



EYQI Updates

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<https://www.sthelens.gov.uk/EarlyYearsHub>



Week beginning

13.4.26

Upcoming training announcements

LOOK OUT FOR THE SUMMER 2026 TRAINING BOOKLET OUT SOON...

Moderation for Reception Class Teachers & EYFS Leads

1:00pm – 4:00pm Wednesday 13th May 2026

Venue: The Living Well, Willowbrook, Alex Suite

LOOKING AT THE NEW DFE MODERATION MATERIALS AND WEB SITE
and moderating evidence.

EY HUB DAY.

**Focus on St Helens Communication and Language pathway
and interventions.**

EYHUB Network Meeting for Settings

9:00am – 12:00noon Wednesday 10th June 2026

EYHUB Network Meeting for Schools 1:00- 4:00pm

Wednesday
10th June 2026

EYHUB Network Meetings for Childminders (online)

6:30pm – 8:00pm Wednesday 17th June 2026

Drawing club with Gregg Bottrill

TUESDAY 2 JUNE 9:30 – 12 IN REAL LIFE!

EYFS teachers are invited to step into the magic of Drawing Club UK with Gregg Bottrill. Gain fresh ideas for weaving drawing, narrative, and adventure into your early years practice.

See the attached poster for more information.

Venue: Living Well. Willowbrook

FOR ALL BOOKINGS PLEASE FOLLOW THE LINK:

<https://www.trybooking.com/uk/FDJU>

Keep your contact details up to date with the team

We have previously contacted all providers to support the updating of our records for early years settings across St Helens. Having accurate and up-to-date information is vital in helping us to offer the right support, plan services effectively, and maintain clear and timely communication across the sector.

If there have been any changes to staffing roles or responsibilities from September 2025, we kindly ask that you take a few moments to complete the survey. This information is essential in ensuring our records remain accurate and that the team has the correct contact details.

Thank you for your continued cooperation and for the important work you do to support children and families.

<https://forms.cloud.microsoft/e/n5AtTkWLgp>

Speech and Language UK FREE RESOURCES

They're the foundations of future learning, wellbeing, and even employment. Recognising that is a big part of creating the inclusive mainstream learning environments children need to thrive. The Government's Schools White Paper made clear that when we put inclusion first, everyone benefits – and our online learning bundle for early years professionals can help you do just that.

[White paper bundle: Early years](#)

Build confidence, skills, and knowledge.

Our Learning Centre is packed with resources, tools, and strategies designed especially for you. Our free early years audit tool is just one example. This can help you to:

- see what you're already doing to support children's speech, language, and communication
- think about what might be missing make a plan to create a more communication-supportive environment. [I want to learn](#)

Then, once you've created your action plan, you can head back to the Learning Centre for more advice on making those changes happen!

Questions about the audit tool or our white paper bundles? Just email info@speechandlanguage.org.uk.

[White Paper Bundle - Early Years](#)

Help improve the 'Check an early years qualification' online service

The Department for Education is inviting early years professionals to share their feedback on the 'Check an early years qualification' online service. If you're a setting manager, childminder, or a practitioner, your experience matters.

We would love to hear about your experience by completing the survey below.

https://dferesearch.fra1.qualtrics.com/jfe/form/SV_bvzLkfocZqllDye?Origin=newsflash

Your feedback will help us understand what works well and where the service could be improved, so we can better support people working in early years.

If you have any questions, please contact us at research.early-years-quals@education.gov.uk

Please feel free to **share this survey with colleagues or staff who may be interested.**

[Complete the survey here](#)

SEND REFORM

Dear Colleagues,

We were advised that this SEND consultation will significantly influence the reform of the SEND in England. Please share your views. It is everyone's chance to say what is working and what should change.

The DfE is seeking views through a formal consultation on proposals for SEND reform, alongside publication of the Schools White Paper.

The consultation document outlines proposals to improve children and young people's outcomes; and make support more consistent, timely and accessible, and explains what changes could mean for children and families and those working across education, health, care and local government.

[SEND reform - Department for Education - Citizen Space](#)

Martyn's Law statutory guidance April 2026

What Martyn's Law Does

Martyn's Law requires those responsible for certain public premises and events to:

- Assess the risk of a terrorist attack.
- Take "reasonably practicable" steps to reduce vulnerability.
- Prepare staff and plans so they can respond effectively if an attack occurs.

The law aims to ensure venues are better prepared and protected, improving public safety across the UK.

The Home Office has now published the Terrorism (Protection of Premises) Act 2025 section 27 statutory guidance.

[Terrorism \(Protection of Premises\) Act 2025 Statutory Guidance](#)

Starting Reception

Starting school is an exciting milestone.

To help make the transition into Reception as smooth and positive as possible please can you encourage early years settings to share the following resources from Starting Reception with parents and carers:

- [Starting Reception website](#)
- [Starting Reception Guide \(Downloadable PDF\)](#)

Starting Reception is a free, practical online resource **designed to support parents and carers in preparing their child for school**. It offers simple activities, helpful advice and clear guidance on the key skills and routines that help children feel confident and ready for their first day.

Starting Reception have also provided guides for Potty Training and Children's Toothbrushing. Children being able to use the toilet independently and having healthy routines such as brushing their teeth is an important part of getting ready for starting school.

- [Potty Training Guide website](#)
- [Potty Training Guide \(Downloadable PDF\)](#)
- [Children's Toothbrushing Guide website](#)
- [Children's Toothbrushing Guide \(Downloadable PDF\)](#)

Please share this web site and resources with the families of children who will be going to Reception class in September 2026.

[Facts about childhood obesity](#)

Children living with obesity are more likely to be ill, to be absent from school due to illness, experience health-related limitations and require more medical care than children of a healthy weight. Health is not the only issue. Research (Rankin and others, 2016; Hill, 2017; Griffiths and others, 2010; Palad and others, 2019) has shown that children living with obesity are also impacted by emotional and social issues, such as:

- poorer emotional wellbeing
- being at a higher risk of depression
- developing an eating disorder in older children
- lower body image and self-esteem
- teasing or bullying
- behavioural problems
- avoidance of active play or learning opportunities in school sport and PE

This can impact a child's time at school including:

- attendance, as they may need to miss school for medical appointments or treatment
- learning and academic achievement
- sleep (sleep-deprived children are less likely to perform well academically)

It can also affect staff training and expertise because staff may need to provide extra support to children with health problems to ensure they manage their condition during the school day.

However, it's important to note that many children living with obesity:

- are psychologically well
- have high self-esteem
- do not suffer major depression

You can find more information about the evidence for this in the guidance [The link between pupil health and wellbeing and attainment](#).

For more information on how school and public health nursing teams can help, see 'School-aged years high impact area 3: supporting healthy lifestyles' in the guidance [Supporting public health: children, young people and families](#).

The Royal College of Paediatrics and Child Health's [Voice matters](#) project has found that children and young people may themselves recognise the benefits of being a healthy weight and having healthy teeth and gums. And some know that they need help to make healthy choices to stay healthy, happy and well.

[National Child Measurement Programme: information for schools 2025 - GOV.UK](#)

Reception 0–19 Health Questionnaire

Guidance for Teachers

This questionnaire is an important part of supporting children as they start Reception. It helps the **0–19 Health Team and school** understand each child's health, development and well-being.

Please encourage **all parents** to complete it, even if they have no concerns. The information shared helps ensure children get the right support early and settle well into school.

Reassure parents that:

- The questionnaire is **confidential**
- It is there to **support**, not judge
- Completing it helps professionals work together in the child's best interests

Parent responses help us build a clearer picture of each child and strengthen our partnership with families from the very start.

[Reception school entry questionnaire - Wirral Community Health and Care NHS Foundation Trust](#)

PVI MS Teams Forum for private nurseries and childminders: [Here](#)

Schools MS Teams Forum: [Here](#)

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