



National Day Nurseries Association

WINTER 2021

\*Brighter thinking for early years

# NURSERY NEWS

Your membership magazine

[www.ndna.org.uk](http://www.ndna.org.uk)



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National Day Nurseries Association

\*Brighter thinking for early years



## They're back!

Reach for the stars at the NDNA Nursery Awards 2022.

See page 9 for more information



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National Day Nurseries Association

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### Raising standards

Book high quality training from NDNA, read our essential guides and factsheets, and enrol on Quality Counts, our Champions Programmes, or Millie's Mark.



Find your member benefits at [www.ndna.org.uk/memberhub](http://www.ndna.org.uk/memberhub)

## ABC Did!

In September, early years phenomenon Alistair Bryce-Clegg gave around 400 NDNA members an hour of inspiration and entertainment in a free event to thank the sector. Alistair talked about the importance of producing creative and critical thinkers who play freely with open-ended resources. You gave some great feedback including: "Just listening to these passionate individuals gives you that EY buzz. Enchanting environments here we come."



## SPRING EVENT DATES

We have confirmed dates for our member events – in spring the Wales one will be virtual and Scotland face to face:

**England (virtual) 2 & 29 March**

**England NW (f2f) 10 March**

**Wales (virtual) 17 March**

**Scotland (f2f) 31 March**



# Exciting times ahead... with much to celebrate in 2022!

**Welcome to our winter edition of Nursery News, which we hope will give you lots of inspiration for magical outdoor learning opportunities in the darkest and coldest of days.**

As I write this, we don't know what we will be facing over these winter months but at NDNA we will be making sure you are well supported and we will be fighting your corner as usual.

Last month the Chancellor finally gave us some good news on funding rates for nurseries across England. Following years of fighting against stagnating funding rates we're delighted that the Government has finally listened. But we know this is not the end, we will be keeping an eye on how this translates into hourly rates and making sure that all this additional money reaches your nurseries.

As devolved Governments in Scotland and Wales now move onto setting their own budgets for early learning and childcare spending, I have written to Ministers there to urge them to review the funding, especially in light of rising costs and sharp increases to Living and Minimum Wage rates.

This autumn has seen a huge focus on the climate crisis around the COP26 Summit. We know you and your teams already do a lot of work with your children, encouraging them to respect and care for nature as well as taking your own steps on sustainability.

It is always fantastic to have so many of you in our autumn member events and to be able to see people again at events like Childcare Expo and the NMT Awards. From next spring, we will move to a mixture of in-person and remote

events so that you as members have the opportunity to attend in a way that suits you best.

Our other exciting news is that we're full steam ahead for our Annual Conference and Awards Night for 2022. There's been so much to celebrate the sector for in the past few years and we can't wait to do that in style. So please look out for more information as we announce it and enter your nursery or staff teams in the different categories.

Finally, I just want to wish you all a wonderful festive season and fresh hope for the New Year. We know you have all been through extraordinary times and hope we have put the pandemic and many of its restrictions behind us.



**PURNIMA TANUKU OBE,**  
CHIEF EXECUTIVE

Get involved online!



@NDNAtalk



@NDNAtalk



/ndna.org.uk



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# Meet the Directors

*Alan Wadsworth, Director of Finance and Support Services*

## Responsible for:

Providing finance and support services within NDNA, enabling effective and proactive cross departmental working to achieve the organisational objectives. Leading on the following areas:

- Financial Management
- HR and People Management
- IT
- Support Services
- Compliance and Governance

## How does your department support members and the wider sector?

We ensure the financial sustainability of NDNA by making sure its financial resources meet our present and future needs.

I support the IT team and the Senior Management Team to ascertain infrastructure requirements/upcoming change requirements to support various NDNA products and services.

We ensure our head office facilities are utilised to full potential and are maintained to achieve high standards,

meeting internal and external customer requirements. We also develop and maintain effective partnerships and relationships in order to support NDNA's profile and long-term sustainability.

## What are you most proud of?

I had overall responsibility for making sure NDNA staff were able to work from home at the start of the pandemic. This involved ensuring all staff had working IT equipment, the ability to make and receive calls and providing regular communication to everyone.

It was important that our offering to members was unaffected – we were available to help at a very difficult time, and you still received the high level of service you were used to. You didn't want to know about our challenges – you wanted to know how you were going to survive, what the latest government guidance was.

We passed our latest annual Health and Safety inspection with flying colours. Our advisors Citation were very impressed with all the measures we had put in place

to make our office safe to enable our employees to return.

Our 2019/20 year end audit was carried out remotely. Not being able to discuss things, share paperwork or answer queries with the auditors in person was really challenging. We had to put new processes in place; these meant future audits could be carried out more smoothly.

## What are your main priorities this year?

To ensure the future sustainability of NDNA and to build on all the key successes during the past challenging 18 months.

## What do you like to do when not at work?

I like doing Les Mills classes at the gym; it was not the same doing them at home during the lockdowns.

It has been nice to get back to the cinema (where I saw the new James Bond film at the start of October) and the theatre (where I saw Hairspray in September).

## NDNA live virtual classroom training

Prices quoted are the discounted member rate followed by the non-member rate.

### ✓ **Advanced Safeguarding for DSLs**

**£121/£161, four modules**

- Module 1 on 06 Dec; Module 2 on 09 Dec; Module 3 on 13 Dec; Module 4 on 16 Dec
- Module 1 on 01 Jan; Module 2 on 07 Jan; Module 3 on 11 Jan; Module 4 on 14 Jan
- Module 1 on 17 Jan; Module 2 on 20 Jan; Module 3 on 24 Jan; Module 4 on 27 Jan
- Module 1 on 31 Jan; Module 2 on 03 Feb; Module 3 on 07 Feb; Module 4 on 10 Feb

### ✓ **Autism Awareness in early years**

**£49/£65, two modules**

- Module 1 on 05 Jan; Module 2 on 12 Jan
- Module 1 on 26 Jan; Module 2 on 02 Feb

### ✓ **Baby Room Leader**

**£49/£65, two modules**

- Module 1 on 05 Jan; Module 2 on 12 Jan
- Module 1 on 19 Jan; Module 2 on 26 Jan

### ✓ **Brilliant Babies**

**£76/£101, four modules**

- Module 1 on 04 Jan; Module 2 on 07 Jan; Module 3 on 11 Jan; Module 4 on 14 Jan
- Module 1 on 24 Jan; Module 2 on 27 Jan; Module 3 on 31 Jan; Module 4 on 03 Feb

### ✓ **Observation, Assessment & Planning**

**£76/£101, four modules**

- Module 1 on 10 Jan; Module 2 on 13 Jan; Module 3 on 17 Jan; Module 4 on 20 Jan
- Module 1 on 31 Jan; Module 2 on 03 Feb; Module 3 on 07 Feb; Module 4 on 10 Feb

### ✓ **Positive Behaviour in Early Years**

**£76/£101, four modules**

- Module 1 on 24 Jan; Module 2 on 27 Jan; Module 3 on 31 Jan; Module 4 on 03 Feb

### ✓ **Supporting Staff Well-being and Emotional Resilience**

**£76/£101, four modules**

- Module 1 on 10 Jan; Module 2 on 13 Jan; Module 3 on 17 Jan; Module 4 on 20 Jan

### ✓ **The Role of the SENCO**

**£76/£101, four modules**

- Module 1 on 10 Jan; Module 2 on 13 Jan; Module 3 on 17 Jan; Module 4 on 20 Jan
- Module 1 on 25 Jan; Module 2 on 28 Jan; Module 3 on 01 Feb; Module 4 on 04 Feb

### ✓ **Member Events – Spring 2022**

- England (Virtual) 02 March & 29 March
- England - North West (Face to Face) 10 March
- Wales (Virtual) 17 March
- Scotland - Edinburgh (Face to face) 31 March

Find out more about Live Virtual Classroom training and book at [www.ndna.org.uk/live-virtual-classroom-training](http://www.ndna.org.uk/live-virtual-classroom-training)

We are also running online training webinars - check our website for more details at [www.ndna.org.uk/webinars](http://www.ndna.org.uk/webinars)

# Safeguarding your nursery this winter

**T**his winter will be challenging. There are conflicting messages regarding keeping children outdoors as much as possible and indoor spaces well ventilated, which will mean using more heating at a time when energy prices are soaring. This doesn't feel very environmentally friendly either. Continuing to deliver high quality provision for your child and fulfil the requirements of your curriculum framework is also paramount. Business costs including energy, fuel and food are also rising.

Here are some things to consider:

## Windows and heating

Keeping windows and doors open to allow a flow of fresh air is easy enough to do in summer but how can you keep children, especially young babies warm? And what about your energy bills?

Here are some top tips for keeping children warm and dry while enjoying the winter season:

- Keep a spare box of hats, mittens, gloves and scarves for babies and children to wear
- Provide spare wellies and socks so children keep their feet dry
- Use waterproof rain and wind covers and waterproof pram liners/covers on babies pushchairs during outdoor excursions
- Encourage children to bring extra layers of clothes to wear
- Provide a range of physical activities to keep children active
- Use a room thermometer to measure the temperature
- Add rugs to bare floors.

See page 8 for advice on keeping children safe and happy outdoors

## Hygiene and cleaning

Encouraging effective handwashing and cleaning much-used surfaces and touch points is the best way you can continue to keep winter germs and viruses at bay. Consider using a fogging machine or air purifier too.



## Government guidance

Over the past 18 months, Government guidance has changed according to the current situation. Keeping on top of this guidance is NDNA's policy team's number one priority. If anything changes, we will flag it up to you. Look out for our Coronavirus/policy updates.

## Ventilation and CO2 monitors

A poorly ventilated space could be a breeding ground for germs over winter and potentially exacerbate any Covid outbreak. Your priority – especially if you're based in an old building – is to identify areas that are occupied but not well ventilated.

The HSE recommends checking to see if a space has sufficient doors, vents, windows that open OR mechanical ventilation which brings in fresh air. Rooms should not feel stuffy or smell stale. A build-up of carbon dioxide is a good indicator of poor ventilation.

Governments have promised free monitors for schools and nurseries in Scotland and England but you may need to ask your local authority to find out how to access one.

Read about taking CO2 measurements and how you can improve your circulation on the HSE website: Identifying poorly ventilated areas and using CO2 monitors (hse.gov.uk) –

<https://bit.ly/2YyJJKR>



## Business cost considerations

We have all read alarming headlines about energy prices sky rocketing and suffered from disrupted deliveries of fuel and food. How can nurseries be assured of being able to keep their children warm and well fed this winter?

In the early days of the pandemic, NDNA engaged with governments, supermarkets and suppliers ensuring nurseries could get access to supplies. Nursery workers were classed as key workers. Should there be any issues, NDNA will stand up for the sector and make sure children are fed and supported and that staff can get to work.

Energy prices are a major drag on resources. Although several residential energy companies have gone out of business recently, you can still make savings by getting the best deal from a commercial supplier.

NDNA corporate members Inenco, a leading energy consultancy, said: "Energy contracts can renew anytime during the year, and the contract length can vary from one to five-year terms so make sure you choose the right terms for your business. Finding the right supplier can be time-consuming. Inenco's team of experts offer their expertise and advice on how to manage your energy costs this winter." See our online member discount section for details. For a free independent analysis of your existing contracts with no obligation, please call Inenco on **0800 408 1499**.

## Keeping parents at the door?

During the worst months of restrictions, parents were kept out of nurseries but now in England they are allowed back in, are nurseries choosing to make that leap? What is best practice for handovers and will nurseries' preferences and new practices be taken into consideration by inspectors?



An Ofsted spokesman told Nursery News: "The EYFS states that providers must only let children be picked up by people who have been specified by parents, and make sure that children don't leave the premises unsupervised.

***"The EYFS isn't prescriptive about how providers should meet this requirement. Providers should come to an agreement with parents about how to meet this requirement safely."***

In Wales, at the time of going to press, parents are still not considered "essential visitors" although they can come out of hours for settling visits or meetings. <https://bit.ly/3HcLizp>

The Scottish Government Covid guidance remains in place: Most children can be placed in the care of staff with adults maintaining an appropriate distance. It is recognised that in some cases, a physical handover of very young children will be required and this should be reflected in risk assessments. <https://bit.ly/2YHfeT6>

## Best practice - dropping upset children off and settling new children:



Jane Malcolm, National Policy Manager for Scotland has put together some advice – read her full feature here [www.ndna.org.uk/handovers](http://www.ndna.org.uk/handovers)

It has not been an easy time for children whose brains are developing new neural pathways with every experience. Many studies support the importance of strong and healthy relationships for children to help them deal with change and uncertainty. That should be your starting point when welcoming an unsettled child into nursery.

- Very young children may not have experienced getting up early and leaving the house for nursery
- They may not have the company of both parents if they have both gone back to work, meaning one does the drop off
- Arrival may be different: the child may not see other children going in, parents may be required to stand at the door
- Familiar staff wearing masks and aprons may appear unfamiliar
- The child may become distressed at being 'handed' over
- The parent may be upset at the child's distress or be anxious about leaving their child
- The child may continue to be distressed back in nursery.

If the child feels safe and loved by the member of staff who is receiving them then the whole experience is easier for them. There are a few simple things you can do:

- Maintain a strong relationship prior to the child returning to nursery, do zoom calls with them, pre-arranged visits in line with government Covid guidance
- Work with the parent to gauge what they are comfortable with, what would they like to happen if their child is distressed
- Reassure the child that they will be safe and happy in nursery. It is okay to feel the way that they are feeling
- Remember that a tearful and distressed child is normal, they just don't want to leave their parents. It will take a bit of time to rebuild confidence
- Try not to use phrases like "they have separation anxiety" – this could make parents more anxious. Empathy helps to settle both child and parent
- Use reassuring language
- Try to resist lifting the child from the parent, it is much better if the child willingly comes; if not try to do it with as much care and love as possible, using reassuring, kind language
- Work with the child to build their confidence, talk to them about how they felt and what would make them feel better. For non-vocal children use reassuring language and demonstrate love and safety through body language such as smiles and hugs
- Use stories, anecdotes from home, know what the child is doing at home so you can use to help settle the child.



### Keeping children and staff safe and happy outdoors

It was relatively easy in summer to encourage children to play outside as much as possible but as the days become dark and miserable, how can you continue this throughout the worst of the winter?

Children are healthier, happier and more engaged outside. Nurseries in Nordic countries stay outdoors all year round and embrace the harshest seasons. Their word for this is *friluftsliv*. It's a question of the right attitude and the right clothing.

### Engage parents, staff and the local community

Children naturally love the outdoors but parents and staff may need convincing. Explain to them the benefits of outdoor learning and what the children will gain from it. Also how you will keep them safe.

Whatever the weather outside, it's crucial for all children and staff to have the right clothing and footwear to keep warm and dry. This is not cheap but here are some ideas:

- Keep a selection of wet and cold weather gear for children to use
- Ask parents and members of staff to donate coats, puddle suits, wellies, fleeces and even water shoes once their own children have grown out of them
- Extend this to your local community via social media (does your village/district have its own facebook page?), community halls, libraries, schools, cafes and even places of worship
- Reach out to your local outdoors retailers and see if they can help you – donations could be good for their PR, especially if you let your local press know
- Bulk buying can reduce the price especially if you go directly to manufacturers
- Ask your local authority if they have grants for outdoor gear for children and staff
- Nurseries in Wales delivering the Childcare Offer can apply for capital grants of up to £10,000 a year for outdoor equipment which could include canopies and outdoor play surfaces.

## Case study

Haddo Woodland Kindergarten,  
Methlick, Aberdeenshire



The nursery operates from a yurt nestling beneath two horse chestnut trees which produces conkers. Children play and craft these into decorations and artwork. Local visitors include a badger, squirrel, mice and many species of bird.

Denise Bowie, Nursery Director told Nursery News:

"We embrace the outdoors in all weathers. We choose our staff for having a passion for the outdoors and nature. The success of outdoor learning is about the attitude of the adults including their body language – children pick up if the adults aren't enjoying themselves, so make sure the staff are happy.

"Our children educate their parents and siblings – they can identify so many species of bird. Their parents either have a passion for the outdoors themselves or they don't but are keen for their children to have that gift."

But Denise spent 30 years working in local authority nurseries where attitudes were often different. At one nursery, staff encouraged parents to sign a petition against children going outside when the weather was bad. She argued that they had signed up to embrace the curriculum which included enjoying playing and learning outdoors.

"Our play leader had a total turnaround when she understood what learning opportunities being outdoors opened up. It's very satisfying convincing people that there's nothing to fear or worry about."

### Denise's advice and tips:

- For indoor based settings find out what birds and animals are common in your locality then attract them with food and shelter – you don't need much outdoor space to enjoy wildlife – see our feature on p12
- Children and staff need lots of warm layers and an outer waterproof layer to stay warm, dry and happy
- Make sure each child has two sets of waterproofs to see them through the day
- Look for value for money fleece-lined suits from discounted supermarkets OR go for quality that lasts and just keep reusing them
- Neoprene thermal wellies are essential and keep us warm in minus 14 degrees
- If parents buy their own child's clothing, encourage a hand-me-down system on your closed social media group to keep it affordable.

### Useful link:

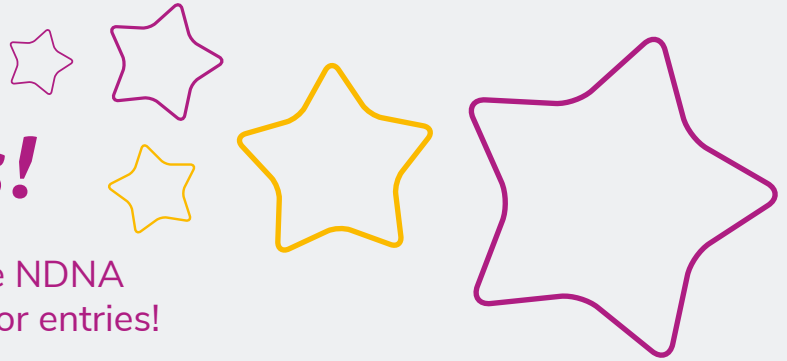
Inspiring Scotland website:

<https://bit.ly/3C14qww>





# Return of the Nursery Awards!



We are delighted to announce that the NDNA Nursery Awards 2022 are now open for entries!

These popular awards, launched in November, return after a two-year gap due to the pandemic.

As well as our usual categories, which include Practitioner and Manager of the Year, Healthy Nursery and Network awards, we are introducing some new categories in 2022.

This time we are also looking for nurseries to submit entries for our new Creative Use of Technology award – how has your setting used technology to engage with children and their families over the last two years?

Also new for next year is the Nursery Training and Development award – this celebrates settings that have invested in the development and motivation of their team or setting.

Why not apply for our brand new Play and Learning: Supporting Children with SEND award. This could include nurseries that advocate a particular style of play to support children with SEND, making the most of every learning opportunity to support their development.

We are also keen to hear from settings that have been Supporting Staff Wellbeing, as this has been hugely important over the last two years.

And don't forget our prestigious Nursery of the Year awards – we have five of these, one for Scotland, one for Wales and three for England: North, Midlands and South. Judges choose the Overall Nursery of the Year 2022 award from these winners.

Purnima Tanuku OBE, NDNA's Chief Executive said: "It was heartbreaking when we had to cancel our awards and conference in 2020. We were unable to hold an in-person event this summer too so we are determined to give you something to look forward to next year.

"Following your feedback, we have booked our conference and launched our awards so we can all get back together and celebrate the fantastic work you do, day in day out.

"In our eyes, you are all stars. So please, take a look at our categories and send in your nominations. We hope for a large mailbag to sift through and can't wait to start reading about your wonderful experiences and achievements."

NDNA's Conference 2022 and the awards ceremony will take place at Chesford Grange, Kenilworth, Warwickshire on Friday 24 June. Entries for the awards close on 28 February. Voting closes on 18 March with shortlisting then judging to follow. Go to [www.votendna.org.uk](http://www.votendna.org.uk)

## NDNA's Nursery Conference 2022

Back due to popular demand – we are busy putting together a high-quality line-up of speakers to engage, entertain and inspire you.

We will have two streams – leaders and practice – and hope to offer workshops for you to get involved with.

Watch out for more details over the coming weeks as we reveal our speakers.

Don't forget that part of the conference vibe is to browse our extensive exhibition, with products and services that support the early years sector.

Chesford Grange Hotel is a beautiful countryside retreat close to the River Avon near to the historic towns of Warwick and Leamington Spa.

Read more: [www.chesfordgrange.com](http://www.chesfordgrange.com)  
[www.ndna.org.uk/conference](http://www.ndna.org.uk/conference)



We couldn't put on our conference and awards without our sponsors – read more about them in our next edition of Nursery News! Overall sponsors are TTS, Consortium and Citation.



# All change

**Following two decades as NDNA's Chair of Trustees, Sarah Carr OBE is stepping down and Sarah Steel is stepping in.**

Good Luck

Thank you!

Hello



## Sarah Carr OBE

Dear fellow members,

Twenty years is a long time to look back and it is difficult to remember how much the childcare sector has changed in that time. From the implementation of the first National Childcare Strategy to today where NDNA is involved, on behalf of members, in the latest offer from the governments of England, Scotland and Wales as well as many internationally. Even though NDNA is now a self-sustained, strong organisation with its own Early Years Enterprise Centre, employing a whole team of experts, its real strength comes from its relationship with its members.

Being able to draw upon grass roots expertise and timely, accurate sector knowledge is essential. NDNA is, as a result, able to represent all nurseries from single site operators to large providers.

My wish for NDNA is that members continue to take ownership, to always remember that this is their very own organisation. That they remain understanding of the importance of their own contribution, whether it be through their local Networks, Local Authority Forum, through involvement at Policy Committee or Board representation, or most importantly, through supporting other local members. It is through this voluntary support that NDNA has gained its strength and expertise. Volunteering, besides benefitting the whole sector, is hugely rewarding. In my experience you get out of it far more than you feel you give. Our organisation, our NDNA, is the perfect vehicle through which to deliver the vital messages and influence to governments, regulators, business owners, practitioners and families. Please lend your voice.

Thank you all for your support and commitment throughout my twenty years at the helm, it has been an honour and a privilege.



## Sarah Steel

Hello!

It is really exciting to be appointed as the new Chair of Trustees for NDNA, although Sarah Carr has left some seriously big shoes to fill, and I can't imagine her not being around!

I am currently the CEO of Old Station Nurseries and I have been both the operator of a single site (yes, I know that also means the stand-in cook, cleaner and childcarer) and I am now in charge of over 800 people and more than 36 sites, so I hope that I will be able to represent the whole spectrum of providers. What I do know is that throughout the pandemic, we truly were the 'fourth emergency service' and allowed parents to get back to work, knowing that their child was safe and well cared-for. We are a much more collaborative sector than we were before Covid-19 and I hope we can use this to make the Government listen to our voice better. Early Years can make such a difference to all families and we are used to a constantly changing environment, but it would be nice if the changes could slow down for a while.

NDNA works hard to represent the whole sector and my job over the next few years is to support Purnima and hopefully bring a bit of a 'reality check' to all our new policies. We all want a better-funded sector and practitioners who are really valued for their important work, but it seems like this is something we really have to fight for. I will support Purnima in her lobbying for a better sector and will always be in the background to support the work of NDNA, and therefore all our wonderful employees.

I wish you all the best and thank you for putting your trust in me.

*NDNA wishes Sarah Carr OBE all the best and thanks her for all her hard work and support over the years. We also can't wait to see what fantastic work Sarah Steel will do while in post.*

Welcome to this special four page myNDNA guide for practitioners. myndna is free to sign up to for your weekly tip and activity! Go to [www.ndna.org.uk/myndna](http://www.ndna.org.uk/myndna)

# Get outdoors - literally!

It can be very tempting when it's cold outside to stay indoors but this does not suit active young children. Research suggests that outdoor learning experiences are beneficial for a child's engagement with formal education. A childhood outdoor play study found that children across the world were spending less time outdoors than a maximum security prisoner. This creates an urgent need to get children outside and learning while in our care, however miserable the weather is. Creating literacy learning opportunities in the outdoors can be an ideal way to engage children in their happiest environment and avoid all those nasty bugs and viruses which transmit indoors.

## Rescue Teddy

Place a letter from a lost teddy in a prominent place for children to find and leave a teddy under a tree or on a bench. Create a trail of muddy paw prints leading away from the letter to the outside area. Follow the trail with the children, commenting on what you are doing and creating a sense of suspense and curiosity; "We're following the trail, where will it lead? Jerry is using the magnifying glass to take a closer look at the paw prints."

Share the letter with the children which explains Teddy is lost and desperately needs a place to hibernate for the winter. Use open-ended statements with the children, 'I wonder how we can create a den for them'. In a bag nearby, place some simple instructions for the children to find, about how to build the bear's den so they can hibernate. Add pictures to the instructions and point to each word as you read them to help children begin to understand that print carries meaning.

## Extension activity for older children – blending sounds in words.

Hide some items that teddy has lost in the outdoor area. Encourage children to find them by asking them, 'Can you find teddy's c-u-p, h-a-t or sh-oe'. A key skill in learning to read is being able to blend phonemes (smallest units of sound) together. As they get older, children will match these sounds to letters, blending them to read a new word.



## Snuggle up with a story

A fun way to stave off the winter chills is to have warm drinks outside around a campfire. If you don't have access to a campfire or a forest school trained member of staff, children will be just as delighted with circle time outside. Have warm drinks and snuggle up in blankets listening to their favourite story.

You can make the experience extra special by having a picnic basket with healthy snacks. Allow the children to make their choices from a menu and then pick the corresponding snack. Older children could take drinks orders using clipboards with a list of drinks (warm milk or warm sugar free squash) to mark off what each child would like.

Set up a reading nook using tyres stuffed with old cushions, lots of blankets and LED tea lights. Ensure there are a good variety of books and ones which are familiar to the children that they can access on their own as part of your continuous provision.



## Top tips

...for enabling young children to develop pre-reading and pre-writing skills:

- Sing familiar songs with the children outside which are appropriate to the context e.g. if it starts to rain you could sing 'Rain, Rain, Go Away.' This helps develop children's phonological awareness - a key building block for decoding text as they mature
- Sing action songs and rhymes which will develop children's fine and gross motor skills e.g. 'The Grand Old Duke of York,' or 'Incy Wincy Spider.' Developing these movements are an essential part of a child's journey towards writing. Doing this outdoors gives children a chance to move in a bigger space safely and sing as loudly as they like
- Use appropriate story sacks in the covered outside area which enable children to naturally extend their play. You could encourage them to add props from the garden, such as twigs, to make the house for the second little pig in 'The Three Little Pigs'.

# Attracting birds into your setting

Winter is a great time to spot birds because there is less foliage to hide behind and they need to be out looking for food. There's safety in numbers so several species flock together to improve their chances of locating food and to keep warm at night.



By Beth Markey  
from RSPB

## Welcoming birds to your nursery

As we come into winter, natural food and water sources for birds run low. Providing high-energy food will help your local birds build up the fat reserves they need to keep warm, and as a result your nursery grounds could soon become a hive of activity.

But what's the best thing to feed birds? Alongside traditional nuts and seeds, fruits like apples and pears, even when they're past their best, can be snapped up by blackbirds and thrushes, while grated mild cheese can be a fantastic source of energy and protein for a range of birds.

Cooked pastry, defrosted peas or unsalted bacon leftovers are also great options, as well as cooked rice, pasta and the inside of potatoes provide a great energy source.



## Activities for attracting birds

### Make a recycled bird feeder

1. Cut a hole in the side of an old bottle. Make the hole large enough to allow a free flow of seeds, but small enough that seeds won't all fall out on the ground
2. Make a few small holes in the bottom of your feeder to allow any rainwater to drain away
3. Hang from a tree or feeding perch using wire or string.



### Make a bird kebab

1. Cut some apples, bread and hard cheese into cubes and then carefully thread each piece of food on some floral wire
2. Bend the wire to form a circle and hook it together at the ends
3. Tie a loop of string on the wire circle and hang your scrumptious kebab up for the birds to feast on.



## Christmas role play

Christmas can be synonymous with spending lots of money to make sure the celebration is a special one. However, the following ideas aim to show you that using existing resources or adapting them slightly can make for a fun and joyous atmosphere in your setting without breaking the bank.

Capture the essence and meaning of Christmas in an interactive way by providing a Nativity scene or stable role play area. You could use the following:-

- A piece of hessian as a canopy
- Doll wrapped in a tea towel or piece of old sheet
- Manger – you could use a wooden box with a blanket
- Different colours and textures of fabric (to dress up as the characters)
- Stuffed stable animals – donkey, sheep, cows etc.



Introduce the Christmas story area to a small group of children using a picture book to tell the story. Leave the books and resources in the area for children to go back in and re-enact the story themselves. At future group times, gather together with the children in the nativity area:

- Use the storybook, props and fabric. Model with the children how to use the props and retell the Christmas story
- Sing Christmas nativity songs in the stable area. You could add the props to a bag or box for children to choose their favourites. These could include: Away in a Manger, Little Donkey, Little Jesus Sweetly Sleep, Twinkle Twinkle Christmas Star – you could make up own words to this one.

Rehearsing the story a number of ways during group times will give children confidence to have a go at acting out the story themselves. You may find the children take their play in a completely different direction. Value each interaction and focus on the experience, allowing children to create and develop their own ideas and have a go. Practitioners can join in the role play with children, follow children's lead and model language and dressing up.

## Birds you might spot

**Robin** - known for its bright red breast, robins are especially friendly in winter. If you're lucky, one may hop near you, waiting for your feet to kick up some tasty treats.



**House sparrow** – the most sighted bird in the UK, house sparrows are an assortment of brown shades and are often seen and heard in flocks chattering loudly.



**Blue tit** – a colourful mix of blue, yellow, white and green makes the blue tit one of our most attractive and most recognisable garden visitors.



**Blackbird** – look out for the tell-tale orange beak and listen out for their beautiful, melodical singing.



**Starling** - smaller than blackbirds, starlings look black at a distance but when seen closer they look like they are covered in stars.



And remember – a big part of birdwatching is listening, so keep your eyes on the skies and your ears to the ground.



## Top tips

### Birdwatching

Talk to children about feeding the birds in winter and why this might be important – less food, water frozen up etc. Talk to the children about how they can attract birds to your area. Make bird cake pine cones. Create a simple recipe for children to follow with pictures. This is a lovely way to encourage children that reading for information is a powerful tool in helping them achieve a goal – such as attracting birds to their nursery garden.



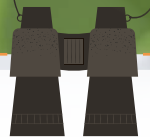
Set up an undercover birdwatching area in your outdoor space. Make a den from climbing frames and blankets or use a camouflage pop up tent. Fill it with cushions, blankets and binoculars, bird toys with realistic bird calls. This creates a context for the children's play and exploration. Add non-fiction books for children to identify the birds. Adults should model using the factual books; looking through to find the bird they have just spotted and pointing to the word near the picture as they read the bird's name.



Add clipboards with pictures or photos of the birds so they can tick them off or name them. If they spot a bird not on the list, support them to draw it and use marking underneath to signify the name of the bird. Encourage the children to spend some quiet time in the tent and see what bird sounds they can hear.



## Big Schools' Birdwatch is coming!



Learning should incorporate nature as much as possible. And there is nothing better than getting stuck in – by filling bird feeders, transforming rooms into bird hides and creating wildlife friendly bakes in preparation for RSPB's Big Schools' Birdwatch!

### What is Big Schools' Birdwatch?

Taking place between 5 January – 21 February, Big Schools' Birdwatch is a great chance for young children to learn all about the wildlife on their doorstep. Here's how it works...

1. Register: sign up at [rspb.org.uk/schoolswatch](https://www.rspb.org.uk/schoolswatch)
2. Get counting: choose a day for your nursery to take part. Simply head outdoors – it can be your own garden/play area or local park or woodland - and ask your children to count the birds they can see, making use of the many ID sheets and RSPB resources to help identify them
3. Submit your results: post or email your results to the RSPB. They will then use your data to monitor our bird populations. Don't forget, you can submit any other wildlife you see!

### Resources:

1. For detailed information on suitable food for birds and other wildlife, visit the RSPB <https://www.rspb.org.uk>
2. The RSPB is the UK's largest nature conservation charity, inspiring everyone to give nature a home. Together with our partners, we protect threatened birds and wildlife so our towns, coast and countryside will team with life once again. We play a leading role in BirdLife International, a worldwide partnership of nature conservation organisations.



## Top tips

### Fabrics for retelling the Christmas story:

- Blue material which could be Mary's dress
- Tea towels for the shepherd
- Scraps of animal print material - can be worn as headbands or armbands
- Provide a variety of textures such as hessian which could be used as an apron
- Vibrant satin or shiny fabrics for the wise men's cloaks.

### Extension ideas:

- Some children love to play with small world miniatures – purchase or make some of your own using home-made salt dough for children to re-enact the story
- Add a Christmas story CD to a quiet book area for children to use with headphones
- As a culmination of your role play and singing, invite families to watch your presentation of the nativity play and Christmas songs.

You can pull out and share this practice guide! And don't forget to sign up online at [www.ndna.org.uk/myndna](http://www.ndna.org.uk/myndna) for more tips

# Enjoy the best of winter



Not everyone relishes the cold, the dark, the dampness of winter. But everyone can find some aspect to enjoy, especially children who are happy to play out in all weathers. Try our winter specific activities, ideas which both children and staff will enjoy.

Remember that providing a warm, dry, cosy space for them after doing outdoor activities is as much a part of the joys of winter as the excitement of the snow and the thrill of the icy air on your face.

## Winter scavenger hunt

Going outside to do a winter scavenger hunt can have an impact on children's learning across the three prime areas. Use an outdoor learning area, or even better go for a walk into your local neighbourhood. This will increase a child's self-confidence and independence whilst engaging them in an exciting new activity.

A winter scavenger hunt will develop children's listening skills and expose them to a wide range of new vocabulary. Their physical skills will develop as they walk slightly further, on different terrains and as they move safely with a group of other children. Ask children to record what they have seen – this will develop their communication skills and using a pen or pencil will support their fine motor skills.

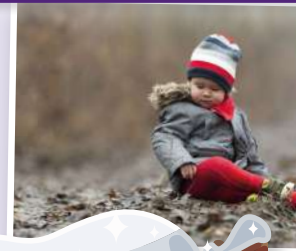
To carry out a scavenger hunt, first choose your location and make a trip on your own to identify what the children can search for safely. If it's in the local neighbourhood then you will need to carry out a risk assessment including any items which are poisonous. Share this with all adults who come and help on the trip.

You could create a list using photos of things the children need to find and tick off. These could include a bare tree, frost or berries on a tree.

Alternatively, you could make it more open ended and get them to find something red, something which smells, something smooth or rough: a senses scavenger hunt.

## Top tip

Before you head out it is important to discuss with the children the danger of touching or eating berries and how to look for small creatures without disturbing them.



## Ice sculptures

It's that time of year when temperatures drop and embracing the cold weather can offer exciting learning opportunities for the children in your setting. Exploring ice and creating ice sculptures with the children can offer a fresh new perspective as you explore with children about the winter and what



characterises this season; the cold, ice, dark mornings and early sunsets.

Gather together some of the natural materials you have found on your outdoor scavenger hunt and a variety of containers of different shapes and sizes which will fit into the freezer. Pour water into the containers with the children and let them place the objects so they are submerged under the water. You may want to create different shapes by using a balloon or rubber gloves. You could add food

colouring or glitter to the water to make festive coloured ice sculptures. You could even put these outside overnight if it's cold enough.

The next morning, place the ice sculptures in a tray and provide the children with a variety of implements to explore the ice with. You could also add a basin of warm water and cold water next to the ice tray. Investigate with the children which will melt the shapes first to get to the objects inside the ice.

## Top tip

Take photos or a video of children making the ice sculptures. Use these as discussion prompts with the children of how you created the ice and what conditions made the ice melt. Children may want to create further ice sculptures when they get home.



National Day Nurseries Association

# NEW Covid-born babies - How to support them

Babies born during the pandemic have had their development affected by restrictions on normal life, including movement, meeting loved ones, and playing with others.

Learn how to support these children whose development and well-being may have suffered from the effects of the pandemic.

Find out more at [www.ndna.org.uk/live-virtual-classroom-training](http://www.ndna.org.uk/live-virtual-classroom-training)

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National Day Nurseries Association

Every month, 60 members receive peace of mind from our free legal helpline, helping you to navigate the legal minefields of employment law, contracts with parents, data protection and more. We ask Andrew to give clear answers to your most asked questions:

**Q Do I need to pay for a music and motion picture licence for my nursery?**

When music or films are broadcast in a public setting a license is required to ensure artists are adequately compensated for the use of their work.

Music licences and motion picture licence requirements for nurseries will depend on whether they intend to broadcast media and the reasons for the broadcast. There are some limited exceptions when media is only broadcast for educational purposes.

NDNA has produced a detailed guide on licences and members may wish to refer to this when making decisions about licences.

**Q Can I insist that all of my staff members are vaccinated in order to remain employed?**

Currently there is no law requiring nursery employees to be vaccinated.

While it would be possible for nurseries to draft policies and procedures requiring vaccination, consideration would need to be given to the particular reason a member of staff is refusing to be vaccinated. Depending on the individual reason for refusal, there could be a risk of a discrimination claim if these type of policies or procedures are enforced.

**Disclaimer**

The information does not, and is not intended to, amount to legal advice to any person on a specific case or matter. You are strongly advised to obtain specific, personal advice from a lawyer about your case or matter and not to rely on the information contained in this article.

# Ask the experts...

Andrew Oakes, Solicitor & Senior Legal Advisor at Arc Legal Assistance: our NDNA legal helpline, which is free to members.



Andrew Oakes

**Q How do we manage sick pay for any staff that have already had SSP for Covid but then need to isolate numerous times?**

Generally, if a member of staff is required to self-isolate due to Covid-19, they will qualify for Statutory Sick Pay (SSP) (subject to the usual eligibility criteria e.g. meeting the minimum earnings threshold).

Where there are multiple periods of sickness in short succession, the eligibility rules can be complex; it would be important to consider specific circumstances before deciding not to pay SSP.

**Q Am I able to charge parents full fees when their child is told to isolate by test and trace, or has tested positive for Covid?**

This will very much depend on the contracts the nursery has in place with parents.

It would certainly be possible to include a contractual provision requiring payment in these circumstances as technically, the service is still available.

Whether a clause of this nature would be enforceable is a moot point. Unfortunately, we have no specific case law on this point but there is **CMA guidance** (<https://bit.ly/30uWuHr>) suggesting that nurseries should be cautious about charging fees for reasons related to self-isolation.



**Q Can I use someone external for disciplinary/appeals hearings? I am the owner and manager, so there is no one else in the company for the staff member to appeal to.**

The **ACAS Code of Practice on Disciplinary and Grievance Procedures** (<https://bit.ly/3ohcZyv>) explains that 'where practicable', independent people should be involved at each stage of the disciplinary and/or grievance process. This does allow some scope for small businesses to use the same person for different stages of the process.

It's possible to use someone external for a disciplinary or appeal hearing, however, it's important that the nursery ensures they are complying with data protection legislation and any contractual obligations when sharing employee details.

**Q Am I able to request a GP's medical report on a member of staff that has been on long term sick leave? What questions should I/can I ask of a member of staff after an extended period of sick leave?**

Yes, it's possible to request a member of staff's permission to obtain a GP's medical report in any circumstance.

A member of staff would never be under any obligation to provide consent and must be given specific information about their rights if they do provide consent.

For more information on employment law and access to a range of templates, letters and suggested questions, please see our Employment Guide on our website. <https://bit.ly/31EDQgc>

*"The guidance from the helpline was first class. The solicitor was tuned into the early years industry and advised in a jargon-free manner."* Andrew Smith – Shenfield Nursery

If you are an NDNA member and require specific legal advice, you can call the Legal Helpline on 02921 153812.





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# Our new website

NDNA has been working on a very exciting project over recent months to revamp its website which will be launched soon.

- The new website is user-friendly, modern and informative, so that you can access everything you need in one place
- The site features a new member hub – among many other new exciting features - which will house member resources to keep you more informed, member discounts to save you money, and information on our campaigning and how we're giving you a stronger voice
- The new look of the shop allows members and non-members to find high-quality training and publications, free factsheets (members only), and resources to help improve practice
- A brand new myNDNA for practitioners will feature a wealth of inspirational and creative activities, tips, and resources for early years settings.



## Lockdown recovery courses

**W**e have created a series of four live online courses to help practitioners learn how to support babies and toddlers, whose development and wellbeing may have suffered from the effects of the Covid-19 pandemic.

The full consequences of the pandemic are yet to be known and it is vital we support babies to experience the missed opportunities and build key attachments.

Children have missed out on so much, such as meeting wider family, trips outside the house, seeing the world and attending nursery. This has resulted in:

- An increased likelihood of exposure to traumatic experiences
- Indirect health risks from time confined indoors and reduced contact with health services
- Risks of harm to development from restricted social interaction
- Risk of increased parental stress, less responsive parenting and harms to caregiving relationships
- Increased likelihood of hunger or maternal deprivation.

It is important to know if babies and children have been exposed to any hidden harms. By knowing which opportunities in particular children missed out on, settings can ensure they reflect on their practice and put opportunities in place to support that particular area of development, along with a broad and balanced curriculum.

For example, babies and young children may have missed opportunities to develop

their gross motor skills during the pandemic. Opportunities to safely climb, pull themselves up, crawl, slide and even run may have been limited during time at home due to space limitations, parental anxiety and outdoor restrictions.

When a child has experienced trauma, whether they are able to make sense of it or not, the result is a feeling of being unsafe and this can lead to disconnections. Early years practitioners can build these connections. This sends a clear message to babies that they can trust you as the adult and this supports the nurturing of close connections.

Many settings have had to close bubbles, meaning learning is interrupted. Home learning has been something at the forefront of many practitioners' minds.

The main focus of these courses is on building connections with children and supporting their well-being and resilience. This means that even if you're in a setting where the impact hasn't felt huge, there are still ideas and strategies that will be really helpful.

The aim is to give practitioners an understanding of the theory and research behind the challenges they are facing and give them practical strategies that are grounded in trauma based approaches to support children:

Find out more about training courses at [www.ndna.org.uk/onlinetraining](http://www.ndna.org.uk/onlinetraining) or call 01484 40 70 70.

### Supporting children through adversity

- Understand what adverse childhood experiences (ACEs) are in relation to children in the early years
- How ACEs affect children's learning and development
- Practical strategies to support children with ACEs in early years settings.

### Covid-born babies – how to support them

- The impact of Covid on the development of babies
- The key focus points for early years settings when caring for babies
- Strategies to support babies and their families transitioning into or already attending early years settings.

### Positive Attachment

- Attachment theory
- Factors that affect attachment and the impact on children in the early years
- Practical strategies to support children with attachment difficulties
- How to support children and their families through high quality interactions



'Developing resilient children – supporting children's mental health and emotional wellbeing – coming soon

Watch out for these upcoming exciting courses:

- Effective Financial Management and Planning
- Strategic and Business Planning
- Effective Leadership and Management
- Language and Vocabulary



## Hello from Jane

In this edition we share with you a fascinating project looking at gender inclusivity in the books that you have in your book



corner. Also, we introduce you to our UNCRC Incorporation Toolkit, which we launched at our member event in September. If you haven't already downloaded it then this is your chance.

Finally, six months after the Care Inspectorate introduced their new framework we are looking to you for your experiences. Enjoy your winter activities and the holidays when they arrive!

Take care

Jane

Jane Malcolm  
Policy Manager, NDNA Scotland

## Care Inspectorate Framework

Earlier this year the Care Inspectorate launched their new Framework for Inspection as part of a consultation process. 60 nurseries were selected to trial the use of the framework while the rest of the sector were encouraged to use the framework as a self-evaluation tool. They also shared a survey for nurseries to give their feedback on the framework.

We would like to hear from you. Were you one of the pilot nurseries? If so how was the framework to work with? Have you used it for self-evaluation? Share your views with us at [Scot@ndna.org.uk](mailto:Scot@ndna.org.uk)

## UNCRC Incorporation Toolkit

In March 2021, the Scottish Parliament unanimously passed a bill into legislation to incorporate children's rights into Scots Law.

Here at NDNA Scotland we wanted to support you in the changes necessary to meet the requirements of the new legislation. At our member event in September we launched our UNCRC Incorporation Toolkit which was developed with the help of NDNA members to support you in meeting these requirements.

The toolkit includes a factsheet, a template Child's Rights and Wellbeing Impact Assessment (CRWIA), a step by step guide to completing your CRWIAs and our publication: "Listen to me!

Children's views on children's rights".

You can also get access to videos of our webinar and the Scottish Commissioner for Children and Young People's presentation to our member event.

One of our members who helped with development of the toolkit said: "Wow, I absolutely love it, what an invaluable tool for services to use to help develop not only the CRWIA but to support the development of children understanding of their rights, involving them in their thoughts and ideas. Beautiful documents, packed with information. Well done."

If you haven't checked out the toolkit yet you can find details on our website in your member area. [www.ndna.org.uk/UNCRC](http://www.ndna.org.uk/UNCRC)

## Does your book collection challenge gender stereotypes?

Research shows that children learn gender stereotypes early on, especially through stories. Why does that matter? Gender stereotypes enforce rules and expectations on societal norms, such as appearance or displays of emotion.

These expectations have long-term effects, and can influence our career paths. This leads to gender inequality – the root cause of violence against women and girls.

That's why **Zero Tolerance are challenging gender stereotypes through their You Can Be campaign**. They supported twenty-one nurseries across Scotland to conduct a diversity audit on 3,000+ books. Nursery staff looked at the representation of characters from different genders, ethnicities, sexualities and disabilities. Were they primary characters? Did they speak? Less than 15% of book collections passed the audit.

- Only 5% of the books portrayed male and/or female characters in non-stereotypical roles
- 20% contained female characters that didn't speak; were presented in stereotypical roles; or were in supportive roles to male characters
- Only 8% featured characters from diverse backgrounds (culture, race, religion, belief)
- Only 1% featured a disabled main/significant character

What does this lack of diversity teach our children about gender if our stories uphold these stereotypes of active masculinity and passive femininity?

Rachel Adamson, co-director of Zero Tolerance said,

"Children learn by example, and look for characters that resemble themselves. By only telling children stories in which male characters are brave and adventurous and female characters are damsels in distress or pretty princesses, we limit children's ideas of what they can be and achieve."

Children should be free to make choices, unconstrained by gender **stereotypes**. **Let's diversify the stories we tell!**

Find out more about the **Zero Tolerance Book Audit** (<https://bit.ly/3D6ieqR>) and the **results** (<https://bit.ly/3oBsFNp>) or visit **Scottish Book Trust** <https://www.zerotolerance.org.uk/you-can-be/>



### Helpful links for diverse books:

- <https://www.zerotolerance.org.uk/book-audit/>
- <https://thegec.org/books>
- <https://bit.ly/3C4e6GP>



## Helô gan Sarah

Wel, rydych ni'n symud i'r ail aeaf o fyw gyda Coronavirus. Rwy'n gwybod ei bod hi wedi bod yn flwyddyn heriol iawn i chi i gyd. Bu llawer o newidiadau yn dilyn diweddariadau'r Llywodraeth ac rydych wedi gorfod addasu llawer er mwyn sicrhau eich bod yn cynnig gwasanaeth diogel a chynaliadwy.

Roeddwn hefyd eisiau myfyrio ar rai o'r pethau cadarnhaol. Cafwyd cymorth cyllid ychwanegol gan Lywodraeth Cymru ar gyfer y sector Gofal Plant a Chwarae a fydd yn cael ei ddsbarthu trwy awdurdodau lleol, yn ogystal â chefnogaeth i NDNA a'n galluogodd ni i ddarparu aelodaeth am ddim, datblygu adnoddau hyfforddi ychwanegol a darparu gweminarau i'ch cefnogi.

Croesawyd y cyhoeddiad gan Lywodraeth Cymru eu bod am alinio cyfraddau taliadau'r Cynnod Sylfaen a chyfraddau taliadau'r Cynnig Gofal Plant, ac hefyd eu bod yn ymestyn y cynnod rhyddhad treth o 100% ar adeliadau annomestig sydd wedi eu cofrestru i ddarparu gofal plant. Mae'r trefniadau yma wedi cael eu hymestyn am 3 mlynedd arall – hyd at 2025, ac mae hyn i'w groesawu'n fawr ac yn ganlyniad i lobio parhaus gan yr NDNA ar eich rhan. Byddwn yn parhau i'ch cynrychioli chi a'r gwaith anhygoel rydych yn ei wneud.

Diolch i chi am eich holl waith caled a gobeithio y byddwch yn cael nadolig llawen a blwyddyn newydd dda.

Mae croeso i chi ein ffonio neu anfon ebost atom ar 01824 707823 / [wales@ndna.org.uk](mailto:wales@ndna.org.uk)

*Sarah*

Sarah Coates, Rheolwraig Partneriaethau Polisi a Strategol, NDNA Cymru

## Hello from Sarah

Well we're moving into the second winter living with Coronavirus. I know it has been a very challenging year for you all. There have been lots of changes following Government updates and adaptations that you have had to make to continue delivering a safe sustainable service.

I also wanted to reflect upon some of the positives. There has been additional funding support from the Welsh Government for the Childcare and Play work sector that will be distributed via local authorities, in addition to support to NDNA that enabled us to provide free memberships, develop additional training resources and deliver Citation webinars to support you.

The announcement aligning the Foundation Phase and the Welsh Government funded childcare rates within the Childcare Offer and the extension of 100% non-domestic rates relief for registered childcare premises for an additional three years until 2025 was very welcome news after ongoing lobbying from NDNA on your behalf. We will continue to represent you and the amazing work that you do.

Thank you all for your hard work and wishing you a very merry Christmas and a happy new year.

Do pick up the phone or drop us an e-mail at 01824 707823 / [wales@ndna.org.uk](mailto:wales@ndna.org.uk)

*Sarah*

Sarah Coates, Policy and Strategic Partnerships Manager, NDNA Cymru

## Cynnig Gofal Plant i Gymru – Gwasanaeth Digidol Cenedlaethol Newydd

**Bydd Cynnig Gofal Plant Llywodraeth Cymru yn mynd yn ddigidol o haf 2022 ymlaen!**

Bydd Cynnig Gofal Plant Llywodraeth Cymru yn mynd yn ddigidol o haf 2022 ymlaen!

Mae'r gwasanaeth digidol cenedlaethol newydd ar gyfer y Cynnig Gofal Plant yn cael ei ddatblygu a'i dreialu gan awdurdodau lleol, darparwyr gofal plant a rhieni.

**Beth mae hyn yn ei olygu ar gyfer darparwyr gofal plant?**

Os ydych chi'n ddarparwr gofal plant yn darparu oriau drwy'r Cynnig Gofal Plant, neu os ydych chi am ddarparu oriau drwy'r Cynnig Gofal Plant o hydref 2022, byddwch angen cofrestru ar-lein gyda'r Gwasanaeth Cenedlaethol Digidol Newydd – Cynnig Gofal Plant ar gychwyn 2022.

Bydd rhieni yn gwneud cais ar gyfer y Cynnig Gofal Plant ar-lein drwy'r gwasanaeth digidol cenedlaethol yn ystod haf 2022 yn barod at pan fydd eu plentyn yn cychwyn gofal plant ym mis Medi.

Gallwch ddarllen mwy yn y Cwestiynau Cyffredin gan ddarparwyr: <https://bit.ly/3qqMd9I>. Byddwn yn eich diweddarau pan fydd gennym fwy o wybodaeth.

Mae buddion y gwasanaeth newydd yn cynnwys:

- un gwasanaeth cenedlaethol, syml, fydd yn cael ei ddefnyddio gan pob awdurdod lleol yng Nghymru, gan arwain at brofiad cyson i rieni a darparwyr gofal plant.
- bydd posibl ei ddefnyddio drwy ffonau symudol, gliniadur neu lechen (tablet)
- hollol ddwyieithog
- data diogel
- bydd Llywodraeth Cymru yn talu yn uniongyrchol i ddarparwyr a hynny yn gyflym ac yn gyson.



## Childcare Offer for Wales – New National Digital Service

**From summer 2022, Welsh Government is planning for the Childcare Offer to go digital!**

The Childcare Offer national digital service is currently being developed and tested with local authorities, childcare providers and parents.

**What does this mean for childcare providers?**

If you are a childcare provider delivering Childcare Offer hours, or wish to provide Childcare Offer hours from autumn 2022, you will need to register online with the new Childcare Offer for Wales national digital service from early 2022.

Parents will be applying for the Childcare Offer online via the national digital service during the summer of 2022 ready for their child to start in September.

Read FAQs for providers: <https://bit.ly/3qqMd9I>. We will update when we have further information.

The benefits of the new service include:

- one simple national service that will be used by all local authorities in Wales, leading to a consistent experience for parents and childcare providers
- accessible through mobile phones, laptops and tablets
- fully bilingual
- security of data
- fast and regular payments made direct to childcare providers from Welsh Government.

## Winter word search



E	I	R	A	A	S	M	E	N	I	G	G	Y	H	V	G
A	V	G	Y	U	N	S	L	E	D	I	O	K	J	A	A
F	G	H	G	R	A	L	O	P	I	U	H	O	E	R	N
H	S	Y	T	A	H	S	D	F	G	H	C	A	W	R	A
V	C	X	S	N	Z	E	G	Z	A	A	F	Q	W	K	D
E	H	J	E	J	K	L	W	G	F	N	L	K	I	W	O
Q	A	R	S	D	F	D	Y	N	E	I	R	A	R	T	L
O	E	P	Q	W	E	A	N	R	H	E	G	A	D	K	I
S	A	S	O	S	G	A	R	F	F	I	S	A	A	C	G

Have fun with our winter word search finding the following Welsh words – Gobeithio cewch chi hwyl gyda'n chwilair gaeaf – fedrwchi ffendio'r geiriau Cymraeg yma?

Winter	Gaeaf
Snow	Eira
White	Gwyn
Ice	Rhew
Christmas	Nadolig
Present	Anrheg
Star	Seren
Cold	Oer
Scarf	Sgarff
Gloves	Menig
Sledging	Sledio
Snowman	Dyn eira



## System ADY newydd

Mae'r Côd Ymarfer Anghenion Dysgu Ychwanegol 2021 (Côd ADY) wedi dod yn weithredol ers Medi 2021 o fewn y blynyddoedd cynnar. Mae plant gyda ADY ond heb fod yn mynychu ysgol wedi ei chynnal yn gyfrifoldeb i'r awdurdod lleol. Mae gan pob awdurdod lleol Prif Swyddog Anghenion Dysgu Ychwanegol (PSADY) i gefnogi lleoliadau blynyddoedd cynnar gyda unrhyw fater yn ymwneud â ADY: canllawiau, hyfforddiant, cyngor a chefnogaeth, sicrhau bod cyd-weithio effeithiol rhwng ieuchyd, addysg, trydydd sector, a staff gofal cymdeithasol; cefnogaeth i sicrhau bod y Cynlluniau Datblygu Unigol (CDU) yn cael eu paratoi, eu cynnal a'u hadolygu.

Pan mae'n ymddangos bod gan blentyn ADY, dylent gael eu cyfeirio at eu hawdurdod lleol er mwyn gwneud penderfyniad. Mae cyfeirio plentyn yn golygu rhoi cychwyn ar y broses statudol sy'n rhoi cyfrifoldeb ar yr awdurdod lleol i benderfynu os oes gan y plentyn ADY neu beidio. Yn unol â'r penderfyniad, bydd gan yr awdurdod gyfrifoldeb i cynhyrchu a chynnal CDU i gefnogi'r plentyn yn eu datblygiad a'u dysgu.

Os nad ydych yn siwr pwy yw yr PSADY yn eich awdurdod, cysylltwch gyda Swyddog Datblygu Blynyddoedd Cynnar yr NDNA, sef **Hayley.edwards@ndna.org.uk**

## The new ALN System

The Additional Learning Needs Code 2021 (ALN Code) was implemented from 1 September 2021 within early years. Children with ALN under compulsory school age and not at a maintained school are the responsibility of the local authority. Each local authority has established an Additional Learning Needs Lead Officer (ALNLO) to support early years' settings in matters relating to ALN: guidance, training, advice and support; effective collaboration with health, education, third sector and social care professionals; support to ensure that Individual Development Plans (IDPs) are prepared, maintained and reviewed.

Where it appears a child may have ALN, they should be referred to their local authority to make a decision.

Referring a child initiates a statutory process that places a responsibility on the local education authority to decide whether or not the child has ALN. Based on the decision, the authority will have a responsibility to produce and maintain an IDP to support the child in their learning and development.

If you are unsure who your local authority ALNLO is, please contact NDNA Cymru Early Years Development Officer **Hayley.edwards@ndna.org.uk**



England  
National Day Nurseries Association

## Covid lockdown artwork recalls an extraordinary time

**A Cheshire nursery has involved its local community to put together a lasting memorial to life under Covid lockdowns.**

Kids Planet Lymm nursery asked their families, staff and wider community for photos which depicted what living under the tightest restrictions meant for them. They were inundated with images of children on bikes, families walking, key workers and painted rocks which were hidden for children to find.

They put the photos into a collage and the resulting artwork is on display at Lymm Heritage Centre which is visited by the local community and thousands of visitors.

Children from the nursery were thrilled to see their own photos within the collection and see how much they were part of their community.

Jane Marwood, project organiser, said: *"We want our children to be able to remember what living at this time was like. It was also important to involve the local community and businesses, it's a huge part of what we do. Our children learn from being very young that they are part of the community and are proud of where they live. As a result of lockdown we all appreciate our local community more."*



## EYFS qualifications – new additions

The DfE has recently added to its list of qualifications that meet criteria for counting staff in staff:child ratios. The qualifications list from 1 September 2014 now includes Early Years Lead Practitioner (Level 5).

Employers can check the qualifications list to make sure an individual's qualifications meet the approved "full and relevant" criteria; the early years educator criteria; the Level 2 criteria and if they can be counted in staff:child ratios.

EYFS staff:child ratios - DfE approved qualifications - GOV.UK ([www.gov.uk](http://www.gov.uk)) <https://bit.ly/2YzrCo7>

## Business Rates Campaign

**In response to the Chancellor's Budget and Spending Review in October, we at NDNA, along with the Federation of Small Businesses (FSB) have penned a joint letter to the Chancellor. We have asked the Chancellor to grant PVI nurseries relief from paying business rates on their premises similar to what businesses in the hospitality and retail sectors will receive.**

As a result of the pandemic, nurseries are still struggling with low attendance rates. The Department for Education revealed that only 61% of the usual number of children attended childcare in term time, which is still lower than expected. Coupled with rising operating costs, from PPE, advanced cleaning measures and heightened staff costs, it has made it vital they be granted

exemption from business rates completely if they are to support the Government to deliver early years education.

Although the promise of an extra £510 million towards delivering funded childcare places by 2024/25 is welcomed, the impact of these business rates could offset this funding to cover the cost of rising expenses.

We will continue to campaign on your behalf for business rates to be scrapped completely for nurseries. This unfair tax penalises those offering large spaces for children to grow, play and learn in. A long-promised reform of the business rates system has been kicked into the long grass and so we will continue to raise this issue with the Treasury and the DfE.



## Birth to 5 Matters hugely popular

**In the six months following its launch, the Birth to 5 Matters non-statutory guidance to support the new EYFS was downloaded over 100,000 times.** More than 30,000 printed copies have been sold including copies sold by NDNA to members and the wider sector.

The guidance was developed by the Early Years Coalition of which NDNA is a member in response to demand from the sector. [www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)





Christie & Co remain awestruck by the resilience and dedication of childcare providers across the UK. At the close of another challenging year for many, we extend our very best wishes and heartfelt thanks to all and wish you a healthy, happy, peaceful and prosperous 2022.



# talking

## EYFS with Alistair Bryce-Clegg



TTS are proud to bring you a range of content to support your EYFS journey. The articles have been created with industry expert Alistair Bryce-Clegg and cover all seven areas of the Revised Early Years Framework. Here's a taster of what you'll find on the TTS EYFS Hub.

### What's stayed the same?

There have been some changes to the EYFS, but it's really important to think about what hasn't changed. We still have all the elements that underpin effective Early Years practice:

#### The three characteristics of effective teaching and learning:

- Creating and thinking critically
- Active learning
- Playing and exploring

#### The four guiding principles:

- Unique child
- Positive relationships
- Enabling environment
- Learning and development

#### The seven areas of learning and development, split into prime and specific areas:

##### Prime

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

##### Specific

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

### What's changing?



#### Communication and Language

an explicit mention of children thriving by being read to frequently and being actively engaged in stories, rhymes and poems.



#### Physical Development

has been expanded with more info about the links between gross and fine motor skills.



#### PSED

now includes additional information all about self-care, self-regulation and healthy eating.



#### Literacy

has a much stronger link between language comprehension and reading and writing.



#### Mathematics

has a greater focus on developing a strong grounding in number alongside providing rich opportunities to develop shape and spatial reasoning skills.



#### Understanding the World

a focus on providing wider experiences, with the addition of Past and Present and culture.



#### Expressive Arts and Design

now includes a greater variety of ways children can develop and express their creative skills.

On the **TTS EYFS Hub**, you'll find the full in-depth articles written by Alistair Bryce-Clegg about each of the seven areas of the framework. You'll also find top tips from EYFS Early Adopter Rack House Primary, as well as a huge range of resources hand-picked by Early Years experts at TTS that will help you put the updated EYFS into practice.

Find out more at [tts-group.co.uk/talking-eyfs](https://tts-group.co.uk/talking-eyfs)