

Frequently Asked Questions from Early Years Providers

Version 4 – July 2020

Social Distancing	2
Operational issues.....	6
Safeguarding	13
Childminding between 13 th May – 1 st June	13
Staffing	14
Cleaning and Hygiene	15
Responding to suspected infection.....	16
Finance and funding	199
Transitions.....	24
Localised Lockdown.....	25
Holiday provision.....	26

Some information collated within this document, was collated prior to the localised lockdown imposed on Leicester City and affected areas of Leicestershire. Many questions relate to the wider reopening of settings (which begun from 1st June until the imposed lockdown on 2nd July) and therefore are not relevant to our current situation. Please note that in response, we have 'greyed out' questions that do not reflect current guidance. The questions in grey will of course become relevant when lockdown is lifted, and we once again take steps to reopen more widely and we have therefore chosen to leave them within the FAQs to allow providers to use the information when planning-ahead.

Social Distancing

Question	Answer
<p>1. Babies and toddlers require a lot of cuddles and personal contact, especially now that they have been away for a long period they will need a lot more comforting and resettling again, not giving that personal attachment will make it that much more difficult in settling in, how can that be dealt with? Staff feel that might be more detrimental to the child's personal, social and emotional development.</p>	<p><i>We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:</i></p> <ul style="list-style-type: none"> • <i>avoiding contact with anyone with symptoms</i> • <i>frequent hand cleaning and good respiratory hygiene practices</i> • <i>regular cleaning of settings</i> • <i>minimising contact and mixing</i> <p><u>Implementing Protective Measures In Education And Childcare Settings</u></p> <p><i>While it is not expected that children and staff within a group will keep 2 metres apart, it is important for settings to consider how they can reduce contact between groups of children and staff as far as possible, for example by ensuring children and staff mix in a small consistent group and that small group stays away from other groups.</i></p> <p><i>Settings should ensure:</i></p> <ul style="list-style-type: none"> • <i>physical distancing between groups of children and staff as far as possible</i> • <i>that individual groups use the same area of a setting throughout the day as much as possible</i> • <i>that the sharing of toys and resources is reduced</i> • <i>that any toys or resources that are shared can be easily cleaned between different groups' use</i> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>2. We have a SEND child, this child is prone to comfort self by clinging on to staff member and putting things into mouth all the time and also biting, how can we support child without contact at safe distances.</p>	<p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>It is imperative that education, childcare and children's social care settings conduct risk assessments around managing groups of children within the setting. This should include limiting</p>

Question	Answer
	<p>the number of children in each group and reducing this to provide more space in each classroom or learning area.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p><i>We have published <u>guidance for special schools, specialist colleges, local authorities and any other settings</u> managing children and young people with education, health and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people.</i></p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p><i>Readjustment to the routines in a setting may prove more challenging for some children with SEND, particularly those who have been attending a different setting if their usual setting has been closed. Plan how to ensure your setting will have the staffing needed to support children with SEND at safe ratios, that there is a member of staff designated as a SENCO or interim SENCO and how this can best be accommodated in the planning of groups of children in your setting. Consider how you will involve parents and carers in planning and agreeing any changes to support, including reviewing EHC plans.</i></p> <p><i>Consider the measures that you should implement to reduce the risk of transmission in your setting, using: <u>Implementing protective measures in education and childcare settings</u>. Consider how you can involve staff in developing policies for your setting and ensure that they are personalised where necessary, for example for staff who have responsibility for providing 1:1 support for children or for children with additional needs.</i></p> <p><i>We know that, unlike older children and adults, children in the early years cannot be expected to remain 2 metres apart from each other and staff. You should therefore work through the hierarchy of measures set out in the protective measures guidance:</i></p> <ul style="list-style-type: none"> • ensure parents are advised to keep children with any symptoms at home

Question	Answer
	<ul style="list-style-type: none"> • <i>ensure staff who are symptomatic do not attend work</i> • <i>frequent hand cleaning and good respiratory hygiene practices</i> • <i>regular cleaning of settings</i> • <i>minimising contact and mixing</i> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>3. If a child attends more than one setting are they allowed to attend both with social distancing in mind and cross setting mixing?</p>	<p><i>It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</i></p> <p><u>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</u></p> <p><i>Keep cohorts together where possible and:</i></p> <p><i>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</i></p> <p><u>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</u></p> <p>You need to make a risk assessment of this using this guidance</p> <p><i>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.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>4. The only thing at the moment which appears not to have been covered is guidance for OOSC that operate in a school??! We have the mixing of several primary schools in the one place and</p>	<p>(Also see answer to Q3)</p>

Question	Answer
<p>whereas we are thinking of systems of how to manage this better in light of Covid-19, some input would be appreciated from the LA.</p>	<p><i>We normally run breakfast and after school clubs as part of our ‘wrap-around’ provision. Are we required to re-start them?</i></p> <p><i>No, you are not required to do so. You should only run such provision if you are able to keep children within the groups they are in during the day or safely distanced</i></p> <p>Opening schools for more children and young people: initial planning framework for schools in England</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p> <p><i>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.</i></p> <p>Planning-guide-for-early-years-and-childcare-settings</p> <p>We are still awaiting clarity from the DfE on the guidance around the mixing of children who are actually attending school with early years-aged children (EY’s Alliance)</p>
<p>5. We have 2 children who access 30 hours which would mean they mix with 2 different groups of children, in the morning and afternoon. I am going to ask their parents to attend one or the other session, am I allowed to do this?</p>	<p>Government guidance states to try and keep children in one small group with the same children and member of staff, if space allows, away from other groups.</p> <p><i>Provision through individual schools and settings, where possible, means fewer people in a single setting, less social contact and therefore a reduced risk of spreading the virus. It will also mean children and young people being supported by familiar staff in familiar settings at this unsettled time</i></p> <p>https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19 (Guidance only applicable until 31 May)</p> <p><i>Keep cohorts together where possible and:</i></p> <p><i>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</i></p>

Question	Answer
	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p><i>(Also see answer to Q4)</i></p> <p>Planning-guide-for-early-years-and-childcare-settings</p>

Operational issues

Question	Answer
<p>6. If there is more than one setting and parents don't want the uptake at one can we offer our other setting in the next instance?</p>	<p>“Once schools have assessed their demand and capacity, any schools that are unable to stay open should liaise with their local authority and communicate with parents regarding whether their child needs to attend an alternative setting.”</p> <p>Action for schools during the coronavirus outbreak.</p> <p>You can offer a place at your other provision if there is capacity, however if they wish to take it up and they are a funded child you would need to communicate with the LA finance manager</p> <p><i>If demand for places is higher than the setting's capacity when measures to allow physical distancing between groups are in place, it may be necessary to have a temporary cap on numbers of children attending the setting. Solutions might involve working with the local authority to support children attending a nearby setting on a consistent basis. If necessary, settings should prioritise vulnerable children and children of critical workers, then 3 and 4 year olds, in particular those who will be transitioning to reception in September, followed by younger age groups</i></p> <p>Planning-guide-for-early-years-and-childcare-settings</p>
<p>7. Are settings allowed to stagger their return based on the needs of families for example some</p>	<p><i>“In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups</i></p>

Question	Answer
<p>families may not want to start on 1st June but wait until they see if schools return fully mid June?</p>	<p><i>of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised. From 1 June, childminders can look after children of all ages, in line with usual limits on the number of children they can care for.”</i></p> <p>Coronavirus (COVID-19): Implementing Protective measures in education and childcare settings</p> <p>(Also see answer to Q6)</p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>8. Do I have to be open for all of my children from 1 June or can I decide if I want to be open?</p>	<p><i>“Any educational or childcare settings which have closed should work towards reopening from the week commencing 1 June 2020 to cater for children in nurseries”</i></p> <p><i>children and young people in eligible year groups are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending</i></p> <p><i>vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach)</i></p> <p><i>children, young people and staff who have been classed as <u>clinically extremely vulnerable due to pre-existing medical conditions</u> have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible, and refer to the detail in our protective measures guidance</i></p> <p><i>a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting</i></p>

Question	Answer
	<p><i>if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home</i></p> <p><i>Actions for education and childcare settings to prepare for wider opening from 1 June 2020</i></p> <p>(Also see answer to Q6)</p> <p>Planning-guide-for-early-years-and-childcare-settings</p>
<p>9. Do I take All children back to the setting or only those who need it because of parents going back to work or key workers?</p>	<p><i>“In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised. From 1 June, childminders can look after children of all ages, in line with usual limits on the number of children they can care for.”</i></p> <p>Coronavirus (COVID-19): Implementing Protective measures in education and childcare settings</p> <p><i>If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</i></p> <ul style="list-style-type: none"> <i>early years settings - 3 and 4 year olds followed by younger age groups</i> <p>(Also see answer to Q6)</p> <p>Planning-guide-for-early-years-and-childcare-settings</p>

Question	Answer
<p>10. If parents want to keep children at home because of working from home can I accept it or encourage them to bring the child?</p>	<p>(See above also)</p> <p><i>“Families should notify their nursery, school or college as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together”</i></p> <p>Actions for schools during the coronavirus outbreak</p> <p><i>Consider how to encourage attendance of vulnerable children and the best way to support them to transition into the setting according to their needs and their individual family circumstances. In cases where children are considered vulnerable and do not attend provision as expected, as with normal practice, follow up with the parent or carer – and social worker and local authority where appropriate – to explore reasons for absence. Settings should work with local authorities, and school nurses and health visitors where relevant, to monitor the welfare of vulnerable children who are not attending provision, and other children they might wish to keep in touch with for safeguarding purposes.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>11. What should be the max number of children at one time due to new circumstances?</p>	<p><i>“For pre-school children in early years settings, the staff to child ratios within <u>Early Years Foundation Stage</u> (EYFS) continue to apply as set out here, and we recommend using these to group children.</i></p> <p><i>Each setting’s circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</i></p> <ul style="list-style-type: none"> • <i>early years settings - 3 and 4 year olds followed by younger age groups</i> • <i>infant schools - nursery (where applicable) and reception</i> • <i>primary schools - nursery (where applicable), reception and year 1</i> <p><i>We will revisit this advice when the science indicates it is safe to invite more children back to schools and colleges.”</i></p>

Question	Answer
	<p>Coronavirus (COVID-19): Implementing Protective measures in education and childcare settings</p> <p><i>Providers should use professional judgement when planning groups but may wish to use EYFS ratios to guide this. Keeping group sizes to a maximum of 8 children is preferable so groups are as small as possible, and providers are expected to ensure that there are no more than 16 children in a group in early years settings. Sessional nurseries that have different cohorts of children at different times of the day may wish to consider having smaller group sizes to limit the number of children staff are in contact with.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>12. We will have to operate at a lower overall capacity and will offer 2 sessions per week per child initially to accommodate more children over the week. Also, we will have to offer shorter sessions to allow for extra cleaning up time between sessions. We will monitor take-up to then offer more sessions to the children as and when possible. Is this acceptable or do we have to offer as many full sessions as possible to fewer children?</p>	<p><i>“Settings have the flexibility to make the right decision for their circumstances on how these pupils are supervised, continue to learn and are supported in school.”</i></p> <p>Actions for education and childcare settings to prepare for wider opening from 1 June 2020</p> <p><i>“In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised.</i></p> <p><i>If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</i></p> <ul style="list-style-type: none"> • <i>early years settings - 3 and 4 year olds followed by younger age groups</i> • <i>infant schools - nursery (where applicable) and reception</i> • <i>primary schools - nursery (where applicable), reception and year 1</i> <p>Coronavirus (COVID-19): Implementing Protective measures in education and childcare settings</p> <p>(Also see answer to Q 11)</p>

Question	Answer
	<p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>13. Ideally we would want to prioritise some of our 2 year olds from disadvantaged families as they will continue with us in Autumn Term and the extra weeks and continuity of care will be of a great benefit to their outcomes. Are we able to do this or do we have to apply a strict prioritisation of older children including those who will be moving to school Reception or Nursery in Autumn?</p>	<p><i>“In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised.</i></p> <p>See also;</p> <p><i>If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</i></p> <ul style="list-style-type: none"> • <i>early years settings - 3 and 4 year olds followed by younger age groups</i> • <i>infant schools - nursery (where applicable) and reception</i> • <i>primary schools - nursery (where applicable), reception and year 1</i> <p>Coronavirus (COVID-19): Implementing Protective measures in education and childcare settings</p> <p>You need to carry out your audits of numbers intending to return and risk assess accordingly, you will need to consider if your capacity and space enables you to also give priority to the funded two year olds.</p> <p>(Also see answer to Q 10)</p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>

Question	Answer
<p>14. I operate from a multi-use faith or community building and the parent organisation will not permit the re-opening of part of the premises for reasons including not being covered under their Liability Insurance and security concerns for re-opening part of the premises only. They will review this decision in line with further relation of the lock-down rules by the government. Will I be in breach of the government guidelines and expectation for childcare providers to re-open on 01/06?</p>	<p>It is recognised that there may some instances where the location of your setting prevents you from reopening on 1/6/2020, please keep the local authority informed of such cases. Continue to communicate with leaders of the building in which you are located and to review when it might be possible to re-open. Carry out necessary risk assessments, audits and planning so that when the building does open you are as prepared as possible for reopening your setting. Ensure that you keep parents and staff informed accordingly.</p>
<p>15. If my setting is not able to re-open on 01/06 I would still like to carry out some 1:1 transition support with parents of children who will be moving to school in Autumn term.</p> <p>As it would be permitted for the provider to meet the parent and child if the setting was open would it be permitted to:</p> <p>Carry out visits and provide the transition support face to face with the parent(s) and child e.g. meeting them in their garden or a local park and following the social distancing guidelines?</p> <p>OR</p> <p>Contact the parent(s) via Zoom to have a Video call meeting?</p>	<p>You should liaise with the school that the child is due to transition to, in order to establish a joint approach on what support can be offered.</p> <p>You need to fully risk assess (for staff, parents and children involved) the activity decided upon to support this process, observing relevant guidance.</p> <p>The LA are intending to provide some support and guidance to settings and schools on transitions following half term</p> <p><i>Settings should consider how to continue to support the learning of children who do not attend settings, including how these children can maintain contact with their key person and peers through the early years setting, and how parents and carers can be supported to provide a positive learning environment at home.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>

Safeguarding

Question	Answer
<p>16. Will there be any guidance in relation to mobile phone policies to reflect plans for track and trace?</p>	<p>You should already have a mobile phone policy and procedure in place, which should ensure appropriate safeguarding measures, however it would be timely to review this.</p> <p><i>While the Secretary of State for Education announced the suspension of routine Ofsted inspections in March 2020, the safeguarding responsibilities of settings have not changed, and regulatory action including visits to settings which are triggered by safeguarding concerns will continue. See Ofsted's response to coronavirus for more information.</i></p> <p>Planning-guide-for-early-years-and-childcare-settings</p>

Childminding between 13th May – 1st June

Question	Answer
<p>17. I am closed at the moment, however, I may have, from the children I already have, one child from a key worker parent and then can I have another child from elsewhere? Am I right?</p>	<p>No, you can only take on a child if they are a vulnerable child or a keyworkers child</p> <p>or</p> <p>if you are not currently caring for any children you could take on a child/children from one household</p>
<p>18. A childminder has arranged to do school pick ups for KW children whose siblings already attend her provision. She has added these children on to her attendance report, but does she need to include them on the KW audit?</p>	<p>Yes. We need to keep a consistent record of keyworkers across the city for audit/monitoring purposes.</p>

Staffing

Question	Answer
<p>19. What happens if staff refuse to work and this prevents you from opening because you don't have the workforce?</p>	<p><i>Conduct an audit to determine the availability of staff to work in the setting from 1 June. In so doing, remember that you may be working with some staff who are anxious and may value the opportunity for discussion and reassurance. Consider staff wellbeing, including any support that may be needed for those who have suffered bereavement, and discuss their needs with them.</i></p> <p><i>Communicate your plans for the wider opening of the setting from 1 June with staff, ensuring they are aware of and understand all new measures to reduce the transmission of coronavirus and their roles and responsibilities. Build in time for staff to review processes and procedures and to ask questions and raise any concerns in advance.</i></p> <p><i>Discuss any additional support that may be needed to ensure staff wellbeing and consider how this can be put in place in your setting. Consider how to arrange regular opportunities to get feedback from staff on the new arrangements</i></p> <p><u><i>The availability of staff, as well as your own and family circumstances, may change, so agree a policy for updating your audit on a continuous basis and how you will communicate this with staff and parents.</i></u></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
<p>20. Query regarding childminders who are clinically vulnerable due to pre-existing health conditions returning back to work. Would we lose funding or have to pay back funding, if we don't re-open on 1 June?</p>	<p>We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Implementing Protective Measures</p> <p>See also finance and funding page 12.</p>
<p>21. I have one member of staff who works at a Care Home on the Weekends and does the Nursery during the week, as she is working</p>	<p>This needs careful risk assessment in relation to how the small groupings (bubbles) that support social distancing measures can be contained in the nursery, when the staff member is also working with another potential vulnerable group outside of the setting.</p>

Question	Answer
with vulnerable group, I feel she is not safe to work with the children until the infection rate goes down. I am just confused on what action should I take.	It may be necessary to consider an alternative role for this staff member

Cleaning and Hygiene

Question	Answer
22. Would we be able to provide resources such as dough, sand, water etc. for the children to play with?	<p><i>Consider new approaches that will need to be taken to minimise the sharing of resources between groups, for example for painting, sticking, cutting and outdoor construction activities, which should be thoroughly cleaned before and after use by different groups. Malleable resources, such as play dough, 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. Consider how resources can be used safely and in which circumstances and which items it might be more practical to remove during this time.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p>
23. Will the Local Authority be supplying early years providers with PPE?	<p><i>The majority of staff in childcare settings will not require PPE, beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others. PPE is only needed for children whose care routinely already involves the use of PPE, or if a distance of 2 metres cannot be maintained from any child displaying coronavirus symptoms.</i></p> <p><i>A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn. If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn. Settings should ensure they are prepared to respond in line with the</i></p>

Question	Answer
	<p><u>guidance on protective measures in education and childcare settings and guidance on using PPE in education, childcare and children’s social care settings.</u></p> <p>Once the child or member of staff has left the setting, settings should follow <u>Cleaning of non-healthcare settings</u> to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.</p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p> <p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE.</p> <p>Implementing Protective Measures in Education and Childcare Settings</p> <p>See also; <u>COVID -19 Childcare and Childminder Setting Response Procedure</u></p>

Responding to suspected infection

Question	Answer
<p>24. A teacher at my oldest child’s school tested positive for Coronavirus therefore, I was contacted and asked to collect my child. The school has provided advice on checking for symptoms and testing for my oldest child due to being in contact with the teacher. Is my younger child still able to attend nursery?</p>	<p><i>If the child or staff member tests positive, the rest of their immediate group within their setting should be sent home and advised to self-isolate for 14 days. For childminding settings, this applies to everyone attending your setting who came into contact with the child or staff member. The other household members of those advised to self-isolate do not need to self-isolate unless the child or staff member they live with subsequently develops symptoms</i></p> <p><i>Ensure that all parents and carers understand that if a child has coronavirus symptoms, or there is someone in their household who does, they should not attend the setting under any circumstances. Ensure parents and carers are aware that all children attending the</i></p>

Question	Answer
	<p><i>setting, and members of their household, will have access to a test if they display symptoms of coronavirus and they are encouraged to get tested in this scenario.</i></p> <p><i>Be sure to refer back to section 4 of Planning-guide-for-early-years-and-childcare-settings ‘Agree a protocol for responding to a suspected case of coronavirus and ensure setting is prepared’</i></p> <p>See also; COVID -19 Childcare and Childminder Setting Response Procedure</p>
<p>25. What do I do if a child at my nursery displays symptoms of Corona Virus? Do we have to close the nursery with immediate effect?</p>	<p><i>Anyone who begins to display coronavirus symptoms while in the setting should be sent home immediately and follow government guidelines on what to do if you or someone in your household develops symptoms. If a child is waiting to be collected, they should be separated from their group and isolated with one member of staff if this is possible.</i></p> <p><i>A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn. If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn. Settings should ensure they are prepared to respond in line with the guidance on protective measures in education and childcare settings and guidance on using PPE in education, childcare and children’s social care settings.</i></p> <p><i>Once the child or member of staff has left the setting, settings should follow Cleaning of non-healthcare settings to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.</i></p> <p><i>Once early years and childcare providers open to more children, all staff and children who are attending a childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</i></p> <p><i>Where the child or staff member tests negative</i>, they can return to their setting and the fellow household members can end their self-isolation.</p> <p><i>If the child or staff member tests positive</i>, the rest of their immediate group within their setting should be sent home and advised to self-isolate for 14 days. For childminding settings, this applies to everyone attending your setting who came into contact with the</p>

Question	Answer
	<p><i>child or staff member. The other household members of those advised to self-isolate do not need to self-isolate unless the child or staff member they live with subsequently develops symptoms. Take appropriate steps to deputise responsibilities or arrange cover if affected members of staff fulfil designated roles, for example paediatric first aid, SENCO or safeguarding lead.</i></p> <p><i>As part of the national test and trace programme, if other cases are detected within the setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise settings on the most appropriate action to take. In some cases a larger group may be asked to self-isolate at home as a precautionary measure. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</i></p> <p><u>Planning-guide-for-early-years-and-childcare-settings</u></p> <p>Where appropriate, review your policies and procedures with parents and carers and inform them of any updates you have made.</p> <p>See also the updated; <u>COVID -19 Childcare and Childminder Setting Response Procedure</u></p>
<p>26. A parent of a child who is currently attending pre-school has displayed symptoms of Coronavirus. Can the child continue to attend pre-school?</p>	<p><i>Ensure that all parents and carers understand that if a child has coronavirus symptoms, or there is someone in their household who does, they should not attend the setting under any circumstances. Ensure parents and carers are aware that all children attending the setting, and members of their household, will have access to a test if they display symptoms of coronavirus and they are encouraged to get tested in this scenario.</i></p> <p><i>Be sure to refer back to section 4 of <u>Planning-guide-for-early-years-and-childcare-settings</u> ‘Agree a protocol for responding to a suspected case of coronavirus and ensure setting is prepared’</i></p> <p>Where appropriate, review your existing policies and procedures with parents and carers and inform them of any updates you have made.</p>

Question	Answer
	See also the updated; COVID -19 Childcare and Childminder Setting Response Procedure

Finance and funding

Question	Answer
27. If settings do not open on the 1 st June will they still keep their funding?	Yes, however please take into consideration parents who may need childcare services during June and how they can access their offer. This could be that the funding you may receive for the child would only be paid until 1 June and anything after that would be paid to the new provider.
28. If parents decide against bringing their children back because of safety concerns will funding be reclaimed?	No, but the FEEE hours available for the child will be reduced against any future claims.
29. Are OOSC in shared spaces considered for grant funding from the LA as they have not been able to access any other financial support?	<p>The business can consider claiming for support, if applicable and appropriate, under the Coronavirus Job Retention Scheme (the 'furlough' scheme), the Self-Employment Income Support Scheme and one of the Loan Schemes.</p> <p>You can use the business support finder to see all the support that may be available for your business: https://www.gov.uk/business-coronavirus-support-finder</p> <p>We are working with the LA grants team to give priority consideration to provision who have not yet been eligible to access government financial support – this will be for the second round of LA discretionary grants</p>

<p>30. If we are open from June are, we to no longer off-set the FEEE against our Furlough claims as whereas before this was “free” money to be used for staff wages. If we are providing a service then the FEEE needs to be used for the children and not staff wages and therefore do we claim the FULL 80% furlough?</p>	<p>CJRS claims should be made in line with the government guidance for the scheme including the sector specific guidance applicable to early years providers who continue to receive FEEE funding and, therefore, should not claim for the proportion of staff costs which are covered by FEEE funding.</p> <p>Please note the upcoming changes to the scheme which will mean that employers will have to start contributing towards the furloughed staff costs from August and increase their contributions in September and October after which the scheme will come to an end.</p> <p>We strongly recommend that you refer to the full guidance and updates via the links above and discuss the claim amounts with your accountants/business advisors and, if necessary, with HMRC to ensure that your claims are as accurate as possible.</p> <p>Going forward, the government is introducing a new Job Retention Bonus to reward and incentivise employers who keep on their furloughed employees after the CJRS ends in October. Information can be accessed via the published policy paper and more details of the bonus scheme can be expected to be available in due course.</p>
<p>31. One of our private fee-paying parents from Spring-20. Their child qualified for FEEE from Summer-20, we have not put them on our headcount as the parent has applied for a school nursery place.</p> <p>If the school is not able to prioritise the place in 01/06/20 the parent may want the child to continue with us for the rest of the Sum-20 term (although the school will probably be getting the funding).</p> <p>Would we have to charge fees, or would it be possible to claim FEEE at that stage?</p>	<p>If the child was on the school census in Spring 2020 then the school would automatically get the FEEE Funding for the summer term. If the child would like a place in Summer but their school is closed the parent would need to contact the school about how the school could meet the needs the parent’s needs.</p>
<p>32. I have been contacted by a former family of ours who doesn’t want to send her son back to school on June 1st, she wants him to return to our setting. He has attended school since</p>	<p>If the school is open but the parent chooses not to send to the school, we would not fund the setting as the school would be automatically funded. Whether the school would</p>

<p>September, and he has the 30 hours funding. The parent is a keyworker.</p> <p>If the school is open for the child to attend, will we be able to get the funding for this child? Or is this option only for those whose setting is closed and have attended alternative settings?</p> <p>I don't believe the parent can afford the full cost.</p>	<p>offer up the funding is a possibility but not a requirement. It is likely the parent would have to pay for this option.</p>
<p>33. If we need to start then we are working on plans of phased start, we think that it's best not to be starting the babies and toddlers yet, as after 6 weeks the setting will close again for the summer holidays. This will no doubt have a massive impact on our private fee's income.</p>	<p>For more information on financial business support.</p> <p>https://www.gov.uk/government/collections/financial-support-for-businesses-during-coronavirus-covid-19</p> <p>Foundation Years video podcast is available here:</p> <p>COVID-19: Preparing for wider opening of early years settings</p>
<p>34. I have a 2 yr old child starting with me on June 4th and parents have everything in place to claim the 2 yr funding. I know the portal is closed now so I cannot add the child's details to it to start claiming funding for him. How do I go about getting the funded payment? The parent and I have filled out all the parent declarations forms and I have seen birth certificate and passport. What can I do next? How will I get paid the funding?</p>	<p>Has the child become eligible after 15 May If that is yes, then they would not be able to claim until the autumn term</p>
<p>35. Due to the wider re-opening there will be some parents who will not have enrolled their children for FEEE by the headcount date but will now need childcare from 01/06 onwards. Will they be able to claim FEEE for the rest of the Summer term if the child qualifies for FEEE and a provider is able to offer a place?"</p>	<p>Any child not added to the FEEE headcount by the portal closure date of 15/05/20 cannot be funded until the Autumn term.</p>

<p>36. How do we adhere to new Government guidelines whilst also giving all FEEE children a chance to attend the setting (if Parents/ Carers are willing to bring them in). Granted not all children will be returning, however as there is a cap on group numbers and new social distancing measures in the rooms, are the sessions for example - 30 hours, able to be reduced when required, so as to give more pre-school children a chance to attend the setting?</p>	<p>Actions for education and childcare settings to prepare for wider opening from 1 June 2020</p> <p><i>“In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised.</i></p> <p><i>If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</i></p> <ul style="list-style-type: none"> • <i>early years settings - 3 and 4 year olds followed by younger age groups</i> <p>Foundation Years video podcast is available here:</p> <p>COVID-19: Preparing for wider opening of early years settings</p> <p>Setting will need to consider prioritisation of:</p> <ul style="list-style-type: none"> - children of key workers and vulnerable children - 3 and 4 year old transitioning to school reception or compulsory school age. <p>The planning guide for early years and childcare settings can be found here: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june</p>
<p>37. Due to the cap on numbers providers will not be able to prioritise places for all FEEE children when they re-open on 01/06.</p>	<p>Please note response above – 3&4year olds are in a priority group</p> <p>At present if you are open but unable to offer a place you need to consider how the parents needs will be met. If that means directing the parent to another local setting, then the funding would need to follow the child. At present we have a couple of providers’ who between them have arranged for that to happen and notified us of their</p>

<p>What if a parent who is not offered a place (or is offered reduced hours) has to move the child to another provision?</p> <p>Will the LA be able to fund the new provider for the remainder of the Summer term? If yes, will the funding be removed from the original provider who is open but has to cap the number of places offered?</p>	<p>intentions. We would endorse this action but would like the provider to notify us of their intention, so this is recorded.</p>
<p>38. Currently the FEEE funding has been allocated to paying wages, will we get increases for the past wages increases and for the future minimum wages increases?</p>	<p>As from Summer 2020 the flat rate for 2-year olds and the base rate for 3- & 4-year olds have been increased. These will not be raised again to cover for increases to the national living/minimum wage rates.</p> <p>The new flat rate for 2-year olds is £4.98 per hour and the new base rate for 3- & 4-year olds is £4.07 per hour. The rates for any applicable supplements for 3- & 4-year olds have not been changed.</p>
<p>39. When will I receive my summer 2020 adjustment payment?</p>	<p>The Summer Adjustment Payments have now been authorised. The payments were released week beginning 6th July 2020, we are now in the process of sending out your child level reports via the portal.</p>
<p>40. For those Summer 2020 new children I added on to the headcount portal, is there a deadline date by which I need to submit evidence to the LA? (e.g. scanned copied of signed Parental Declarations)</p>	<p>Yes. Please can you submit all evidence by deadline date 1 September 2020.</p> <p>We require you to submit the parental declaration forms for all your new starters during this term. Please email them to earlyeducation@leicester.gov.uk. This will enable us to start the audit process.</p>
<p>41. How long with the portal be open during the Autumn 2020 term?</p>	<p>The portal will open from 1 September 2020 and the portal will close 26 October 23:59hrs. The portal will be open for 8 weeks during the autumn term.</p>
<p>42. If settings do not open on the 1st June then will they still keep the Element 3 funding?</p>	<p>If existing funding is in place it will be paid as will new funding with a start date before the 23rd March. New funding agreed with a start date on or after the 23rd March will be paid when children return.</p>

43. Will E3 funding still be paid for the summer term?	Payments to settings and academies were made on the 20 th May apart from the May Early Years panel, those are being processed this week (w/c 1.6.2020)
44. What should we do with the Element 3 funding that we have received given that we are unable to re-open from 01/06/20 due to restrictions for use of community/faith building that we operate from?	We've made a decision to continue to fund children in receipt of E3 so that you can pay your staff whether you are open or not as you may have agreed that they will work additional hours for the period that funding was agreed.

Transitions

Question	Answer
45. Do we still use the continuity form from the Starting with the Child guidance?	If this form meets your needs and contains enough detail to complete the transition information for individual children, the answer is YES.
46. What do we do if the parents cannot come into the setting, where signatures are required?	If the parents cannot come into the setting, parents could be sent a copy of the document for approval, with a follow up conversation to validate the correct information has been recorded.
47. Is it okay to send trackers out with gaps (for the period of closure and for those not attending the setting at present)?	Yes - with a note to say why there is missing information (gaps) and that subsequent observations will be based on available information at the time child was attending. Discussion with parents may show child has progressed or regressed depending on the relevant areas of Learning and Development and how the child has reacted to the separation period.
48. I am trying to support two families whose children will be leaving us to go to school in September. They have not been attending our setting recently because of COVID. Any suggestions for how I can support transitions? We have completed the continuity form.	The guidance for what parents and carers need to know about early years providers, schools and colleges in the autumn term can be found here: https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak We have had some good ideas from providers: Sending out packs with information about the new setting and what will be expected of the children, guardians and parents.

	<p>This enables both children and families to read information in their own time. Make sure it is accessible to adults and children, by using pictures and clear text. If you can, translate into the languages of your local community, so you have accessible versions of your packs.</p> <p>Some settings have made short video clips to send out to parents and guardians. At the appropriate time, adults can share with the children and prepare them for their first day. Short clips are best, here are some that work well.</p> <ul style="list-style-type: none"> • Arriving at the setting/school • Collecting at the end of the day • Uniform (if worn) a picture of clip of a child wearing the uniform is more helpful than just a description of the clothes. • A welcome clip from the child's teacher/key worker • A walk through of your washrooms and toilets (children often worry about using different facilities) • The playground and play equipment <p>The classroom, dining areas, play spaces etc.</p> <p>Our supporting transition resources may give some additional ideas</p> <p>https://families.leicester.gov.uk/supporting-transition</p>
--	---

Localised lockdown

Question	Answer
49. What impact will the lockdown of Leicester City have on my setting, staff, children and families?	<p><i>“In light of the local outbreak of coronavirus (COVID-19) in Leicester, the government has taken action to control the spread of the virus in both Leicester and the affected surrounding areas. People in this area have been asked to stay at home as much as they can, and the government has recommended against all but essential travel.</i></p> <p><i>From 2 July, we are therefore asking educational and early years settings¹ to remain open only for priority groups - children and young people who are vulnerable, and the</i></p>

	<p><i>children of critical workers - as they did at the beginning of this outbreak when national lockdown measures were in place.”</i></p> <p>local-lockdowns-guidance-for-education-and-childcare-settings/guidance-for-educational-and-childcare-settings-in-leicester-and-the-affected-parts-of-leicestershire</p>
--	---

Holiday Provision

Question	Answer
<p>50. Is there any idea how many holiday places the playgrounds would be expected to host?</p>	<p>There is no requirement or expectation on the playgrounds in terms of numbers of places or to be delivering a ‘childcare’ places, we are asking all types of provision that operate during the holidays to tell us about what service they are able to deliver: based on their risk assessment against the holiday guidance set out by the government and the Leicester lockdown guidance.</p> <p>Holiday Provision during Local Lockdown</p> <p>The following categories of childcare provision will be able to operate in Leicester and affected parts of Leicestershire during the lockdown period:</p> <ul style="list-style-type: none"> ▪ Provision registered on Ofsted’s Early Years Register ▪ Provision registered on either the compulsory or voluntary part of Ofsted’s General Childcare Register from the 3rd July 2020 ▪ The provision must only remain open for priority children (children of critical workers and vulnerable children) ▪ Providers offering childcare to children over the age of 5 should comply with the guidance on protective measures for out-of-school settings during the coronavirus outbreak (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) ▪ Early years providers caring for children under the age of 5 should refer to the guidance for Early Years and Childcare providers during the coronavirus (COVID-19) outbreak (https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)

	<ul style="list-style-type: none"> During the lockdown period, OOSS provision which is not Ofsted registered can continue to operate outside in groups of no more than six people in accordance with the legislation relating to the changes for Leicester coming into force on 4 July. Local lockdowns: guidance for education and childcare settings <p>The LA have asked for this to be sent via the eform in the schools extranet communication this week in order to be able to signpost keyworkers to a list of all the types of provision open and available to them during the holidays.</p> <p>Provide information of your holiday childcare offer</p>
<p>51. Would adventure playgrounds need to provide full day care and how long would that be anticipate to run for - both daily in terms of hours and duration in terms of the school summer holiday period?</p>	<p>All the playgrounds are on different types of registers with Ofsted and they would be asked to deliver within the parameters of their own registrations.</p> <p>With all the different types of providers in the city it is hoped that this will offer a range of services for key workers to choose from according to their needs.</p> <p>Playgrounds would not be asked to deliver a service i.e. full day care, if this is something outside of their registration and what they would ordinarily deliver.</p> <p>We would like them just to provide details on the eform of what it is they can and intend to deliver.</p>
<p>52. Individual playgrounds have drawn up site specific plans for the summer. If for example, Key Worker Children were accommodated during the morning, would it be appropriate for them to join in afternoon session, open to other users?</p>	<p>Each playground needs to have risk assessed in order to plan their offer.</p> <p>Whilst under the Leicester localised lockdown this service can only be delivered to key workers children and vulnerable children and could only be offered more widely if the lockdown restrictions are lifted.</p>
<p>53. Would the Council liaise with OFSTED regarding us becoming effectively child care providers or would we need to do it individually?</p>	<p>The local authority is not asking the playgrounds to become childcare providers only to deliver the service, as regulated by their existing Ofsted registrations.</p>
<p>54. Would temporary service level agreements for adventure playgrounds need to be drawn up</p>	<p>As independent providers any service delivery agreed is between themselves and the service user.</p>

<p>or would arrangements be entirely between ourselves and parents and carers?</p>	
<p>55. Would all prospective key worker children fall within our existing age range?</p>	<p>No, they will be children of all ages and this is why we would aim to have all types of provision offering a range of services for parents to access the most appropriate for them.</p> <p>Providers should only offer places within the age range identified within their registration</p>
<p>56. If we are able to facilitate groups of children in the current circumstances would we have access to current risk assessments, as most of our risk assessments have been based on outside provision?</p>	<p>The protective measure guidance should be used for each provider to carry out their own risk assessment of their provision</p>
<p>57. Would any additional costs incurred for holiday providers be covered by the authority or individual families?</p>	<p>Key workers are working parents who will be paying for services they access, which are chargeable as prescribed by the type of registered provider. If it relates to free open supervised play and not childcare, the council already provides a financial contribution through a grant agreement.</p>