**FAQs – EYFS Practice and Provision – 29.05.20**

**Q. Do I need to amend my ‘sick child’ policy?**

*You should have an agreed protocol about what to do if a child becomes poorly and begins to display symptoms of coronavirus. It is also suggested you update emergency contacts for children – some contacts, for example family members who are shielding may no longer be appropriate at this time. Please, refer to the guidance below for further information:*

[*https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings#Section4*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings#Section4)

**Q. We would normally offer children sand and playdough at each session – can we still do this?**

*The recent DfE planning guidance says ‘Malleable resources such as playdough should not be shared between groups and public health advice is that, as sand pits cannot be thoroughly cleaned between uses, they should not be used at this time.’*

[*https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)

**Q. Do children need to have their own individual resources such as paintbrushes, crayons, pens etc?**

*The guidance states that sharing of resources should be minimised between groups of children. If resources are shared these need to be thoroughly cleaned before and after use by different groups. Assuming that children stay within their identified group, the guidance does not refer to individual resources. As such, use your risk assessment to ensure that enhanced levels of hygiene are maintained in which case, there is no need for individual resources.*

**Q. Should staff change out of their uniform when leaving the setting?**

*The above guidance says, ‘There is no need for anything other than normal personal hygiene and washing of clothes following a day in a childcare setting.’  If a child becomes ill with coronavirus symptoms whilst at the setting, please, follow your procedure based on the government guidance*

**Q. If children are in all day can a member of staff finish at lunchtime and a new member of staff take over?  That is a ‘fresh’ practitioner not one from a different group of children?**

*The government guidance states: As far as possible, the same members of staff should be assigned to each group and these should stay the same during the day and on subsequent days. Therefore, in this scenario it would be acceptable for a new member of staff to take over as long as that person remains consistent with only that group of children over the course of the week.*

**Q. If the manager or deputy need to self -isolate or are in the vulnerable category (thus can’t work) can another member of my staff (non-management) run the setting?**

*If both the manager and deputy are unable to work at the same time the guidance remains the same. Another member of staff can act-up as the manager as long as they have a level 3 qualification and should have at least two years’ experience of working in an early-years setting or have at least two years’ other suitable experience. We have not been informed of any changes to procedures, so continue to inform Ofsted of any changes to the manager.*

***Early years foundation stage: coronavirus disapplications***

*7.1 All group settings*

*(See EYFS para 3.23)*

*Current requirement:*

*•The manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification*

*•The manager should have at least two years’ experience of working in an early years setting, or have at least two years’ other suitable experience*

*•The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager’s absence*

***Change for COVID-19:*** *Providers should use their “reasonable endeavours” to ensure that at least half of all other staff (excluding the manager) hold at least a full and relevant level 2 qualification. However, meeting this will not be a legal requirement.*

*All other requirements remain.*

**Q. Can bubbles of children and staff be changed on a daily basis as not many children are full time, the majority of our children are part time?**

*The guidance says bubbles –small groups of children with an adult- should remain as consistent as possible. The principle is that the same small group of children will be with the same adult to reduce social mixing, as well as remaining socially distant from other bubbles.*

*You may be able to create a group/bubble of 6 part time children who come in on varying days but are only ever part of that bubble with the same adult - whichever day they personally attend.*

*For example, one bubble might be:*

*Monday – Child A Child B Child C attend*

*Tuesday - Child A, Child C, Child D, Child E attend*

*Wednesday – Child A, Child B, Child E attend*

*Thursday – Child B, Child D, Child E attend*

*Friday – Child B, Child C, Child D attend*

**Q. New starters- we do not feel it is safe to allow parents into the building and feel at this time we would not be able to provide the necessary settling in visits and care to new children; would you agree that these should be postponed for now?**

*The guidance says that children from priority groups should be welcomed back first and then 3-4-year olds followed by younger children.*

*The planning guidance states, ‘Do not allow parents or carers into the setting unless this is essential…’ Previous guidance says, ‘Parents should not be coming into the building unless they have a prearranged meeting which can be held in a safe way.’*

*Any new children would need to be part of a consistent group with a consistent adult. It is your decision, based on your risk assessment, whether you decide to welcome new starters or not at this time. You should also consider staff wellbeing and deployment as to whether you can offer the support needed. Ensure you communicate clearly with parents about your decisions.*

**Q. Are settings still expected to complete end of year reports and/or transition passports for our children going to school?**

*It is not a requirement to complete transition passports however it has always been considered good practice. It will be up to settings to decide what is the best way to ensure their schools get the information they need in order to welcome the children into Reception in September. This could be a telephone call, email exchange, Zoom meeting with the class teacher with parental permission.*

**Q. Do I need to be doing observations and assessments?**

*The requirement to carry out Two-year-old Progress Check has been relaxed due to Covid-19 and it is not a requirement at this point in time.*

*The guidance says that settings need to use reasonable endeavours to deliver the learning and development requirements of the EYFS. Observations can take place in lots of different ways and do not need to be always written down. Observing children through play is still the most effective way to assess a child’s learning and development making use of teaching moments as they arise. Each setting will need to make its own decision about what is recorded, where and how often depending on their individual circumstances.*

**Q. How do I cover all seven areas of learning when children are in small groups with a reduced number of resources?**

*The guidance suggests that settings need to use reasonable endeavours to deliver the learning and development requirements. Specifically, it states: “The priorities at this time are helping young children to adapt to their new routines and supporting children to settle back into the setting, especially where there have been staffing changes. Continuing to support their early language and communication skills is essential. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically”*

*In addition, the prime areas of learning, especially PSED at this time, should be a priority for all children. Finally, consider how versatile the resources you are using are in supporting you to deliver all areas of learning.*

**Q. Children would normally bring in resources from home to support their learning, is this acceptable?**

*The guidance states: “Consider and communicate a policy on bringing items and toys from home. This should only be done if absolutely essential and, where this is the case, items should be appropriately cleaned on arrival”.*

**Q. We would normally send home resources with children to support the home learning environment – can we still do this?**

*To minimise cross contamination and infection we would advise you not to allow children to take items home from the setting. Continue supporting the home learning environment by providing parents with ideas and activities as you were doing during the period of the lockdown.*

**Q.** **Due to social distancing not being able to be met in early years what is your recommendation on space in the room?**

*The guidance for EY is about social distancing between small groups rather than individual children within the rooms. In a scenario such as operating from a building such as a former house/bungalow where room sizes may be small you will need to risk assess the space available to see if there is sufficient space to socially distance between more than one bubble. You also need to think about shared facilities such as toilets and the outside space and how you can ensure the separate groups/bubbles remain socially distanced from each other when using these. Also consider access to different parts of the building if needed, and how to manage this without going through another bubble. The Guidance says: Depending on the size and the layout of individual settings, consider how floor space, rooms and outdoor space can be organised to ensure physical distancing between staff and between groups of children, considering the early years foundation stage (EYFS) age-based space requirements. Providers must meet the following indoor space requirements:*

* *children under 2 years need 3.5 m² per child*
* *2 year olds need 2.5 m² per child*
* *children aged 3 to 5 years need 2.3 m² per child*

**Childminders’ specific FAQS**

**Q. I am a childminder and I drop off and pick up one child from school whilst the younger children are in the car. Can I continue to offer this service?**

*The guidance states: “To minimise contact between groups of children and staff, children should attend just one setting wherever possible and parents and carers should be encouraged to minimise as far as possible the number of education and childcare settings their child attends. Childminding settings should consider how they can work with parents and carers to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at schools, to reduce the need for a provider to travel with groups of children.”*

**Q. I'm a registered childminder and would like to reopen. I have been reading the guidance where it refers to soft furnishings such as cushions, rugs etc and says that they shouldn’t be used. My concern is that I have carpet in the room the children are in all day apart from mealtimes. Could you please, advise me if it is safe to reopen?**

*The guidance states:*

*“In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.”*

*Please, see the link:* [*https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings*](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)

*As the guidance does not refer to carpets per se, it would be advised to use risk assessment and infection control procedures to make a judgment whether this is a potential hazard on health grounds and how this can be minimized.*