

Daycare settings
September 2022

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Outcomes Consultant

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Start Well Service

Bolton
Council



Hello!

Welcome to the Start Well briefing

Use the chat bar if you want to ask a question (remember everyone can see this!)

startwelbookings@bolton.gov.uk

What to expect...

- Our Start Well Team will lead the briefing
- The briefing slides will be made available to you following the session
- The session is Live with opportunity for discussions/ideas sharing throughout the session.

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2 year old take up

Take up of free funding by eligible 2year old children - Summer 2022

Page 3

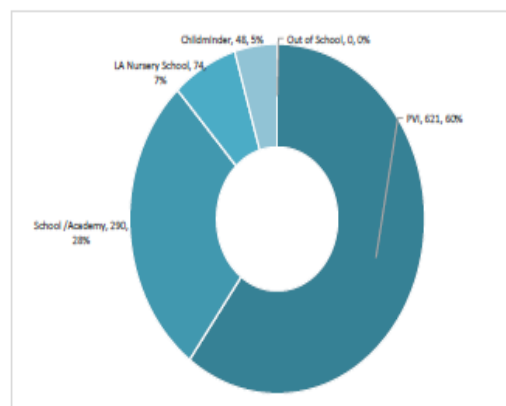
Population

| | |
|--|------|
| Total number of 2yo in Bolton | 3778 |
| Number entitled to a funded 15hr placement | 1432 |
| Percentage of the population who are entitled to funding | 38% |
| Number who are accessing their entitlement to a funded placement | 1033 |
| Percentage take up of entitlement | 72% |
| Number of entitlement checks completed, but which haven't resulted in a child appearing on the headcount | 291 |
| Percentage in good or better provision | 46% |
| Percentage in provision awaiting inspection | 24% |

Take up rate in each neighbourhood

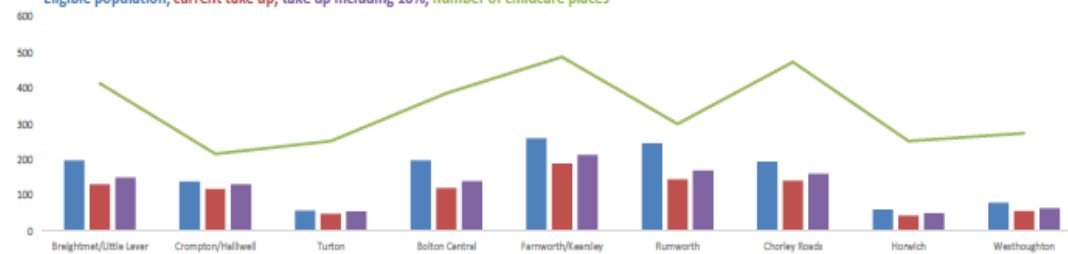
| Number of children who live in | from DWP list | from Headcount | % Take up |
|--------------------------------|---------------|----------------|-----------|
| Brightmet/Little Lever | 198 | 130 | 66% |
| Crompton/Halliwell | 138 | 117 | 85% |
| Turton | 57 | 48 | 84% |
| Bolton Central | 197 | 120 | 61% |
| Farnworth/Kearsley | 259 | 188 | 73% |
| Rumworth | 246 | 0 | 0% |
| Chorley Roads | 194 | 141 | 73% |
| Horwich | 60 | 43 | 72% |
| Westhoughton | 79 | 56 | 71% |
| None Bolton children | 0 | 45 | - |
| Postcode not provided | 4 | 0 | - |
| Bolton total | 1432 | 1033 | 72% |

Number of places taken up by provider type



2yo Funded placements capacity against population

Eligible population, current take up, take up including 10%, number of childcare places

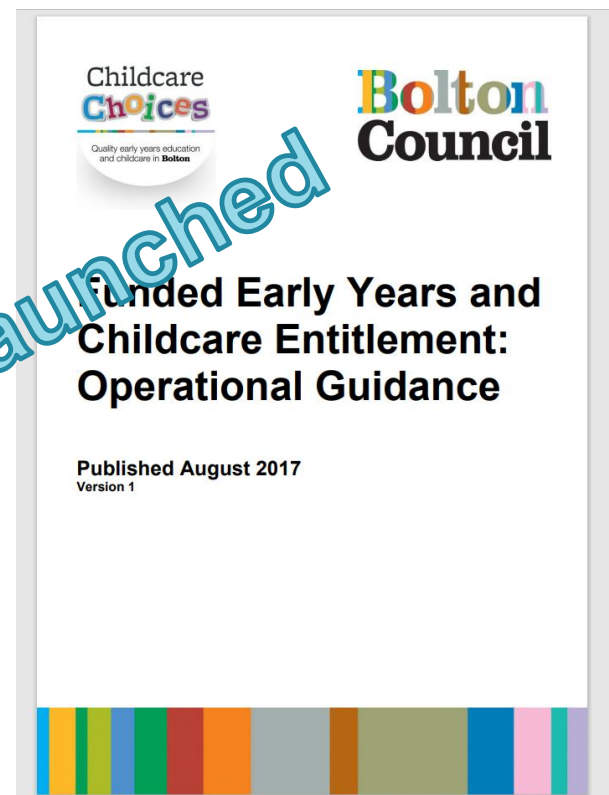


Funding Agreement and Operational Guidance

The Funding Agreement

The Funding Agreement is the legal contract between the Council and the Provider setting out the terms and conditions of the Funded Early Years and Childcare Entitlement.

All Providers who wish to offer the Funded Early Years and Childcare Entitlement are required to accept the terms and conditions of the Funding Agreement when they become an eligible funded entitlement provider.





Sufficiency data

- Email /extranet notification then a ring round to settings and schools to determine capacity and vacancies
- Autumn, Spring and Summer
- Vital we have correct information to inform providers and parents
- Portal Update in December / January
- Please participate and complete the exercise when contacted.



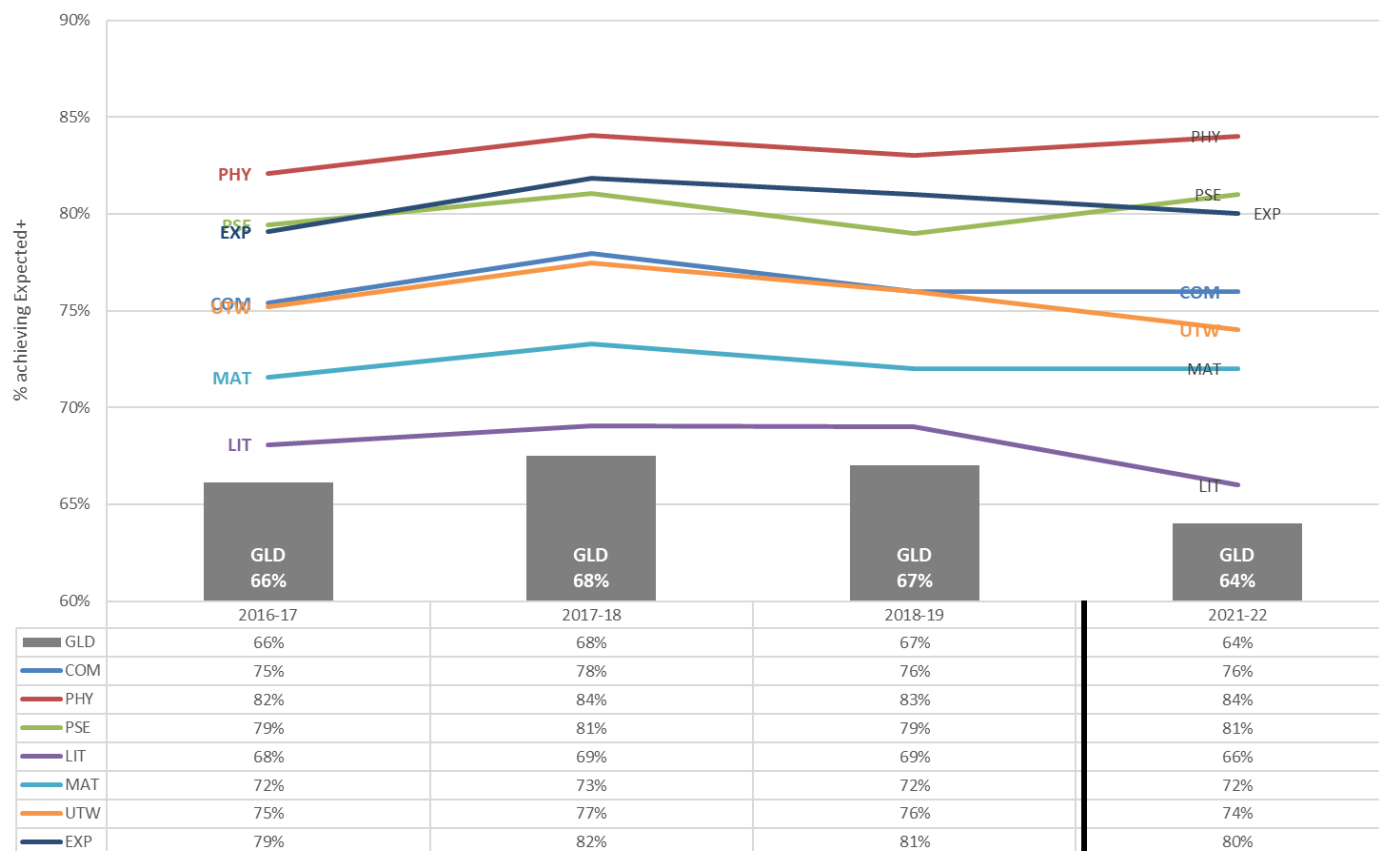
EYFSP 2022

New assessment framework

- New assessment Framework. Not like for like comparison with 2019
- Areas of learning same but ELGs have changed.
- Good Level of Development calculated in same way.
- No exceeding judgements
- No statutory LA moderation requirement for new EYFS Profile

- Following data unverified

Bolton Trend in Percentage Achieving Expected+ in Each Area of Learning against Good Level of Development



Good Level of Development (GLD) by Groups

| Group | 2019 | 2022 |
|--------------------|-------|------|
| Disadvantaged | 52.2% | 50% |
| Non –disadvantaged | 70.3% | 66% |
| Summer born | 56.9% | 52% |
| Autumn born | 77.5% | 74% |
| Girl | 75.8% | 71% |
| Boys | 59.3% | 57% |
| EAL | 60.8% | 54% |
| SEND support | 22.9% | 18% |
| SEND EHC | 2.2% | 2% |

- Gender gap 14% (17% in 2019)
- Disadvantage gap 16% (18% 2019)
- Children with SEND total 431 children 66 (15.3%) GLD

Context by Neighbourhood

| Neighbourhood | Pu | Disadvantaged | | LAC | | EAL | | BME | | SEN | | 30% Most Deprived | | 10% Most Deprived | |
|------------------------|-------------|---------------|--------------|-----------|-------------|-------------|--------------|-------------|--------------|------------|--------------|-------------------|--------------|-------------------|--------------|
| | | | | | | | | | | | | | | | |
| | 3878 | 551 | 14.2% | 16 | 0.4% | 1216 | 31.4% | 1647 | 42.5% | 431 | 11.1% | 2487 | 64.1% | 1167 | 30.1% |
| Brightmet/Little Lever | 410 | 94 | 22.9% | 5 | 1.2% | 37 | 9.0% | 67 | 16.3% | 72 | 17.6% | 289 | 70.5% | 158 | 38.5% |
| Crompton/Halliwel | 416 | 72 | 17.3% | 1 | 0.2% | 196 | 47.1% | 268 | 64.4% | 51 | 12.3% | 375 | 90.1% | 250 | 60.1% |
| Turton | 412 | 33 | 8.0% | 1 | 0.2% | 27 | 6.6% | 62 | 15.0% | 32 | 7.8% | 108 | 26.2% | 23 | 5.6% |
| North District | 1238 | 199 | 16.1% | 7 | 0.6% | 260 | 21.0% | 397 | 32.1% | 155 | 12.5% | 772 | 62.4% | 431 | 34.8% |
| Central/Great Lever | 345 | 45 | 13.0% | 2 | 0.6% | 221 | 64.1% | 273 | 79.1% | 33 | 9.6% | 323 | 93.6% | 121 | 35.1% |
| Farnworth/Kearsley | 539 | 122 | 22.6% | 2 | 0.4% | 99 | 18.4% | 153 | 28.4% | 93 | 17.3% | 449 | 83.3% | 201 | 37.3% |
| Rumworth | 675 | 87 | 12.9% | 2 | 0.3% | 410 | 60.7% | 514 | 76.1% | 71 | 10.5% | 523 | 77.5% | 271 | 40.1% |
| South District | 1559 | 254 | 16.3% | 6 | 0.4% | 730 | 46.8% | 940 | 60.3% | 197 | 12.6% | 1295 | 83.1% | 593 | 38.0% |
| Chorley Roads | 543 | 49 | 9.0% | 2 | 0.4% | 143 | 26.3% | 239 | 44.0% | 41 | 7.6% | 289 | 53.2% | 135 | 24.9% |
| Horwich | 258 | 26 | 10.1% | 0 | 0.0% | 15 | 5.8% | 41 | 15.9% | 12 | 4.7% | 68 | 26.4% | 2 | 0.8% |
| Westhoughton | 280 | 23 | 8.2% | 1 | 0.4% | 9 | 3.2% | 28 | 10.0% | 26 | 9.3% | 63 | 22.5% | 6 | 2.1% |
| West District | 1081 | 98 | 9.1% | 3 | 0.3% | 167 | 15.4% | 308 | 28.5% | 79 | 7.3% | 420 | 38.9% | 143 | 13.2% |

South – EAL 46.8% (730) 60.3% BME (940) to consider Central Gt L/ Rumworth also Crompton and Chorley Roads

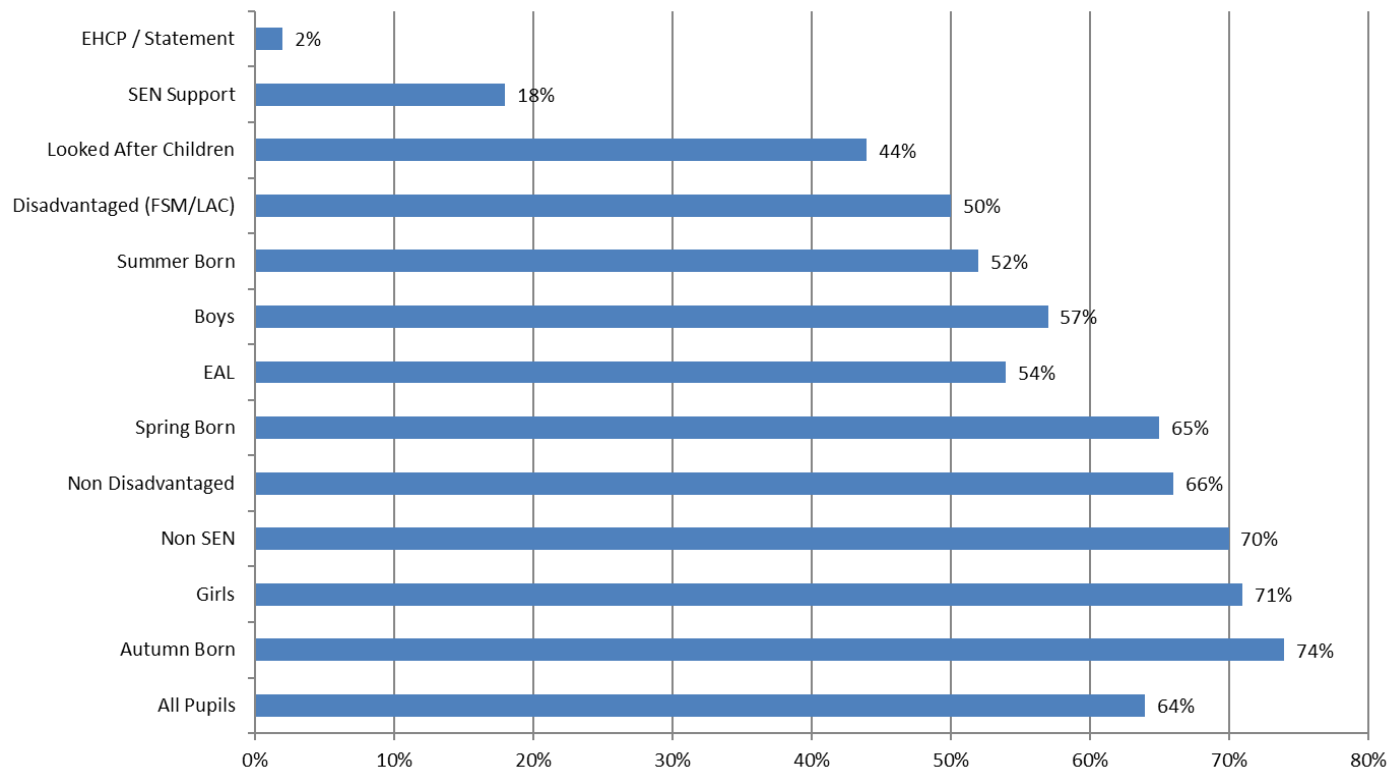
- North- Crompton HW 60.1% live in 10% most deprived area
- Rumworth, Brightmet/ LL, FW/ Kearsley, Central /Gt L – between 35-40% live in 10% most deprived

| | 2019 GLD by Neighbourhood | 2022 GLD by Neighbourhood |
|-------------------------|------------------------------|------------------------------|
| Turton | 77.2 | 74.8 |
| Westhoughton | 76.2 | 72.9 |
| Horwich | 75.4 | 72.9 |
| Chorley Roads | 69.2 | 67.9 |
| Rumworth | 66.4 | 62.1 |
| Central/ Great Lever | 65.9 | 56.2 |
| Crompton/ Halliwell | 63.8 | 56.0 |
| Farnworth/ Kearsley | 61.1 | 58.8 |
| Brightmet | 59 | 54.3 |

Variation across Neighbourhoods

Note that there is still the same trend re: AOL per neighbourhood with a slight change in position between Crompton and Central.

% Pupils Achieving a Good Level of Development - by Vulnerable Group - 2021-22



Autumn on entry assessment meetings



- Clusters meetings organised by nominated school & setting leads.
- Venue, dates and times TBC (week before half term)
- Agree focus for meeting- TBC (PSE)

Transition

- Review current materials for 22-23
- Develop on-entry to Nursery and on-entry to Year 1 materials
- Further support Enhance Transition materials

Transition to school information form

| | | |
|---|--|----------------|
| Name of EY setting or childminder | | Photo of child |
| Name of allocated school | | |
| Child's full name | | |
| Date of birth | | |
| Date started at EY setting or childminder | | |
| Attendance e.g. good, or poor? | | |
| Weekly hours attended e.g. 15 hours / 30 hours or other | | |
| Home language - EAL? | | |
| Spoken language in setting | | |
| Medical information e.g. allergies | | |

| | | | |
|-------------------------------|--------|-----------------------------------|--------|
| Speech and language concerns? | Yes/No | Any previous or active referrals? | Yes/No |
| LAL / EY PEP? | Yes/No | Early Help? | Yes/No |
| SEN involvement? | Yes/No | Child in need plan? | Yes/No |
| EHCP in place or in progress? | Yes/No | Child protection plan? | Yes/No |

Profile of the Child

What makes the child unique? How do they learn? What do they like? What are the characteristics of effective learning?

Learning and Development

| Starting school information (from Development Matters and Birth to Five) | Working towards or secure | Additional comments |
|---|---------------------------|--|
| I understand questions or instructions that have two parts, such as "Get your coat and wait at the door". I can talk about rhymes and books and tell a story. | | Communication and Language |
| I use longer sentences of 4-6 words. | | |
| I use talk to organise my play and repeat: "Let's go on a bus, you sit there, I'll be the driver". I can listen attentively and respond to what I hear. | | |
| I play with at least one or more children, understanding and elaborating my ideas. | | Personal, Social and Emotional Development |
| I remember and increasingly follow rules. | | |
| I can talk about my feelings using words like happy, sad, angry, and worried. | | |
| I talk to my friends to solve problems that might happen when we are playing. | | |
| I am independent when meeting my own care needs like brushing teeth, toileting, washing myself and washing my hands. I understand the importance of healthy life choices like exercise, eating healthy, personal hygiene, teeth brushing etc. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. | | Physical Development |
| I use large muscle movements to wave flags or streamers, paint, mark make or catch a large ball, basketball, or an object. I can go up steps and stairs, or climb up apparatus, using alternate feet. | | |
| I can use a comfortable grip with good control when using pens and pencils. | | |
| Dominant hand (L/R) undecided? | | |
| I can get dressed and undressed independently, for example putting my coat and shoes on and taking them | | |

's one page profile!

What's good about me?

What do I like about myself?

What do other people like about me – friends, teachers, parents,...

Things I really like...

What are my favourite things about school?

What do I like to do out of schooltime?

What things/people are very important to me?

How to support me.

What strategies work with me? Is there anything that might upset/worry me?

Are there any routines/resources I need?

Do I have a reward system in place?

How do I learn best?

What kind of discipline do I respond to/not respond to?

Other information.

My photo goes here!

Bolton Council



Suzanne Pendleton

START WELL LEAD FOR SEND AND INCLUSION

Suzanne qualified as a teacher in 1997 with a BE.d (Hons). She also holds Early Years Professional Status. She has taught in primary schools across the primary phase and children's centres. Senior leadership roles include: SENCO, Children's Centre Lead Teacher, EYFS Lead, Early Years Advisory Teacher, Local authority trainer, LA Inclusion Lead and Assistant Head Teacher across Salford and Bury.

Suzanne is now the Start Well Lead for SEND and Inclusion with responsibility for developing inclusive practice across early years providers, including the implementation of the SEND Code of Practice.

Safeguarding Updates

- As you are aware, the **Step Down** process was reviewed last year. A number of colleagues have asked for the process and guidance to be shared again, including to our partners.
- It is important our partners understand the process and that we have a shared understanding across the partnership about step down.
- Please find attached the Step Down Guidance and process for Step Down to Lead Professional (partner agency) which is also available on the Early Help webpage here [Early help and working together – Bolton Safeguarding Children](#)
- [step-down-guidance \(boltonsafeguardingchildren.org.uk\)](http://boltonsafeguardingchildren.org.uk)
- [step-down-to-early-help-process-partners-as-lp \(boltonsafeguardingchildren.org.uk\)](http://boltonsafeguardingchildren.org.uk)



Safeguarding Updates

- Inspecting safeguarding in early years, education and skills settings - GOV.UK (www.gov.uk)
- Ofsted Update from the 1st September 2022, to clarify the purpose of this guidance and to reflect 2022 changes to the DfE guidance '**Keeping children safe in education**': these include updates to reflect DfE advice on how to prevent and respond to reports of sexual violence and harassment between children, an additional paragraph to clarify that inspectors will consider evidence on whether governing bodies and proprietors do all they reasonably can to limit children's exposure to risks through the setting's IT system, and clarifying that "staff" includes supply teachers, volunteers, tutors and contractors. Updated information on how inspectors report on safeguarding concerns they encounter on inspection. Clarified that inspection activity is reliant on providers' integrity and cooperation.
- This is referred to in the Statutory Framework for the early years foundation stage – Section 3 - see 3.7



Important changes to note about Child Protection Conference Arrangements:-

- **Review Child Protection Conferences** - As of Monday 3rd October 2022, all Review Child Protection Conferences will be returning to face to face where possible.
- Social Workers will be informing families of the changes and administrators will be informing practitioners. However we would ask that you share this email with practitioners and, if possible, include this information on internal newsletters/service bulletins.
- These changes have been made in response to feedback.



Ofsted Trends Latest feedback from RI & Good

Requires Improvement -

- improve planning to ensure that learning opportunities are challenging children's thinking and encourage them to persist and maintain high levels of focus
- provide staff with additional support and guidance to enable them to further assist children with their speech development through high-quality interactions
- improve the curriculum for children's personal, social and emotional development, in particular opportunities to help children understand and follow nursery rules / adapt the curriculum for outdoor learning to ensure that children who learn best in this environment are provided with challenging learning opportunities

Good -

- continue to develop staff practice so that correct speech is consistently modelled to children / model correct language consistently across all areas of practice / develop staff's skills further when using questioning and extending children's use of language
- enhance opportunities for children to embed their independence skills
- use appropriate strategies to support children's understanding of the rules and boundaries for expected behaviours
- offer children appropriate challenge for their age and stage of development
- develop further consistent early intervention work that supports all children with SEND to achieve to their fullest potential and support babies and younger children in developing their early language skills

WHAT'S NEW

How is StartWell going to support your in 22/23

| You said..... | We did... |
|--|--|
| You wanted us to return to more face-to-face training | Added more face-to-face courses such as Getting it right in 2022 AYR was returned to face-to-face delivery |
| You asked for more support with OAP | We offered a 4-week review, advice, support, and guidance materials to address OAP via Facebook |
| You asked for courses to support you to support children's challenging behaviour | We introduced 2 modules on self-regulation |
| You asked for business support | We introduced a the business planning and support pages https://www.boltonstartwell.org.uk/homepage/22/early-years-providers-business-planning-and-support |
| You requested support for home learning | We have a vibrant page containing regular ideas from different settings and seasonal activities for children to access in their local area. |
| You asked for more networking opportunities | We offered managers groups, Out of school Clubs network opportunities. |

Early Education Improvement Group

| Cluster | Head Teacher | EY Leader N/W/S |
|---------------|---|-----------------------------|
| 1 | Jo Grundy – The Oaks | |
| 2 | Alison Barron – Blackshaw | Jenna Philburn – Tonge Moor |
| 3 | Jenni Willis –St Teresa's | |
| 4 | Katie Hague – All Saints (Chair of Group) | |
| 5 | Claire Lightbown - St William of York | Carrie Wootton – St Bede's |
| 6 | Phil Ivory – St George's | |
| 7 | Dominique Hayes - St Marys | |
| 8 | Gemma Partington – Sharples | |
| 9 | Sarah Barlow - Gaskell | |
| 10 | Lisa Lane – Thomasson Memorial | Sarah Prendergast - Lostock |
| PVI providers | Angela Bibby – Bright Futures | |
| | Carly Morrison – Little Lambs | |
| | Jasmin Sanders – Bolton School Nursery | |
| | Zeenat Lulat - Willow Tree | |
| | Sophie Hutton – Canterbury's | |



WHAT'S NEW

How is StartWell going to support you in 22/23

- StartWell visit (*personalised and targeted based on settings area for development and Ofsted priorities*)
- Keeping In touch contact (*online, call, emails*)
- Courses and training
- Facilitated networks
- Professional advice

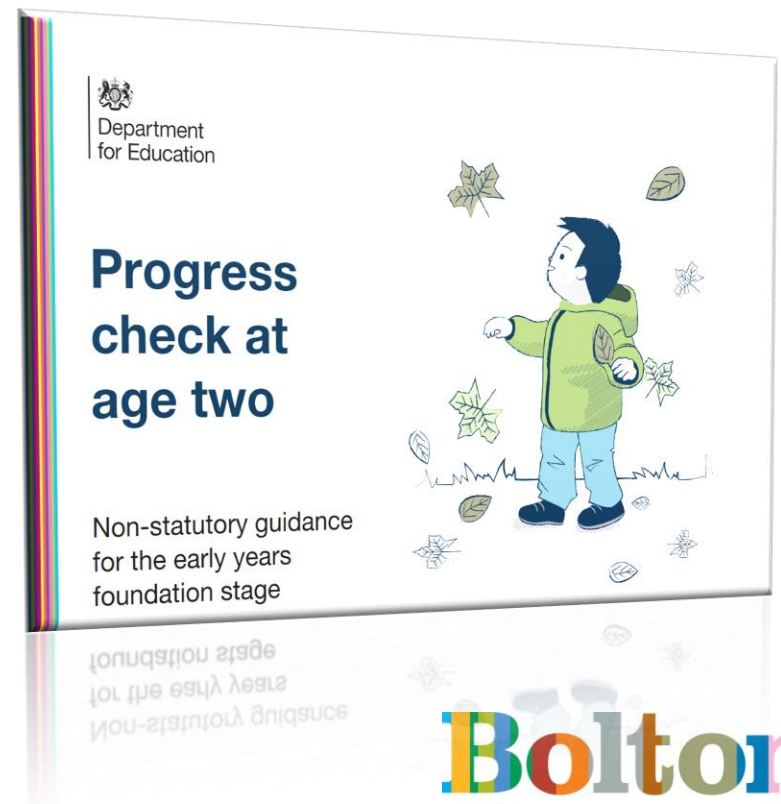


WHAT'S NEW

- StartWell recorded briefings
- **2 year old Network** meeting Public Health Matron, lead from EYCLDS, SEND, Locality and Quality and Outcomes
- 1st session hosted All Saints early Nov
- Early Feb/ Early May need host for 30 practitioners

2YO network focus -Progress Check at age two

- DfE has published new EYFS [guidance](#) to provide support for early years practitioners completing the statutory progress check at age two
- Non-statutory guidance to help practitioners review children's development across the 3 prime areas
- Accompanying [vodcast](#) Ofsted; Health; EY providers
- [blog](#) why progress check is important as we recover from the impact of the pandemic.





WHAT'S NEW

- **Bolton EY Community of Practice-**
Communication and Language 6th Oct at St Michaels then other EYPDP providers.

Funding

- **DfE Consultation – Early Years Funding Formulae** is about how the LA is allocated EY funding rather than the local formula and the impact on settings.
- Bolton would gain 4.4% on the 3 / 4 year old rate and 1.1% on the 2 year old rate as a result of the redistribution proposals.
- It also covered the extension of the maintained nursery schools supplementary funding
- Acutely aware of financial challenges for Providers in Bolton - local case studies wanted
- **The challenge:** *You may include recruitment and retention of staff, impact of cost of living on provision and parents, increased in bad debts, funding issues, changes in childcare requirements, reduced take up*
- **The impact;** *e.g. possible impact on viability of business, reduced take up, staffing issues, offering a reduced childcare offer, Increases in overheads (give examples)*
- **The solution:** *what would you suggest? From Government and or Local Authority*
- **Lessons learned:** *what have changes have you made that has mitigated any issues*





Network discussion

What changes have you made/making during these challenging times?

Bolton College employer engagement events

The meetings will include:

- Requests of information
- Resources and early years updates to inform our curriculum to ensure we are delivering the most up to date information
- Work placement requirements
- Updates on Level 2 and Level 3 EYE qualifications
- T Level Education and Childcare
- Early Years staff CPD requests & courses available
- Jennifer Walker
<Jennifer.Walker@boltoncc.ac.uk>

The dates for the sessions are:

- Wednesday 5th October 2022 5pm-6pm
- Wednesday 2nd November 2022 5pm-6pm
- Wednesday 4th January 2023 5pm-6pm
- Wednesday 1st February 2023 5pm-6pm
- Wednesday 1st March 2023 5pm-6pm
- Wednesday 5th April 2023 5pm-6pm
- Wednesday 3rd April 2023 5pm-6pm

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The zoom link to join is:

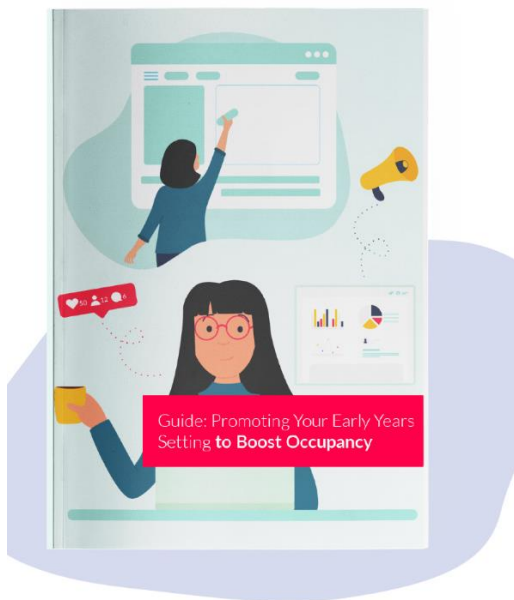
Join Zoom Meeting

- <https://clicktime.symantec.com/15t5ZroVtt3irwjTFgU1K?h=hM2EAVHMDqc5V9BrcjVgCtuRks7-z7rfdiiNo4IjaFo=&u=https://boltoncc-ac-uk.zoom.us/j/81462673703?pwd%3DeFlndU83cExFQTREbmRLcy95YWU2UT09>

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Early Years Providers Business Planning and Support

[Home](#) / [Resources](#) / [Early Years Providers Business Planning and Support](#)



Get tips and tricks for how you can take your setting's promotional efforts to the next level to get your message out there and boost occupancy!

To find out more, visit:

- [Guide: Promoting Your Early Years Setting to Boost Occupancy | Family](#)
- [7 Ways to improve your occupancy rate | Family](#)

Childcare Regulatory Changes

- This DfE consultation sought views on proposals to:
- change the current statutory minimum staff:child ratios in England for 2-year-olds from 1:4 to 1:5
- change the early years foundation stage statutory framework (the EYFS) to be explicit that childminders can care for more than the specified maximum of three children under the age of 5 if they are caring for siblings of children they already care for, or if the childminder is caring for their own baby or child
- make the Early Years Foundation Stage statutory framework (EYFS) explicit that 'adequate supervision' while children are eating means that children must be in sight and hearing of an adult
- Awaiting results and DfE response



Communication and Language

- Date of online Communication Champion briefing 12.10.22 3-4 pm
- EYCLDS will be contacting settings to offer support to complete a wellcomm assessment and linked intervention cycle, with the intention of embedding the Bolton pathway/ use of tools to fidelity- more info at the briefing
- Help line 01204 338349 leave a voice mail or email startwell@bolton.gov.uk and request EYCLDS support and someone will get back to you.

Bolton's Early Years Bookstart Offer

Babies

- Bookstart Baby bag - includes two board books, a rhyme sheet and a booklet of tips and ideas for sharing books with children from a very young age.
- Available from Health Visitors
- One for every child - Dual language and additional need packs available on request through the library service.

'It's good to enjoy stories, books and rhymes with your child from as early an age as possible. Babies don't need to understand all the words, they will just love to listen to your voice'



Bolton's Early Years Bookstart Offer

1-2 year olds - **New 2022**

- Bookstart Toddler- pack contains two books, finger puppet, rhyme sheets and a game. With tips of best use written on the cardboard box.
- Given to targeted families by health visitors in the 18 months check.
- Targeted families decided by deprivation factors.
- The pack is for identified families who would benefit from an additional pack in these crucial years.





- Bookstart Pre-schooler - pack contains two books, crayons, activities and a game. With tips of best use written on the cardboard box.
- Delivered to **targeted** settings across Bolton through the library service.
- Settings decided by good level of development index, number of early 2's and deprivation figures.
- All children at the chosen settings will receive a pack.
- In previous years, every setting received packs.

[illegible]

Bolton
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• Bolton's Bookstart Coordinator

- Caroline Hall - Caroline.Hall@Bolton.gov.uk Library Access Officer, Le Mans Crescent, Bolton

Next Step Bookstart journey

Time to Read programme - Reception aged students

Bookstart work directly with schools to deliver books for this age group.



Bolton Start Well E-learning

A number of professional development courses are available to you via the Bolton Start Well E-learning platform.

To find an E-learning course, go to the [course booking page](#), choose 'E-learning' from the 'All Locations' option and click search.



Find Your Course

A screenshot of the "Find Your Course" search interface. It features five dropdown menus arranged in two rows: "All Roles", "All Categories", "All Locations", "All Types", and "All Durations". Each dropdown menu has a downward-pointing arrow. To the right of these menus is an orange button labeled "SEARCH". Two black arrows originate from the text "choose 'E-learning' from the 'All Locations' option" in the paragraph above. One arrow points to the "All Locations" dropdown menu, and the other points to the "SEARCH" button.

Accessing E-learning courses is easy - once you have completed the usual online booking process you'll receive confirmation then you can then log in to the E-learning platform and begin your training.

Logging in to E-learning -access via [our website](#) –look in the menu for E-learning! To be added to the e-learning platform, email StartWellBookings@bolton.gov.uk to confirm your email address and receive login details. Email addresses must be individual to you and not your setting e.g. manager@office@ etc will not be accepted.



Updated eLearning



[The Number Journey](#) > [The Number Journey](#)

Available from: 09:21, 13/01/2022

New module added

[Get started](#)

Course Description

This E-Learning package is available upon request to access any time.

The package includes:

1. Number Journey module. **Updated August 2022**
2. Understanding Counting and Cardinality module.
3. Subitising module.
4. Spatial Awareness module.

The Number Journey

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Statutory Framework for the EYFS 2021

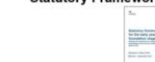
To guide us in teaching mathematics in early years, we have the [Statutory Framework for the Early Years Foundation Stage](#). Revised in 2021, this outlines the activities and experiences we must provide for our Early Years children.

Read and consider the Mathematics Educational programme (Click the link above and scroll to page 10).

- Which of these things do you already do?
- Which could you do better?
- Which do you need to do more of?

The Number Journey can support you to achieve this.

Statutory Framework for the EYFS 2021



Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shapes, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, ask to adults and peers about what they notice and not be afraid to make mistakes.” p.10

The Number Journey

The Number Journey

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Mathematics Early Learning Goals

These are the mathematics levels of development children are expected to attain by the end of the EYFS (end of Reception) as defined by the Early Learning Goals (ELG).

The Number Journey training will support Early Years teaching and learning so that by the end of Reception, children are able to reach the current ELG in Number.

Mathematics Early Learning Goals

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitize (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Statutory Framework for the EYFS (page 13-14)



Learning and Development – Training Information for 2022-2023

[Working with children – Bolton Council](#)

Free Mental Health Training in Bolton



To access the Mental Health Programme and to book a place on any of the courses [mental-health-training-programme-2022-2023 \(bolton.gov.uk\)](https://www.bolton.gov.uk/mental-health-training-programme-2022-2023)

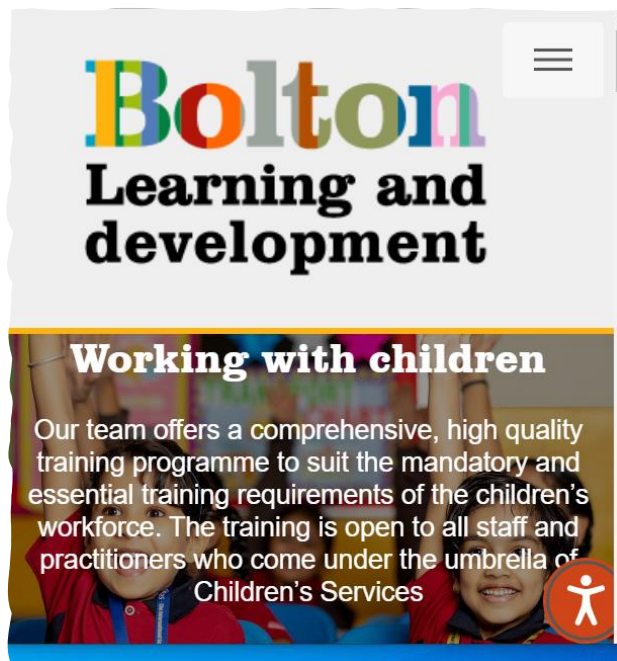
- 5 Ways to Wellbeing
- Connect 5 - Making Mental Wellbeing Conversations Work
- Living Life To The Full (LLTTF)
- Mental Health Awareness
- Mental Health Champions
- Mental Health First Aid
- SafeTALK (Suicide Prevention)
- Applied Suicide Intervention Skills Training
- Dying, death and grief in the age of covid and beyond
- LGBT+ Awareness
- Bet You Can Help Now! (Problem Gambling)
- Domestic Violence and Abuse and Mental Health



We now have over 150 courses available on our ME Learning training platform

- Wide variety of courses from GDPR to Fire Safety Awareness
- You can repeat training at any time
- You can dip in and out of a course and your progress will be saved
- You will have a full record of all the courses you have completed
- The cost of a licence is **just £25 per person (+VAT)**, this will give you **unlimited access through to 31st March 2024**
- For those who do not yet have a licence, please email your request for a licence or further information to e-learning@bolton.gov.uk

New Children Training Webpages



Look out for our new Webpages, they will have details about:

- All our training and forthcoming events
- Links to Safeguarding, Mental Health and our General training programmes

Don't forget, if you want any training delivered bespoke to your setting / organisation please email

learninganddevelopment@bolton.gov.uk with your request.

News

Health and Safety

Childminders

Safeguarding

Foster Carers

Mental Health

Me-Learning

New course booking form

- Our New electronic booking form is now live. Please use this link to book your place on any of our courses

[nomination form.](#)

- Alternatively, you can use this QR Code





Reminders

To access our webpages, follow this link:

[Working with children – Bolton Council](#)

To access FREE Mental Health training for all your staff

[mental-health-training-programme-2022-2023 \(bolton.gov.uk\)](#)

To request a Me-Learning licence send an email request to:

e-learning@bolton.gov.uk

Learning and Development – Training for 2022-2023

[Working with children – Bolton Council](#)



We now have over 150 courses available on our ME Learning training platform

- Wide variety of courses from GDPR to Fire Safety Awareness
- You can repeat training at any time
- You can dip in and out of a course and your progress will be saved
- You will have a full record of all the courses you have completed
- The cost of a licence will remain at just £20 per person for 12 months use and access to all the courses as many times as you wish
- Licences are due for renewal in April 2022, for those with licences, you will receive an email asking you to renew
- For those who do not yet have a licence, they are available from learninganddevelopment@bolton.gov.uk

Latest training courses

Visit: <http://www.boltonstartwell.org.uk/courses/>

October 2022

11/10/22 | 9:30am - 11:30am | [Daycare - Are you Ready for your Ofsted Inspection?](#)
12/10/22 | 6:30pm - 8:30pm | [Childminders - Are you Ready for your Ofsted Inspection?](#)
12/10/22 | 3:00pm - 4:00pm | [EYFS Briefing for Communication Champions](#)

November 2022

08/11/22 | 9:30am - 11:30am | [Safeguarding Policy into Practice](#)
10/11/22 | 6:30pm - 8:30pm | [Safeguarding Policy into Practice](#)
25/11/22 | 9:30am - 11:30am | [Working with Two Year Olds](#)
29/11/22 | 10:00am - 12:30pm | [Ages and Stages Questionnaires \(ASQ\)](#)

February 2023

07/02/23 | 10:00am - 12:00pm | [Out of School Clubs - Are you Ready for your Ofsted Inspection?](#)
07/02/23 | 6:30pm - 8:30pm | [Childminders - Are you Ready for your Ofsted Inspection?](#)
16/02/23 | 9:30am - 11:30am | [Daycare - Are you Ready for your Ofsted Inspection?](#)



Latest training courses

Visit: <http://www.boltonstartwell.org.uk/courses/>

March 2023

17/03/23 | 9:30am - 11:30am | [Working with Under Twos](#)

23/03/23 | 1:30pm - 4:00pm | [Ages and Stages Questionnaires \(ASQ\)](#)

April 2023

20/04/23 | 1:30pm - 3:30pm | [Safeguarding Policy into Practice](#)

20/04/23 | 6:30pm - 8:30pm | [Safeguarding Policy into Practice](#)

May 2023

18/05/23 | 10:00am - 11:30am | [EYFS Out of School Club \(OOSC\) Briefing and Network](#)

June 2023

15/06/23 | 3:30pm - 6:00pm | [Ages and Stages Questionnaires \(ASQ\)](#)

News and update

Website news pages

[Latest news – Bolton Start Well](#)

Twitter

- [Bolton Start Well](#)

Facebook - Providers

- [Bolton Start Well](#)
- [COVID 19 – Early Years Bolton](#)
- [Bolton Start Well for OOSS](#)
- [Bolton Start Well for Childminders](#)
- [Bolton Start Well for Daycare Providers](#)
- [Bolton Start Well for Early Years Schools](#)

Facebook - Bolton early years families (and providers)

- [Bolton Start Well at Home](#)



Bolton
Council

Join our mailing list

Early Years Update

Welcome to the latest update from the Bolton Start Well Service, covering all the news from the government, public health and other agencies affecting EYFS in Bolton.



If you would like support and advice, Start Well will be on hand to call you.

Please contact the office on: **01204 33 8149** or email startwellbookings@bolton.gov.uk and you will be directed to the right person.

In this update:



Subscribe: [Early Years Update](#)

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