

Appendix A

A Needs Assessment Early Years

“A better start to life for every child“

September 2012

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Appendix A

Executive summary

1. Purpose and audience

The purpose of this needs assessment is to identify ways in which outcomes for children at the age of five can be increased within the resource base available, and the intended audience include strategic decision makers within the borough

2. Intended audience

Strategic decision makers within the LA

3. Scope

To review the effectiveness of existing LA structures, processes and actions to improve outcomes for children

To bring together into a single document the available data on the quantity, quality and impact of early years services, including childminders, children's centres, and maintained sector schools

4. Background

This needs assessment arises from the appointment of an Education Lead Professional (ELP), Early Years in March 2012 and his need to understand the current state of play in the borough. This has led to a review of the current operating model as well as the collation into one place, of a wide range of data relating to service inputs and outputs as well as outcomes for children.

Contextual data suggests that

- Outcomes for children at the age of five are significantly lower than for statistical neighbors and do not match the level of resources allocated to children's services
- Services for children and their families are fragmented and are in need of a single, strategic lead
- Children's experiences of early years service delivery is also fragmented in many communities
- Many services have a focus on delivery rather than on impact, and this was reflected in commissioning aspects of services for children and their families
- Systematic collation and discussion of data to inform service development was not common

5. Data

The improvement in outcomes for children at the age of 5 is the result of a complex interplay of health and children's services, and the effectiveness of transition arrangements across points of transition.

Appendix A

The sustained improvement of outcomes is at risk of a mismatch between areas of need and the distribution of some services, the uneven distribution of quality across the borough and fragmented LA improvement functions. Most locality arrangements are weak.

Whilst improvement in outcomes for children gap data is improving, it is in line with the national improvements and the position of the LA in relation to our statistical neighbours has not changed.

6. Services for children, b-5

What we are doing well:-

- We are improving the quality of childminding and PVI (tables 20 and 21)
- Output data for schools is excellent.
- Children's centres are extending their reach (table 14)
- We are developing systems and structures that are having an impact.
- The STA¹ has judged Harrow's processes of moderation to be robust.
- Data is becoming more widely discussed at a board level and we have a better informed and shared understanding of where we are
- The two year progress check has been developed in partnership with health.
- We have a strategy board in place

What we need to be better at:-

Building capacity

- Ensuring that capacity is built in those wards with gaps in provision and a history of poorer outcomes
- More systematic collation and use of data to inform decision making (Table 23)
- Develop consistent messages across service providers
- Leadership across sectors and locality partnerships
- Cross service collaboration, and joint delivery of training
- Internal moderation
- Use of EYFSP data and transition into KS1
- Use of EYFSP handbook to inform judgements

Broadening participation

- Provide better information advice and guidance to parents
- Raise awareness of SEND, and make better use of the knowledge within settings when placing children
- Review curriculum provision to ensure appropriateness to under-achieving groups
- Parental involvement in the assessment process
- Involvement of children in the assessment process

¹Standards and Testing Authority

Appendix A

- A review of the 2012 data will be used to identify an increased percentage of moderated schools for 2013

Quality for all

- Reward those settings and providers that have higher quality ratings, and better progress data
- Targeting interventions, support, guidance and information to specific localities and specific groups
- Support the continuity of learning across points of transition and across the interplay of universal, targeted and specialist services
- Target interventions and focus support on settings causing concern
- Prepare settings for a greater degree of professional autonomy
- Differentiated planning, personalisation
- Drawing on child-initiated activity to inform judgements (6)

7. Views of stakeholders

Many stakeholders have a positive view of service delivery across the borough, but there is a consensus that there needs to be a focus on

- Improving the continuity of children's learning from birth to 5 and beyond
- Ensuring the consistency of messages and processes across services
- Identifying the degree to which parents, children and families experience service coherence

8. National constraints and opportunities

The national context also needs to be taken into account in establishing key priorities and have an impact on the process of delivering improved outcomes.

Government policy-

- a decentralised approach to drive improvement, peer-to-peer support
- Payment by results
- Leadership and qualifications review
- The strategic role of LAs
- The revised EYFS and the enhanced role of parents

Inspection and regulation-

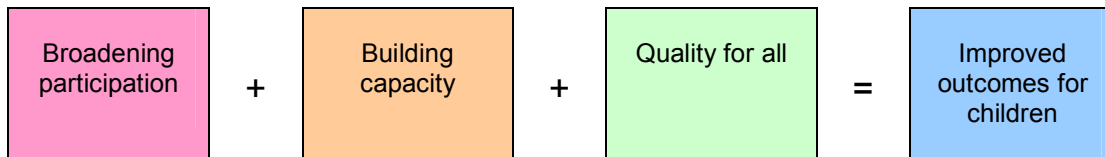
- the increasing congruence between the school and early years inspection framework and the need to measure impact
- an increasing emphasis on self-evaluation

LA

- Medium Term Financial Strategy (MTFS)
- A systems approach to improving outcomes
- A co-construction, solution-focused approach

Appendix A

9. Priorities



Broadening participation is defined in terms of

- Improving access and take up by under-represented groups and those at risk of exclusion and under-achievement to services that enhance children's health, well-being, learning and development through culturally sensitive provision that enables parents to more fully understand the role of children's well-being and the EY and take a greater role in decision making
- Raising the profile and the status of EY services in the community
- Enabling a full range of professionals to appropriately contribute to a child's learning and development

Building capacity of

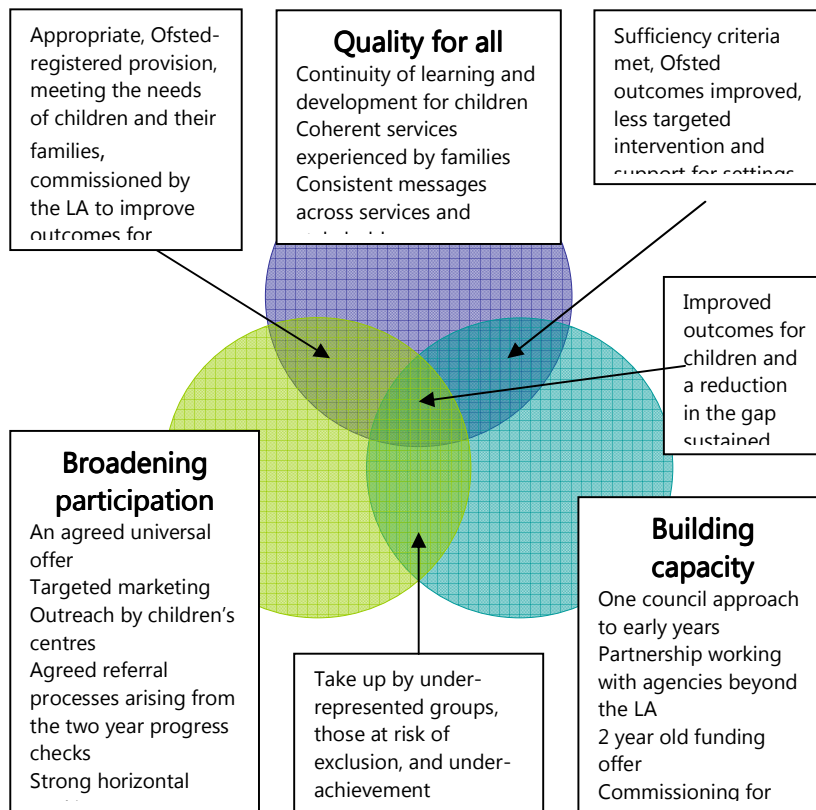
- parents to be autonomously make decisions in their child's best interests
- the EY sectors to offer sufficient high quality provision
- settings and practitioners to use the statutory frameworks as a basis for engaging with communities and with individual families and to work collaboratively to improve outcomes
- professionals to contribute to children's learning and development appropriately

Raising quality,

- offering commissioned support, guidance, advice and training in relation to the statutory framework
- developing a clear and explicit basket of measure to define quality, enabling parents to make better informed choices
- ensuring providers' self-evaluation drives forward improvement
- having clear and transparent criteria and processes to commission and de-commission places, including contractual arrangements
- monitoring the impact of cpd in terms of outcomes for children
- appropriate interventions to engage settings and providers to ensure quality is sustained

The three elements may be seen in terms of working with one another to improve outcomes for children:

Appendix A



Appendix A

A Needs Analysis Early Years

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2. Intended audience

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3. Scope

To review the effectiveness of existing LA structures, processes and actions to improve outcomes for children

To bring together into a single document the available data on the quantity, quality and impact of early years services, including childminders, children's centres, and maintained sector schools

4. Background

This needs assessment arises from the appointment of an Education Lead Professional (ELP), Early Years in March 2012 and a need to understand the current state of play in the borough. The responsibility of this post includes the development of a strategic plan to improve outcomes for all children and close the attainment gap at 5 years of age. This has led to a review of the current operating model as well as the collation into one place, of a wide range of data relating to service inputs and outputs as well as outcomes for children. This data, along with a range of informal dialogues with heads of service in both children's services and health, has led to the following issues....

To summarise:

Outcomes for children at the age of five are significantly lower than for statistical neighbours and do not match the level of resources allocated to children's services

Services for children and their families are fragmented and are in need of a single, strategic lead

Appendix A

Children's experiences of early years service delivery is also fragmented in many communities

Many services have a focus on delivery rather than on impact, and this was reflected in commissioning aspects of services for children and their families

Systematic collation and discussion of data to inform service development was not common

Data source: DfE Statistical Release, July 2012

4.1 Contextual data

Harrow is the 35th most affluent LA in England, the second most affluent amongst our SN and 6th most affluent in London and the population of each cohort is rising.

In 2011, Harrow spent £2521 per child on early years (ey) compared to £2606 England, and is 6th highest spender out of eleven statistical neighbours (SN).

Harrow spends £2553 per child in the maintained sector, compared to £2067 amongst SN. This makes Harrow the highest spender on the maintained sector, 18.9% above the average national spend per child in the maintained sector of £2148.

Spend per child in the PVI is £2193, the same as the median for our SN and higher than £2156 average for English LAs.

The LA retains £161 per child, the 4th lowest level of retention amongst our SN, who on average retain £226, compared to £332 retained by English LAs

We allocate 4.2% of DSG on early years, compared to 5.6% in England, and we are the 8th amongst our SN.

In 2011 56% of our children achieved a "good level of development²", compared to 59% in England. We are 10th amongst eleven SN and have the sixth lowest level of attainment in London. Nationally, Harrow is in the third quartile and the trend over time is downward.

The gap between the achievements of children entitled to FSM is 21%, compared to 18% in England. We are bottom compared to our SN and 5th worst in London. Nationally, Harrow is in the bottom quartile, but the trend is upward.

The gap between the bottom 20% and their peers is larger in Harrow at 36.6% than in England at 31.4%, is the worst amongst our SN and the worst in London.

With 83%, the SE planning area has the highest percentage of families with low household incomes, followed by Central with 62%.

²A good level of development is defined as a child achieving 6 or more scales points in PSED and CLL and a total of 78 or more points overall.

Appendix A

4.2 Contextual data- and hypothesis

This data would indicate that overall, for children aged 5, Harrow is under-performing both in terms of outputs as well as outcomes for children.

5. Statistics

The CSA reported a predicted growth in the population of the borough of some 4.8% by 2019.

Data is presented in terms of inputs, service outputs and outcomes for children, and covers the LA, ward level, and by provider type.

The improvement in outcomes for children at 5 is the result of a complex interplay of health and children's services, and the effectiveness of transition arrangements across points of transition.

The sustained improvement of outcomes is at risk of a mismatch between areas of need and the distribution of some services, the uneven distribution of quality across the borough and fragmented LA improvement functions. Most locality arrangements are weak.

Whilst improvement in outcomes for children gap data is improving, it is in line with the national improvements and the position of the LA in relation to our statistical neighbours is not changing.

Data sources: DfE Statistical Release, July 2012, School Performance Team

5.1 LA inputs

Collectively there are some 8207 registered childcare places in the borough, including 2155 places four year olds. 455 of these places are in the PVI, 2100 in Reception classes. There are 2135 places for three year olds, 800 in the maintained sector and the remainder in the PVI. There has been an increase in numbers from 2008 to 2010. These places are spread unevenly across the borough.

83% (an increase of 1% over the last year) of 3 and 4 year olds (yo) access their entitlement, compared to 96% (this figure is static) in England. We are bottom compared to our SN and have the 3rd lowest take-up in London. Only 76% of our three yo access their entitlement, an increase of 1% from 2010, and this is the lowest performance amongst SN. 42% of our 3 and 4 year olds attend a maintained provider, compared to 40% in England.

In 2012, EYFSP data was submitted for 2790 children, 52% were boys, 48% girls. 16% were entitled to Free School Meals (FSM), 59% spoke English as an

Appendix A

additional language (EAL) and 9% were identified as having a special educational need (SEN).

In 2012, 88 different languages were spoken by children in this cohort. Twenty one languages are spoken by groups of at least ten children.

Parents reported, through the CSA, that the use of informal, extended family was lowest amongst children aged under 5.

LA outputs

Three groups appear to lower than expected take up rates of NEF. These include Bangladeshi, Asian other, and Black Caribbean. This may explain why, at five, these particular groups are under-represented amongst those achieving a good level of development.

Poor levels of take up of NEF can not be used as an explanation of the lower levels of a good development amongst Pakistani, Black other, and any other ethnic groups. These groups do access their entitlement but it appears that the offer does not address their needs.

82% of parents of 3 and 4 yo olds reported through the CSA, rated high levels of satisfaction with the quality of early years provision.

Since 2010 two year old children have been able to access, on a targeted basis, twelve hours nursery provision per week. The data sets are incomplete, and the accuracy of the ethnicity may be questionable.

The percentage of children accessing two year old funding whose families are accessing benefits has increased from 44.7% to 96.9%.

The percentage of children accessing the full ten hours has increased from 44.7% to 80.2%, whilst those accessing provision for the full term has increased from 70.4% in the second term to 81.7% in summer 2012. Trend data indicates that parental self-referral is positive and strong, and reflects the needs of groups at risk of under-achievement.

LA outcomes for children

In 2011 56% of our children achieved a “good level of development³”, compared to 59% in England. We are 10th amongst eleven SN and have the sixth lowest level of attainment in London. Nationally, Harrow is in the third quartile and the trend over time is downward. (Data source DfE statistical release, July 2012)

³ A good level of development is defined as a child achieving 6 or more scales points in PSED and CLL and a total of 78 or more points overall.

Appendix A

In 2012 59.9% of children achieved 6+ in PSE and CLL and 78+ points (described as a “good level of development”), up from 55.9% in 2011. This is the largest increase in one year recorded in Harrow.

- 52.7% of boys achieved a good level, along with 67.6% of girls
- 46.3% of children achieved a good level, compared to 62.4% of non-FSM

The gap in 2012 is 30.9% compared to 36.5% in 2011 and this has shown a sustained decline over time. The 5.6% improvement is the biggest in a single year recorded in Harrow.

The school median score has risen by 0.5 from 88.5 in 2011 to 89 this year. The lowest quintile score has increased from 73 to 76. This indicates that the LA’s progress this year has been achieved most significantly by improving the outcomes for children in the lowest quintile.

Children with an identified special need are less likely to achieve a good level of development.

Over the last 8 years in which EYFSP data has been collected, not a single child of the 20 CLA has achieved a good level of development by the age of 5.

Children who speak English as an additional language are less likely to achieve a good level of development than those children who speak English as a first language.

Groups with a lower than LA-wide “good level of development” includes:-

- 46.7% Any other Black (30)
- 47% Any other White (300)
- 47% Any Other Ethnic background (103)
- 57% Any other Asian (603)
- 51% of Pakistani children (147)
- 51.1% Black Caribbean (88)
- 51.8% of children identified as Black African achieved a good level (199 children)

Romanian (53), Arabic (48), Urdu (28), Somali (24), Dari/Persian (21), Polish (19) and Pashto (19) speakers were over-represented in the lowest quintile.

In 2012 in the lowest quintile

- Boys constitute 62.9%, a decrease of 0.8%
- FSM are over-represented. In the cohort as a whole 15.6% of children are eligible for FSM. In this quintile 23.9% are eligible.
- 72.6% do not have SEND, and this is a significant increase of over 11% over 2011. Of those who have a recognised additional need, speech and language continues to be the largest single need.
- Hard-pressed families are over-represented.

Appendix A

5.2 Ward inputs

From the Childcare Sufficiency Assessment of 2011, the five most deprived wards in the borough are

- Wealdstone
- Roxbourne
- Greenhill
- Marlborough
- Harrow Weald

The wards with the highest incidence of low household incomes include Roxbourne, Kenton West and Wealdstone.

There are no day care places in Headstone North, Queensbury, Roxeth, Wealdstone, and West Harrow.

There are no pre-school places in Hatch End and Marlborough, and low levels of provision in Wealdstone, Rayners Lane, Kenton East, Headstone South.

Low levels of childminding provision can be found in Cannons, Edgware, Greenhill, Kenton West, Pinner and Stanmore Park.

Low levels of maintained nursery provision can be found in Belmont, Marlborough, Queensbury and Rayners Lane

Ward outputs

In 2012, wards with higher levels of under-achievement are ranked in order

- Kenton East, being the ward with the highest levels of under-achievement
- Queensbury
- Headstone South
- Kenton West
- Harrow Weald
- Edgware
- Stanmore Park
- Marlborough

Three BME groups are over-represented in the lowest quintile, and they are not concentrated in any one ward.

Somali, Arabic, Romanian, Pashto and Polish speaking children are over-represented in the lowest quintile and all of these languages are widely distributed across the borough, present in 16 or more wards. For example 41.1% of Somali speakers are located in three wards, but the remaining 58.9% are located throughout 16 of the 17 remaining wards. (Table 5)

Appendix A

5.3 School inputs

There are 12 schools with R classes, and a further 27 with nursery and reception provision, with a total of 2910 reception places for children

School outputs

Overall 51.4% of schools submitting EYFSP⁴ data were judged to be outstanding by Ofsted, 37.8% were judged to be good, and 8.1% satisfactory and 2.7% had a notice to improve.

5.4 Children's centre inputs

There are 16 children's centres in the borough, delivering a range of services to children and their families with a range of partners. Each children's centre is different in its size, capacity and the make up of its reach area, with some Reach areas having significantly more children from deprived areas than others.

Children centre outputs⁵

Target groups are defined by Ofsted and numbers reached, by target group and in total, has increased each year since 2009. This is significant. In relation to children from Harrow's Black and ethnic minorities, the improving reach figures is both in terms of numbers and is now 42.2% of all those reached, up from 35% in 2009. However the percentage of children living in the most deprived SOAs, in workless households and in lone parent households has declined from 54% to 38.6%.

Take up by children from workless households (who are over-represented in the lowest quintile of achievement at the age of five) may be an issue in Kenmore Park, Rayners Lane, Stanmore Park, St Joseph's, Pinner wood, Pinner centre, and Vaughan Road. Four of these centre reach areas show a decline in outcomes for children, and one has shown no improvement.

Children's centre outcomes for children

Overall results have improved since the previous year for the majority of Reach areas.

Reach areas for 3 of the centres (Kenmore Park, St Joseph's, Vaughan Road) saw a decrease in the percentage of children achieving a good level of development. This was due to a drop in the results for children living in some of

⁴EYFSP data at a school level is moderated by the LA. The Standards and Testing Agency, based on the annual return submitted by HSIP, have judged Harrow's data to be valid and processes robust. Heads are required by law to sign off the data and testify to its accuracy. On these grounds, the data is considered to be valid.

⁵Families do not always accurately complete the eStart forms as they would do for schools so data is not 100% accurate. Centre users are encouraged to complete all sections of the registration form and to understand that by doing so resources can be targeted most effectively. Despite significant efforts some users are still reluctant to complete sections relating to vulnerable groups and/or ethnicity, and we believe that contacts with vulnerable groups are under-reported

Appendix A

the lower super output areas (LSOAs) in Kenton East, Queensbury, Kenton West, Belmont and Headstone South.

Many of the LSOAs in Queensbury (SE planning areas) and Headstone South (NW planning area) where children have not performed as well do not have a children's centre in very close proximity.

Outcomes for children in two reach areas (Chandos and Pinner Wood) are static.

5.6 PVI inputs

There were 89 private, voluntary and independent providers of early years services, delivering 2910 places to children in the LA in 2010. In 2012 the number of providers has increased to 95, providing 3622 places in total. The 1556 daycare places are unevenly distributed across the borough, with five wards having no daycare places, including West Harrow, Wealdstone, Queensbury, and Headstone North.

1354 preschool places are also unevenly spread across the borough, with no provision in Marlborough and Hatch End, and low numbers of places in Headstone South, Kenton East, Rayners Lane and Wealdstone.

The work commissioned to the Pre-School Learning Alliance (PSLA) is to deliver a universal programme of support to settings who are PSLA members, and to identify settings who are at risk of not complying with the statutory framework. The contract has been monitored in terms of delivery of a service rather than the impact it has in relation to impact. It has enabled the LA to identify poorly performing settings and to target LA support. The improvement in Ofsted judgements does indicate that, despite the lack of clarity about quality, it does deliver. Whether it is cost-effective at a cost of £83 000 is less clear.

There are a number of settings that the LA has, against a basket of measures, cause concern. This basket of measures includes:

- the focus on the unique child
- enabling environments
- positive relationships
- leadership and management
- staff qualifications
- the latest Ofsted judgement
- impact on children's learning

and builds upon the Daycare Trust's research, "Dimensions of quality", pub in Spring 2012.

Targeted support in the case of a very small number of settings is open-ended. There is no politically sanctioned process for decommissioning.

The national longitudinal study of the effectiveness of pre-school education (EPPE) clearly establishes a positive link between higher qualifications of leaders in the PVI and improved outcomes for children. At present we do not have any

Appendix A

reliable, robust and consistent data for children's attainment in Harrow settings, so it is not possible to make an evaluative judgement about whether that link is evident

PVI outputs

67% of PVI settings are judged to be good or outstanding, compared to 73% in England, and we were 9th amongst our SN in 2011.

Current Ofsted data shows that 77.5% of PVI settings are judged to be good or outstanding. The trend is upwards.

- 838 places (24.4%) in 23 settings judged to be satisfactory
- 2249 places (65.4%) in 56 settings judged to be good
- 351 places (10.2%) in 12 settings judged to be outstanding
- 184 places have opened but no inspection judgement

A review of the Ofsted data base shows that of the 95 settings in the borough, historical trend data exists for 63 settings. Of these 24 have show an upward trend to good or better, 25 have maintained a good judgement over three inspections, eight are static at satisfactory and 6 have shown a decline.

All forty settings led by a L6 member of staff claim a supplement to cover the additional costs of employing a graduate. (This supplement is paid to settings in the light of the EPPE longitudinal study highlighting the link between graduate leadership within the PVI and positive outcomes for children). 87% of these settings are judged to be good or better, compared to 80% for the group as a whole. Whether the premium delivers improved outputs effectively in specific settings is open to question.

Data from the CSA indicates that 39% of group providers care for a child with autism, or challenging behaviours associated with a disability, 11% for children requiring moving and handling, and 4% for children with complex health needs requiring medical intervention.

Data from the CSA indicates that 43% of settings indicated a willingness to stretch the free entitlement over 47 weeks.

5.7 Childminding inputs

In January 2011 there were 243 childminders in the borough, providing some 928 places for children, and the distribution of childminders across the borough is very uneven. Cannons, Greenhill, Edgware, Kenton West, Pinner and Stanmore Park are in the lowest quartile of childminding places/provision.

Data from the CSA indicates that 61% of childminders have been minding for 5 or more years, and 80% intend to continue as a childminder for at least 3 years.

Appendix A

There are no childminding networks accredited to receive funding of three and four year olds

Childminding outputs

12% of childminders care for a child with autism, or challenging behaviours associated with a disability, 1% for children requiring moving and handling, and 4% for children with complex health needs requiring medical intervention.

From March 2011 until August 2012 36 childminders were inspected

5 were judged to be satisfactory	(13.8%)
22 were judged to be good	(61.1%)
3 were judged to be outstanding	(8.3%)
5 were judged to have met the standards	(13.8%)
1 did not meet the standards	(2.17%)

The trajectory of good or better is upwards.

6. Services for children b-5

6.1 The current operating model

In the current operating model, early years statutory services and functions sit in six discrete places outlined below:

Education Strategy and School Organisation (ESSO)

- Advisory teachers supporting private, voluntary and independent sector Early Years providers, including training
- Area SENCO function
- Moderation of EYFS
- Provision for disadvantaged 2 year olds
- Provision for 3 and 4 year olds
- Progress checks

Harrow School Improvement Partnership (HSIP)

- EYFS training for schools (traded service)
- Children centre improvement (commissioned by EIS - £40K)
- Monitoring outcomes of EYFS provision in schools

Early intervention Service (EIS)

- Childcare sufficiency assessment
- Strategic and operational management of children's centres
- Childminding support and improvement

Special Educational Needs Service (SEN)

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

Targeted services

- The Family Information Service as part of the single front door

Appendix A

Third sector commissioned service

- Pre-School Learning Alliance (PLSA) delivers support to settings where there are no quality or improvement concerns. The value of this contract is £78K and the contract ends in March 2013. The contract is currently being reviewed.

6.2 What we are doing well

- Outcomes are improving and the achievement gap is closing
- We are improving the quality of childminding and PVI
- Output data for schools is excellent.
- Children's centres are extending their reach
- We are developing systems and structures that are having an impact.
- The STA⁶ has judged Harrow's processes of moderation to be robust.
- Data is becoming more widely discussed at a board level and we have a better informed and shared understanding of where we are
- The two year progress check has been developed in partnership with health.
- We have a strategy board in place

6.3 What we need to be better at

Building capacity

- Ensuring that capacity is built in those wards with gaps in provision and a history of poorer outcomes
- More systematic collation and use of data to inform decision making
- Develop consistent messages across service providers
- Leadership across sectors and locality partnerships
- Cross service collaboration, and joint delivery of training
- Internal moderation
- Use of EYFSP data and transition into KS1
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Broadening participation

- Provide better information advice and guidance to parents
- Raise awareness of SEND, and make better use of the knowledge within settings when placing children
- Review curriculum provision to ensure appropriateness to under-achieving groups
- Parental involvement in the assessment process
- Involvement of children in the assessment process
- A review of the 2012 data will be used to identify an increased percentage of moderated schools for 2013

⁶Standards and Testing Authority

Appendix A

Quality for all

- Reward those settings and providers that have higher quality ratings, and better progress data
- Targeting interventions, support, guidance and information to specific localities and specific groups
- Support the continuity of learning across points of transition and across the interplay of universal, targeted and specialist services
- Target interventions and focus support on settings causing concern
- Prepare settings for a greater degree of professional autonomy
- Differentiated planning, personalisation
- Drawing on child-initiated activity to inform judgements

Gaps in our knowledge

From the CSA of 2011, here is a reported mismatch between the experiences of parents about demand and flexibility and the low levels of occupancy reported by providers. This needs further exploration.

7. Stakeholder views

Many stakeholders have a positive view of service delivery across the borough, but there is a consensus that there needs to be a focus on:-

- Improving the **continuity** of children's learning from birth to 5 and beyond
- Ensuring the **consistency** of messages and processes across services
- Identifying the degree to which parents, children and families experience service **coherence**

The views of parents

Parents, in the CSA reported a lack of suitable early years provision for children with disabilities and additional needs, and reported the need for a widespread special needs awareness training and support for mainstream providers. Concerns were expressed by parents about the knowledge base of early years providers to offer appropriate care and support children with SEND.

Younger parents reported a need for additional support to information, support and guidance.

Parents of children 3 and 4 reported a shortage of nursery provision. 2.6% of parents reported that they had been unable to access their child's entitlement because of a lack of places, and 1% reported a lack of flexibility. Levels of informal care being used are low.

The CSA also reported a lack of awareness of the FIS with over half the parents had not heard of the FIS but 82% of those accessing the service were satisfied with the service they received.

Appendix A

4% of parents with young children with additional needs felt that there was no provision suitable for their children, and 6% claim not to have found suitable early years provision. 26% of parents reported that it was not easy to find early years provision in their local area, and 30% feel that there is not enough childcare provision in the borough. This compares to 32% nationally.

Parents from BME communities reported the value of children's centres as a source of information and guidance.

Lower income household showed a lower satisfaction rating for their childcare arrangements (75% expressed satisfaction) than higher income households (84%).

Views of providers

From the CSA providers are clear about their need for information, guidance support and training in responding to the needs of children with SEND. Group providers expressed lower levels of confidence in offering provision for children with profound and multiple learning difficulties, cerebral palsy and children on the autistic spectrum.

Meetings with PVI providers in spring 2012 highlighted a number of questions, including

- Access to funding to support children with special needs....what is in place? How many children are there in the PVI at Setting Action and Setting Action Plus?
- How rigorous is the SEND assessment process in the PVI?
- Are there any settings that are outstanding in their practice of supporting SEND? Where are they?
- How are children with SEND placed?
- 2 year old funding- does it reach the right children and families?
- Transitions, and sharing of information- what is in place? How widely is the current documentation used? How consistent is it with the new framework?
- How do settings access other settings' effective practice? On-line register of effective practice?

Visits to PVI settings highlighted

- Recognising and valuing outstanding
- A more rigorous approach to pulling the plug on funding inadequate settings
- Contracts and SLAs- performance measures that don't build in perverse incentives

43% felt able to stretch the 3 and 4 year old NEF offer and deliver it more flexibly to better meet the needs of families.

Appendix A

Across childminding and group provision, providers reported operating with lower levels of occupancy, often as low as 70%.

Reflections on forum meetings with PVI and QTS, visits to settings- Spring 2012

Forum meetings with QTS practitioners in Spring 2012 raised questions about

- Locality partnerships to support transitions
- Tools for effectiveness of provision...how do we stop over-provision and too much clutter
- Self-sustaining development? Developing the capacity to build the next generation of reflective, self-evaluative leaders- how?

Other points raised by practitioners across the sectors include

- How do we develop a new culture of acknowledging the strengths and the constraints of the PVI and maintained sectors
- How do we bring LA personnel together to develop a strategy when they work to a range of different line managers across different services?
- What regular events and mechanisms are in place that we can utilise to broaden participation in developing and informing the strategy?
- Do we really know what number of places exist for 2-5 year olds across the borough, ward by ward (or by any other geographical criteria?)
- Quality improvement principles
- Engagement with children's centres
- What is the basis for deploying LA resources to support inadequate provision (across all sectors), to build capacity and support the most effective?

Views from a health perspective

A continued dialogue with health teams raised a number of issues including

- Need for the strategy to streamline processes as well as develop shared language
- Clarity about the progress in joint working to date- co-location and joint working in localities.
- Shared messages being delivered but not always recognised and not always effectively disseminated.
- A greater focus on the reality and detail of joint working and to make it more consistent across the borough.
- How much effective work needs to be identified and celebrated as a basis for dissemination.

8. Constraints and opportunities

Appendix A

The national context also needs to be taken into account in establishing key priorities and have an impact on the process of delivering improved outcomes.

Government policy-

- a decentralised approach to drive improvement
- payment by results
- leadership and qualifications review
- the strategic role of LAs
- the revised EYFS and the enhanced role of parents and transitions
- increasing flexibility of the early years provision

The government's independent review of qualifications in the early years workforce "Foundations of quality- Cathy Nutbrown, 2012" highlighted:-

- The skills, knowledge and understanding of staff is crucial in raising standards and improving outcomes for children
- The issue is one of systematically equipping practitioners with the skills, knowledge and understanding
- Only settings rated good or better to be used for student placements, and students needs to experience practice in a range of settings
- L3 as the minimum qualification with a clearer progression routes
- Pedagogic leadership at a graduate level with a focus on
 - How children learn, using and applying knowledge and thinking through the implications for practice
 - Understanding language development
 - Understanding SEND
 - The role of play in promoting learning and development
 - Welfare requirements
 - Understanding child development, 0-7
 - Observation and assessment
 - Working effectively with parents

Inspection and regulation-

- the increasing congruence between the school and early years inspection framework and the need to measure impact
- an increasing emphasis on self-evaluation

LA

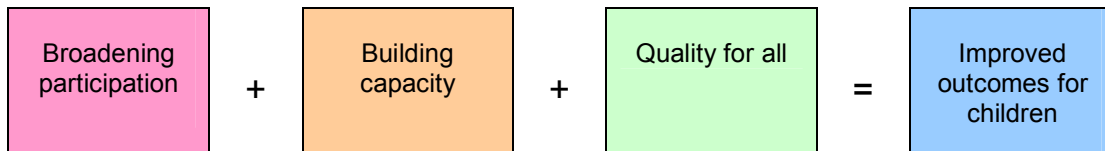
- Medium Term Financial Strategy
- A systems approach to improving outcomes
- A co-construction, solutions-focused approach
- Single formula funding

See also appendix 4

Appendix A

9. Priorities

The Early Years Strategy Board, established in the summer term 2012 (see appendix 15 for membership and terms of reference) has agreed the key elements to improve outcomes for children at the age of five and as a basis for longer-term learning and development.



Broadening participation is defined in terms of

- Improving access and take up by under-represented groups and those at risk of exclusion and under-achievement to services that enhance children's health, well-being, learning and development through culturally sensitive provision that enables parents to more fully understand the role of children's well-being and the EY and take a greater role in decision making
- Raising the profile and the status of EY services in the community
- Enabling a full range of professionals to appropriately contribute to a child's learning and development

Building capacity of

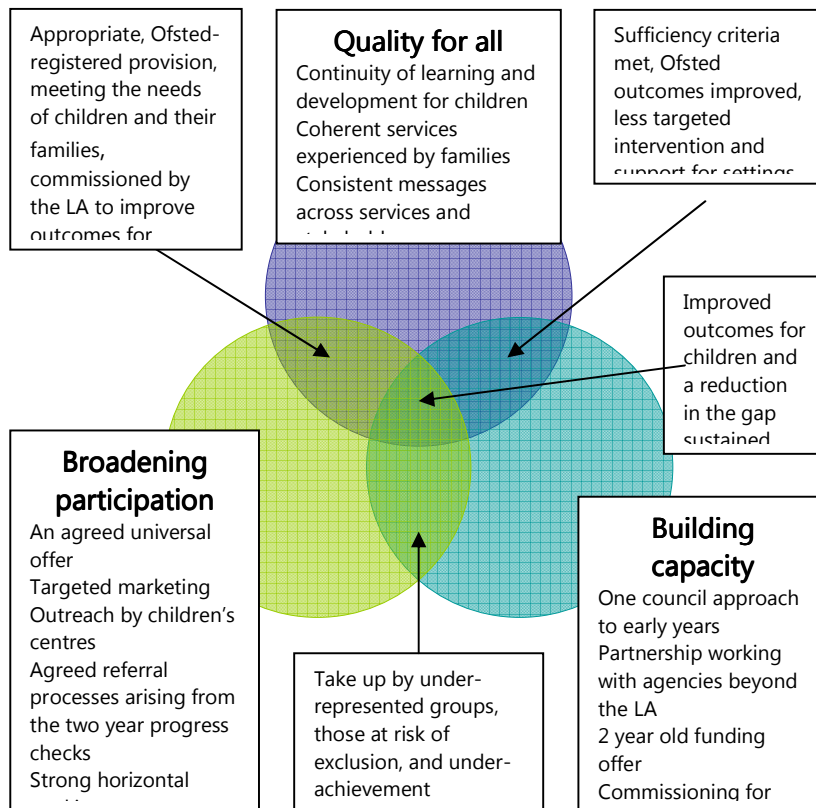
- parents to be autonomously make decisions in their child's best interests
- the EY sectors to offer sufficient high quality provision
- settings and practitioners to use the statutory frameworks as a basis for engaging with communities and with individual families and to work collaboratively to improve outcomes
- professionals to contribute to children's learning and development appropriately

Raising quality,

- offering commissioned support, guidance, advice and training in relation to the statutory framework
- developing a clear and explicit basket of measure to define quality, enabling parents to make better informed choices
- ensuring providers' self-evaluation drives forward improvement
- having clear and transparent criteria and processes to commission and de-commission places, including contractual arrangements
- monitoring the impact of cpd in terms of outcomes for children
- appropriate interventions to engage settings and providers to ensure quality is sustained

Appendix A

The three elements may be seen in terms of working with one another to improve outcomes for children:



The position advocated by the strategy board in summer 2012 is in line with the development of national policy in relation to the revised inspection and regulation frameworks for both early years and schools. There is an increasingly congruence between the frameworks, with an emphasis on

- Self-evaluation and self-improvement
- Peer improvement
- Robust accountability
- Clear and transparent evidence base for action

There is also a changing role of the LA driven by national policy, away from service provision to service commissioning, informed by the continued use of data, both hard and soft, to monitor quality, performance and impact on children, their families and their communities across the LA.

Improving outcomes for children at 5 is neither the remit nor the sole responsibility of any one sector or provider, but is the result of the collaboration of services and sectors throughout the first five years of a child's life, with parents clearly and explicitly in role of the child's first and most enduring educator. The revised EYFS framework, a statutory requirement from September 2012, re-states the positions and the statutory functions of the Children Act 2012. The

Appendix A

development of the two year progress check, in partnership between health visiting and the early years teams within the LA, is a clear demonstration of that commitment to collaborative working. Working in isolation to improve outcomes for children is not an option within the legal framework.

Therefore, success in improving outcomes for children is dependent upon

- a sense of the LA's aspiration for all children and to close the attainment gap
- a collaborative system of peer support and challenge, led by providers and enabled by the LA
- using validated local practice to inform locality strategies that make a difference for children

Priorities based on this needs assessment include

- Articulate a clear vision for children birth to five to inform the shaping of the early years offer
- Improving outcomes for all children and close the achievement gap
- Improve outcomes in C&L
- Target moderation on C&L, higher achieving children in identified schools, and extend moderation to at least 60% of schools
- Incentivise quality improvement, especially in relation to PVI providers and childminders in area with a history of lower levels of take up and poorer outcomes through a significant review of single formula funding
- Commission and incentivise provision and take up by groups at risk of under-achievement as well as in terms of impact on outcomes
- Commission the early years knowledge centres to articulate and disseminate effective practice across sectors, specifically in terms of self-evaluation, leadership in the early years as well as provision and practice, transitions and delivery of the free flexible entitlement, through the development of a Harrow Register of Effective Practice
- Improve access by groups under-achieving, including children from the following ethnic groups

Black African	Black Caribbean
Bangladeshi	Black other
Mixed White/Black African	Asian other
Pakistani	White other

and the following first language groups

Romanian	Dari/Farsi
Arabic	Urdu
Somali	Polish
Pashto	

- Improve the cultural appropriateness of provision for those groups accessing their entitlement but not appearing to benefit in terms of improved levels of learning and development, including
- | | |
|-------------|---------------|
| Black other | Pakistani |
| White other | Black African |

Appendix A

Asian other

- Improve outcomes for children from the following communities

White other

Mixed White/Black African

Bangladeshi

Black other

Black African

Black Caribbean

Asian other

through improved access, the development of culturally appropriate provision and pedagogy and effective monitoring of progress within settings and children's centres

- Improve outcomes for boys, children in receipt of FSM and hard –pressed families through the development of culturally appropriate provision and pedagogy
- Improve consistency of messages across service providers to better shape the continuity of learning and development for children across points of transition
- Target interventions in the specific wards, of low quality provision, no quality provision, poor outcomes, including increasing the capacity of childminding to access 2,3 and 4 year old funding