

THE EARLY YEARS OUTCOMES DUTY PLAN 2010-11

1.0 Background

Since April 2008 the Childcare Act placed a duty on local authorities, working with their Primary Care Trust, Strategic Health Authority and Jobcentre Plus to:

- **Improve outcomes at end of Foundation Stage for all three and four year olds and narrow the gap between the 20% lowest achieving and others**
- **Improve the five Every Child Matters outcomes for all 0-5s and reduce inequalities between them through the delivery of integrated early childhood services**
- **Reduce the proportion living in households where no-one is working and increase take-up of Tax Credits**

The Childcare Act makes it a priority to:

- **Provide the best start for all children**, promoting social mobility
- **Reduce inequalities by focusing on children most at risk of poor outcomes**
- **Deliver integrated early childhood services** that meet individual needs

Underpinning this duty are other childcare duties within the Childcare Act:

- **Assessment and securing of sufficient childcare duty** (section 6 and 11)
- The securing of the **free entitlement of early years provision** (section 7)
- **Duty to provide information, advice and assistance** to parents (section 12)

1.1 Early Years Targets

Devon County Council has been set a statutory early years target to:

- a) raise standards of the overall results of all pupils at the end of foundation stage
- b) narrow the gap between the 20% poorest results and the rest

In addition to this statutory target DCC working with partner agencies is responsible for the following priority areas which underpin and contribute to improving outcomes and narrowing the gap:

- **Develop Children's Centres** accessible for all families with young children and establish monitoring and performance management processes to ensure effective delivery of integrated services.
- Extend the **early years entitlement to 15 hours** from September 2010 and make it available more flexibly
- **Develop a single funding formula** applied to all early years providers across voluntary, private and maintained sector from April 2010.

- Roll-out the free entitlement to the most **disadvantaged 2 year olds** by 2011.
- **Secure sufficient childcare** to meet the needs of communities
- Monitor availability and take-up of childcare places and undertake the **Childcare Sufficiency assessment** during 2010 to be completed by April 2011.
- Promote and advise settings on the **Early Years Foundation Stage and the Ofsted Inspection framework**.
- Provide information, advice and training to early years providers to ensure that **early years services are integrated, inclusive, accessible and of high quality**.
- Develop a **Quality Improvement programme** to promote high quality provision within all settings.
- **Ensure parents and carers have access to information** including advice and support to lone parents, low income families and those with disabled children regarding access to appropriate childcare.
- Increase the number of **low income families using formal childcare**
- Increase the numbers of qualified staff to include recruitment of **Early Years Professionals within all integrated settings by 2015**.

1.2 Outcomes Duty Plan

The attached plan identifies the actions in relation to the key areas summarised above. The Early Years Outcomes Duty Plan has been developed in the context of the Every Child Matters agenda, the 2006 Childcare Act, the National Childcare Strategy, the Next Steps for Early Learning and Childcare January 2009, the Apprenticeships, Skills and Children's Learning 2009 and Devon's Children & Young Peoples Plan. Services will be developed in consultation and partnership with practitioners, other agencies, parents and children, driven through the Devon's Children's Trust and working closely with the Children's Trust partners and CYPS colleagues.

The Outcomes Duty Plan has been structured around the following headings:

Integrated Early Childhood Services

Develop children's centre services across Devon by 2010
 Support parents/carers in their parenting role
 Involving parents in service planning, design and delivery

Develop Early Learning and Childcare Places to enable parents to access work or training

Extend flexibility entitlement for 3 and 4 years olds (2 years old in disadvantaged areas)
 Manage supply and ensure sufficiency of childcare places
 Extended Services in and around Schools Childcare Strategy
 Parents participation and maximising access for all young children and families

Quality and Inclusion

Ensure early identification of children's need and provision of appropriate services
 Quality Improvement Strategy
 Early Years Foundation Stage
 Workforce Strategy

Keeping Young children Safe and Free from Harm

Information, advice and training for parents/carers

Safeguarding policies and practice implemented within early years provision and children's centres

Safeguarding policies and practice implemented within Early Years and Childcare Service

1.3 Devon Context

1.3.1 Population

Health data as at 1 September 2009

	Number
Children aged 0-4	36259
Children aged 3	7357
Children aged 4	7342
Looked After Children aged 3 and 4	28
Looked After Children accessing early years provision	24

1.3.2 Providers of early years and childcare services in Devon

as at 31st March 2010

Type of setting	Number
Reception classes	303
Nursery units within maintained schools	53
Nursery schools	2
Full daycare settings (facilities that provide daycare for children under 8 for a continuous period of 4 hours or more per day).	286
Sessional daycare settings (facilities that provide daycare for children under 8 for less than a continuous period of 4 hours per day).	170
Childminders	785
Childminders offering the 3 and 4 year old early years entitlement	40
Children's centres	43
Out of school clubs	171

1.3.3 OFSTED outcomes

data shows Ofsted outcomes from 1 September 2008 to 31 March 2010 taken from Ofsted website)

	DEVON	NATIONAL
Childminders receiving good or outstanding	72%	66%
Groups receiving good or outstanding	83%	69%
Schools with Foundation Stage good or outstanding		

1.3.4 Foundation Stage Profile

% of children achieving 78 points including 6 points or more in both Communication, language and literacy and personal social and emotional development	46.9%
Gap between the lowest achieving 20% and the median of the rest.	34.2

Number of children achieving lowest 20% out of total cohort	1223 out of 7088 (lowest 20% schools) average scores of lowest 20% pupils 57.3 average score												
And Breakdown down of figures above by boys and girls	<table border="0"> <thead> <tr> <th></th> <th>B</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>78 pt+</td> <td>38.6</td> <td>55.7</td> </tr> <tr> <td>gap</td> <td>37.1</td> <td>31.2</td> </tr> <tr> <td>lowest 20%</td> <td>53.4</td> <td>61.8</td> </tr> </tbody> </table>		B	G	78 pt+	38.6	55.7	gap	37.1	31.2	lowest 20%	53.4	61.8
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EARLY YEARS OUTCOMES DUTY PLAN 2010-11

INTEGRATED EARLY CHILDHOOD SERVICES

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Commission new contracts for South and West Devon in line with the rolling programme of tendering	Establish with procurement service the tender process ensuring that Children's Trust Partners and communities are engaged in the process	Tenders awarded December 2010	Procurement Services EYCS	Seamless transition in place ensuring no gap in service delivery	
All Children Centres are now defined in law and places a duty on Local authority to consult before making significant changes to services offered through existing centres	Ensure all Children Centres and Children Trust partners are aware of responsibilities	Ongoing throughout 10/11	Regular review by District Co-ordinators and Core Offer Monitoring groups	Where appropriate services are re designed	Results of consultation may cause friction between Local Authority and communities
Children Centres will be inspected by Ofsted from April 2010. The Childcare Act places a duty upon the Local Authority to act in response to the inspection finding.	Develop "Are You Ready For Your Inspection?" strategy Ensure action plan is developed following children centre inspection. Publish each report in a range of formats that is accessible to parents/carers and Children's Trust partners	Ongoing throughout 2010/11	Ofsted Annual Conversations Senior District Co-ordinator for each centre	All centres receiving satisfactory or above	Uncertainty around Ofsted inspection criteria
Capital Programme for Phase 2/ 3 Children's Centres and completed by 2011	Consider current proposals and ensure timescales are adhered to.	All buildings complete/ funding spent by March 2011	EC Harris database.	All phase 2/3 buildings complete.	Buildings not complete/over budget.
Integrate public health nursing teams (midwives, health visitors, speech and	Discuss options with Health Trusts re co-location of community midwives. Liaise	Ongoing throughout 2010-11.	EC Harris database Annual Reviews	Where appropriate co-location of PCT/Social Care and	PCT unsure of own capital.

language therapists) to work with the children's centres and co-locate in children's centres wherever possible including provision of a range of public health programmes within the children's centres	with PCT and Social Care re co-location of teams.			Children's Centre Staff will take place within Phase 3.	Buildings too small to support co-location.
Develop a single family health needs assessment to use with all families with newborn children	Establish clear communication strategy to ensure all Health Visitors understand role in registering parent/carers	Annual Review 2010-11	Performance highlighted at Annual Reviews	Early identification of family needs through completed assessments.	Lack of Health Visitor capacity
Ensure children's centres link with the appropriate range of services e.g. care leavers, CAMHS team, integrated services and children in care teams.	Include in each Children's Centre Service Plan - how they will develop integrated working.	Service Plan Ongoing implementation	Quarterly monitoring reports to COMG and District Co-ordinator	Families with children under 5 will receive integrated service appropriate to need.	Capacity to delivery from partner agencies
Provide access to multi agency training in integrated working, common assessment framework and support children's centre leaders to develop integrated multi-disciplinary teams	To implement the CWDC integrated Self Assessment Tool Kit (one children's workforce tool). Safeguarding Drill Down completed by June 2010. This will be followed by Overall Questionnaire later in the year.	CYPS Action Plan agreed by CWDC.	Workforce Development will monitor through Children's Trust Workforce Action Plan.	Children's Centre Staff are skilled and effective in integrated working and practice.	Children's Trust implementation at Strategic Level.

<p>Performance Management strategy for Devon's children's centres is further enhanced and developed.</p>	<p>Update Children's Centre profiles</p>	<p>Oct 2010: Release updated Children's Centre Profiles</p>	<p>Children's Centre profiles released on time.</p>	<p>Data is available to inform service planning and delivery across Children's Centres in Devon</p>	<p>Data not received in time from key providers</p>
	<p>Increase use of E-Start data for reporting and analysis purposes</p>	<p>Ongoing throughout 2010-11</p>	<p>Increased information available around performance</p>	<p>Trends over time data is available to establish extent of change in performance indicators in Children's Centre areas</p> <p>Performance management information becomes more robust and comprehensive</p>	<p>Assumes continuity of research staff team/ recruitment to maternity leave cover</p> <p>Technical issues</p>
	<p>Publish Children's Centre registration, reach and contacts info on a quarterly basis</p>	<p>June 2010, Sept 2010, Dec 2010, Mar 2011</p>	<p>Performance updates provided at end of each quarter</p>	<p>Appropriate monitoring info available to inform both the LA and Children's Centres</p>	<p>Assumes continuity of research staff team/ recruitment to maternity leave cover</p> <p>Technical issues</p>
	<p>Establish new performance management criteria to support Ofsted action planning</p>	<p>Annual Review process starting November 2010 – January 2011. Moderation of Service Plans 2010-11</p>	<p>Annual Review will be based on Service Plan 2010 and include EINA recommendations</p>	<p>Good or outstanding children's centre graded.</p>	<p>Lack of integrated delivery or joint working due to capacity issues with partner agencies resulting in satisfactory or inadequate grading,</p>
	<p>Include EINA recommendations in each service plan</p>	<p>Annual Review of each children's centre</p>	<p>Termly monitoring reports.</p>	<p>Consistent approach to delivering universal</p>	
	<p>Facilitate quarterly locality meetings for children's centre managers, PCT, Jobcentre</p>	<p>7</p>	<p>Senior District Co-ordinator to</p>	<p>Children Centre Development Manager to</p>	

	<p>Facilitate locality meetings for children's centre managers, PCT, Jobcentre Plus and social care leads to monitor children's centre delivery and integrated working.</p> <p>Hold county meetings for all children's centre managers for dissemination of information and sharing of good practice</p>	Quarterly	Termly	Consistent approach to delivering universal and targeted services.	
Establish opportunities for centres to share and explore extent of integrated working between Children's Centres and Health	Integrated Working - Group Research Project in conjunction with Research in Practice	Ongoing throughout 2010/2011	8 centres take part in the project and complete work to establish levels of integration with health	There is an increased understanding about the extent of integrated working with health for those centres taking part.	Children's Centres non-completion of specific tasks for the project in which they are voluntarily engaged.

SUPPORT PARENTS/CARERS IN THEIR PARENTING ROLE

Ensure parents are supported in their parenting role through a multi-agency approach to the provision of advice, support and training	Provision of a child health promotion programme within children's centres delivered by Health Visitors, Midwives, Speech and Language Therapists, Family Support Workers enabling families to access a range of services in getting health screening, immunisations, information and advice around healthy lifestyles issues and parenting.	Ongoing 2010-11	Annual Review of Service Plan.	Parent/carers feel they are supported and can develop strategies to support their parenting.	Lack of Health Visitors and Midwives to deliver this programme.
	Children's centre staff trained and delivering evidence-based early years parenting	By 31 st March 2011	Take-up of training by each children's centre	Each centre competent to deliver high quality parenting	

	programmes as part of Devon's parenting strategy.			programmes	
Ensure that the Early Years and Childcare Service have a good understanding of the uptake and impact of evidence informed parenting courses within Devon's Children's Centres	Collate and share information about uptake of evidence informed parenting courses in Children's Centres in Devon	Establish regular reporting during 2010-2011	First evaluation of parenting programmes. Data is available to inform service planning and assessment of impact.	Parenting programmes effective and achieving outcomes.	Technical issues Lack of submission of data by Children's Centres
Maximising access through outreach, early intervention and prevention	<p>Home visiting and outreach services provided through children's centres and Home Start, particularly in the most disadvantages areas to reach the most vulnerable families.</p> <p>Ensure all staff in Children's Centres delivering Outreach and Family Support access have access to CWDC level 3 training in working with parents.</p> <p>Named Family Intervention Worker (social care level 3) linked into each children centre ensuring referral and smooth transition of families across universal/level 2/3 services.</p>	<p>Revised monitoring information format in place April 2010</p> <p>Ongoing</p> <p>June 2011</p>	<p>Children's centre quarterly monitoring and Home Start contract monitoring</p> <p>Workforce Development Children's Centre Training Audit</p> <p>Termly reports from District Co-ordinators</p> <p>E-start data</p> <p>Annual Review 2010-11</p>	<p>Fully trained workforce.</p> <p>Early identification of children for Level2/3 services and smooth transition across the service providers. Parents/carers will feel well supported.</p>	<p>Sufficient training not available.</p> <p>Capacity to deliver from Family Support Service</p>

INVOLVE PARENTS AND CHILDREN IN SERVICE PLANNING, DESIGN AND DELIVERY

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
<p>To ensure parents are able to engage, participate, contribute and inform the planning, design and delivery of early years parenting services.</p>	<p>In line with new duties of the Childcare Act parents and carers will be consulted and actively involved where any significant change to a children's centre is proposed by the Local Authority.</p>	<p>Ongoing</p>	<p>Evidence of consultation</p>	<p>Parents/carers engaged in children's centre plans.</p>	
	<p>Parent Forums established within each children's centre</p>	<p>April 2011 Service Plan</p>	<p>Annual Review Termly District Co-ordinator Report.</p>	<p>Parents design areas of children's centre services</p>	<p>Lack of parental involvement</p>
	<p>Children's centre encouraging and engaging fathers to participate in activities</p>	<p>April 2011 Service Plan</p>	<p>Annual Review Termly District Co-ordinator Report</p>	<p>Fathers' views help design services.</p>	<p>Lack of parental involvement</p>
	<p>Parents offered volunteering opportunities within children's centres and access to training</p>	<p>April 2011 Service Plan</p>	<p>Annual Review Termly District co-ordinator Reports</p>	<p>Parents/carers return to work</p>	<p>Sufficient childcare to meet parents/carer needs. Lack of jobs due to economic downturn.</p>
	<p>Parents represented on children's centres COMG, Early Years Strategic Partnership and Children's Trust Board</p>	<p>April 2011 Service Plan</p>	<p>Annual Review Termly District Co-ordinator Reports.</p>	<p>Parents part of governance arrangements</p>	<p>Lack of parental engagement.</p>
	<p>Consult with parents/carers of disabled children in conjunction with the Aiming High Strategy and Access to Carers Breaks and DCATCH</p>	<p>April 2011</p>	<p>Workplan, Inclusion Officer and OSDW Special Schools</p>	<p>Consultation. Clear strategy across CYPS for ascertaining views of children and young people, parents and</p>	<p>Parents/carers feel unable.</p>

	pilot Outreach service to encourage parents not accessing services to participate.	Ongoing	Service Plan and termly reports	carers. Children's centre E-Start data show they are reaching those parents/carers not already accessing children's centre services	
Collate information about the levels of satisfaction with services provided by Children's Centres in Devon	Parent Satisfaction Survey	Survey completed by end of June Analysis of data complete by Sept 2010	Survey takes place across all 43 centres. Data is analysed and reported on and able to inform centres ongoing development	There is clear information available at a centre and Devon level about the user (parent) experiences of Children's Centre services	Non-compliance in collection of info at centre level. Potential second period of purdah.
Ensure that the Early Years and Childcare Service have a good understanding of the extent to which vulnerable groups are accessing Children's Centre services	Publish increasing level of information regarding reach of centres to vulnerable groups	Ongoing throughout 2010/2011	Data is available ready for use in the annual conversations, to inform Ofsted inspections and Children's Centre development.	There is an increased understanding about the levels of use of centres by vulnerable groups in Devon	Non-compliance in collection of info at centre level Technical issues

DEVELOP EARLY LEARNING AND CHILDCARE PLACES TO ENABLE PARENTS TO ACCESS WORK OR TRAINING

EXTEND FLEXIBLE ENTITLEMENT FOR 3 AND 4 YEAR OLDS (AND 2 YEAR OLDS IN DISADVANTAGED AREAS)

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Ensure that a sufficient number of providers are offering 15 hours flexibly	Questionnaires have been sent to all providers	September 2010 Universal rollout of	Take up of places/increased hours.	More settings offering longer hours.	Low take-up of 15 hours and under utilisation of funding.

and within the national and local frameworks	Keep website updated with information. Signpost to the website.	15 hours	Requests from parents for different, hours etc	More children taking up full entitlement. More parents in work or training Improved outcomes for children.	Some settings modelled on a minimum of 2 hours Buildings don't allow flexibility. Parental perception of flexibility. Too demanding - unrealistic for settings to achieve
Develop local conditions of funding for any setting that is in receipt of the Early Years Entitlement funding	Write conditions for all settings and differentiate conditions do not apply to schools Promote the use of Parent /Provider contracts Link to Provider Agreements and local expectations relating to the quality of provision	September 2010	Annually reviewed Agreed by Early Years Funding Review group	Fewer funding conflicts Fewer calls to the helpdesk	Providers opting out of the scheme
Combine all correspondence, publications and advise given to settings – Private, Voluntary, Independent and Maintained sector to ensure that consistent clear messages are sent out	Increased use of web based communication Draw up a Communication Strategy	ongoing	Monitor calls to the Early Years Entitlement helpdesk Agreed by the Early Years Funding Review group	Equitable approach to supporting early years settings Cost savings from having fewer mail outs	Confusion between sectors
Census returns for schools updated to reflect the changes to the entitlement	Liaise with relevant officers to ensure that the returns are designed to supply the information needed to meet duties Data meetings with officers	Summer term 2010 At least twice a	Impact on settings – closures, applications for sustainability, take-up of places within maintained sector Over claims - Monitor the	Accurate, clear and straightforward returns with relevant data	Inaccurate data

	that deal with data relating to young children in Devon	year	increase in the number of schools that: <ul style="list-style-type: none"> Admit more children than they were previously funded to do Offer parents the choice of buying extra hours Fluctuations in numbers 		
Write and introduce Provider Agreements for settings that are offering the Early Years Entitlement	Quality indicators to categorise settings offering the EYEF so that funding can be targeted at the highest quality providers Raise awareness to Out of School providers that they can be take children for the EYE	September 2010 Summer 2010	Input from and agreement by the early years Funding Review Group	Provider Agreements completed and used Number of applications from out of school settings to take the EYE funding	
Develop criteria and application form for Early Years providers to become a registered provider	Consider all types of settings: -childminders - nurseries - preschools - out of school - holiday play scheme Link to the Provider Agreement	Summer 2010	Agreement by the EYFRG	Application process in place	
Support and encourage the maintained sector to be responsive to local demands. Including charging parents that want more than 15 hours, extending operational hours.	Termly Head Teacher meetings Nursery News Newsletter Targeted visits	ongoing	Monitor nurseries implementing this Follow up on requests by school finance officers for support with developing	Nurseries able to deliver flexible provision and thereby meeting parents needs. Fewer schools requesting FIP support for nursery.	Inflexible and inaccessible provision that does not meet local needs. Resistance to change.

			nursery provision		
Encourage settings to provide a stretched offer across more than 38 weeks of the year	All settings have been asked through the questionnaire if they can make a stretched offer before 2012. Officers to make a recommendation about the number of weeks that the offer can be stretched over	Responses expected back by the end of June 2010 Summer/early Autumn 2010 To be available to those that require it by 2012	Number of positive responses to questionnaire	Early roll out to 'pilot' the stretched offer	Offer only available in some areas. Too much choice making it difficult for settings and parents to understand and manage
SINGLE OFFER POINT					
Prepare for the implementation of the single offer point in September 2011	Guidance for schools and early years settings Workshops for schools and early years settings Communications strategy Work with Choice advisers Information for parents	Summer term 2010 Autumn term 2010 Summer term 2010 LAF meeting Ongoing Summer 2010	Feedback from admissions team on number of online school applications. Number of deferred places Census returns	Well informed staff, settings and parents Good communication between CYPS teams and Choice Advisers	Lack of understanding of the options and processes resulting in parents not getting a place when/where they want one
FSUs and PFSUs					
Develop Foundation Stage Units and Partnership Foundation Stage Units	Advise and support schools and PVI settings to develop partnership working Arrange badging ceremonies for fast tracked FSUs Evaluate the impact of the process of developing PFSUs	Ongoing Summer term 2010 Ongoing until 2012	Number of applications to become Foundation Stage Units/Partnerships Number badged Foundation stage profile Various	Continuity of provision and smooth transition for child Improved FSP Better sustainability for schools and preschools Badge fast tracked FSUs	

MANAGE SUPPLY AND ENSURE SUFFICIENCY OF CHILDCARE PLACES

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
<p>Carry out a sufficiency assessment of all the childcare in Devon, publish the details of the assessment on the DCC website, and make copies available to the public through public libraries, childcare providers, schools and places where the public has access as appropriate.</p>	<p>Assess demand for different types of childcare across Devon and by Learning Community to include number of places, times of day and any other special requirements.</p> <ul style="list-style-type: none"> ○ Assessing parental demand ○ Children and young people's views ○ Childcare providers views ○ Employers views 	<p>Completion of Hempsall Consultancies contract to assess parent demand, report published July 2010. Qualitative research report completed July 2010.</p> <p>Complete quantitative and qualitative consultation with children and young people in Devon settings and schools. July 2010</p> <p>Analyse and report of schools and childcare providers views on sufficiency of childcare in their area.</p> <p>Contract out research into employer's views, complete research August 2010</p>	<p>Parental demand reports available and published on the website</p> <p>Children's and young people's report available and published on the website</p> <p>Schools and childcare providers report available and published on the website</p> <p>Employers views available and published on the website</p>	<p>Effective consultation and participation by Devon's parents, children and young people in assessing the demand for childcare. Views of childcare providers and employers contribute to the assessment. Realistic and accurate assessment of gaps between demand and supply. Realistic and costed action plan in place to ensure sufficiency of future childcare in Devon.</p>	<p>Contracted organisations fail to deliver contracts. Time slippage and failure to meet required deadlines.</p>

	<p>Assess the supply of childcare within Devon and by Learning Community.</p> <p>Identify any gaps in provision which could be related to location, affordability, specific needs, times, age groups and type of setting.</p> <p>Draft and consult on the Assessment.</p> <p>Prepare and publish a costed action plan to fill the gaps between supply and demand, address barriers for specific groups, encourage take-up of childcare, support of quality improvement and a sustainable childcare market.</p> <p>Publish final Childcare Sufficiency Assessment (web and hard copies)</p>	<p>Childcare audit completed for July 2010</p> <p>Experian childcare demand models forecast level of demand August 2010</p> <p>October 2010</p> <p>October – November 2010</p> <p>March 2011</p>	<p>Childcare audit completed</p> <p>Models built, gaps identified</p> <p>Consultation completed</p> <p>Costed action plan for each Learning Community developed</p> <p>Statutory duty met, Childcare Sufficiency Assessment published by March 2011</p>		
<p>Ensure sufficiency of childcare in identified hotspots through Childcare Sufficiency Assessment 2008/ updated audits / parental feedback / locality reviews</p>	<p>Commission new providers of childcare, recruit new childminders. Promote home childcarers as an alternative form of childcare for parents wanting their child(ren) to be cared for in their own home.</p> <p>Set up pilot schemes for Homebased Playworkers</p>	<p>On-going</p>	<p>Termly reports Annual sufficiency review by Learning Community Reducing gaps in provision.</p>	<p>Childcare is not a barrier for parents continuing in work or seeking to access work.</p>	<p>Low take-up of places due to continued financial crisis risks viability of childcare settings. Failure to recruit sufficient staff or new childminders</p>

	<p>where out of school groups are struggling to continue or have failed.</p> <p>Provide business, financial and operational support for business development.</p> <p>Provide start-up funding through established grant giving process.</p> <p>Monitor sufficiency and developments through termly, annual and locality reviews.</p>				
<p>Ensure sufficiency of childcare for specific target groups – workless households, parents of disabled children, BME parents</p>	<p>Meet quarterly with JCP CPM to review/monitor progress of Memorandum of Understanding.</p> <p>Childcare Referral scheme to support referred lone parents, unemployed and low income families to access suitable childcare and targeted to areas of greatest need.</p> <p>Analyse audit of disabled facilities in childcare settings</p> <p>Develop new childcare services for disabled children where a need has been identified.</p> <p>Support all childcare settings to be inclusive and meet the</p>	<p>On-going</p> <p>On-going</p> <p>March 2010</p> <p>On-going</p> <p>On-going</p>	<p>Take up of service Numbers accessing childcare Numbers accessing training or employment</p> <p>Monthly reports from Childcare Referral Advisor. Feedback from referring agencies. Termly reports Annual sufficiency review by Learning Community Take-up of CTC.</p> <p>Termly reports</p>	<p>Childcare is not a barrier to returning to work. Families able to access childcare for training or work and to help raise them out of poverty.</p>	<p>JCP overwhelmed with clients, referral process difficult to maintain. Insufficient jobs available for lone parents/parents of disabled children/BME parents to take-up</p>

	<p>needs of disabled children and their families and children from BME groups.</p> <p>Provide specific Childminding Pre-registration sessions targeted at BME groups.</p>	Continue development of this area.	<p>Trio checklist audit . EY consultation annual review and ECERS audit</p> <p>Take up of sessions by BME groups</p>		
Support increased access to childcare	Progress the development of pilot transport scheme in East Devon and South Hams working in partnership with the Transport Co-ordination Service to trial different methods of transport e.g. Voluntary Car Schemes and set up processes for extending across the county.	March 2011	Termly report, Annual sufficiency review by Learning Community		
Promote affordable childcare	<p>General promotion of WTC and CTC through children's centres, schools, childcare settings to parents through leaflet and post campaign. Presentations to schools on WTC through DISC Outreach Worker.</p> <p>Promote registration on the VCR by home childcarers, activity clubs, holiday playschemes to enable parents to access CTC.</p>	<p>On-going</p> <p>On-going</p>	<p>Take-up of CTC across Devon</p> <p>Termly report on number of VCR registrations.</p>	Income maximisation to Devon families. Childcare more affordable.	
Ensure existing childcare settings are sustainable and financially viable	Provide business management and operational support to all childcare settings through Trio, Out of School Worker teams' annual visits.	On-going	Trio quarterly reports Termly reports Termly financial reports	Sustainable provision across Devon which meets the childcare sufficiency duty	Continued recession will impact negatively on sustainability of provision.

	Provide intensive support to settings with financial management issues and financial support where settings are experiencing short term financial problems or long term where a sufficiency need has been identified.	On-going			
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EXTENDED SERVICES IN AND AROUND SCHOOLS CHILDCARE STRATEGY

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
All primary schools in Devon provide full access to childcare where a need has been established	<p>Work with the 4 remaining schools not providing full access to childcare to ensure the target is met.</p> <p>Continue telephone support to schools under the school-childcare link scheme linking schools with their local childcare providers and establishing a sustainable position.</p> <p>Work with childcare settings to strengthen their link to schools.</p>	<p>September 2010 – 100%</p> <p>Ongoing</p> <p>Ongoing</p>	TDA national database monitoring ESS progress.	Parents provided with access to childcare through their local primary school	Schools fail to meet target date
To work with secondary schools and the youth service to establish the need for/provision of a 'safe place to go' either on the school site or in community facilities.	Continue to work with Dawlish and Okehampton colleges to establish a Safe Place to Go following the 4Children Fast track project.	March 2010 – project complete	The number of secondary schools providing a 'safe place to go'.	Children feel safe and secure. Parents are confident about their children's care and safety. Secondary schools meet 'a safe place to go' part of the core offer.	Secondary schools unable to continue in the scheme

	Work on a joint funded project with the Devon Youth Service to maintain the 'Safe place to go' projects set up in 2009-10, and develop to further projects in East Devon and South Hams.	March 2011			
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PARENTS PARTICIPATION AND MAXIMISING ACCESS FOR ALL YOUNG CHILDREN & FAMILIES

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Giving parents choice to work.	Promotion of childcare element of Working Tax Credit and other benefits to parents through childcare providers, schools and employers (included in Devon's child poverty strategy).	Ongoing	Take up of the childcare element of Working Tax Credit	More children in low income families accessing formal childcare	Recession limits opportunities for employment
Reduce the proportion of children living in households where no-one is working and increase the number of children in low income families using formal childcare	Childcare Referral scheme to support lone parents, unemployed and low income families to access suitable childcare and targeted to areas of greatest need.	Ongoing	Monitoring number of referrals, take up of childcare and take up of work or training, feedback from parents.	More teenage parents returning to work	
	Identify geographical areas with significant job vacancies and/or low take-up of tax credit (data from GOSW to be supplied) and target these employers for information on the childcare financial support schemes.	Ongoing		Workless parents able to access childcare where this is a barrier to employment or training.	

Ensure all parents/carers have access to a comprehensive high quality Family Information Service	Achieve the Families First National Quality Award by:	April 2011 – achieve Families First National Award	Assessment against the Families First standards	Evidence that the FIS provides a high quality service	Not having sufficient time available to complete the requirements of the award
	1. Improving the quality and extent of data in line with Section 12 Childcare Act 2006 and Families First National Quality Award by:		Achievement of the award	The FID provides high quality information on childcare and other services available to all parents and carers	Childcare providers resisting requirement to provide vacancy and cost information
	<ul style="list-style-type: none"> • Ensuring childcarers provide up to date information, including vacancies and costs • Collecting data from childcarers about their ability to include children with additional needs • Improving systems for processing childcare data received from Ofsted • Introducing and encouraging the use of Provider Update for services to maintain their own records. 		Number of childcarers returning monitoring forms		Software partners not meeting deadlines to upgrade systems
	2. Improving access to the data for families and professionals (Merging childcare and FID and Developing the FID website to be more user friendly)	December 2010	Number of childcarers providing vacancy and cost information		National systems not meeting deadlines for upgrading
			Number of childcarers providing data about their ability to include children with additional needs		Services not wanting to use Provider Update
			A reduction in the time spent processing Ofsted data	All families can better access FIS information.	Not a priority for software provider
			Number of services using Provider Update		
	3. Marketing FIS services through advertising,	Ongoing	DISC, DISCplus and FID web statistics	More families know about FIS services	Staffing level
			DISC, DISCplus and FID web statistics	More families using	
			Increased take-up of tax		

	<p>promotional events, outreach</p> <p>4. Outreaching to minority and hard to reach groups such as gypsy travellers and isolated rural communities. Working with district councils and The Community Council for Devon to promote FIS services</p>	<p>Ongoing</p>	<p>credits</p> <p>Increased take-up of tax credits</p>	<p>childcare and other services</p> <p>Families will know more about their options for childcare and other activities, how to access and fund them.</p> <p>More children in low income families accessing formal childcare</p> <p>More teenage parents returning to work</p> <p>Workless parents able to access childcare where this is a barrier to employment or training work</p>	<p>Staffing level</p>
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QUALITY AND INCLUSION

ENSURE EARLY IDENTIFICATION OF CHILDREN'S NEEDS AND PROVISION OF APPROPRIATE SERVICES

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
<p>Ensure early identification of children's needs and provision of appropriate high quality inclusive services which meet the needs of all children.</p>	<p>Ensure staff trained and supported in Integrated Working through use of Common Assessment Framework and Lead Professional role.</p> <p>Early Years Providers to have access to advice, support and training in relation to delivering a high quality, inclusive early years curriculum to improve children's learning and development and reduce the achievement gap for the lowest 20%.</p> <p>Develop clear pathways and assessment processes implemented following recommendations through Stepping Stones project.</p> <p>Inclusion funding available to support children with complex needs within an early setting.</p>	<p>Children's centre delivering AXS 01 locally. Integrate training providing all other levels – on going</p> <p>To identify and disseminate a range of strategies and national initiatives to support inclusion in settings e.g. EAL, children with special needs and disabilities, consideration of gender and race.</p> <p>Assessment processes identified. Recommendations for implementation carried out.</p> <p>Allocated each term</p>	<p>Improved take-up of AXS training programmes by early years staff in children's centres indicated by numbers of CAFS completed.</p> <p>Take-up of training and ARV monitoring</p> <p>Assessment tools shared with all settings. All services working consistently with assessment tools.</p> <p>Number of children allocated funding</p>	<p>Staff trained in integrated working at level appropriate to their role and able to implement appropriately.</p> <p>All children will be effectively included in all aspects of EYFS in settings through differentiated curriculum, onsite support and multi agency involvement</p> <p>Improved early identification of additional needs. EY settings have clear pathways in place.</p> <p>Children with SEN accessing inclusive high quality early years provision</p>	<p>Resources to ensure all staff in EY settings can access information. Not all services and departments engaged with the process.</p> <p>Not all children in care attend an early years setting and may not have</p>

<p>To reduce inequality by focusing on children most at risk.</p>	<p>All children in care to have a Personal Educational Plan (PEP) in place which is monitored to ensure progress is made.</p>	<p>Setting PEPs are in place and monitored through ARV process.</p>	<p>PEPs for EYFS children attending PVI settings monitored through ARVs and information collated for the LAC (Looked After children) plan. PEPs for EYFS children in maintained schools monitored through SIP visits.</p>	<p>Children achieving expected levels on entry to reception classes and at end of EYFS</p>	<p>additional educational support</p>
<p>Gypsy Roma Traveller children to be given full access to their early years entitlement.</p>	<p>All settings to be aware of the needs of GRT children and communities and of effective strategies to support them. EYCs to distribute Nat Strategy guidance and deliver diversity training.</p> <p>Ensure all young children in care have access to quality early years childcare provision.</p> <p>To support settings to include all children through targeted advice and appropriate signposting to other support services.</p> <p>Early Years Inclusion Workers (Portage Service) to support families with children with complex needs and early years providers so that</p>	<p>GRT children achievement monitored through ARV process</p> <p>Ongoing</p> <p>Training programme and support for setting SENCOs by Advisory Service</p> <p>Ongoing</p>	<p>GRT children making progress in line with developmental expectations - boys and girls.</p> <p>Termly monitoring of take up of early years places by children in care</p> <p>ARV process in PVIs reflects all aspects of inclusion. Area SENCO aspect of EYC role also supported by QT, N+ teams and Portage Inclusion Workers.</p> <p>Termly reports and monitoring meetings</p>	<p>GRT children attaining in line with their peers.</p> <p>To improve outcomes for children in care.</p> <p>All settings have staff with up to date knowledge on inclusion strategies.</p> <p>Children with complex able to access inclusive provision which meets their needs.</p>	<p>Children not accessing services, settings feeling insecure about contacting parents and supporting their needs.</p> <p>Capacity to deliver training through Workforce Strategy</p>

	<p>children can access inclusive, appropriate provision.</p> <p>The Step by Step Programme has continued to develop across a number of children's centres (provides a supported group environment for parents with children with complex needs as a first point of contact to accessing universal children's centre services). There are still further developments for this coming year.</p>	<p>Ongoing through year in 10 week blocks each term. The planning group contains staff from Devon Portage, the locality CC and a parent of a child with additional needs. Delivered in Bideford Bay, Victoria House, My Start , Honiton, Exmouth, Culm Valley, Tiverton, Dawlish, Countess Wear, Westexe, Whipton, Tavistock, Newton Abbot, Totnes, Dartmouth, Ivybridge.</p> <p>New groups being planned: Holsworthy June 2010 and Ellen Tinkham Sept 2010</p>	<p>Annual Review Audit on children's centre Termly monitoring and evaluation.</p>		
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QUALITY IMPROVEMENT STRATEGY FOR ALL EARLY YEAR PROVIDERS

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Children Centre practitioners are supported to undertake their own evaluation and reflective practice.	<p>Establish areas for evaluation with individual Children's Centres</p> <p>Provide one to one support to practitioners and provide opportunities for sharing experiences as appropriate</p>	<p>Ongoing throughout the year</p> <p>All practitioners will have received first contact by May/mid June</p>	All centres undertake and submit reports for their centre as required	<p>Practitioners have increased confidence in carrying out evaluation</p> <p>Children's Centres increase the evidence that they have about the impact of their work</p>	Assumes continuity of research staff team
To raise awareness and knowledge about research and how it can be used to inform practice	<p>Hold research event</p> <p>Contribute to Children's Trust Newsletter</p> <p>Maintain and update website</p> <p>Disseminate and promote C4EO materials</p>	<p>Research event held by March 2010</p> <p>Minimum of 3 articles submitted</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Research event delivered as planned</p> <p>Articles are published in Children's Trust newsletter</p> <p>Website is regularly updated</p> <p>Materials distributed as appropriate</p>	There is an increase in the opportunities available to practitioners and managers to engage with research and evidence informed practice	Assumes continuity of research staff team

<p>To ensure that the research work within EYCS makes best use of links with other organisation/services to add value and share expertise</p>	<p>AXS evaluation work</p> <p>LARC evaluation work</p> <p>NtG Project (advisory role)</p> <p>C4EO Sector Specialist work</p> <p>Continuing to building links with external research organisations and universities</p>	<p>Ongoing</p> <p>June 2009: Report completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Key areas of work are completed on time</p> <p>Report is submitted to LARC</p> <p>Research advisory input provided as required</p> <p>C4EO materials disseminated, and assignments successfully carried out</p> <p>Current links maintained and new links forged as appropriate</p>	<p>EYCS benefit from the added value of carrying out collaborative work</p> <p>Other services and organisations are able to access advice and research input as appropriate</p>	<p>Assumes continuity of research staff team</p>
<p>Ensure quality of early years provision within each children's centre</p>	<p>Qualified Teachers in children's centres will support and advise local early years provision and will receive support, professional development and performance management through the Early Years Advisory Service</p>	<p>Early years provision showing achievement through Quality Improvement process (ECERs) and children's achievement</p>	<p>Twice yearly Performance Management meetings.</p> <p>LDP termly focus days.</p>	<p>Raising achievement - Foundation Stage Profile Outcomes improved.</p> <p>Children's achievements on entry to reception classes at expected levels. (measured through EYE Profile in targeted schools)</p>	<p>Lack of engagement by Preferred Provider.</p> <p>Not all settings are within children's centre reach</p>
<p>Implement Devon's Quality Improvement Strategy based on the 12 NQIN Quality Improvement Principles.</p>	<p>Complete a quality improvement audit for all early years settings, a third of OSC settings and Specialist Childminders in Early Learning using the ECERS family of assessment tools to audit to measure and improve quality.</p>	<p>450 early years settings, 50 OSC settings by March 2011 will have completed the audit.</p>	<p>Outcomes of audits and action plans for improvement. ECERS audit is completed. Monitored through ARV process and data collection (from Devon's</p>	<p>Improved Ofsted outcomes. Better quality care provided for children and young people across all early years provision.</p>	<p>Moderation process for all auditors needs to have rigour and relate to national/international standards to ensure</p>

	<p>Provide consistent and well co-ordinated support to quality improvement in settings through support and advisory services.</p> <p>Continue to promote the new Devon Childminding Network and progression through the quality levels working to national guidelines. .</p> <p>Support new childminders and day care providers through the registration and inspection process.</p> <p>Hold locality meetings for early years providers for information update on Ofsted, quality, access and sufficiency issues.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>On-going</p> <p>Termly</p>	<p>Learning Journey Transition document)</p> <p>Early Years Consultants and Trio childcare reports and contract monitoring meetings</p> <p>Childminders progress through network.</p> <p>Attendance and evaluations</p>	<p>Higher quality settings and improved care for children.</p> <p>Early years providers informed and knowledgeable of Ofsted, quality and access issues.</p>	<p>consistency of judgements</p>
<p>Celebrate and communicate quality achievements of settings to families, general public, other settings and stakeholders.</p>	<p>Celebrate outstanding Ofsted outcomes and qualifications achievements.</p> <p>Hold an annual quality improvement celebration event for all early years settings and childminders.</p>	<p>Ongoing</p> <p>May 2011</p>	<p>Articles in newsletters, newspapers.</p>	<p>Higher level of awareness of good practice and its positive impact on outcomes for children</p>	

EARLY YEARS FOUNDATION STAGE – SUPPORT TO EARLY YEARS SETTINGS TO RAISE QUALITY AND IMPROVE OUTCOMES

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
<p>To improve standards in Communication, Language and Literacy and Personal, Social and Emotional Development throughout LA for all children</p>	<p>The ECAT Programme (Every Child A Talker) developed focusing on 20 original plus 20 additional settings targeting those who would most benefit from input on communication, language and literacy.</p> <p>Training programme in development together with strategies to ensure sustainability when initial funding ceases.</p> <p>Participation in ICAN Early Talk 0-3 project,</p>	<p>Data available at end of summer term in relation to outcomes from ECAT programme.</p>	<p>Data published Summer term 2010.</p> <p>Sustainable communication strategy developed.</p>	<p>Improved outcomes in relation to CLLD shown by data from ECAT settings.</p> <p>Sustainable communication strategy in place.</p>	<p>Impact will be limited to 40 settings if training programme not available to cover large area of county. Additional settings still have a small impact in a large Authority. Impact of programme will not be sustained in any form unless strategies to ensure continuation are in place, either through alternative funding or by assimilating programme into existing infrastructure.</p>
<p>To improve outcomes for children across all areas of the EYFS through a programme of training and conferences.</p>	<p>Core training to support Problem Solving, Reasoning and Numeracy, Block Play, Communication, Mark Making, Diversity, Outdoor Environment</p>	<p>Training delivered as planned across three Localities. Conferences well attended with a cross section of staff from the EY Sector</p>	<p>All training Quality Monitored to achieve at least 85% satisfactory or better rating.</p>	<p>Impact of training reflected in improved practice, monitored through ARV visits and ECERS</p>	<p>Due to pressure on time, staff who attend training may not be key people who need to implement change. There is a requirement for</p>

					improved leadership to enable change and development.
To improve outcomes for children across all areas of the EYFS through a programme of on-site support and challenge.	To ensure that the ARV and ECERS programmes result in improved outcomes and a narrowing in achievement gap Early Years Consultants to use National Strategy support materials to ensure that they have an effective balance of challenge and support in relation to settings and schools.		Data from ECERS and Ofsted show improved outcomes. Settings are improved with reduced number of visits from EYCs/QTs, shown by visit notes.	Actions in visit notes effectively addressed by settings	High staff turnover and low aspiration frequently related to low paid posts
A shared approach across all early years settings in relation to assessment and transition, aligned to Devon's Learning Journey. The expectation that settings will share outcomes on cohort attainment on transition, in relation to EYFS Development Matters.	Settings are being supported through core training on Observation, Assessment and Planning. There is a requirement to send in data which was incomplete last year but expected to improve. Prompt letter to settings April 10. Building Links funding focus relates to assessment , transition and moderation links between schools and their feeder settings	Settings will submit on exit data for December and July leavers' cohorts. Settings work with schools to moderate	.Sample analysis of data shows some correlation between outcomes from settings and school data within Learning Communities! Building links bids are robust, reflecting the transition and moderation requirement.	Data will reflect the moderation discussion between schools and settings. Building Links data analysis gives overview of moderation strategy	Limited resources from Building Links is not likely to make a significant difference as moderation needs to be a relatively intense and sustained process
Moderation, data and transition support for EYFS in schools to improve all, including those with lowest 20% achievement	Provide funded meetings based in Local Learning Communities to give a balance of universal and targeted EYFS support for Headteachers, EYFS teachers and Yr I	High attendance at termly meetings in each LLC	Feedback from meetings shows high level of satisfaction.	Improved EYFSP results	Competing pressures on headteachers put emphasis on outcomes for older key stages

	teachers in relation to EYFS/Yr 1 transition.				
Quality and accuracy of moderation at both setting and LA level sustained	Consistency and accuracy of practitioner judgements supported through training and/or moderation support differentiated according to experience and need.	All moderators receive induction and support. Training is updated and delivered to reflect National exemplification Successful completion of external moderation by the QCDA. Initial percentage of schools moderated to complete the second cycle of moderation Continue to deliver training packages to all stakeholders Remaining percentage of schools moderated cycle of moderation	New To EYFSP Training delivered, EYFSP Moderation Focus Training delivered, EYFSP PVI Training and Half Day Briefings delivered Moderators Meeting HTs attendance at conference and communication to schools	Moderation process consistent and accurate, in line with national expectation.	Head teacher involvement is crucial to quality assure data. Competing demands for head teacher time may result in low percentage attendance from heads

<p>To improve the conditions for learning across all sectors of EYFS</p>	<p>Settings to be given an appropriate level of support, informed by Ofsted outcome and Annual Review Visits, which is shared with the setting.</p> <p>Support to schools – funded input is available for schools causing concern, unsatisfactory Ofsted outcomes, targeted work conferences and FSU visits. Increased input through earnings are required to support understanding of EYFS data and EYFS implementation in schools outside these categories</p>	<p>Each provider to receive at least one annual visit and 6 monthly review visit with more intensive support for settings with poor Ofsted or schools causing concern in relation to early years. Providers offered advice and training in completing their SEF. To visit schools who have requested the FSU pack</p> <p>Schools –causing concern or with a poor Ofsted Inspection report have targeted input through TISP process</p>	<p>Targeted EYC support given to settings who receive inadequate Ofsted of up to five visits.</p> <p>Schools monitored through TISP process. Evaluation forms, team minutes and team review</p>	<p>Improved consistency of EYC judgements for level of support to settings (High/Medium/Low) supported by implementation of ECERS.</p> <p>Services aligned working to shared principles and standards</p>	<p>Moderation process for all auditors needs to have rigour and relate to national/international standards to ensure consistency of judgements</p>
<p>To improve the communication between schools and settings to ensure effective collaborative working.</p>	<p>To support joint meetings in relation to EYFS implementation assessment and transition arrangements.</p>	<p>Joint meetings initiated or requested by Learning Communities.</p> <p>Joint bids submitted to Building Links.</p>	<p>Transition data submitted by settings.</p>	<p>Meetings have positive agendas and constructive outcomes.</p> <p>Transition documents are moderated.</p>	<p>Low attendance</p> <p>Tensions between schools and settings due to competition for limited numbers of children.</p>

		Joint communication strategies developed between Learning Communities and EY team.			Unresolved issues in relation to pedagogy.
Schools and settings supported by high quality materials	Produce and market Foundation Stage Unit support Pack Healthy Settings pack	Packs in place and published Packs marketed beyond Devon	High level of take up of packs and related activity. Increased numbers of Foundation Stage Units complete the badging process Settings applying for and completing the Healthy Settings process	Badged FSUs in place Settings have Healthy Setting status	Take up remains low due to competing pressures on time

WORKFORCE STRATEGY

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Implementation of early years and childcare qualification strategy	Commissioning high quality learning and development provision to meet CWDC 'full and relevant' qualification targets of EYFS and provision of a range of CPD programmes with a key focus on Safeguarding, Domestic Violence, Equality, Inclusion, EYFS, Playwork and Leadership & Management. To work with Skills Funding Agency (SFA) to develop joint	Recruitment and completion targets met for qualification levels 1 – 7 (see appendix 1).	Numbers recruited, drop out rate and numbers completing. Amount of students accessing training and	Highly qualified workforce and all early years settings meeting the 'full and relevant' CWDC standard.	Drop out rate, turnover of staff,

	<p>strategy and maximise access of students to SFA funding.</p> <p>Recruit and support the development of Early Years Professionals (EYPs) through the production of an EYP promotional tool, regular updates through combined network meetings, annual conference, newsletter and website</p> <p>Promote use of Graduate Leadership Fund to assist recruitment of EYPs within PVI sector by carrying out a survey and analysing findings Update Graduate Leader Fund guidance and promote via survey, combined networks, newsletter and website.</p> <p>Promote new level 3 Diploma for the Children and Young Peoples Workforce and L2 Certificate for implementation Sept 2010</p>	<p>EYP in all full daycare settings by 2015</p> <p>All eligible settings are in receipt of GLF</p>	<p>achieving qualifications.</p> <p>Numbers of EYPs. Evaluations of activity to promote EYPs. Outcomes of meetings and conference.</p> <p>Increased numbers accessing GLF funding</p> <p>Increased numbers accessing GLF funding to support their continued professional development</p>	<p>EYP leading, advising and supporting all full daycare settings.</p> <p>Improved quality within the setting – Ofsted outcomes and provision for children</p>	<p>Low pay leading to recruitment and retention difficulties. Possible future withdrawal of Graduate Leader Funding which currently provides salary enhancement</p>
<p>Implementation of recruitment and retention strategy. Support early years providers to adopt good practices approaches in all aspects of staff management.</p>	<p>Development of a Leadership & Management Strategy to provide clear minimum standards for 'Devon' and to identify routes for L & M cpd and qualifications in relation to job roles and responsibility. Improved support for Management Committees in</p>	<p>Ongoing</p>	<p>Feedback from providers</p>	<p>Greater stability of the VMCs and clear understanding of their role.</p>	<p>Time and commitment to attend the training</p> <p>Drop out rate, turnover of staff and committee members</p>

	<p>relation to L & M.</p> <p>Develop new resources, tools, guidance and support for voluntary management committees in conjunction with the Leadership and Management Strategy and steering group.</p> <p>Continue to provide clear and consistent information about “full and relevant” qualifications for settings affected by Qualifications List through combined network mtgs, newsletter, website</p> <p>Ensure all early years providers have free access to DCC’s HR helpdesk for information and advice relating to employment law.</p>	<p>Ongoing</p> <p>All settings have ‘full and relevant’ qualified staff by Sept 2012 at latest</p> <p>Ongoing</p>	<p>Feedback from providers</p> <p>Workforce data and audits</p> <p>Feedback from providers</p>	<p>Increased knowledge and skills and confidence within VMCs</p> <p>Highly qualified early years workforce</p> <p>Appropriate recruitment processes in place for all early years provision.</p>	
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KEEPING YOUNG CHILDREN SAFE AND FREE FROM HARM

Aims and Objectives	Tasks	Milestones	Monitoring and Performance Indicators	Outcomes	Risks
Parents/carers to have access to a range of information and advice through children’s centres	Children’s centres linked into family information service with information access points	Ongoing	Children’s centre service plan Family information service monitoring	Accessible local information for all families	
Ensure all young people have safe environments in their early years and childcare settings including	At least one member of staff in each setting to have undertaken the 2 day level undertaken the two day Level	Ongoing	Take up of training Annual Review visit Annual Review visit	Safeguarding issues dealt with competently and competently and	

<p>the opportunity to take risks within managed environments.</p>	<p>3 child protection training (renewed every three years).</p> <p>All Early Years and Childcare providers to have a named member of staff with responsibility for safeguarding.</p> <p>All management committees/governing bodies to have an identified person with responsibility for safeguarding.</p> <p>Play Leader/Manager/Committee member of each early years setting to have completed the Safer Recruitment training and following safer recruitment procedures.</p> <p>All early years settings required to have safeguarding and health and safety policies in place.</p> <p>Early years settings to receive a minimum of an annual visit to monitor quality, training take-up and health and safety checklist.</p> <p>Employers provided with up to date information on changes to CRB checks, independent safeguarding authority vetting and barring schemes and</p>	<p>Annual Review Visits/Welfare Visit</p> <p>Through OUT sessions/network meetings, development worker networks.</p>	<p>checklist</p> <p>Ofsted inspection of early years settings. Information recorded on Evince.</p> <p>Information recorded on Evince.</p> <p>Trio contract monitoring</p> <p>Termly monitoring</p>	<p>effectively by early years staff.</p> <p>Early years provision providing secure, safe environments.</p>	
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	safeguarding information. (Charlotte Moss, Workforce Strategy)				
Ensure staff in early years settings are sufficiently knowledgeable and skilled to deal appropriately in responding to all risk factors and forms of violence including bullying, domestic violence, substance misuse, adult mental health and child abuse.	Early years staff to have access to a range of multi agency training in relation to dealing with domestic violence, child abuse and bullying.	Training ongoing	Training take-up by Workforce Strategy Team. Included in termly report.	Knowledgeable workforce competent in dealing with child protection issues.	
Children's Centres					
Ensure children's centres implement effective safeguarding	Complete safeguarding audit in each children's centre Children's centre managers or named safeguarding lead to attend level 4 safeguarding training and refresher training every 2 years. . Children's centres evidence safe recruitment, vetting and barring in place for all staff, volunteers and workers from other organisations working with the centre.	June 2011 Ongoing	Senior DC's Take up of training Safeguarding audit	Evidence of safeguarding practice for Ofsted Centres up to date in safeguarding policies and procedures All adults working within children's centres have had appropriate safeguarding checks.	
Early intervention and prevention programmes of support available to vulnerable children through children's centres	Identification of vulnerable groups through e-profiles of each children's centre, outreach by the centres to those identified groups to access appropriate services and evaluation of outcomes.	Service Plan ongoing through year.	Take of different services within children's centre by vulnerable children/families		
Early Years and Childcare Service Staff					

EY&CS to support DSCB multi-agency delivery of Safeguarding Level 3 Foundation Course	6 members of EYCS staff to be trained as trainers for DSCB Level 3 Multi-agency Safeguarding training	EYCS Staff delivering training	Minimum of 3 courses per member of staff per year. (12 courses in total)	Sufficient Level 3 Safeguarding courses for Early Years and Childcare providers to attend.	
Annual review of EYCS policy and protocols for dealing with safeguarding concerns regarding children, allegations against childcare practitioners, etc.	Review the current protocols within the EYCS. Ensure all staff teams within EYCS are aware of and have copies of the safeguarding policy protocols and procedures. All new staff receive copies and training as part of induction.	June 2010	Reviewed policy protocols established and a refresher presentation delivered to all team meetings.	Consistent and effective approach to dealing with safeguarding queries across the Service.	
Ensure all safeguarding concerns are recorded correctly, records collated centrally and stored securely.	Centrally held records stored securely and information collated as requested. Ensure all actions are followed through.	Ongoing	System has been established for storing and collating safeguarding concerns. Monitored by link officer/co-ordinator for safeguarding (Nikki Phillips)		
All EYCS staff that have regular contact with children at visits with settings or running events have level 3 safeguarding (renewed every three years).	Safeguarding training highlighted through appraisal process. Appropriate courses identified including ADVA. All new staff enrol on training during induction.	Ongoing	Take-up of training by staff through workforce strategy team. Included in termly report.	All relevant staff have appropriate up to date training.	
Safeguarding is a key element of the induction process for all staff within the EYCS.	All new staff within the EYCS to have completed the one day awareness safeguarding training as part of the induction process.	Ongoing	Training – Workforce Strategy Team and Manager of staff	All new and existing staff have relevant qualifications.	
Support unregistered settings in order to ensure safe practice.	Good practice guidance for unregistered settings revised and disseminated. Telephone, email and 1:1 support is given as required.	Ongoing	Termly reports.	Unregistered settings more knowledgeable and aware of safeguarding issues.	

Level 2 quals Recruit 90 EY and 30 Playwork candidates.
Complete 32 EY and 12 Playwork candidates by April 2011

Level 3 quals
Recruit 202 EY and 87 Playwork candidates
Complete 170 EY and 120 Playwork candidates
by April 2011

Level 4 quals
Recruit 15 EY and 10 Management (VRQ) candidates.
Complete 19 EY, 3 Playwork and 2 Management (VRQ) by April 2011

Level 5 quals Recruit 68 EY Foundation Degree and 3 Management (VRQ) candidates.
Complete 36 EY FD, 3 Playwork and 6 Management VRQ by April 2011

Level 6 quals (EYPS) –
Recruit 46 EYPS candidates
Complete 16 EY candidates by April 2011

Level 7 quals
Complete 7 level 7 candidates by April 2011