

CHILDREN AND YOUNG PEOPLE'S SERVICE

EARLY YEARS OUTCOMES DUTY PLAN

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GLOSSARY

Annual Performance Assessment (APA)

Assesses the contribution of local authorities education and social care services to improving outcomes for children with the contribution of other services considered where relevant.

AXS Programme

This is piloting the key tools and processes that are needed to make integrated working happen.

www.devonchildrenstrust.org.uk/axs

Child & Adolescent Mental Health Service (CAMHS)

Promotes the mental health and psychological wellbeing of children and provides high quality multidisciplinary mental health services.

www.everychildmatters.gov.uk/health/camhs

Childcare Act 2006

The first ever act to be exclusively concerned with early years and childcare. The act will take forward some of the key commitments from the Ten Year Childcare Strategy published in December 2004.

www.opsi.gov.uk

Childcare Sufficiency Assessment

It is a requirement of the Childcare Act 2006 that each local authority does an audit of existing childcare and the childcare requirements in its communities.

www.surestart.gov.uk/improvingquality/guidance/childcaresufficiency

http://www.devon.gov.uk/index/cyps/early_years_and_childcare/eycs/csainroduction.htm

Children's Centres

Children's centres bring together a range of services for children under 5 years and their families including early education, health services and family support.

www.devon.gov.uk/childrenscentres

Children's Information Service

Holds a wide range of information about children's services and registered childcare.

www.devon.gov.uk/disc

www.devon.gov.uk/discplus

Children's Trust

A strategic partnership formed to improve outcomes for children and young people by working together.

www.childrenstrustdevon.org.uk

Core Offer Monitoring Group (COMG)

Comprises representatives of the key statutory and voluntary agencies as well as parents/carers. The role of the COMG is to oversee the children's centre programme, agree priority areas for development, monitor progress against the service action plan, targets and outcomes, complete an annual self evaluation form, parental satisfaction survey, an evaluation of at least one service and participation in the annual review.

Children and Young People's Plan (CYPP)

Sets out how the publicly funded organisations will work together and with communities and families to improve outcomes for all; making the biggest impact where outcomes are poorest. A summary review has taken place in 2007.

www.devon.gov.uk/cyps-plan.pdf

Common Assessment Framework (CAF)

A standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

<http://www.everychildmatters.gov.uk/deliveringservices/caf/>

Children's Workforce Development Council (CWDC)

Set up in 2005 to support the implementation of Every Child Matters, a new approach to the well-being of children and young people from birth to age 19. It supports over half a million people in the children's workforce across England, including those in childcare provision, learning mentors, education welfare, foster care and social care.

<http://www.cwdcouncil.org.uk/>

Department for Children, Schools and Families (DCSF)

Responsible for improving the focus on all aspects of policy relating to children and young people.

www.dfes.gov.uk

Department for Work and Pensions (DWP)

The Department for Work and Pensions promotes opportunity and independence for all through modern, customer-focused services. They help people to achieve their potential through employment, so that they are able to provide for their children and to work and save for secure retirement.

<http://www.dwp.gov.uk/>

Disability Discrimination Act 2005 (DDA)

The Disability Discrimination Act (DDA) aims to end the discrimination that many disabled people face.

http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068

Early Support Programme

For families with disabled children under 5 years old. It is the government's recommended approach to co-ordinating services.

www.earlysupport.org.uk

Early Years and Childcare Service (EYCS)

Provides support and training for organisations and individuals providing childcare in Devon, works with agencies to develop children's centres in local communities and provides information advice and guidance on childcare.

www.devon.gov.uk/eycs

Early Years Foundation Stage (EYFS)

EYFS brings together other policies and guidance to build a coherent and flexible approach to care and learning for 3-5 year olds.

www.standards.dcsf.gov.uk/eyfs

Early Years Professional (EYP)

Early Years Professionals (EYPs) work in many of the diverse range of settings that make up the early years sector. They lead practice and are central to delivering a quality service to children and their parents.

<http://www.cwdcouncil.org.uk/eyps>

Every Child Matters

Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19. Organisations providing services to children – from hospitals and schools to police and voluntary groups – will be teaming up in new ways sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.

www.everychildmatters.gov.uk

Every Parent Matters

Every Parent Matters is a strategic alliance between Campaign for Learning and Parenting UK. Its aim is to support the achievement of effective infrastructure working between family learning practitioners and parenting service providers.

<http://www.campaign-for-learning.org.uk/EveryParentMatters/>

Effective Provision of Pre School Education (EPPE)

Longitudinal studies funded by the Department for Children, Schools and Families which focus on the progress and development of 3,000 children from entering pre-school to the end of Key Stage Three in secondary school (from age 3 to 14 years old).

<http://www.ioe.ac.uk/schools/ecpe/eppe/>

Extended Services in and around schools (ESS)

Provide or signpost to a range of services and activities which are often beyond the school day to help meet the needs of children, their families and the wider community.

www.devon.gov.uk/exgtended-schools

Foundation Stage Profile (FSP)

The Foundation stage profile is a way of summing up each child's progress and learning needs at the end of the foundation stage. The profile is based on practitioners' ongoing observations and assessments on all six areas of learning set out in curriculum guidance for the foundation stage.

http://www.standards.dfes.gov.uk/primary/foundation_stage/

Government Office South West

Government Office for the South West (GOSW) works with regional partners and local people to help deliver the Government's central aims in the region, to achieve high and stable levels of growth and employment and build an inclusive and prosperous society that can develop in a sustainable way.

<http://www.gosw.gov.uk/gosw/cyphome/?a=42496>

ICAN programme

ICAN has worked with partners in early years education and speech and language therapy for a number of years and has developed a network of Early Years Centres across the UK which provide specialist teaching and SLT for pre-school children with speech, language and communication needs (SLCN). ICAN's latest work in early years is the Early Talk programme which aims to reach out to all preschool children to help them develop the communication skills they need for life and learning.

<http://www.ican.org.uk/home/Early%20Years.aspx>

Jobcentre Plus

Jobcentre Plus provides an integrated service to people of working age. It offers help to people looking to move into work and support for people who can't. Jobcentre Plus also provides a range of services to help employers fill their vacancies quickly.

www.jobcentreplus.gov.uk

Local Area Agreement (LAA)

A wider partnership plan based on a three year agreement between a local area and central government. It describes how local priorities will be met by local solutions while contributing to national priorities.

Local Safeguarding Children Board (LSCB)

A statutory body of key agencies ensuring effective joint working to safeguard children.

www.everychildmatters.gov.uk/lscb

NPQICL

The National Professional Qualification in Integrated Centre Leadership (NPQICL) is the first national programme to address the needs of leaders within multi-agency, early years settings. NPQICL is recognised as a qualification in working in multi-agency and multi-disciplinary environments across education, health and social services.

<http://www.ncsl.org.uk/npqicl-index>

National Quality Improvement Network

Funded by a project grant by the DCSF Children and Families Voluntary Sector Grant programme. This project supports the sector and the SSU in considering the use of quality improvement processes to improve standards for children.

<http://www.surestart.gov.uk/improvingquality/guidance/nqin/>

National Year of Reading

The National Year of Reading (NYR) is a year-long celebration of reading, in all its forms. It aims to increase awareness of the many values of reading – anything, anytime, anyplace – for children, families and adult learners alike.

<http://www.yearofreading.org.uk/>

Ofsted

Inspects and regulates the care of children and young people, and education and skills for learners.

www.ofsted.gov.uk

Portage Service

Portage is a home-visiting educational service for pre-school children with additional support needs and their families.

http://www.devon.gov.uk/index/cyps/children-with-special-needs/discplus/special_educational_needs-3/portage.htm

PVI Sector

Private, voluntary and independent providers of childcare including childminders.

Special Educational Needs (SEN)

Children who have learning difficulties or disabilities which make it harder for them to learn or access education than most children of the same age.

CHILDREN AND YOUNG PEOPLE'S SERVICE

EARLY YEARS OUTCOMES DUTY PLAN

1.0 INTRODUCTION

A good start in life is essential if children are to fulfil their potential. High quality early childhood services will result in better outcomes for young children, their families and society. All parents from the time they are expecting a baby should be able to access integrated child health, high quality early years provision and family support services, some free at the point of delivery. From April 2008 the Childcare Act 2006 places a new duty on local authorities, working with their Primary Care Trust, Strategic Health Authority and Jobcentre Plus partners, to:

- **Provide the best start for all children, promoting social mobility** so that children are able to fulfil their potential regardless of their family income or background.
- **Encourage and enable parental employment** in order to reduce the negative outcomes that are so strongly associated with growing up in poverty.
- **Reduce inequalities by focusing on children most at risk of poor outcomes** because of deprivation and disadvantage.
- **Deliver integrated early childhood services** in ways that provide a seamless experience for parents and children, that meet their individual needs, and that make a real difference to life chances for all children.
- **Ensure every child at age 5 is developing well and is a confident, capable learner** with most achieving well across the Foundation Stage Profile scales, including personal, social and emotional and communication, language and literacy development.

The Outcomes Duty requires the local authority working with partner agencies 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 0-5's and reduce inequalities between them through the delivery of integrated early childhood services.**
- **Reduce the proportion of children living in households where no-one is working and increased take-up of tax credits.**

The government's aim is that every child by the age of 5 will be developing well and ready to start the next phase of learning, having the confidence and communication skills to access the primary curriculum. They have set a goal that by 2020 at least 90% of children will be developing well across all areas of the Early Years Foundation Stage Profile by age 5.

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 National and Local Context

1.1.1 National – Childcare Act and Childcare Strategy

The priority areas for development in relation to these legislative requirements in the Childcare Act, the Ten Year Childcare Strategy and the Sure Start funding guidance requires the Local Authority, working with partner agencies, to:

- **Develop Children’s Centres** in all localities by 2010 to deliver integrated services in line with the Every Child Matters outcomes.
- Extend the **early years entitlement to 15 hours** and make it available more flexibly
- **Secure sufficient childcare** to meet the needs of communities
- Monitor availability and take-up of childcare places and update the **Childcare Sufficiency assessment**
- Provide information, advice and training 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.**
- Promote and advise settings on the introduction of the **Early Years Foundation Stage and the new Ofsted Inspection framework** (in conjunction with the Early Years Advisory Service).

1.1.2 Devon - CYPP 2008-2011

The Children’s Trust have identified a number of priorities within the Devon Children & Young People’s Plan 2008-2011. These priorities set the Early Years Outcomes Duty Plan in its wider context and illustrate the inter-relationship between the challenges set within the Early Years Outcomes Duty Plan and the targets for the CYPP which in relation to early years include:

- Supporting and working with parents
- Reducing bullying
- Improving provision for children with special needs and support for parents, carers and young carers
- Improving life for children in care
- Reducing exclusions from schools
- Developing more things to do and safe places to be

1.2 Early Years Outcomes Duty Plan Challenges and Enablers

Listed below are the Early Years Outcome Duty Plan challenges and the Enablers within the Children’s Trust which will impact most directly on our collective ability to address each of the identified challenges. The most significant enablers are, of course, parents, settings and schools, acting independently and collectively.

Early Years Outcomes Duty Challenges	Lead Officer
1. Improve levels of attainment in the Foundation Stage	Jenny Liggins, Senior Adviser, Head of Early Learning
2. Narrow the gap in the FS profile scores between the lowest attaining 20% and the median attainment of the whole cohort	Jenny Liggins, Senior Adviser, Head of Early Learning
3 Improve the educational attainment of children in care: reduce the gap in performance of this group compared to other groups	Deborah Booth, Strategic Project Manager (Achievement of Children in Care)

Early Years Outcomes Duty Plan Enablers	Lead Officer
National Strategies: Foundation Stage	Jenny Liggins
Children's Centres	Claire Rockliffe
Health commissioning (Maternity Services Review)	Gwen Pearson
Early Years Workforce strategy	Ana Simons
Quality Improvement programme	Claire Rockliffe/Jenny Liggins
Parenting strategy	Phillipa Court
Childcare sufficiency strategy	Claire Rockliffe
Strategy for children with special needs 0-5	John Shaw
Children's Information Service	Dennis Platt
*Extended Services in and around Schools	Philipa Court, Lead Officer (Schools)
School Improvement processes (Intervening in schools causing concern)	School Improvement Officer, DES
AXS programme – multi agency working	Miles Hapgood
* Local Learning Communities	Sue Clarke, Strategic Lead for Achievement through Collaboration
* Workforce Reform and Professional Development	Geoff Tew, Adviser for Continuing Professional Development
* Governor Services	Debbie Clapshaw, Governor Support
National Year of Reading	Roger Kirk

2.0 THE EARLY YEARS FOUNDATION STAGE (age 0-5)

The Early Years Foundation Stage (EYFS) is a comprehensive framework for the learning, development and care of children in the early years which becomes statutory from September 2008. It replaces and builds upon the existing separate early years frameworks: the National Standards for Daycare and Childminding, the Curriculum Guidance for the Foundation Stage and the Birth to Three Matters Framework. The EYFS will apply to all settings offering provision for children aged 0-5, including day nurseries, preschools, playgroups, childminders and maintained and independent schools to ensure that children receive high quality experience whatever type of setting they attend. The EYFS removes the existing legal distinction between care and education to better reflect the distinctive nature of provision in the early years - for young children, care and learning happen together and are indivisible. The EYFS expects practitioners to meet the individual needs of all children in their care, to support children's development and to offer

high quality play-based learning that will allow children to achieve their full potential. The EYFS has “early learning goals” which are the knowledge, skills and understanding which most young children should have acquired by the end of the academic year in which they reach the age of five. There is a “development matters” column in the EYFS which identifies children’s developing knowledge, skills, understanding and attitudes. It is important to note that children will learn at different rates and will not necessarily progress sequentially through stages as these do not represent age-related goals.

2.1 Foundation Stage Profile - statutory early years targets

Each local authority will be 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**

This target is based on teacher assessment at the end of the Foundation Stage across six broad areas (physical development, knowledge and understanding of the world, personal/social and emotional development, creative development, communication, language and literacy, problem solving, reasoning and numeracy)

2.2 Narrowing the gap –between the outcomes for all children and those achieved by more vulnerable groups

- Devon’s vulnerable groups comprise those who have greater barriers to their learning and includes; low attainers, those with special needs, those at risk of exclusion, children in care, children of migrant workers, traveller children and children with English as an additional language
- In the Foundation Stage the outcomes for the lowest attaining 20% as measured by the Foundation Stage Profile were lower than expected in 2007 and below those of statistical neighbours. There is no apparent pattern to explain these results for different schools and areas; analysis of the data is ongoing. The area prioritised for the highest level of support is communication, language and literacy development where it is lower than others.
- Identified areas for development from the November 2007 APA, with particular regard to Enjoy and Achieve, were to:
 - Embed the work of the multi-disciplinary group to improve outcomes for children in care.
 - Ensure that targets for attainment set with schools are suitably challenging and aspirational.

3.0 PARTNERSHIP WORKING ARRANGEMENTS - Commissioning and Performance Management

Partnership working with a range of partners is essential to achieving high quality integrated services and will include teams within CYPS, PCT, Jobcentre Plus, children’s centres, schools and PVI providers.

The Local Authority is required to lead a Strategic Partnership with Health, other partner agencies, early years providers, schools and parents to plan early childhood services, lead the delivery of outcomes duty and to act as an advisory/consultative body. This is now in place, the Director of Children and Young People's Services chairs the Partnership. Terms of reference, membership and minutes available here <http://www.devonchildrenstrust.org.uk/index/practitioners/prac-strat-minandrep/eysp.htm>.

The Early Years Joint Commissioning Board working through the Early Years Strategic Partnership will be responsible for the preparation of the Outcomes Duty plan, including monitoring and reporting arrangements. The Plan will be reported to Senior Leadership Group, Members Strategy Group and the Children's Trust Executive. The Plan will be monitored through the Early Years Joint Commissioning Board with regular reports to the Early Years Strategic Partnership

3.1 Needs Analysis

The Early Years Outcomes Duty Plan has been informed by needs analysis, based on analysis of Devon Foundation Stage Profile data, performance data derived from schools, children's centre Annual Reviews, Ofsted outcomes and early years self evaluation forms. This is discussed and monitored through termly meetings with Regional Early Years National Strategies Advisers, meetings with Together4Children (commissioned by DCSF to monitor support and challenge Local Authorities in their children's centre development) and reported through Devon's Priorities Meetings with Government Office South West, summarised within the Annual Performance Assessment (APA). The Outcomes Duty plan is also informed by the Joint Commissioning Needs Assessment, the Childcare Sufficiency Assessment and aligned with the Extended Services strategy, the Parenting strategy and the SEN 0-5 strategy.

The needs assessment will be used to inform our development of early childhood service delivery, to establish effective integrated ways of working, matching supply to demand, and filling gaps and implementing action plans targeted at tackling obstacles to early learning and development.

EARLY YEARS OUTCOMES DUTY PLAN

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, Devon's Children & Young Peoples Plan, the National Framework for Children, Young People and Maternity Services, the LAA focus on Narrowing the Gap including the National Narrow the Gap programme. Services will be developed in consultation and partnership with practitioners, other agencies, parents and children, through local planning forums and the Early Years Strategic Partnership driven through the Devon's Children's Trust and working closely with the AXS Pathway, SEN, Parenting and Extended Schools strategies.

The plan covers the period from April 2008 to March 2011 and is therefore aligned with the CYPP and Local Area Agreements. Activities within the plan will be updated annually

Aim

To improve outcomes for all children and narrow the gap through the development of sustainable high quality inclusive early childhood services which are affordable, accessible and responsive to parents and children's needs.

To achieve this aim we will:

- Work with partner agencies to develop services which are integrated and cohesive at the point of delivery.
- Listen to the views of children and families
- Provide information, support and advice to parents and other agencies working with children.
- Work in partnership with early years and childcare providers and schools, listen to their views, provide information, support and advice
- Commission services through fair and transparent processes
- Support early years settings and schools to develop high quality inclusive provision
- Improve affordability of childcare provision
- Meet the childcare needs of all parents and children to include those at risk of exclusion, vulnerable families, disabled children and black and minority ethnic families.

The Outcomes Duty Plan has been structured using the key areas identified within the DCSF Outcomes Duty Plan guidance which include:

- 1. Integrating Early Childhood services**
- 2. Managing supply and ensuring sufficiency of early years places**
- 3. Parents' participation and maximising access for all families**
- 4. Raising the quality of services**

Early Childhood services make a significant contribution to each of the 5 Every Child Matters outcomes. Be Healthy, Enjoy and Achieve, Achieve Economic Wellbeing and Make a Positive Contribution are all incorporated within the headings above. Appendix 2 summarises the Stay Safe key objectives and actions for early years which are identified in the CYPP and will be included as part of our Outcomes Duty Plan.

1.0 INTEGRATED EARLY CHILDHOOD SERVICES (children's centre provision)

Section 3(2) of the Childcare Act requires local authorities to make arrangements to ensure that early childhood services in their area are provided in an integrated manner which is calculated to:

- Facilitate access to the services, and
- Maximise the benefits of those service to parents, prospective parents and young children

The key delivery mechanism for children aged 0-5 and their families is through the development of children's centres across the county. In phase 2 (2006-08) 31 children's centres were developed and by 2010 we plan to have 43 children's centres at least one covering each learning community and aligned to their boundaries so that all parents and carers with children under 5 years old can access these services. Children's centres have a co-ordinating role in ensuring services are accessible and coherent through working in partnership with statutory, voluntary and private services to achieve the best possible outcomes for children, families and communities. Professionals such as health visitors, speech and language therapists, family support workers and midwives will work together to deliver services where they are needed. The core services extend across the 5 Every Child Matters Outcomes and include:

Early years provision – integrated early learning and childcare

Social care – family and parenting support

Health Services – midwifery, health visitors, and speech and language therapists

Jobcentre Plus – employment service to help parents into work

Children's Information Service – information, advice and assistance for parents.

Children's centres will

- Promote the physical, intellectual, social and emotional development of young children, particularly those who are vulnerable or disadvantaged.
- Help strengthen families, supporting parents in their parenting role and reduce child poverty by enabling parents to increase their opportunities to work, learn and study.
- Contribute to building and sustaining strong local communities by providing services locally.

Children's centres serving the most disadvantaged areas are required to provide all the services including the integrated early learning and childcare with a 0.5 qualified teacher and will have greater levels of funding for their work. Outreach work including home visiting to families who are less likely to access services but with a need for support will be a key aspect of their work.

Other key providers contributing to the Early Years Outcome Duty Plan are early years provision – through private, voluntary, independent and maintained sector. This includes childminders, preschools, day nurseries, nursery schools, schools including nursery units and early years foundation stage units and partnerships. Children's centres will be encouraged to work closely with a range of local providers within their learning community area so that services are joined up and families can have a smooth transition from one service to another.

Each children's centre is required to be approved initially as "designated" and when fully operational as offering the "full core offer" by Together4Children on behalf of DCSF.

1.1 Governance and performance management

Following a commissioning process during 2007 for the phase 2 children's centres each centre now has a Responsible Body managing the centre and employing the staff; in most cases this is a national voluntary organisation although there are also two local voluntary organisations and two schools. The Local Authority has a contract with an annual Service Level Agreement with each of the responsible bodies. Each children's centre has a Core Offer Monitoring Group (COMG) which comprises representatives of the key statutory and voluntary agencies as well as parents/carers. The role of the COMG is to oversee the children's centre programme, agree priority areas for development, monitor progress against the service action plan, targets and outcomes, complete an annual self evaluation form, parental satisfaction survey, an evaluation of at least one service and participation in the annual review. The annual review draws on the self evaluation form and other evaluations, is led by the Early Years and Childcare Service with representation from the Advisory Service, health and social care and Jobcentre Plus; the outcomes of the annual review inform the following year's service action plan.

There are a number of national indicators for assessing the outcomes of children's centres:

- **Improvement in children's development** as measured by the Foundation Stage Profile
- **Improve attainment of lowest achieving children** to narrow the gap
- **Reach of the Centre to the most vulnerable** e.g. teenage parents, workless households, lone parents, children with additional needs, parents with additional needs.
- **Parental satisfaction**
- **Health indicators** e.g. increasing the numbers of mothers who breastfeed at 6-8 weeks.

1.2 Key priorities areas/future work

- Develop phase 3 children's centres including tendering process and selection of Responsible Body
- Develop and implement a capital programme for phase 3 children's centres 2008-11.
- Develop a Devon-wide Health commissioning strategy for children under 5 to include PCT, midwifery, therapy services and home visiting
- Integrate public health nursing teams (midwives, health visitors, speech and language therapists) to work with the children's centres and AXS cluster populations and co-locate in children's centres wherever possible including provision of a range of public health programmes within the children's centres.
- Develop a single family health needs assessment to use with all families with newborn children
- Ensure children's centres link with the appropriate range of services e.g. care leavers, CAMHS team, joint agency services and children in care teams.

- Provide access to multi agency training in integrated working in common assessment framework and support children's centre leaders to develop integrated multi-disciplinary teams
- Support phase 2 children's centres in the transition from designation to full core offer.
- Conduct an annual review with each children's centre to include profile data, parent satisfaction survey, outcomes for families and use of e-Start database and assess effectiveness against the delivery plan.
- Qualified Teachers in children's centres will support and advise local early years provision working closely with the early years advisory service and will receive their support, professional development and performance management through the early years advisory service.
- Facilitate quarterly locality meetings for children's centre managers, PCT, Jobcentre Plus and social care leads to monitor children's centre delivery and integrated working.
- Hold termly county meetings for all children's centre managers for dissemination of information and sharing of good practice.
- Develop outreach information services including a public access PC within each children's centre.
- Support practitioners to undertake research and evaluation so that children's centre services are underpinned by evidence-informed practice.

1.3 Outcomes

- Phase 3 tendering process completed by November 2008
- 31 children's centres from phase 2 at full core offer by 31 March 2009
- Phase 3 children's centre contracts in place by 31 March 2009
- Universal coverage 1 January 2010

1.4 Performance Indicators

- Emotional health of children (national indicator - how measured?)
- Weight at birth - % of children born weighing less than 1500g and 2500 g
- Performance indicators from page 9.

2.0 MANAGING SUPPLY AND ENSURING SUFFICIENCY OF EARLY YEARS AND CHILDCARE PLACES

The Childcare Act 2006 places new duties on Local Authorities with regard to the provision of childcare:

- To assess the provision of childcare in the area at sub local authority level to be completed by 31 March 2008.
- To work to ensure there is sufficient childcare (where practicable) for families who need it – duty comes into force from 1 April 2008.

Local Authorities are required to act as strategic leaders in overseeing the development of the childcare market, and to work in partnership with childcare providers in the private, voluntary and independent sector to create a stable and sustainable environment. Local Authorities must consult with existing childcare providers, parents, employers, children and young people and other groups who might be expected to have an interest in children.

The assessment of childcare provision is designed to enable the local authority to identify gaps in the provision of childcare and to establish plans to meet the needs of parents and carers. The assessment must be repeated every three years to keep up with changes in population, employment patterns and childcare provision and be updated on an annual basis.

2.1 Early Years Funding Review (3 and 4 year old entitlement)

Local Authorities are required to conduct a review of the funding of provision for 3 and 4 year olds and from September 2010 to extend the early years entitlement to 15 hours and make it available more flexibly for parents (September 2009 for disadvantaged areas). From April 2010 all providers including nursery units within schools will be funded by take up of places rather than the number of places. An Early Years Funding Review Group has been set up to take this work forward reporting to SFIG (Schools Funding Issues Group) which will report to Schools Forum. (see Appendix 3 relating to early years funding review and DCSF requirements – waiting for July guidance).

2.2 Support and development

Early years and childcare providers are supported to develop and maintain high quality sustainable, financially viable provision through a range of development workers and advisers including:

- Business Support team offers business planning, financial advice and support, start-up grants and sustainability funding where this need has been identified.
- Contracted organisations Trio and Barnardos development workers offering advice and support to PVI early years settings including childminders on staffing, management and governance issues. They also conduct a biennial quality audit which includes monitoring of health and safety and adherence with Ofsted requirements.
- Out of School Development Workers provide help and support to out of school settings.

- Registration and Support team provides advice, support and training regarding Ofsted regulations and standards for those wishing to set up provision and a programme of continual update sessions for those currently operating.
- District Co-ordinator team develop and manage the local childcare implementation plans ensuring resources and development are targeted to areas without sufficient provision.

2.3 Work to date

The first Childcare Sufficiency Assessment was completed in March 2008 and assessed the level of childcare by learning community areas as well as an overview of Devon as a whole. The Devon report compares variances between the 8 districts of Devon and also between learning communities. The reports include data on demographic trends, economic activity and working patterns, deprivation, community make-up and housing trends. The demand for the supply of childcare has been assessed in detail particularly focusing on children with additional needs, costs and vacancy information.

Summary of findings

- Supply met demand for childcare for 0-3 year olds although there was some local variation
- Supply met demand for childcare for 3-5 year olds except for holiday care where there was a lack of provision
- Parents/carers expressed a preference for group care rather than home based care (childminders).

2.4 Key priority areas/future work

In the light of the findings of the childcare sufficiency assessment and our statutory duty to ensure sufficiency of childcare places and the Early Years funding requirements the following priority areas have been identified:

- Develop the Securing Sufficiency Childcare Strategy and local implementation plans to inform where and how we target future development of childcare provision to meet the identified demand.
- Extend data to include assessments of hours open, out of hours places provided and up to date information on vacancies.
- Develop a commissioning and procurement process for new childcare places in areas of identified need
- Provide support and advice to existing and new childcare providers with regard to Ofsted registration and inspection requirements, sustainability and business advice and quality improvement programme.
- Increase promotion of home based childcare (childminders and home childcarers) to parents and carers to increase awareness of this provision and take up of places.
- Encourage and support preschools to develop holiday provision for 3 and 4 year olds where there is a need.

- Work collaboratively with Extended Services to Schools to fulfil the requirements of the childcare element of the core offer. (50% of schools to offer access to childcare by 2008, 100% by 2010).
- Ensure up to date information on provision available through Children's Information Service, children's centres and extended services through schools.
- Extend the early years entitlement for 3 and 4 year olds to the equivalent of 15 hours per week and adopt one funding formula across all provision by 2010.
- Monitor take up of the free entitlement for 3 and 4 year olds.

2.5 Outcomes

- Sufficient childcare established to enable parents to access work or training.
- Quality inclusive childcare settings developed where there are gaps in provision
- Childcare settings to be sustainable and viable and practice:
 - partnership working with parents
 - participation and consultation with children
 - good business management principles
 - good staffing management principles
- 15 hours free early years provision available flexibly for all 3 and 4 year olds.

2.6 Performance Indicators

- Take-up of 3 and 4 year old places
- Sufficient childcare assessed through sufficiency assessment, consultation with parents and complaints.

3.0 PARENTS PARTICIPATION AND MAXIMISING ACCESS FOR ALL FAMILIES

Every Parent Matters (March 2007) sets out the importance of supporting parents to take an active role throughout their child's life. The areas crucial to success are:

- **Giving parents the choice to work** (target to reduce the number of children living in workless households)
- Supporting parents **as partners in early learning**
- **Involving parents in service planning, design and delivery**
- **Maximising access** – outreach, early intervention and prevention.

3.1 Giving parents the choice to work

Children who grow up in poverty are more likely to experience a range of poor outcomes. They do less well at school, are more likely to have poor health and be involved in crime, and as they grow into adulthood be unemployed and more likely to be poor themselves. Childcare is an important enabler for parents seeking to move into work and research evidence has indicated that high quality childcare particularly for children over 2 has a positive impact on children's outcomes, particularly those from more disadvantaged backgrounds.

The Early Years and Childcare Service work closely with Jobcentre Plus through two agreed Memoranda of Understanding one on the joint DCSF and DWP PSA target:

“to 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”

and one for Jobcentre Plus working with each children's centre through involvement in the COMG and provision of information and advice sessions within the children's centre services.

The Childcare Referral Service works closely with Jobcentre Plus taking referrals from them, children's centres and other partner agencies to offer advice, support and where appropriate free “taster” sessions for teenage parents, lone parents, low income families to access childcare where this has been identified as a barrier to education, employment or training.

Consultation interviews with 700 parents as part of the childcare sufficiency assessment identified that:

- Cost of childcare was the most common reason why parents say they are not spending as much time as they would like in employment, training or education.
- 3 in 5 parents knew only a little or nothing about help with childcare costs through Working Tax Credit
- 2 in 5 parents of 0-4 year olds would like to use more childcare (over half of parents of 0-4 year olds are happy with current childcare provision).

3.1.1 Key priority areas/future work

In the light of the sufficiency assessment findings the key areas for the future are:

- Continue joint working with Jobcentre Plus with Early Years Service at strategic level and children's centres at service delivery level.
- Expansion of childcare referral scheme to include families with children with disabilities to access suitable childcare.
- Stronger promotion of all childcare costs support, e.g. childcare element of Working Tax Credit, employer voucher schemes directly to parents through childcare providers, schools and employers.
- 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 with information on the childcare financial support schemes.
- Extend the Devon Childcare Link Scheme to cover the whole of Devon so that all schools can provide information and access to childcare within their locality.

3.1.2 Outcomes

- More children in low income families accessing formal childcare
- More teenage parents returning to education
- Workless parents able to access childcare where this is a barrier to employment or training.

3.1.3 Performance Indicators

- Take up of the childcare element of Working Tax Credit
- Sufficient childcare measured through sufficiency assessment, consultation with parents and complaints.

3.2 Supporting parents as partners in early learning

Evidence shows that parental involvement in their child's early development, health and wellbeing is particularly important in the early years and has the most significant impact on a child's development and achievement later in life.

Parenting advice, support and access to early years parenting programmes is available through a multi-agency approach embedded within the Devon Parenting Strategy which includes parenting support at all levels ranging from universal through to early intervention and prevention and targeted services. Parenting support programmes will be available to support parents in their parenting role and as prime educators and to improve the quality of the home learning environment through multi agency delivery as follows:

- Provision of a child health promotion programme within the children's centres delivered by health visitors, midwives, speech and language therapies, family support workers and other practitioners enabling families to access a range of services including health screening, immunisations, information and advice around healthy lifestyle issues and parenting support.
- Rollout of the ICAN programme through training health visitors, advisory team, children's centre and PVI sector staff.

- Evidence-based early years parenting programmes delivered through children's centres and other settings and included in Devon's parenting strategy.
- Training for early years staff and multi-disciplinary teams in involving parents as part of the Early Years Foundation Stage.
- Training in specific evidence-based parenting programmes (PEEP, Webster Stratton).
- Home visiting and outreach services provided through children's centres particularly in the most disadvantaged areas to reach the most vulnerable families.
- Home Start Service (commissioned through CYPP) providing family and parenting support to families referred through children's centres and partner agencies.
- Information and advice available to parents/carers on a range of services through Children's Services Directory, Extended Schools and children's centres.
- Pilot of early intervention approach through use of Care Index by Exeter children's centres multi-agency teams.
- Evaluation of parenting programmes through children's centres to inform best practice.
- Family Support Review for children aged 0-5 being undertaken through Joint Commissioning Team.

3.2.1 Key priority areas/future action

- Further develop evaluation of parenting programmes through children's centres to inform best practice.
- Review which evidence based parenting programmes Devon will support through training and funding through multi agency delivery.
- Complete audit of early years parenting programmes through children's centres and other providers.
- Ensure early years representation on Children's Trust Parenting Board and locality Parenting Forums.
- Ensure the Early Support Programme is available to parents of children under 5 years of age with additional or complex needs.
- Family Support Review findings to inform future joint commissioning.

3.2.2 Outcomes

Parents confident and effective in parenting and supporting their child's early learning.

3.2.3 Monitoring

- Children's centres performance management, evaluations, parental questionnaire and outcomes

- Parenting strategy
- Take up of training by early years practitioners

3.3 Involving parents in service planning, design and delivery

The Sure Start Children's Centres Practice Guidance (2006) emphasises the importance of involving parents within children's centres. We would wish to facilitate an environment where parents feel able to participate, contribute and inform service delivery plans. We aim to achieve this through a range of approaches as follows:

- Parent forums within children's centres where parents can come together informally to seek views on services, plan events and contribute to the planning of the children's centre delivery
- Encourage fathers to participate in activities within children's centres and in contributing views to inform planning of services.
- Parental representation on children's centres COMG, Early Years Strategic Partnership and the Children's Trust Board.
- Informal support through meetings, telephone conversations and information sharing with parent representatives prior to meetings to brief them on issues where this may be helpful.
- Consultation on early years services as part of childcare sufficiency assessment
- Parental questionnaire through children's centres and in future parental involvement in children's centre annual review process.
- Outreach services to encourage parents not accessing services to be encouraged to participate and have a voice.
- Volunteering opportunities within children's centres and access to training for parents.

3.3.1 Outcomes

Parents report feeling actively involved and that they have a voice within early years service planning processes.

3.3.2 Performance Indicators

Parental satisfaction survey returns from children's centres, COMG monitoring

3.4 Maximising Access - outreach, early intervention and prevention

Under Section 3(3) of the Act, a Local Authority must take steps to:

- Identify parents or prospective parents in the authority's area who would otherwise be unlikely to take advantage of early childhood services that may be of benefit to them and their young children, and
- Encourage those parents or prospective parents to take advantage of those services.

The Local Authority has a duty to identify and actively engage vulnerable groups and encourage those who might not take up services to do so. This includes children in care, children in need, children with disabilities, children of migrant workers, traveller children, children with English as an additional language and teenage parents. Providing appropriate services and maximising access for the most vulnerable children and families is key to reducing inequalities and narrowing the gap between those children at risk of poorest outcomes and the rest. Outreach services through Children Centres will be key to achieving this.

Families with disabled children often face greater barriers in accessing early years and childcare services than others. The Disability Discrimination Act 2006 requires early years settings not to treat disabled children “less favourably” and to make “reasonable adjustments” for disabled children. Six Early Years Inclusion Support Worker posts have been developed, employed through the Portage Service, working closely with Joint Agency Services, Educational Psychology Service and Early Years Services to encourage families with disabled children to access provision and to support providers to be fully inclusive and responsible to the individual child’s needs.

Where a setting identifies a child has additional needs which are acting as a barrier to their learning they will access support from appropriate professionals who together will act as a “team around the child” and meet to assess the child’s needs and put in appropriate support.

Children with disabilities or social care needs may access additional funding and support from a range of services and channels e.g. early years inclusion funding, CSET funding, joint agency services direct payments, section 17 funding. However, to date there has not been one overall strategy and consistent joint approach on how this is managed. This is a key area for the Joint Commissioning Board to develop.

3.4.1 Key priority areas/future work

The early years strategy for reaching the most vulnerable and maximising access will include:

- Develop a joint commissioning strategy for additional funding for children with additional needs.
- Use of e-Start database and children’s centre profiles to ensure that children’s centres have the relevant information about the population in their reach area.
- Information sharing within integrated children’s centre teams to ensure vulnerable families are identified and followed up.
- Early identification of children’s needs through use of Early Support Programme, Common Assessment Framework, Lead Professional role within the AXS clusters, children’s centres and joint agency services.
- Outreach workers within children’s centre especially within the most disadvantaged areas to offer home visiting, information, advice and encouragement to families who might otherwise not access services.

- Monitor take-up of early education places including children in care and children in need, children with disabilities and children from BME groups to identify where there is low take-up to encourage families to take up their entitlement.
- Liaison with social care colleagues to encourage families with children in need to access children's centre services.
- Implementation of the Early Support Programme through joint agency services including training for early years staff, parents and carers.
- Childcare referral scheme to offer advice, support and taster sessions to lone parents, workless families, teenage parents and families with children with disabilities.
- Early Years Inclusion Workers (Portage Service) to support families with children with additional needs to access early years and children's centre services.
- The Step by Step programme to be rolled out across children's centres providing a supportive group environment for parents with children with complex needs as a first point of contact to accessing universal children's centre services.
- Every child with SEN and all children in care to have a Personal Educational Plan in place before moving into school.
- Early years settings supported through Early Years Advisory Service, Educational Psychology and Portage Service to provide a high quality inclusive curriculum.
- Inclusion funding available to support children with complex needs within an early years setting.
- Capital funding to support building adaptations to make preschools compliant with DDA (from 2009).

3.4.2 Outcomes

- Children with disabilities able to access inclusive high quality early years and childcare services with additional support as required.
- Identification of additional need achieved at early stage.
- Early Years Foundation Stage improvement in outcomes in relation to narrowing the gap between lowest 20% and rest.

3.4.3 Monitoring/Performance Indicators

- Children's centre reach monitoring
- Parental survey questionnaires
- Early years funding monitoring – take up of different groups
- Childcare referral scheme monitoring take up
- Audit of early years settings to identify where not DDA compliant and what is required to meet this.

4. RAISING THE QUALITY OF SERVICES

Continuous Quality Improvement will be a central priority and includes:

- Delivering the Early Years Foundation Stage effectively in every setting
- Workforce strategy to support effective delivery of the EYFS and leaders to lead this
- Strong performance management with clear expectations about what high quality provision looks like

4.1 Delivering the Early Years Foundation Stage

The Early Years Foundation Stage is based firmly around a philosophy of play-based learning that supports all aspects of children's development recognising that this will proceed at different rates. Each child will have a key person assigned to them who should plan to meet the needs of the child in their care in partnership with parents. Personalised teaching and learning will be developed in every early years setting, stretching and challenging the able as well as ensuring no child falls behind.

The transfer from a preschool setting into a school can be difficult time for young children. Evidence shows it is best for children that there should not be a sudden change from a play-based to a formal curriculum. Smoothing transitions will benefit all children and allow each child to progress at the speed which best suits their needs. To assist in this cluster group meetings based on learning communities are held on a termly basis to enable schools and settings to discuss curriculum and transition issues. Partnership working between schools and preschools is encouraged through the development of Foundation Stage Units and Foundation Stage Partnerships as well as a range of joint training.

Head Teachers, children's centre managers, managers of PVI settings and EYCS staff have been briefed on the EYFS and the Early Years Outcomes Duty and training is being delivered to childminders and out of school clubs. A wide range of training covering areas within the Early Years Foundation Stage is available to early years staff from settings and schools which is mapped to the principles, themes and areas of learning within the Early Years Foundation Stage. Training to support the EYFS will continue into and beyond Autumn 2008 to ensure that all staff feel secure in their ability to implement the framework.

Foundation Stage Profile results for 2007 and 2008 for Learning Communities will be used together with data on quality of PVI settings and social deprivation has been used to identify areas for targeted input to support children's learning and development in pre school settings. An EYFS Action Plan has been developed by the Advisory Service – see key activity areas Appendix 1).

4.1.1 Key priority areas/future work

- Early years providers to have access to advice, support and training in relation to delivering high quality, inclusive early years practice.
- Targeted support for schools with lowest 20% FSP outcomes.
- Providers with a poor Ofsted inspection report or schools causing concern to have targeted support of a maximum of 5 visits and then a review.
- Transition between preschools and schools supported through "Building Links" project

- A county-wide framework for record keeping and assessment will be developed by the advisory service and consulted on and piloted with PVI settings.
- Support for the development of Foundation Stage Units in schools and Foundation Stage Partnerships between schools and early years settings.
- Review and update the EYFS Action Plan (activity areas Appendix 1).

4.2 Early Years Workforce Strategy

The EPPE research highlighted the importance of high quality early years leadership in raising the quality of early years provision thereby improving outcomes for young children.

The numbers of staff qualified to level 4 and above continues to be a target. Those who are undertaking management qualifications, foundation degrees and undergraduate programmes continue to rise.

All integrated early years and childcare settings are required to have an Early Years Professional in place by 2010 and all full daycare settings by 2015. EYP networks will be developed to support newly qualified EYPs during their probationary year. These will provide higher level specialist CPD, opportunities for sharing good practice and disseminating research findings.

All children's centres providing integrated early years and childcare are also required to have a minimum of a 0.5 qualified teacher and our aspiration is that all children's centre managers have the NIPQCL qualification or are undertaking it. Integrated working CPD is available to support front line staff, managers and practitioners undertaking CAF assessments or taking the role of the lead professional. Early years staff and volunteers will be able to access a wide range of additional multi-agency training including the CWDC common induction, LSCB, CAMHS, working with parents and more.

We are aiming to increase the numbers of staff working within early years settings qualified at a minimum of NVQ level 3. Specialist qualification programmes such as the EYFS certificate and Working with Parents award and certificate will also be available for the first time.

4.2.1 Key priority areas/future work

- Support and training of childcare setting leaders so that they can provide more effective leadership and management.
- Promotion of the Early Years Professional Status and provision of support to Early Years Professionals working in early years provision through setting up a support network, training and development opportunities.
- Support to employers in the childcare sector with recruitment and selection procedures (including vetting procedures) induction and ongoing supervision and management.

4.3 Performance management of quality in settings

The National Quality Improvement Network will aim to introduce greater consistency in how quality is benchmarked and improved. The National Quality Improvement Principles

will be used as a framework and measure to continually improve the quality of early years provision.

A Quality Monitoring Framework database has been developed which includes data on each individual provider including workforce qualifications, Ofsted outcome areas and staff training and through this with input from the Early Years Advisers and Early Years Development Workers will determine High-Medium-Low level of support for each PVI setting. This will be introduced during the Autumn term 2008 and shared with each setting.

A Childcare Quality Co-ordinator post will be developed to take forward the Quality Improvement Strategy and to set up network structures to support Early Years Professionals in the development of their role in quality improvement.

The qualified teachers working within children's centres within the most disadvantaged areas will also work closely with the local early years provision. The qualified teachers will receive professional development and support through termly meetings and individual contact with Lead Advisors through the Advisory Service.

4.3.1 Key priority areas/future work

- Visits to settings and training sessions to include both a support and challenge role which encourages settings to develop self reflective practice techniques, recognise their strengths and weaknesses and make full use of their SEF with actions to improve.
- The use of new Ofsted SEF as a tool to identify settings weak areas and put systems in place for intensive support to be provided through specialist advisors and mentors, monitor progress and record achievements.
- Use of a shared database with visit reports, outcomes and actions recorded to keep teams informed of progress towards quality improvement and enable informed support and challenge
- Engagement of Early Years Professionals in action research and evaluation to gather evidence of the effectiveness and impact of early years professionals on the quality of early years provision.
- Provision of partial funding support for settings who want to undertake a recognised quality assurance scheme.
- To celebrate and communicate achievements by settings to families, general public, other settings and stakeholders.

4.4.1 Outcomes

- Quality Improvement strategy in place
- Increase in percentage of children who achieve at least 6 points across all FSP scales, including PSED and CLLD
- Narrowing of gap between lowest 20% and the whole cohort
- Childcare providers offer high quality provision
- Settings fulfill the ECM outcomes in all areas

4.4.2 Performance Indicators

- Termly cluster group meetings with 70% attendance of local providers over the year.
- 90% of participants to rate courses good or higher.
- Number of graduate leads in Early Years group settings
- Increased number of good and outstanding Ofsted inspection ratings

5.0 PERFORMANCE MANAGEMENT

Performance management across the scope and breadth of this agenda is a challenge, a range of strategies and action plans are in place for monitoring progress within the different areas of work. The current plans include:

- CYP Plan – the early years work is incorporated within this in relation to the 5 ECM outcomes
- Early Years and Childcare Service Business Plan – an overview of the key strategic areas in relation to the Childcare Act and duty to improve outcomes.
- Early Years and Childcare Service Action Plan – detail of targets and timescales for delivery for each area of work monitored regularly.
- Childcare Sufficiency Assessment – Strategic Plan and Action Plan including local Action Plans
- Children’s Centre Phase 2 and 3 proposals (approved through SLG and Children’s Trust).
- Children’s centre performance management strategy/framework being developed
- EYFS Action Plan – developed through Advisory Service and updated regularly.
- Early Years and Childcare Service performance management framework – this is being developed to include outcomes relating to development of early years provision, quality and measurements of our performance in relation to our priority areas of work and targets.

EARLY YEARS FOUNDATION STAGE PLAN ACTIVITY STATEMENT

Improve levels of attainment in the Foundation Stage

- Targeted support to schools to improve FSP results in lowest 20%
- EYFS support for schools available through Phase Adviser referral
- EYFS support available for schools to purchase
- FSP moderation on two year cycle (universal)
- Additional FSP moderation for schools in lowest 20%
- FSP moderation training for schools in non moderation year
- FSP moderation training for teachers new to reception year
- Annual review visits to private, voluntary and independent settings to support quality of provision and implementation of EYFS
- Close liaison with Primary National Strategy Consultants on CLL support, including 'Letters and Sounds'
- Devon's Learning Journey. Development of materials to support observation, assessment within EYFS
- Devon's Learning Journey. Development of materials to support transition between settings and schools
- Support for closer working between settings and schools through evaluated 'Building Links' funding
- Development of FS Units to support sustainable childcare and closer working between settings and schools

Narrow the gap in the FS profile scores between the lowest attaining 20% and the average attainment of the whole cohort

- Support for private, voluntary and independent settings on all aspects of inclusion available on request
- Equalities conference June 08
- PVI settings supported to exclude any threat of exclusion
- Close liaison with inclusion and equalities teams
- Close liaison with multi agency teams
- I CAN Early Talk support for settings Summer 08
- Communication Friendly Spaces developed with 'Building Links' funding
- Nursery Plus communication and behaviour support for PVI settings in eight local areas. Criteria and SLA to be written and agreed
- Portage Focus work support for children in PVI settings
- Parenting Strategy
- Personal Education Plans for Children in Care monitored in PVI settings through ARVs
- Transition support using 'Devon's Learning Journey' with 'Building Links' funding

Narrowing the gap:

- Cross agency work including Welfare Services, Behaviour and Attendance Consultants, Educational Psychology Service, SEN/Inclusion and Children Social Services have many actions in place to reduce exclusions and improve attendance. Intervention Panels of Headteachers established on an area basis

are pro-active in reducing exclusions and initiating early interventions. Intensive support provided to very high excluding schools.

- Parenting strategy to be in place and to support school improvement actions.
- Focus on Observation, Assessment and Planning to be reflected in core training offer, continuing development of FSP moderation processes and initiation of moderation of assessment in pre school settings.
- Continuing work of dedicated Children in Care Project Team and increase co-ordinated actions with other agencies
- Co-ordinated actions between the SEN/Inclusion team, EAL, Education Welfare and the Exclusions and Alternative Provision team to reduce exclusions and support the most vulnerable young people.
- Continued local support for Intervention Panels.
- Roll out the Children's Centres and implementation of AXS clusters.
- School improvement processes to increase the challenge and support to "coasting" schools in addition to those causing concern.

Workforce Development

- Targeted CPD for headteachers and FS coordinators improve FSP results in lowest 20%
- CPD for headteachers and FS coordinators to implement EYFS (universal)
- CPD programme for private, voluntary and independent settings to support quality of provision and implementation of EYFS
- CPD programme for private, voluntary and independent settings on inclusion
- I CAN Early Talk programme of training Summer 08
- Early Emotional Health conference
- CPD and qualification programmes for private, voluntary and independent settings on management and leadership
- Multi-agency training programmes including AXS, CAMHS and parenting
- Joint training for central teams who support inclusion to ensure shared message
- EYP status & EYP probationary year CPD
- NPIQCL programme
- Increased levels of Level 3 qualified staff, including the EYFS certificate

EVERY CHILD MATTERS 5 OUTCOMES – STAY SAFE (extract from CYPP)

Keeping all children and young people safe and free from harm is everyone's responsibility. Parenting and the mental and physical health and wellbeing of parents is also critical. Effective information sharing and action planning to support early intervention wherever possible is key to ensuring children's safety and children's centres and early years providers have a significant role in this.

What are the key objectives?

- Make sure that parents and carers have access to a range of information and advice through children's centres
- Make sure that all children and young people have safe environments at home and in early years settings. This includes the opportunity for children to take risks in managed environments; to ensure that they understand how to assess risk for themselves and meet challenges, resulting in an ability to gauge and thus avoid danger.
- Ensure staff in early years settings are sufficiently knowledgeable and skilled to deal appropriately in responding to all forms of violence including bullying, domestic violence and child abuse.

What are we doing?

- All early years settings required to have one member of staff trained in the 2 day child protection course
- All early years providers to have a member of staff with responsibility for safeguarding.
- All management committee/governing bodies to have an identified person with responsibility for safeguarding.
- Early years staff have access to a range of multi agency training in relation to dealing with domestic violence, child abuse and bullying.
- All early years settings required to have safeguarding and health and safety policies in place
- Every early years setting to receive a minimum of an annual visit to monitor quality including health and safety checklist.
- Parenting programmes focusing on the attachment and relationship between parent and child to be delivered through children's centres.
- Pilot of early intervention approach through use of Care Index by Exeter children's centres.

Performance indicators

- Ofsted inspections of early years settings – outcomes on Be Safe
- Evaluation of parenting programmes
- Numbers of early years staff accessing safeguarding and related training.

EARLY YEARS FUNDING REVIEW – DCSF REQUIREMENTS (update when receive DCSF guidance)

Performance Indicators and Targets

LAA Statutory Indicators and targets (16)

NB. Double-check that NI 76 has not been mistakenly substituted for NI73. (i.e. Why floor, not threshold target)

Indicator	Description	Reference	July 2007 Results	July 2008 Target	July 2008 Results	July 2009 Target	Lead Officer	Notes
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	PSA 10	40%	48%		48%		
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	PSA 11	35.9	32		32		