



EYQI Updates

Lidia Wolos 01744 67 1051/mobile 07784360762

Gemma Oakes 01744 67 5397/07706991364

Kate Campbell 01744 671834

Amanda Quirk 01744 674175

EY Quality and Inclusion Team

EYHUB@sthelens.gov.uk

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

Week beginning

6.7.2026



As many schools and settings begin to finish for the summer break, we would like to take this opportunity to thank you all for your continued hard work, commitment and support throughout the year. We hope you have a well-deserved, restful and enjoyable summer, with plenty of time to relax and recharge. For those settings and colleagues who will be continuing to work over the summer period, we wish you a successful and productive few weeks ahead. Please remember that the EYQI team will be working throughout the summer and remains available to offer support, advice and guidance whenever you need us. We look forward to working with you all again in the new academic year.

Upcoming training announcements

As we reach the end of the academic year, our training programme has now come to a close. We would like to thank all practitioners and settings who have engaged with training and professional development opportunities throughout the year. Planning is already underway for the next academic year, and our new training booklet is currently being developed. We look forward to sharing the full programme of training and opportunities with you once it has been published. Please keep an eye on future newsletters and communications for further updates.



Smart Glasses, including 'Meta' glasses

Recently, I had a new pair of glasses. Whilst I was in the opticians I noticed they were selling Meta glasses. These are glasses with cameras. Now, I admit, before I saw them, I just thought they were glasses with a camera, that you used linked with your phone to take still photos.

The optician told me that the Meta Ray-Bans and similar devices can record HD video and audio continuously, livestream in real time, and upload footage to third-party servers. Not only are they available in high street opticians, but in retailers too, like Argos, John Lewis and Currys. Prices start from £220. Once only the preserve of James Bond, the public can now buy glasses that could be used to film you without your knowledge or consent. There is a small indicator light to show the glasses are recording, but it easily missed, and in some cases people have had it deliberately disabled. Not only do these glasses record images, they have excellent microphones to record sound.

Meta is perhaps the best-known brand, but other cheaper, unbranded camera glasses with no indicator light at all are available online for as little as £20.

This clearly raises several issues for schools: pupils, staff, visitors, parents and contractors could come into the premises wearing these cameras and put at risk:

- Safeguarding: images or videos can be captured without consent.
- Privacy: live-streaming may inadvertently expose sensitive or identifying information about pupils.
- Data protection: such recordings could breach UK GDPR and the Data Protection Act 2018.

Two practical steps:

Update your visitor sign-in procedure to include a declaration covering camera-enabled wearable devices, including glasses; consider whether these devices should be allowed into the school.

Add wearable recording devices (including glasses) to your safeguarding, data protection, acceptable use of IT, behaviour policies and any other relevant policy statements.

NCA Guidance to Parents: Children's Images Online

In line with the guidance to schools, the National Crime Agency and the Internet Watch Foundation have now issued guidance for parents.

Below is a draft paragraph you might want to use for your parents' newsletter.

AI is being used to turn ordinary photos of children into sexual abuse material. The National Crime Agency and Internet Watch Foundation have issued new guidance to help parents make informed choices about sharing images of their children online. It covers reviewing privacy settings, revisiting consent with your child as they grow, and what to do if you're worried.

The parent's guidance can be found here: <https://www.iwf.org.uk/resources/ai-child-abuse-imagery-parent-guide/>

[Education and Learning weekly newsletter](#)

[Education and Learning Weekly Newsletter](#)

[Safer sleep updates](#)



[Early-years-safer-sleep-booklet_Digital.pdf](#)

Statutory guidance

Allergy safety in schools

Statutory guidance about the support that pupils with allergies must receive in schools.

[Allergy safety in schools statutory guidance](#)

[Ofsted updates](#)

On 2 June we hosted a Facebook Live event where our early years team answered questions submitted by the audience. Topics covered included:

- Sleep-related queries
- Inspection timelines
- Ofsted grades Our panel:
- Wendy Ratcliff, Principal Officer, Early Education
- Caroline Hearn, Specialist Adviser, Early Years
- Nick Jones Senior Regulatory Professional

Useful links:

Early years foundation stage (EYFS) statutory framework - <https://www.gov.uk/government/publica...>

Ofsted: early years – News and updates on early years inspection - <https://earlyyears.blog.gov.uk/> The

Lullaby Trust- <https://www.lullabytrust.org.uk/>

[Ofsted's early years team answers your questions via Facebook Live | June 2026](#)

Working or volunteering in regulated activity with children

Due to the Crime and Policing Act 2026, there is a change to regulated activity which will come into force in September 2026.

The change affects settings which rely on volunteers. This is because of the removal of the supervision exemption. From 1 September 2026, all volunteers engaging in regulated activity will need an enhanced DBS check with children's barred list information. This also applies to holiday clubs and wraparound care.

Providers should read the full guidance here - [Regulated activity: removal of the supervision exemption \(comes into force 1 September 2026\) - GOV.UK](#)

Priority Services Register (PSR) – support for families and staff

Local Authorities are encouraged to signpost education settings, families and staff to the [Priority Services Register \(PSR\)](#). The PSR is a free UK-wide service that provides additional advice and support for eligible households, including extra assistance and communications during interruptions to electricity, gas or water supplies. Parents and carers with children under five can register, as can people who are reliant on medical equipment, have a disability, a chronic illness, a mental health condition, or other circumstances that mean they may need extra support.

Eligibility is not limited to these groups. If anyone in a household meets the vulnerability criteria – even on a temporary basis – they may be eligible to join the PSR. Additional eligibility criteria are available on the PSR website.

The PSR helps utility companies identify households that may need extra support, including priority updates during supply interruptions, tailored communications, and access to additional assistance where needed. Parents, carers and members of the early years workforce can register themselves directly and find out more at [The PSR - The Priority Services Register \(PSR\)](#)

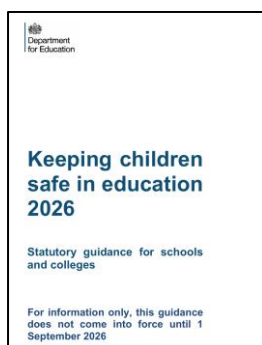
Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short, statutory assessment completed by children during their first six weeks in Reception. It provides a snapshot of each child's starting point in language, communication, literacy and mathematics when they begin primary school.

This collection brings together key information, guidance and resources to support schools in administering the RBA, including assessment requirements, training materials, technical guidance and frequently asked questions. The resources are designed to help school leaders and Reception teachers ensure the assessment is carried out consistently, fairly and in line with national requirements.

[Reception baseline assessment - GOV.UK](#)

Keeping Children Safe in Education 2026



[Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)

Understanding Early Help and Processes

Hi All,

Please find attached the 7-minute briefing presentation on '**Understanding Early Help and Processes**'.

Nursery, school and college colleagues may be considering transferring open EHATs to a new lead professional or setting as children and young people approach the end of the academic year.

Additionally, if you are closing any EHATs and require support with the closure process, please do not hesitate to contact us.

If you need support with transferring or closing an EHAT to ensure a smooth transition of support for children, young people and their families, please contact us via the Partnership Coordinators' email address and we will arrange a booking with you.

We hope you find this 7-minute briefing helpful and informative. If you have any questions or would like further support, please do not hesitate to get in touch.

Many Thanks

The Partnership Team

Partnership Coordinator
Early Help Service

E-mail: partnershipcoordinator@sthelens.gov.uk

SUPPORT AVAILABLE FOR CHILDREN & FAMILIES AT LEVEL 2 & STEPS TO CONSIDER PRIOR TO MAKING A MASH REFERRAL SWAY DOCUMENT

[Support Available for Children & Families at Level 2 Early Help & Steps to Consider Prior to Making ...](#)

Free Mental Health First Aider Training – Supporting Emotional Wellbeing Across Early Years and Schools

Dear Colleagues,

We are pleased to share an opportunity for staff working in **Early Years settings and Foundation Stage teams** to access **Mental Health First Aider Training free of charge**.

As part of our commitment to supporting the emotional health and wellbeing of children, families, and staff, we strongly encourage all Early Years settings and every school with a Foundation Stage provision to consider nominating staff to attend.

This training comes at an exciting time as we work together to develop a **borough-wide Early Years Emotional Health and Wellbeing Approach**, based on the **PERMA model** recently introduced by the **St Helens Educational Psychology Service**. The PERMA framework focuses on:

- **Positive Emotions**
- **Engagement**
- **Relationships**
- **Meaning**

- **Accomplishment**

By increasing our collective understanding of mental health and wellbeing, we can build a more consistent and proactive approach across the borough, ensuring that children, families and practitioners are supported to thrive.

Mental Health First Aider Training will equip participants with the knowledge and confidence to:

- Recognise the early signs of mental health difficulties.
- Provide initial support and guidance.
- Promote positive wellbeing within their setting.
- Signpost individuals to appropriate sources of support.

We hope as many settings and schools as possible will take advantage of this valuable opportunity and join us in shaping a shared vision for emotional wellbeing across St Helens.

If you would like to book a place or find out more information, please see the attached details.

Communities of Practice for Childminders in St Helens

We are delighted to share that a blog post highlighting the work we are doing to support childminders across St Helens which has recently been published.

The blog, "*Communities of Practice for Childminders in St Helens Borough Council*", showcases how we are bringing childminders together to share experiences, learn from one another, and develop strong professional networks that ultimately benefit children and families across the borough.

We are proud to invest in our childminding community and to create opportunities for collaboration, professional development and peer support. Through our Communities of Practice, childminders are able to reflect on their practice, build confidence and strengthen the high-quality childcare offer available to local families.

The blog also provides a valuable insight into the rewards of childminding and the support available to those considering a career in the sector.

You can read the full blog post here: [Communities of Practice for Childminders in St Helens](#)

Reminder: early education partnerships – applications close on Friday 17 July

Applications are open for early years providers and schools to apply for the early education partnership funding opportunity. Early education partnerships will strengthen relationships

between early years providers and schools and support children's transition to reception – so children feel confident, prepared and supported when they start school, and schools are ready to meet each child's needs.

Early years providers and schools can connect with each other in their local area to form a partnership and apply for a development grant to help them establish themselves and develop their plans.

Partnerships will need to **submit their application by Friday 17 July**.

For further information, including eligibility and how to apply, see the [guidance on early education partnerships](#).

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

Schools MS Teams Forum: [Here](#)

EY Quality and Inclusion Team
Atlas House
PO Box 512
ST HELENS
WA10 9JX