

Early Year Team
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Our Ref: EY208
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Early Years Bulletin

Dear Colleagues,

We hope you managed some time to relax over Easter and are now ready to tackle the Summer Term.

As I've said some time ago, we're committed to ensuring the Early Years pages are as informative as possible. If there is anything that you think is missing, please let us know so that we can continue to make improvements.

As always, if you need any advice or support, please contact the team at:

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Early Years Bulletin Worcestershire News and Reminders

Nursery Assessment/Specialist Nursery Review

Following an in-depth review with parents, mainstream and specialist providers and health stakeholders, we are intending to establish a model of support for 11(C)ID

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Group/Partnership Support

Are you working in partnership with other providers in your community? If so, do you meet

Wychavon Family Hub Young People Survey

If you live or access services in Wychavon, please take a few minutes to complete the following surveys, which will be used to shape the family hub support within Wychavon. Please also share with the families you work with.

Survey for families: [\(Ref B1\) Family Hub Consultation with Families, Children and Young People Wychavon \(office.com\)](#)

Survey for young people: [Wychavon Family Hub Young People Survey \(office.com\)](#)

Recruitment Reminder

Please don't forget that we can include any staff vacancies you are currently advertising via the WCF Facebook and LinkedIn pages. Please email comms@worcschildrenfirst.org with the following information if you wish to make use of this service:

- Job title
- Location
- Hours
- Brief description of role
- Link to your setting for more information and/or details of how to apply
- Closing date

Clean Hands, Safe Hands ~~We would like your feedback!~~

Public Health in Worcestershire launched the 'Clean Hands, Safe Hands' campaign in October 2022. As part of this campaign, a tool kit for schools and early years as well as other resources have been Developed.

Early Years Bulletin National News and Reminders

National Emergency Alert

On Sunday 23 April at 3pm the UK Government is testing an emergency alert service which will alert all mobile phones with a message and an alarm sound. The alerts are designed to warn residents about emergencies such as fires, flooding or extreme weather. As many of you are in contact with vulnerable people in our communities, we ask for your support in ensuring that they are aware of the test that will be taking place. You can find more information on the

National Literacy Trust

The National Literacy Trust have developed some free, downloadable early years resources aimed at parents and carers. The free [Walk and Talk](#) is a set of cards designed to support the quality and frequency of interactions between parents/carers and their child/ren.

The free resources are available in a range of [languages](#), and also include a [guide for Early Years practitioners](#)

Early Years Bulletin: Early Help and Safeguarding Update

Bruising on Babies

This [short video](#) provides advice to practitioners about seeking an explanation from the2 (m)1 Tw 2 Tr 1

Webinars for Parents/Carers

Autism West Midlands are running webinars for parents/carers during the Summer Term.

- Autism and Behaviour Monday 22^d May
- Autism and Anxiety Monday 12th June

For more information, please download the posters from [Google Drive](#)

Speech and Language Therapy (SaLT)

Before making a referral to SaLT, you must have signed parental consent. Referrals forms can be downloaded here <https://hacw.nhs.uk/childrenssl/>

The [Talking Point Progress Check](#) can be used to identify a child's support needs. Parents/carers can be directed to the [Toddler Talk](#) website for support.

To contact your local team:

East Team (Wyre Forest, Worcester and Malvern)

01562 714700

WHCNHS.SLTWyreforest@nhs.net

West Team (Bromsgrove, Redditch, Droitwich, Evesham and Pershore)

01527 488326

WHCNHS.SLTBromsgrove@nhs.net

Early Years Bulletin In the setting

Implementing Sensory Diets and Evaluating the Impact

Fairfield Day Nursery Emma Walkey, SENCo

A sensory diet is an individualised timetable or plan, made up of activities that enable a child's sensory processing needs to be met. The sensory based activities are specific to each child's individualised needs and are designed with varying frequencies and intensities throughout a child's session. The types of activities chosen are based on the child's interests, enjoyment and address their specific sensory system needs.

A summary of a sensory diet timetable could be:

8:00– 8:30am: Breakfast and exploratory play

8:30– 9:00am: Physical stimulation outdoors with pans and sticks/music wall (Tactile)(Auditory)

9:00– 9:10am: Calming/regulation time, pressure cuddles and foot massage (Proprioception)

9:10– 9.30am: Intensive/shared interactions, see IPM/motivated by bubbles (Visual)

9:30– 9:40am: Calming/regulation time, tickles with feathers/vibration cushion (Tactile)

9:40– 10:00am: Sensory room, sit in spinning top/dancing/jumping (Vestibular)

10:00– 10:15am: Snack time, ensure object of reference is used.

10:15– 10:20am: Nappy time, ensure object of reference is used.

The above sequence is then repeated and adapted according to the child's needs. The timetable is adaptable and incorporates the daily care routines too. As a setting it was clear that for the implementation of a successful sensory diet, the child required 1:1 support or a minimum of a 1:2 ratio. The practitioner's knowledge of the child is fundamental in the sequencing and choice of activities to enable sensory regulation. As a team we discussed the identified child's play cues, dysregulation cues, identifiable schemas, next steps and their levels, according to the early support materials. These greatly influenced the routine and activities.

We also felt it was important to have a calming/regulation activity immediately following a big, loud, physical or highly stimulating activity. This enables a child's sensory system to regulate more effectively. When evaluating the impact it was clear that the activities needed to be meaningful to the child, practical and address their specific needs. We have now implemented a sensory diet timetable with two of our children who have specific sensory needs; so far, we have seen an improvement in their ability to self-regulate throughout their sessions and they are beginning to engage and participate in interactive activities with a familiar adult.

Although using sensory diets as a strategy at Fairfield is in its early stages, we are excited about the impact and progress we have seen so far. We also found www.sensominds.com a useful tool when (h)-4 p-

