Mums.

<https://www.youtube.com/watch?v=0f0r2GnRLZs>

The Family Book by Todd Parr “celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, Todd Parr assures readers that no matter what kind of family you have, every family is special in its own unique way.”
Amazon

<https://www.youtube.com/watch?v=gMpecJKW0jM>

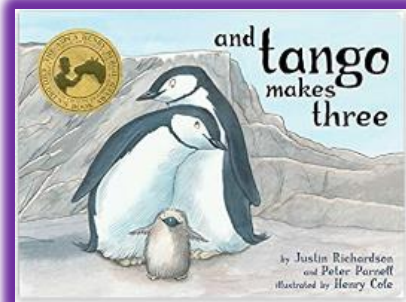


Baby’s First Words, published by Barefoot Books is a colourful down to earth book depicting a baby’s busy day with her two dads.

[Introducing Baby's First Words - YouTube](#)

And Tango Makes Three by Justin Richardson. “At the penguin house at the Central Park Zoo, two penguins named Roy and Silo were a little bit different from the others. But their desire for a family was the same. And with the help of a kindly zookeeper, Roy and Silo got the chance to welcome a baby penguin of their own.”
Amazon

<https://www.youtube.com/watch?v=bGZHD4SKmQU>



If you know of some marvellous books, I’m always on the lookout for recommendations, so please let me know.

Julia Harkess



Childminder Reflective Forums!

Julia and Rosie from the Childminding Support Team would like to invite you all to monthly, online, reflective forums on a variety of topics

You can choose the sessions that inspire you the most or come to all of them! We aim to provide a relaxed, chatty, informative, and inspirational space where childminders can share best practice, good ideas, tips and tricks, and connect with like-minded colleagues.

The sessions will take the format of the Bristol Standard where we will celebrate together, share good ideas and then reflect on how this benefits our children.

Anyone can join us, and it will form part of your CPD portfolio with a certificate for each session. We would like to create a support network that you can access and use at any time and work together to feel more connected.

Dates for your Diary:

Sept 28th 7 – 8.30pm [Values & Aims](#)

Your values and aims underpin everything you do and will inspire everyone to have high aspirations.

October 13th 7 – 8.30pm [Relationships & Interactions](#)

This reflective session will support you to think about attachment, friendships and understanding emotions.

November 17th 7.-8.30pm [Staffing, Leadership & Management](#)

This session will support thinking about well being and professional development.

December 15th 7 – 8.30pm [The Reflective Practitioner](#)

This collaborative reflection will support your practice

January 12th 7 – 8.30pm [Accountability, Monitoring & Impact](#)

This informative session will reflect upon all areas of your provision for efficiency, effectiveness and impact.

February 23rd 7- 8.30pm [The Physical Environment](#)

An opportunity to think about your environment and choose resources that challenge and inspire

March 16th 7 – 8.30pm [Play & Learning Experiences](#)

Evaluating how children develop in response to the play and learning experiences you provide.

April 20th 7 – 8.30pm [Observation, Assessment & Planning](#)

Collectively, we will think about how you build a picture of a child's development over time.

May 18th 7 – 8.30pm [Equality, Diversity & Inclusion](#)

This reflective session will support you to think about the importance of valuing difference and promoting inclusion

July 6th 7 – 8.30pm [Partnerships with Parents & the Local Community](#)

Reflecting on the importance of parents as partners and connecting with children's communities.

Rosie Coulstring

**To book on, you can find all the Reflective Forums on the
[Bristol Early Years – Calendar](#)**

Autumnal Activities

Autumn

It's such a great time of year to get outside and enjoy swooshing through all those crisp fallen leaves, enjoying all those rich golden colours that autumn!

Scarecrow, Scarecrow

Scarecrow, scarecrow turnaround,
Scarecrow, scarecrow, touch the ground.
Scarecrow, scarecrow, reach up high.
Scarecrow, scarecrow, touch the sky.
Scarecrow, scarecrow, bend down low,
Scarecrow, scarecrow, touch your toes.



Leaves are Falling
Tune: Jingle bells

Leaves are falling,
Leaves are falling,
One fell on my nose!

Leaves are falling,
Leaves are falling,
One fell on my toes!

Leaves are falling,
Leaves are falling,
One fell on my head!

Leaves are falling,
Leaves are falling,
Yellow, orange and red!



Be a nature detective.
What leaves can you find?

Autumn tree and leaf detective



www.wildlifewatch.org.uk

Credits: Mark Hamblin/2020VISION, Brian Eversham, Ross Hoddinott/2020VISION, Jon Hawkins SurreyHillsPhotography, Gillian Day, Philo Precey, John Bridges

All these activities and many more can be found at

<https://www.wildlifewatch.org.uk/activities> Have fun!

Julia Harkess & Rosie Coulstring

Get creative with the leaves
that you find.



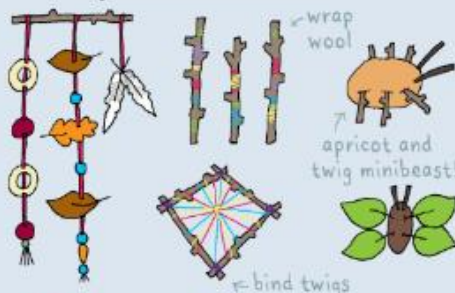
Decorate a tree



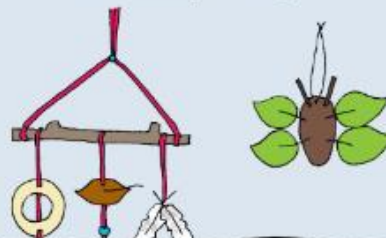
You will need

- Ribbon or string 
- Scissors 
- Natural objects such as twigs, leaves, dried fruit, feathers 
- Coloured wool and beads 

1 Get creative! Use your natural objects to make decorations.



2 Attach the ribbon or string by either tying it around your decoration or by cutting a hole and threading it through.



3 Find a tree! Use your ribbon or string to attach your decorations to your favourite tree.



Illustration: Corinne Welch © Copyright Royal Society of Wildlife Trusts 2015

www.wildlifewatch.org.uk

Make a wild blackberry crumble



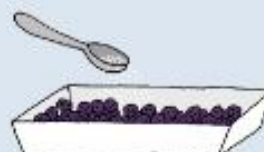
You will need:

- 450g handpicked ripe blackberries 
- 2 tablespoons caster sugar 
- 225g plain flour 
- 150g soft brown sugar 
- 75g butter (soft) 
- 1 level teaspoon baking powder 
- Mixing bowl 
- Ovenproof dish 
- Oven gloves 

1 Between August and October, go out on an adventure picking blackberries.



2 Wash the blackberries, and arrange in a shallow ovenproof dish. Sprinkle with the caster sugar.



3 Mix the remaining ingredients together between your fingers until it goes all crumbly. Sprinkle the crumble mixture on top of the fruit.



4 Bake in the oven at 180°C / 350°F / Gas 4 for 30-40 minutes.



5 Leave the crumble to stand for five minutes. Tuck in and enjoy!

Remember to get help from an adult when doing this activity.



Illustration: Corinne Welch © Copyright Royal Society of Wildlife Trusts 2015

www.wildlifewatch.org.uk

Keepers Gate Forest School visit

Many of you will fondly remember Rachel Landen as a member of the Childminding Support Team. After leaving the team Rachel went to set up her own Forest School on the edges of Weston Super Mare, and we recently went to visit this amazing space!

Rachel has a dedicated team and a fantastic open space and woodland area ready for 24 pre school children to enjoy. She also runs a holiday club for older ones in the school holidays. We arrived to see the children round the campfire toasting marshmallows! The children then enjoyed a variety of activities including sawing, whittling, painting, climbing and of course the mud kitchen. We then went on a woodland walk where we discovered the most fantastic view at the end!

Thank you to Rachel for inviting us and well done on your new venture.



Consultation on proposed ratio changes.

There seems to be a swell of opinion for de-regulation these days. A recent discussion paper published by the Institute for Economic Affairs titled '*CUTTING THROUGH: How to address the cost of living crisis*' sets out recommendations for the early years and childcare system.

The authors criticise the 'over-formalisation' and 'overregulation' of the early years and childcare sector and recommend the following reforms:

- Reducing ratios in settings or abolishing this requirement entirely
- Allowing parents and family members to provide paid-for childcare, even if they are not registered with Ofsted
- Removing requirements for a formal accreditation/registration to become a childminder (instead allowing private agencies to set standards and accreditation)
- Reducing or removing regulatory requirements (such as the EYFS framework) and allowing standards to be set via agencies, online quality comparison websites and parent oversight.

At the same time there is the [Department for Education's consultation on changing EY ratios closing date 16th September](#)).

There are three parts to the consultation on ratios and supervision:

1. Proposed changes to the current statutory minimum staff:child ratios in England for 2-year-olds from 1:4 to 1:5. This would align England with Scottish ratio requirements for 2-year-olds.
2. Proposed changes to the early years foundation stage statutory framework (the EYFS) to make it explicit that childminders can care for more than the specified maximum of three children under the age of 5 when they are caring for siblings of children they already care for, or if the childminder is caring for their own baby or child.
3. Proposed changes to the EYFS to make it explicit that "adequate supervision" while children are eating means that children must be in **sight and hearing of an adult**.
Please do take the opportunity to make your voice heard.

