

South Gloucestershire Early Years Team

e-Bulletin

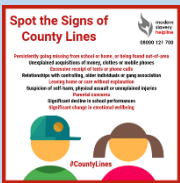
Early Years Team

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Safeguarding: County Lines



Are you aware of the terminology "County Lines"? This term is used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting

children and vulnerable people to sell drugs. 'Deal lines', (Dedicated mobile phones) are used to take orders from drug users. The users usually live in a different area to where the dealers and networks are based, so drug runners are needed to transport drugs and collect payment. Children as young as 7 years of age have been effected by this. We are aware that Ofsted Inspectors have asked childminders about their understanding of County Lines during the graded inspection. for more information please use the links.

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

Further information:

South Gloucestershire's Safeguarding website
https://www.proceduresonline.com/swcpp/southglos/p_ch_affected_gang_act.html?zoom_highlight=county+lines

Ofsted Inspecting safeguarding in early years, education and skills settings September 2019, No. 190014 Section 10.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

Ofsted's definition - We use the term 'county lines' to describe situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas. You can read more about this in our report:

www.gov.uk/government/news/criminal-exploitation-and-county-lines-learn-from-past-mistakesreport-finds

Safeguarding Training Requirements



The Statutory framework for the early years' foundation stage (3.5.) states: 'A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course (12-Taking account of any advice from the LSCB or local authority on appropriate training courses) that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect' (as described at paragraph 3.6)

South Gloucestershire Children's partnership advises that those with lead responsibility should be trained to an advanced level of child Protection and follow the appropriate training pathway in order to achieve this. In South Gloucestershire the approved training pathway is to complete the one day Inter-agency Child Protection training course followed by the one day Advanced Inter-agency Child Protection training course. In order to keep training up-to-date and relevant, the child protection update training course should be attended every two years. If the two year update period is allowed to lapse then the Advanced Inter-agency training should be attended again. For further information and to book please access the following link.





Pockets of Practice

Choosing Book: Childminder Heidi Johnson

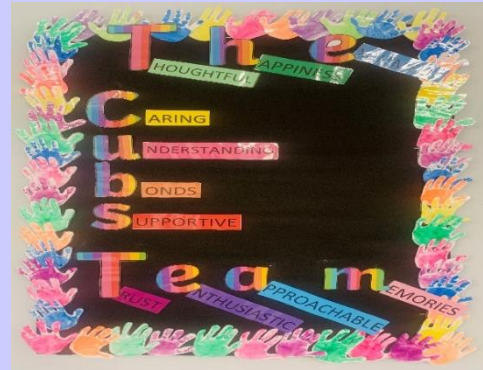
Childminder comments: *"I decided to make an activity choosing book for my setting when I recognised a couple of children struggled with transitions throughout the day. It has had a huge impact helping them to understand what we are doing now, next and later. I made the visuals with pictures from my own setting so they were relevant and engaging. Each picture is attached with Velcro and when appropriate the children take it in turns to make different choices and change the board independently. It's a great visual for all ages and stages of development. I've even noticed older children taking the book and having conversations with each other about the activities featured. It's been a very productive resource to my setting which will continually add to and update."*



Pockets of Practice

Training Impact: First Steps Nursery

The baby room leader at First Steps day nursery recently attended the 'Inspiring Leadership' training with the early years' team. As a result she identified that it would be beneficial to reflect upon this aspect of practice with her team. Staff met and collectively agreed on their values to create this display.



How do you and your team implement what you have learnt from training?



Mini Bus Ambourne House Nursery

The nursery's investment into a mini bus *"Has enabled us to have weekly Forest School trips to Leigh Woods, trips to Wild place and our care home. What we are most excited about is being able to pick up grandparents to come along to grandparents day to spend with their grandchild who would normally not be able to get here"*.



... To Sodbury Vale Nursery for celebrating children's mental health needs.

Children sat and played 'ask the panel' a lovely game where children ask questions, talk about what they like, what they don't like, learn things about each other and listen to each other.



Rainbow Teddies Nursery

As a result of comments made during an Ofsted inspection the manager introduced an interesting way to encourage a 'whole team approach' to safeguarding, alongside the usual 'circulating of information'

Nursery manager comments:

"We now have a 'Safeguarding Circle' in 'cake' format; since we all love cake! Each slice has a safeguarding topic/theme written on the back of it. One slice will be selected at random, by an individual staff member, they will then have to come up with 3 questions to ask us all at the next staff meeting; some 'cues' have been written down the side of the cake template to help them with posing the questions. This way, everyone will have to go away and find out more about the topic themselves, as they will need to be prepared to:

a) ask the questions (if they have selected a 'slice')

b) Answer the questions if not!

c) compare and discuss answers as a team

Each topic slice will be added to the cake (see images) as we work our way through them; ending with a completed cake/circle".



Early Years Vacancy Bulletin

Please find below a link to the latest Early Years and Childcare Vacancy Bulletin. Please direct any queries to Anna Bull on 01454 868674

<http://www.southglos.gov.uk/education-and-learning/childcare/information-for-childcare-providers/early-years-vacancy-bulletin/>



You can access the VLE [here](#).

There are still spaces on the following courses:

Date	Course Title
09.03.20	Enhanced Attention Bucket Ideas (£)
10.03.20 or 12.03.20	Leadership & Management Network
11.03.20	Committee Support Network
Starting 27.03.20	New to the Early Years Network (4 part course)
31.03.20	Learning through the Seasons – Spring (£)
31.03.20	Looking at your Curriculum – What do you offer? Training for Childminders

Information on all early years training on offer can be found on the VLE under Early Years > Training. You can book your place through the self-serve training booking system [here](#).

IMPORTANT – If you book onto training and are unable to attend **please ensure you cancel your place to avoid a no-show charge**. This includes on courses that have a cost but have not yet been paid for. Tutors need to know how many delegates to expect, for planning purposes. If you book but have not paid you may find yourself locked out of the building if the tutor is not expecting you.



Warm and well is a service which offers energy efficiency advice. The service also administers grant funding on behalf of the local authority to those who meet the eligibility criteria. (This can be determined through a telephone discussion with an advisor). You may wish to share this information with your parents as some may wish to access this support. Information flyers are available from the VLE under EARLY YEARS PROVIDERS > 14. Working with Parents > Warm & Well.



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