

Childminding Newsletter

Spring 2023

We hope you've all had a good Spring break and were able to enjoy the various cultural festivals celebrated at this time of year. It is lovely that we now have longer days to spend outdoors. Growth and new life can be seen in the blossom and spring flowers that are appearing.

It is always a pleasure to read the Childminding newsletter celebrating the range of opportunities and support childminders are providing across our city. It is good to see the connections at the childminding groups with lead teachers who provide valuable support and information.

We would like to take this opportunity to thank you for your ongoing dedication to the children and their families in Bristol. We would also like to thank the childminding support team, Joanne, Julia, Lucy and Rosie for their invaluable knowledge and commitment in their support.

Nicola Theobald, Kate Hubble and Beth Osborne





What's in this issue?

Your childminding support team are:



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Please email us at cmsupport@bristol.gov.uk if you have any queries or if you would to arrange a supportive home visit



A Let's Talk Bristol initiative

Bristol Early Years is excited to announce the launch of 'Let's Talk Bristol', a cross-sector collaborative approach to enhance prevention, early identification, and early intervention activities for speech, language and communication development and needs. It offers Early Education providers including PVI's, childminders and schools' nursery and reception staff across Bristol the opportunity to access free accredited training and evidence-based tools through the Bristol Early Language programme (BEL).

There are three tiers to the BEL programme with Bronze, Silver and Gold layers reflecting the different levels of accredited training. The Silver and Gold tiers will be available by invite, targeted to reach as many children aged 3-5 years as possible who live in the most disadvantaged areas.

There are three main elements to the Let's Talk Bristol BEL programme:

Accredited Elkan speech and language training for the setting at levels 2, 3 and 4

The Elkan Communication Friendly Home Based Settings award [Communication Friendly Home-Based Settings | Elkan Training Ltd](#)

The Wellcomm Early Language screening tool and early intervention activities [WellComm Early Years Sampler - GL Assessment \(gl-assessment.co.uk\)](#)

A Stories at Home Library for the setting

BEL will begin a phased roll-out over the Summer term and we are now inviting expressions of interest with a view to getting the Wellcomm Early Years Toolkit in action in the summer terms. The Elkan training will begin to roll-out towards the end of the summer, with most settings starting in the Autumn term 2023.

The Stories at Home libraries will also become available in the Autumn term 2023.

Expressions of interest are welcomed: please email Penelope.groves@bristol.gov.uk

Free Entitlement News & Information

A huge thank you to all who made it through the Early Years Census this Spring! Thank goodness we only have to do that annually 😊 Many new childminders have signed up to offer Free Entitlement funding for Summer 2023 and with the recent announcements in the budget, we are expecting more still. If you have ever thought about offering free hours but have reservations, you can always contact the team to talk it through.

M Here are some myths busted:

- Y**
- T**
- H**
- B**
- U**
- S**
- T**
- I**
- N**
- G**
- **The paperwork is a nightmare** – parents fill in 1 x form a year (and sign the same form termly). You can merge our paperwork into your existing forms or use ours. We aren't fussy 😊
 - **The system to claim is a nightmare** – all you need is your email, a password and a code. We provide a step-by-step guide and are always on hand. If you can shop on Amazon, you can submit a claim on our portal.
 - **It's a hassle admin-wise every term** – once set up on the portal, it's 5 clicks a term to make your claim and nothing if you're not claiming. Childminders often claim for 1 year then we don't see you for another 3 (whilst your babies grow up again).

- **The money is rubbish** – whilst the rate won't be the same as your private rate, we can pay you 70% of the whole term's money at the start of the term and you can charge parents for 'consumables' (e.g. meals, snacks, trips, activities, nappies, wipes). In April the rates are £5.77 for 2 year olds and £4.94 for 3 or 4 year olds. This is increasing in Sept 2023, but the government haven't told us by how much yet (sorry).
- **It's too complicated** – well we can't argue with that one... there are lots of rules for the free hours, but that's why you have us! You have easy access (phone, text, email, teams) to numerous experts who you can ask a 'pop quiz' question to at any time and we promise never to make you feel silly
- **I hate writing policies** – don't worry! We have you covered! We have created a template for Childminders which you just add your own personal info into. Easy Peasy. Plus we have 2 x amazing childminder champions who can meet you to support you with any application or policy problems.

If you'd like to make an application, just email eyclaims@bristol.gov.uk and request a pack to register for Sept 2023. There is no pressure if you change your mind.

Enhanced Provision – your questions answered.

What is Enhanced Provision?

A preventative service for vulnerable children and their families to reduce the need for statutory intervention by acute children's services.

A service to facilitate the assessment and monitoring of children in need, those with special educational needs and those in need of protection.

Up to 12hrs childcare, usually over 2 days approx. 9am-3pm, all year round

Childcare for vulnerable parents or parents in crisis and their children in a personalised home-based setting, providing opportunities for modelling of good childcare practice within the home.

How does it work?

Families and children are identified and referred by professionals working with the family.

Placement Officers liaise with professional, childminder and family to identify, set up and manage the early education and care placement. Placements are regularly reviewed.

Fees are paid direct from Bristol City Council and the current hourly rate is £7.

If you would like to know more, please contact our placement officers.

Jayne MacIver (Mon – Wed)
Jayne.maciver@bristol.gov.uk
07825106679



Fiona Townsend (Wed – Fri)
Fiona.townsend@bristol.gov.uk
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Enhanced Provision – a childminder's experience.

“What more is there in life than having little, happy people around you?”

Amanda has been childminding for 15 years and providing enhanced provision for 14 of those. Amanda describes Enhanced Provision as a *‘very supportive scheme for vulnerable families,’* and Amanda absolutely enjoys being able to support these families and make a significant difference in the lives of some of the youngest and most vulnerable members of our society. Amanda is committed to raising the outcomes for the children and sees the benefits of the scheme for children living with disadvantage, filling gaps in their experiences and learning, generating *cultural capital*. *The research shows that children who go into school when they have experienced disadvantage really struggle to catch up. I feel like we are trying to raise that attainment so that they go in on a level pegging with other children, by providing experiences and learning opportunities, looking at where there is a deficit and filling that gap’.*

Being an enhanced provision childminder has required Amanda to work in a trauma informed way, recognising that *‘parents may have come from a trauma background, they may have had complex family issues or difficulties in their own childhoods, with no parent role models, they may not know what good parenting looks like and that’s where we can come in, to support them with that’.* Amanda explains how she encourages parents with improving outcomes for their children, whether that be signposting them to other support agencies, helping them with fundamental issues such as potty training or *‘helping them to understand the child’s voice. We advocate children’s voices supporting them to be heard and understood. I often say to parents “what do you think your child would think about that?” helping them to consider their child’s voice’.* Working in partnership with the parents is a vital part of the role, helping them to understand the needs of their children *‘I do robust assessments to use as a facilitator to come to a parent to say, “look, we’ve got a deficit here, we’re falling behind, or we need to make a bit more progress in this area”. I think if we have professional discussions with parents from a development perspective, it’s a little bit easier to have more tricky conversations, we have collected developmental documentation, and this encourages them to see the deficit and work together. It’s so important partnership working.’* Amanda ensures that she gives the parents the opportunities to work with her to ensure better outcomes for the children *‘some parents just need that extra bit of help’.*

Some of the children that Amanda cares for come from families who lead *‘chaotic lives, with complex socioeconomic problems. Outcomes for these children are improved by having a two days of stability, a two days of calm, two days of being out in the fresh air. Many vulnerable children live in high rise flats, they don’t have access to outside. Parents have their own issues and some of the children have no experience of exploring in the outdoors’.* Amanda is committed to compensate for this by providing valuable experiences and find this such a rewarding aspect of her role *‘to see them change, to start enjoying being outside, to start learning’.*

A typical day would involve Amanda collecting the children from their homes in the morning and then spending the morning providing meaningful experiences for the children; outings to local parks or to childminding groups for example. The children will often sleep on the way back to Amanda's for lunch and after this will enjoy time to play and have stories and songs before Amanda takes them home again. Amanda provides food for the children and will always have something handy in the morning in case a child hasn't had breakfast. Amanda explains that to ensure that the children can enjoy all the activities she offers, she ensures that she has a good supply of wellies, waterproofs and spare clothes.

Working with complex families and being involved in dealing with safeguarding issues can be potentially demanding and Amanda really appreciates the support and guidance of the enhance provision team. *'You've always got the backing of the placement officers. They are there to support you in your role. I like that you're not on your own, you're working as part of a team. They are very good at their jobs, they're very supportive. I can't sing Fi and Jayne's praises highly enough, there is always someone on the end of the phone to help sort out any situation that you've got, you can talk over any safeguarding concerns with them, any issues you have with parents, children, there won't be a situation that they haven't come across at some point'.*

So, what qualities do you need to be an enhanced provision childminder? It is clear that Amanda provides a non-judgemental, inclusive setting, full of empathy and understanding. Part of her role necessitates the need for good communication and record keeping skills as she will be working with a number of other professionals, sharing information for safeguarding case studies and reviews of the children's progress.

Amanda loves her job and feels that she is really making a difference in the lives of the children she provides care for *'I like the fact that I can offer new experiences and opportunities to the children, a bit of awe and wonder'.* For Amanda this role has been hugely rewarding and sees it as a privilege to be in a position to *'narrow the disadvantage gap and to change a baby's brain architecture, changing it from a negative to a positive. That's huge'.*

To summarise, what Amanda loves more than anything else is *'the joy that the little people bring, the smalls bring so much joy. They make you laugh every day; they smile, their little faces are so pleased to see you in the morning. This is lovely. What more is there in life than having little, happy people around you?'*



Congratulations!

Melissa Di Cola,
Kim Powell,
Debbi Bertram,
Amanda Osborne,
Laura Barrington-Bird,
Simon Bird,
Jo Burley
&
Hannah Ridout

on their 'outstanding'
inspections and
gradings.

97.86% of Bristol childminders are now graded
'good' or 'outstanding'!

Early Years inspection handbook for Ofsted-registered provision.

This document is full of useful information regarding what to expect at your next inspection. Part 3 of the document provides specific guidance for inspections of childminders. The document is available here [Early years inspection handbook for Ofsted-registered provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-inspection-handbook-for-ofsted-registered-provision)

Ofsted inspections: what EY providers and practitioners need to know

What schools, registered early years providers and childminders need to know about delivering the early years foundation stage (EYFS), and Ofsted inspections under the education inspection framework (EIF)

Childminders: Updated 24 January 2023

<https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs/childminders>

- Increase the information gathered when children first start to gain a good understanding of what they already know and can do.
- Provide more activities to raise children's awareness of the benefits of a healthy diet, and about adopting good dental hygiene practices to further develop their understanding of keeping themselves healthy.
- Develop information-sharing about children's learning with other settings that they attend.
- Minimise noise distractions that stop children concentrating on their learning.
- Review risk assessments to ensure that children are not exposed to potential risks.
- Improve the links between identified next steps in children's learning to inform future planning and to offer more precise challenge.
- Adapt and strengthen adult-led activities to inspire all children's creative ideas and exploration as much as possible. Ensure children's learning is consistently extended when participating in adult-led activities.
- Ensure all children understand the setting's behaviour expectations and follow instructions. Support children to develop their self-regulation skills further, while interacting with their peers.
- Enhance questioning techniques further, so that children have time to think and respond for themselves.
- Extend the support for young children's understanding and emerging speech even further, particularly those that speak more than one language.
- Become more adaptable and adjust activities to better cater for the individual needs of the children
- Make the most of opportunities for children to do things for themselves and extend their independence and sense of responsibility.
- Extend the support and teaching for children as they play to help develop their confidence, thinking and interactions to higher levels.
- Better support their communication and language development increase opportunities for children to further develop early literacy skills
- Provide further support and guidance to assistants to improve their practice and the quality of their interactions with children

Feedback following an Ofsted inspection: These are the typical range of questions that you may be asked to explain, to showcase your knowledge and understanding

- What we would do if a parent made a complaint to us about a co- childminder, assistant or someone in our household.
- Name the four categories of child abuse. Name the indicators. What are process is, if we thought a child was being abused.
- Explain what honour- based abuse/violence/values is.
- Explain FGM
- Explain County lines.
- Explain child exploitation.
- Name some terrorist organisations.
- Explain what we do to work against radicalisation and extremism.
- Explain what we would do if we found an injury on a non-mobile baby.
- Explain online safety for the children.
- How we promote celebration of diversity.
- What we would do if a child had not arrived at our setting on a day that we should be caring for them.
- What we do if a child comes to us with an injury.
- If we have done any SENCO training.
- What we would do if a child was not developing in an area in the expected timescale.
- Explain our curriculum, what our children are interested in, why we are focusing on certain areas. Why we have different toys and what they could be used for.
- When doing our observed activity, what our intent was, the outcome and whether the objectives were met, what we could do differently next time.
- The inspector liked that the children were familiar with the activity and knew the structure (song time).
- The inspector liked that we were able to follow the children's lead for activities.
- The inspector asked whether certain activities were appropriate for all ages.
- How we monitor children's development. What the children's starting points were and how we find this out.
- How we promote healthy eating.

Sickness and Safeguarding information

Policies updated.

We have recently updated the sickness and the safeguarding policies to ensure that they have the most up to date and current information in them. These can both be found at [Policies and Documents for Childminders - Bristol Early Years](#)

The revised safeguarding policy states **‘Nappy rash could be an indicator of neglect, especially if this is left untreated’.**

If a child does have nappy rash, and is prone to this, you would be having conversations with the parent(s) as to when this started, possible reasons, what they are treating it with etc as part of your normal procedures.

It would be best practice to record this, usually on a long-term medications form, as to when any cream was applied by you while the child was in your care, and also what the parents are doing about it. This give a clear record that you are working together to support the child’s nappy rash and there are no other concerns that the child is not getting the treatment they need.

Does this mean we have to record every time a child has nappy rash and get the parent to sign the record, even if this is with a child who has sensitive skin and so seems prone to it or gets it on and off or occasionally?

Yes, once a parent or you has identified the child has nappy rash, record the date and time you noticed this and what the parents say they are doing to treat this.

Is this daily or only on the first day of the rash we have to get them to sign, or only when we’ve applied cream?

If the child needs cream at each nappy change, record when you applied this on a long-term medications form.

I always thought we only had to record nappy rash if it was concerning (if the parents were not taking action to clear it up or they didn’t seem to care etc).

By recording each instance of nappy rash and the treatment the child is getting you are following safeguarding procedures to ensure there is no concern for neglect, protecting you and the family.

If you did have a cause for concern, you would then follow your Safeguarding procedure and contact Families in Focus or First response. 9

Five to Thrive



The Attachment Pledge

Dan Hughes, Ph.D.

I will strive to help you..... to feel **safe** here
 I will discover..... what is **unique** about you
 I will relate to you with **PACE**..... Playfulness, Acceptance, Curiosity, Empathy
 I will discover your..... **strengths & vulnerabilities**
 I will listen to you very hard to understand your experience
 I will give you what you need for safety & success
 I will remember that you often feel **fear & shame**
 I will never leave you when you are in distress
 I will not forget you when we are apart
 I will **love & accept you**..... especially when I address your behavior
 I will remember..... why you argue with me, ignore me, and do not trust me
 I will help you to discover..... what you and I both think, feel, and want
 I will teach you by sharing my experience of you & the world with you
 I will always remember..... that attachment relationships are very important to you
 I will be very clear..... in telling you what is happening & what is going to happen
 I will provide you..... with routines & rituals that you will become comfortable with
 I will care for myself..... so that I am better able to care for you
 I will discover the song that is in your heart
 And..... sing it to you when you forget it

The Bristol Baby Rights

- Babies have the right to a loving, significant relationship.
- Babies have the right to be responded to individually.
- Babies have the right for their voice to be respected.
- Babies have the right to an inspiring education.
- Babies have the right to make decisions for themselves, take risks and be challenged.
- Babies have the right to mindful care.
- Babies have the right to be valued as unique individuals.
- Babies have the right to natural light and to space, inside and outside.
- Babies have the right to consistent care and education.
- Babies have the right to advocates.
- Babies have the right to experience natural space- to be under the sky.
- Babies have the right to be active citizens in their community.
- Babies have the right to have their feelings acknowledged.
- Babies have the right to belong to a family and feel safe from harm.
- If babies are part of an early years setting, then they have the right to the very best.





Join a movement of practitioners building wider inclusion for children with Special Educational Needs and Disabilities in the Early Years.

Would you like to build more inclusion in your setting?

Do you want to make sure children with SEND have the best chance to play and learn alongside their peers?

Bristol's SEND CPD offer for Childminders moving forward will be structured around this Inclusion Programme. Childminders are encouraged to register [here](#) for the online training and we will provide a session in September 2023 to follow up on the training and to add local context. The Training Programme is part of a wider project that we are excited to be working on with Dingley's Promise. Should you require further information, please email your Childminding Support Worker or training@dingley.org.uk depending on the nature of your query.



Westbury Wildlife Park Childminder Activity Session 28th March 2023



We had a wonderful 'Spring' activity session at 'Westbury Wildlife Park'. Despite the Spring showers, children and childminders experienced the outdoor classroom, showing resilience, creativity and focus.

Children enjoyed expressing themselves painting sheets with rollers, making patterns and watching the effect of the rain on the paint.

Children weaved ribbons into netting, hammered in golf tees into soft wood as well as painting rocks and exploring sensory playdough under cover.

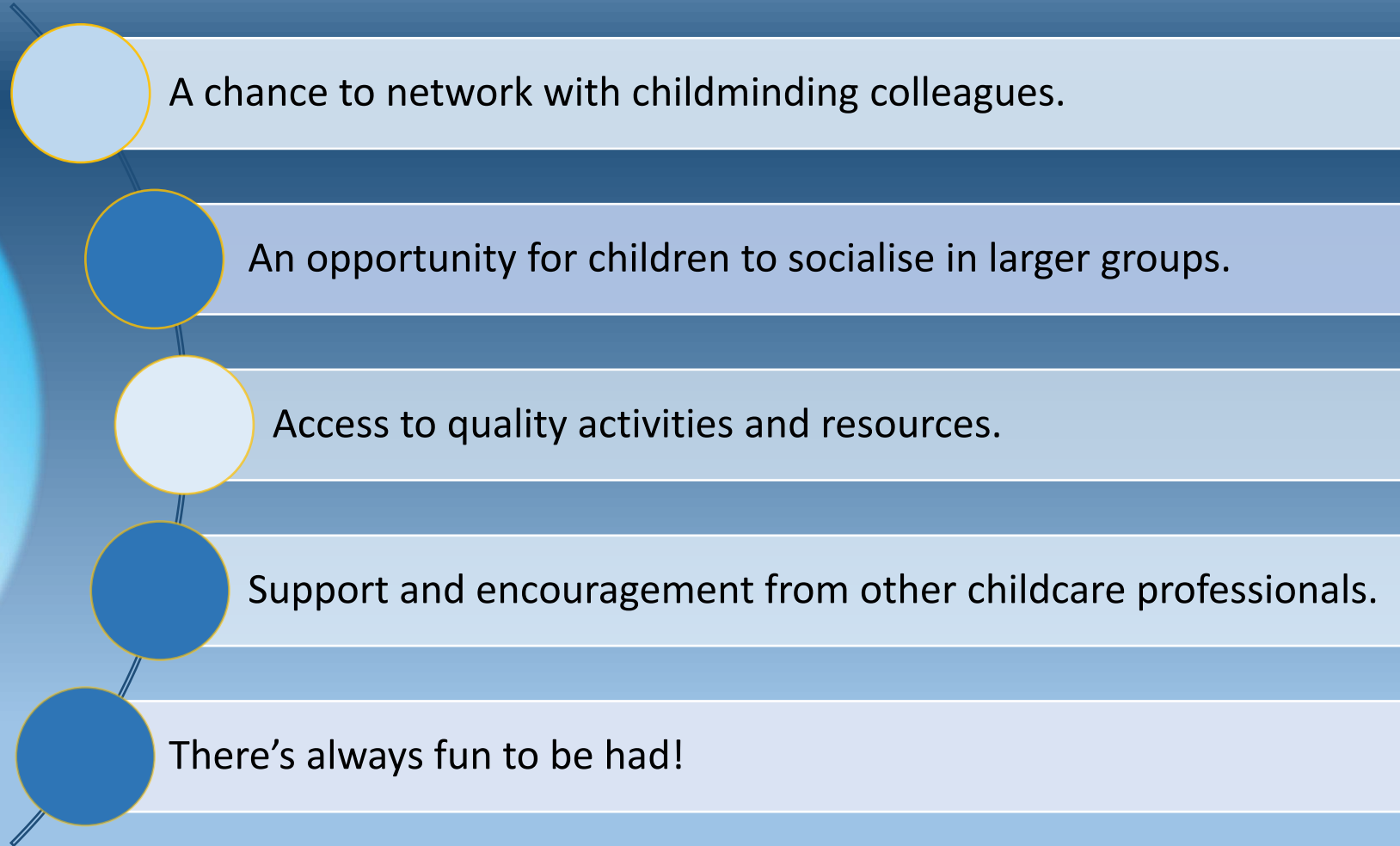
Our focus book was 'Wow! Said the Owl' and children enjoyed hunting for owls on a trail in the park.

Although we had no control over the weather, the session was well attended and childminders and their mindees had a brilliant time exploring the amazing setting of Westbury Wildlife Park, and took away some simple but effective activities to re-create in their own settings.

We are planning to run some more Outdoor Classroom sessions in the Summer term across the city. If you subscribe to the [Bristol Early Years – Calendar](#) you will be alerted when new sessions are added.

Childminding Groups

Some of
the
benefits of
attending a
group.





Bannerman Road Group Spring Term 2023

We have been exploring with paint and used different ways to make marks with colour. We also listened to The Colour Monster story.

We have also been encouraging the children to discover different sensory trays; shaving foam and dinosaurs, shiny objects and a dinosaur land with natural resources.



Redcliffe Group

All the children now feel really comfortable coming to the group, wind, rain, or shine. They love the familiarity of the space and their experiences they can have there, whether that be the ever-popular heavy rocking boat to nourish that important vestibular sense, as well as using it for a place to chat, sing songs, or entertain toy babies in, or else accessing the regular range of small world and related resources that are readily accessible for them. In their interactions with books, with or without an adult, exploring opportunities for drawing or making marks and engaging with a variety of instruments, they have shown a steadily growing confidence in their own capacities. The builder's tray offers them an invitation to immerse themselves with the various materials in an open and expressive way. The sessions always close with singing. They have taken to adapting favourite songs, according to their own preferences, demonstrating a sense of being valued by others.

The group continues to act as a supportive and comforting space in which the adults can share concerns or questions they may have about their children and/or families or aspects of their daily practice. This is a valuable aspect for all childminders and certainly for the facilitator!

Hugo





Knowle West Group

Knowle West childminder group were lucky to have a session with Bill this term. We are fortunate to have him working with us in the nursery school every other week so I asked him if he'd like to make an unplanned visit to the group.

Bill has worked in early years for many years and is skilled at building children's music skills by following children's lead, tuning in to their interests and fascinations. Bill sang songs and played his guitar. This captured the children's attention and they all wanted to join in.

The children had free access to a large collection of percussion instruments, including ukuleles and Bill's own guitar. One child in particular was very interested in the guitar. Bill handed it to him and he spent the rest of the session with it on his lap, playing along as we sang together, exploring the different sounds he could make. It was lovely to see how absorbed he was. Here was an opportunity for him to be curious, to create, to experiment, interact with others and join in with a joyful shared experience. This reminds us to offer children rich learning opportunities where they can find out about themselves and what their passions are, giving them a sense of self and where they fit in in the world.



St Paul's Group

This term we were invited by Avon Wildlife Trust to take part in an outdoor play session at Grow Wilder. The day was made up of various free-flow nature play activities, wild stories and songs, as well as some time to reflect over coffee & cake! Although only a few childminders were able to attend they all had an amazing time.

We are looking forward to working on other projects with Avon Wildlife Trust.



Grow Wilder

<https://www.growwilder.co.uk/>



Stockwood Group

Our Stockwood group meets on Wednesday mornings. The children's centre is well resourced with lots of resources for the children to explore. This term we have made use of 'treasure' we've got from the Scrapstore.

Song time is always a popular part of the session and we have recently acquired some lycra which is great fun. Props always bring songs to life and this term we met Boris the Boa Constrictor puppet and will be looking forward to seeing more of Boris for more toe tickling, knee nibbling and middle munching fun!

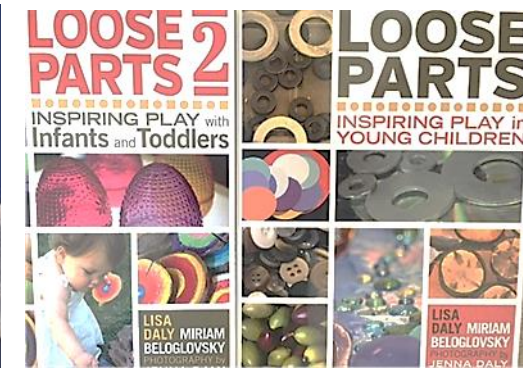
The children's centre has a large outdoor space looking forward to making the most of this next term.



Oldbury Court/Speedwell Childminding Group

Loose Parts Play

We have explored a wide range of loose parts courtesy of Scrap Store. We have found that having an abundance of the same resources has had a positive impact and really engaged children imagination, curiosity and critical thinking skills. We have referred to the brilliant Loose Parts books for our own inspiration and understanding.



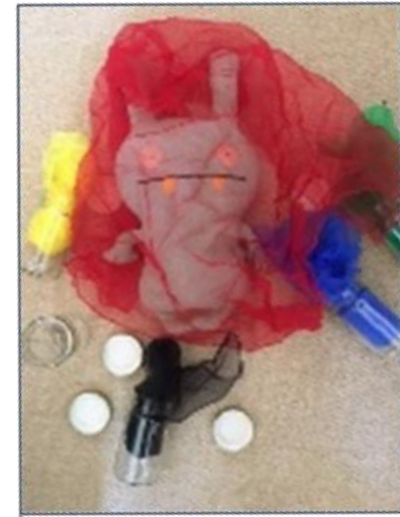
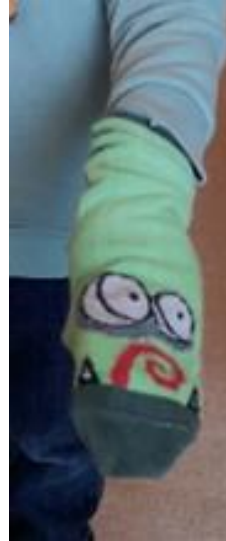
Children's Kitchen

The fantastic Jo Ingleby came to visit us and children had an opportunity to explore a wide range of seasonal fruits and vegetables, cut them up and taste them! Jo Ingleby has free training opportunities for you, so have a look on

<https://www.bristolearlyyears.org.uk/calendar>

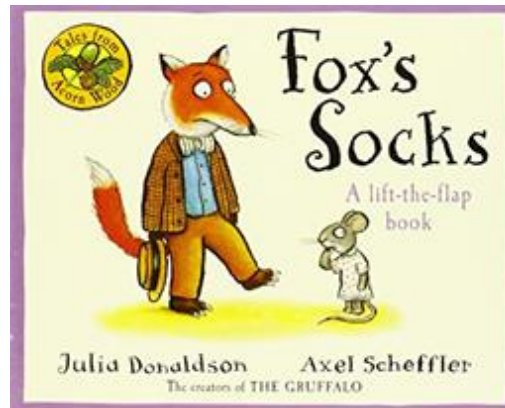
Oldbury Court/Speedwell Group cont.

We have had a busy term with a couple of celebrations thrown in such as Mothers Day, Pancake Day and Valentines Day. We made cards and gifts for our families including sunflower seed packets!



Books: Tiny Seed, Hungry Caterpillar and 10 Seeds.

We will also be looking at our CLL/Maths learning through the power of socks and a great book called Fox's Socks!



Next Term...

Nature Discovery and revisiting our growing spaces and planting fruit and veg!

The Colour Monster...

We have looked at the power of story maps and core books. Childminders have continued to read the book at home with their children. We loved putting the coloured scarves on our heads to see the different colours and acted out Colour Monster emotions.



Bishopsworth cm group

The Bishopsworth group meet on Mondays in term time.

Our core book has been 'Whatever Next,' with the children taking an active role with acting out the story, using props. Reading this book regularly provided familiarity of the text, which the children were keen to demonstrate.

Songs also continue to be a highlight, once again props feature. The prop and song '5 current buns in the bakers shop,' has recently been introduced. The children eagerly await their turn for paying for a bun. This prop is very interactive and also visually supports mathematics.

Tuff tray activities are well received where children can explore the set up.



Bristol Standard News



The Bristol Standard is a reflective 'tool' which will help you to ensure that children are at the heart of everything you do. It will take you on a journey of professional development: encouraging you to evaluate your practice, focusing on how the children benefit from all that you do.

There are ten dimensions of quality which, when reflected upon, ensure all aspects of practice are reviewed, helping you to achieve a higher-quality provision. It's a hugely positive process, celebrating your strengths and what you do well, whilst encouraging you to think about how you can enrich your practice, prioritising targets to work towards, and always striving to achieve the best outcomes for the children in your care.

Congratulations to these childminders who have successfully achieved their Bristol Standard this year!

Lisa Liminton and Rosie's House; Rosemary Radcliffe, Karen Da'Casto and Laura Ward

A childminder's feedback regarding the Bristol Standard and Reflective Forums and discussion with an Ofsted inspector

"Being part of the monthly Bristol Standard sessions has really improved our practice and hugely helped us discuss what we do and why, and what we want to improve on with the inspector yesterday, so a huge thank you for facilitating those for us."

If you would like to find out more about the Bristol Standard, please visit [The Bristol Standard - Bristol Early Years](#)

Rosie is our Bristol Standard Local Specialist Lead and will be able to support you and provide further information. Rosie can be contacted at rosie.Coulstring@bristol.gov.uk

Reflective Forums

We welcome all childminders, the forums link to the Bristol Standard framework, but you do not need to be on your Bristol Standard journey to attend.

Our regular reflective forums are a wonderful opportunity to network and share ideas with your fellow childminding colleagues. The sessions are online and very relaxed, informal and full of positivity. Each session will focus on an area of quality that relates to your childminding practice, encouraging to celebrate what we do well and to think about potential targets for improvement.

At a recent session we covered **The Physical Environment**, reflecting on our learning environments and thought carefully about how we can set up the environment & resources for successful learning. We shared ideas of where to get resources from and simple things we can make using recycled or re-purposed materials. We thought about quieter spaces and spaces for more boisterous and risky play. We considered how to extend and encourage language and vocabulary outside and how to develop gross and fine motor skills. It was lovely to see photos of childminders' settings.

Dates for your diary

May 18th – Equality, Diversity & Inclusion

<https://www.eventbrite.co.uk/e/402327832377>

July 6th - Partnerships with Parents & the Local Community

<https://www.eventbrite.co.uk/e/402356056797>





CPD sessions



April

20th April

Exploring Food in a
Childminding Setting

<https://www.eventbrite.co.uk/e/566510567357>

26th April

Supporting
Childminders with
Parental Couples
Conflict

<https://www.eventbrite.co.uk/e/577219869167>

May

10th May

Progress Check at Age Two

<https://www.eventbrite.co.uk/e/568148636867>

18th May

Reflective Forum: Equality,
Diversity & Inclusion

<https://www.eventbrite.co.uk/e/402327832377>

20th May

Child Protection &
Safeguarding for
Childminders

<https://www.eventbrite.co.uk/e/377351066197>

June

10th & 17th June

Paediatric First Aid

<https://www.eventbrite.co.uk/e/paediatric-first-aid-tickets-601463402227>

15th June

E-safety workshop for
childminders

<https://www.eventbrite.co.uk/e/e-safety-workshop-for-childminders-tickets-603594556567>

21st June

Makaton Taster Session for
Childminders

<https://www.eventbrite.co.uk/e/391907484837>

July

6th July

Reflective Forum:
Partnerships with
Parents

<https://www.eventbrite.co.uk/e/402356056797>

**For more
information visit
[Bristol Early Years
– Calendar](#)**



This poster can be accessed at [Should I keep my child off school checklist poster \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115555/should_i_keep_my_child_off_school_checklist_poster.pdf)



Guidance updated February 2023

Health protection in children and young people settings, including education.

A practical guide for staff on managing cases of infectious diseases in children and young people settings, including education.

This document can be accessed at [Managing specific infectious diseases: A to Z - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/managing-specific-infectious-diseases-a-to-z)

Contents

1. [Athlete's foot \(Tinea pedis\)](#)
 2. [Chickenpox \(varicella\) and shingles](#)
 3. [Chlamydia](#)
 4. [Cold sores](#)
 5. [Conjunctivitis](#)
 6. [Cryptosporidiosis](#)
 7. [Diarrhoea and vomiting \(gastroenteritis\)](#)
 8. [E. coli STEC \(Shiga Toxin-producing E. coli\)](#)
 9. [Food poisoning](#)
- And much, much more.....**

A detailed list of if and when to exclude children from your setting, when children can return, and whether the illness is a notifiable disease.

Useful information and links

The Outdoor Practitioner Magazine

Articles, ideas & activities to support you to work, learn & play outdoors, full of contributions from real-life Outdoor Practitioners

[The Outdoor Practitioner magazine](#) | [Outdoor Hub](#) | [Muddy Faces](#)



Tiny Happy People is here to help you develop a child's language skills. Explore simple activities and play ideas and find out about babies and toddlers' amazing early development.

[Children's language development and parenting advice - BBC Tiny Happy People](#)



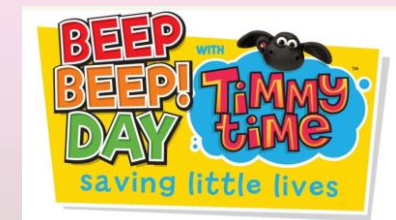
Trusted NHS advice during pregnancy, birth and parenthood. **Start for Life** is the essential guide for having a healthy, happy baby. NHS Start for Life is a website promoting the importance of children having a healthy start in life. There's lots of ideas and information, covering healthy eating, activities to do with children and lots to encourage child development.

[Start for Life \(www.nhs.uk\)](http://www.nhs.uk)



The next Beep Beep! Day will take place on Wednesday 26 April 2023. Take part in a Beep Beep! Day to teach young children important road safety basics and help parents, carers and the wider community understand how to protect children on roads.

[Beep Beep! Days](#) | [Brake](#)



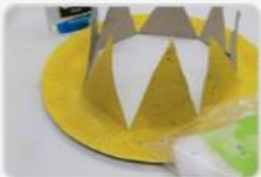


King Charles 111 - Coronation - May 6th

Activity ideas



**Make an Easy
Paper Plate Crown**



[Sing For The King by Matthew Crossey and Tom Kirkham - YouTube](#)



Red, white and blue sensory play



Fish and pea fishcakes recipe: Example menus for early years settings in England: Part 2: Recipes

Allergy information: Contains egg, fish, milk, soya, wheat (gluten)*
Recipe type: Main fish dish Typical portion size for 1-4 years: 140g
Preparation time: 10 minutes
Cooking time: 45 minutes

Ingredients Quantity – serves 5

Potato, peeled 150g
Leek 60g (½ small)
Egg 50g (1 medium)
Cod fillets 250g
Vegetable oil 5ml (1 teaspoon)
Frozen peas 100g
Lemon juice 15ml (1 tablespoon)
Fresh chives 5g
Plain flour 50g (2½ tablespoons)
Wholemeal breadcrumbs 100g

[Example menus for early years settings in England: part 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Method

1. Pre-heat oven to 180°C/350°F/Gas mark 4.
2. Dice the potatoes then boil until tender. Drain and then mash them.
3. Finely slice the leeks. Beat the eggs.
4. Steam or bake the fish until cooked through.
5. Heat the oil in a pan and add the leeks and peas. Cook until softened.
6. Flake the fish into the mash potato and add the leeks, peas, lemon juice and chives. Mix well.
7. Divide the mixture into 10 and shape into patties (fishcakes).
8. Into separate bowls, place the flour, beaten eggs and the breadcrumbs. Coat each fishcake in turn in the flour, egg and then breadcrumbs.
9. Place on a baking tray and bake in the oven for 15-20 minutes, or until the breadcrumbs are golden brown.

Serving suggestion: Serve with potato wedges and spinach. Infants 7-12 months Typical portion size: about 65g fish cakes plus 30-40g potato and 25g spinach. Serving to infants 7-9 months: blend or mash the cooked fishcakes until smooth with soft lumps, or slice to serve as a finger food. Serve with potato wedges and spinach. Serving to infants 10-12 months: chop or mince the cooked fishcakes to the desired consistency, or slice to serve as a finger food. Serve with potato wedges and spinach