

# Education Children and Families Committee

10am, Tuesday, 20 May 2014

## Early Years Strategy Progress Report

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|-------------------|-----|
| Item number       | 7.2 |
| Report number     |     |
| Executive/routine |     |
| Wards             | All |

### Executive summary

This report outlines the national priorities for development in early years and highlights The City of Edinburgh Council's progress towards implementation of requirements in line with current legislation, strategies policies and the Early Years Collaborative. The report also includes the key achievements and identifies the priorities for the future development of the early years service. Actions to deliver the entitlement of 600 hours early learning and childcare for all 3 and 4 year olds and identified two year olds are also included.

### Links

Coalition pledges [P1 and P6](#)

Council outcomes [CO1](#)

Single Outcome Agreement [SO3](#)

## Early Years Strategy Progress

### Recommendations

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- 1.1 Note the content of the report and priorities for the next stage of development within early years.

### Background

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#### Early Years Strategy

- 2.1 The Early Years Strategy January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 2.2 The strategy has four aims:
  - Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families.
  - Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality early years service.
  - Aim 3: To strengthen and develop universal services in partnership to provide support for all children and families.
  - Aim 4: To develop learning through play opportunities and active learning as integral parts of the early years service.

#### Play Strategy

- 2.3 In June and November 2013, the Scottish Government launched the national [\*Play Strategy for Scotland: Our Vision, and Play Strategy for Scotland: Our Action Plan\*](#). Over the past year the City of Edinburgh Play Development team has been actively involved in the working group of the national *Play Strategy for Scotland*. Subsequently the City of Edinburgh is now developing a play strategy in line with national policy.

#### Supporting Parents and Carers Strategy

- 2.4 The City of Edinburgh Council, Children and Families Department, in partnership with NHS Lothian, has produced a strategy to strengthen support for parents and carers in their task of raising children.

## **Early Years Change Fund**

- 2.5 The Scottish Government's Early Years and Early Intervention Change Fund has supported the development and strengthening of early years services especially for vulnerable children and their families.

## **Early Years Collaborative**

- 2.6 The Early Years Collaborative was launched in October 2012 and there are now five work streams contributing to improved outcomes for our children and their families. The stretch aim is: "To make Scotland the best place in the world to grow up, by improving outcomes, and reducing inequalities, for all babies, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed".

### **Workstreams:**

- Workstream 1: Pre-conception to one year aim to reduce stillbirths and infant mortality by 15% by 2015.
- Workstream 2: One year to 30 months aims to ensure developmental milestones at 27/30month review reached by 85% of children by 2016.
- Workstream 3: 30 months to starting primary school Developmental milestones at start of primary schools reached by 90% of children by 2017.
- Workstream 4: Five years to eight years aims to ensure developmental milestones at end of primary four reached by 95% of children by 2021.
- Workstream 5: Leadership: Support and ensure the timely delivery of all the workstreams.

## **Children and Young People Act (Scotland) 2014**

- 2.7 The Children and Young People (Scotland) Act sets out a requirement to expand free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four year olds and for two year olds who are, or have been at any time since turning two, looked after or subject to a kinship care order. This will add to pressure on the provision of nursery places in the city. Recent announcements from the Scottish Government indicate that we will be required to provide 600 hours of early learning and childcare for 15% of two year olds from August 2014, increasing to 27% of two year olds from August 2015. The aim of this expansion is to "Strengthen the role of early years support in children and families lives by increasing the amount of flexibility of funded early learning and childcare".

### **Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families**

#### **Quality of services**

- 3.1 During 2013–2014 Education Scotland carried out inspections of seven nursery classes, (including one follow through inspection), four partner providers (one not yet published) and one under fives centre. Forty three evaluations ranged from excellent to weak as follows, 6 excellent, 12 very good, 13 good, 4 satisfactory and 8 weak (see Appendix 1). All Council nurseries were graded good or better.
- 3.2 Education Scotland recently awarded Cowgate Under 5s centre five evaluations of excellent. This was an integrated inspection with Care Inspectorate which also awarded the centre four excellent grades making this the best early years inspection nationally. The report highlighted key strengths as *'the ethos based on trust and mutual respect which reflects the strong vision and shared values of the centre'* and *the exceptional skills of staff in responding to individual children's interests and needs'*.
- 3.3 St Peter's Nursery class was awarded an excellent evaluation for Quality Indicator 1.1 Improvements in Performance. The inspection team praised the *'high quality of children's learning and achievement in the nursery'*. Similarly, an excellent evaluation at Castleview nursery class for Quality Indicator 5.1 Curriculum praised the *'high quality of learning and the positive engagement of the community to enhance experiences for children'*.
- 3.4 Education Scotland visited Hailesland Early Years Centre in March to evaluate the provision for literacy; identify strengths and priorities for future improvement; and to share good practice. This was part of the 3 – 18 Curriculum Impact Reviews and complemented the general inspection programme. The outcome of this inspection visit was very positive and key strengths in early literacy were identified
- 3.5 Overall, across the sector, Education Scotland acknowledged the high quality of children's learning and achievement and the commitment of staff to supporting children and families. Areas for development continue to focus on 'increased expectations' for quality indicators 5.1 Curriculum and 5.9 Self Evaluation. The need to further develop aspects of curriculum for excellence and improve approaches to self evaluation to improve children's experiences was identified in most inspections.
- 3.6 The City of Edinburgh Council implements the termination of contracts protocol for centres receiving grades of weak or unsatisfactory. The authority provides additional support to centres throughout this process and to secure improvement and the decision to end contracts is taken as a last resort.

## Support and Challenge

- 3.7 The Early Years Quality Improvement Officers (QIO) provided support and challenge for 118 partner providers, 14 early years centres and 13 nursery schools. Support was also given to nursery classes as required, in liaison with Primary QIOs. The team of peripatetic teachers provided additional support to partner provider centres and to some nursery classes as directed by the early years QIOs.
- 3.8 Support for 'increased' expectations for quality indicators 5.1 Curriculum and 5.9 Self evaluation has been a key focus of support and challenge visits. To further develop the implementation of the curriculum, a range of resource materials has been produced and shared with all early years centres (literacy rich environment toolkit – indoors and outdoors, numeracy rich environment toolkit - indoors and outdoors, focused learning exemplars for numeracy and mathematics, good practice in early numeracy and mathematics, early level science curriculum development). Similarly, a series of continuing professional development sessions engaged staff in the extension of self-evaluation strategies. The early years' quality improvement team are currently reviewing and re-writing the 'Improvement Through Self-evaluation' Guidelines.
- 3.9 Officers have also produced a 'Pre Birth to Three Self Evaluation Toolkit' and feedback from staff has been very positive.
- 3.10 The annual Early Years conference in February focused on mathematics and numeracy. This event was attended by over 300 delegates and feedback was very positive. Keynote speakers inspired the audience with their enthusiastic approach to mathematics and highlighted the need to inspire young children at the very earliest stage.
- 3.11 The Pre Five Literacy and Numeracy Assessment and Planning Trackers have been circulated to all early years establishments and are being widely used across partner provider and authority centres. Education Scotland have commented positively on the impact on children's learning and in staff's ability to assess and track children's progress.
- 3.12 In response to children's entitlement to the increase in hours from August 2014, Children and Young People (Scotland) Act 2014, a focus group for planning, assessment, and transition was established. Its function was to streamline paperwork, to compile a new transition report and to provide a consistent approach from nursery to primary one. This was shared at the Curriculum for Excellence session in May.
- 3.13 [The Integrated Literacy Strategy Early Years](#) launched in October 2013, provides a comprehensive overview of progress with early years priorities in the Integrated Literacy strategy 2012/13 action plan. Further to this, the early years literacy support group has produced an audit report on the implementation and

impact of the 'CIRCLE Collaboration (2011) Up Up and Away' ( Building Foundations for Literacy in the Early Years, Planning to meet the need (City of Education Council, Queen Margaret University and NHS Lothian,) in Early Years Centres. Literacy Support Coordinators have now been identified in all Early Years Centres to continue to improve the implementation of the resource. The Literacy Support Group will organise further training sessions for coordinators and whole staff teams.

### **Successful Transitions**

- 3.14 The Curriculum for Excellence early level spans nursery to end of primary one and consequently there is a significant focus to ensure effective transition arrangements and continuity of learning experiences for children. Smaller class sizes in many schools support children's learning experiences in primary one. It is important that key features of active learning approaches evident within nursery are reflected in the day to day organisation in primary one. Senior managers and primary one teachers attended a series of Continuing Professional Development sessions to further support transitions. These explored the key features of good practice in creating an enabling environment in a primary one class and how the principles of an active learning approach can be reflected in the day to day organisation and planning in primary one.
- 3.15 A series of roadshows for parents highlighted issues and concerns around deferrals and delayed entry into primary one. Subsequently many parents have been reassured that schools are taking account of active learning approaches to ensure a smoother and seamless transition for children and parents between nursery and primary one.

### **Pre Birth to Three**

- 3.16 Support and training has continued to be provided to improve the quality of experiences for children under three across a range of childcare settings. A comprehensive training programme has been delivered to approx 300 practitioners; 40 establishments received support visits.

### **Nursery Application Management System (NAMS)**

- 3.17 The Nursery Application Management System (NAMS) has been used within all local authority nursery schools and classes to manage the allocation of nursery places and has now been updated to NAMS2.

The system will go 'live' in August 2014 and all 119 partner provider centres have now received the necessary training. The payment of pre-school funding will be processed through NAMS2 and this gives the added benefit of a more robust and secure monitoring procedure.

## **Capital Improvement**

- 3.18 On 10 December 2013 the Education, Children and Families Committee approved that a statutory consultation should be carried out regarding the proposed new nursery classes at Fox Covert Primary Schools and Wardie Primary School. The statutory consultation period ran from 16 December 2013 to Wednesday 12 February 2014. The new nursery classes were approved at Council on 1 May 2014.
- 3.19 A replacement nursery class at Duddingston Primary School is planned to open in August 2015.
- 3.20 A new early years centre for children from 0-5 was created by merging Pilrig Child and Family Centre with the nearby Craigentenny nursery class.
- 3.21 Replacement nursery classes were established at Towerbank and James Gillespies primary schools.
- 3.22 The Scottish Government has made additional capital funding available for 2014-15 to all Local Authorities aligned to the policy commitment to increase nursery provision for three-five year olds from 475 to 600 hours per annum and the introduction of the same level of provision for two year olds who are (or have been) looked after or are under a kinship care order. The level of capital funding available for 2014-15 to the City of Edinburgh Council has been confirmed as £2.510m.
- 3.23 A compliance audit has been commissioned through Services for Communities to ensure that the requirements for the Care Inspectorate are met. The initial focus will be on six locations currently providing extended services to care for two year olds.
- 3.24 A review of condition survey is being carried out to identify accommodation most in need of replacement. An analysis of birth rates and current nursery registrations to identify opportunities for expanded or new facilities is being undertaken.

## **Future priorities**

- 3.25 The early years Quality Improvement Officers will continue to focus on supporting the 'increased expectations' from Education Scotland through support and challenge visits, peripatetic teacher support, resources and training. A Curriculum for Excellence training session in May for 180 delegates has been arranged to support staff in moving forward with current advice. Resources to support development of curriculum for excellence continue to be provided and shared with staff.
- 3.26 Supporting the smooth implementation of increased hours to 600 hours early learning and childcare will be a major priority for the early years team. We will

continue to arrange consultation and engagement sessions to address challenges and plan for next steps in this process.

- 3.27 The early years QIOs will continue to work together with primary QIOs to improve transition at early level. The use of the Pre-five Assessment and Planning Trackers for literacy and numeracy will ensure a more effective transfer of assessment information to build on children's prior learning at nursery. Primary QIOs will continue to support the development of active learning approaches through development of appropriate learning environments in Primary school.

## **Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service.**

- 3.28 Early years staff both within the local authority and partner provider nurseries have continued to be supported to meet Scottish Social Services Council (SSSC) registration requirements. This year registration for support workers has been introduced. To date, 132 local authority employees are now appropriately registered.
- 3.29 It is essential that all early years services registered with the Care Inspectorate have sufficient numbers of appropriately registered staff by 30 June 2014, the date by which all care staff must be registered. The City of Edinburgh Council must not permit an unregistered worker to work in a service beyond this date otherwise we will be in breach of the Regulation of Care (Scotland) 2001.
- 3.30 To meet legislation, all newly appointed registered workers must achieve registration within six months of taking up employment.
- 3.31 In total 41 practitioners in partner provider and 18 members of local authority staff are studying for the BA Childhood Practice. Seventeen practitioners have completed their degree.
- 3.32 Nine practitioners in partner providers are being funded for Professional Development Award in Childhood Practice level nine and seven practitioners have been funded to complete the Froebel qualification. One post graduate diploma and one SVQ4 Childcare Learning and Development are also being funded.
- 3.33 To support the implementation of 600 hours entitlement, additional staffing is required for all establishments. This has given us the opportunity to be creative and ambitious with our future plans for developing the workforce to enable and sustain this considerable increase in staffing. Arrangements are in place to increase the modern apprentice programme by 15 apprentices and introduce a new trainee position for a further 15 staff. An additional strategic development officer post is being created to organise, support and oversee training. This post



will also support the qualification of 40 Pupil Support assistants/Early Years Assistants to gain SVQ 2 Children's Care Learning and Development as required for Scottish Social Services Commission (SSSC) registration.

- 3.34 A review was undertaken of the staffing structure within the free standing nursery schools. Consequently the management structure of these establishments has been strengthened by the introduction of 8 senior early years officer posts. As well as furthering the career structure of the early years workforce, this also increases capacity within these establishments to respond flexibly to the need to support parents and to the increasing entitlements of early learning and childcare

### **Future priorities**

- 3.35 To arrange a bespoke training programme for up to 40 pupil support assistants / early years assistants and 15 modern apprentices to gain SVQ 2 Children's Care Learning and Development qualification to meet the additional staffing requirements for implementation of 600 hours early learning and childcare. Across the service we could introduce up to 30 training posts.

### **Aim 3: To develop universal services in partnership to support all children and families.**

- 3.36 The early years collaborative uses a multi agency approach to improving services for children and families across Scotland. The model for improvement promotes a trial and learning approach to develop, test and implement change. Measuring the impact of these changes along the way plays a key role in the improvement efforts. Further details are outlined within section National Developments.

### **Support to Parents and Carers Framework**

- 3.37 The Council's element of the Supporting Parents and Carers framework has been revised and will continue to support families with children from 0 – 18 years. As well as providing more targeted interventions and programmes, Children and Families will work in partnership with NHS Lothian and the voluntary sector to ensure that families receive the information, advice, encouragement and practical support they need to raise their children with confidence and manage their successful transition into adulthood.
- 3.38 We recognise the important role that both mothers and fathers have in parenting and we are keen to ensure all our parenting programmes reflect this. For example we have sought advice from the Fathers Network to "father proof" our approaches.
- 3.39 Parents Early Education Partnership (PEEP) a programme to support parenting skills continues to support parents across the city. An audit has been carried out to inform future developments and training and support needs and evaluate the

impact of the programme. Two cohorts of early years professionals will be trained in 2014. Local support networks will be established for practitioners.

- 3.40 Mellow Parenting is an intensive targeted therapeutic parenting programme for vulnerable and seldom reached parents who often have trouble engaging in services. The focus is on improving the relationship between parent and child to allow optimal development. The programme runs for one full day per week for 14 weeks. During 2013–2014 21 families completed the programme. The parent and carer support team in conjunction with Early Years team are working towards extending delivery of Mellow Parenting in 2014 to include one more neighbourhood opportunity, namely South or West of the city.
- 3.41 Incredible Years is a programme for parents to prevent and treat children's behaviour difficulties and promote their social emotional and academic competence. Children and Families delivered 10 parenting groups in four different neighbourhoods throughout 2013.
- 3.42 A review of breakfast clubs in primary schools is being undertaken in 2014/15 in order to establish the most effective way of developing and sustaining this provision. This review will take account of the current funding model, the effective use of the school estate, and also the value and impact for families and school community.
- 3.43 A plan is being developed to support organisations that are currently interested in pursuing a co-operative model. Children and Families have established a service level agreement with Lothian Association of Youth Clubs (LAYC) to provide support and advice to the out of school care sector to support organisations who may be interested in the co-operative model. LAYC is developing a charter with the out of school care sector to promote the development of co-operative principles and collaborative practices amongst the community led organisations. It is anticipated that this will be launched in June 2014.
- 3.44 A plan is being developed to support playgroups, using co-operative principles with a view to developing collaborative practices.

#### **Support for vulnerable twos**

- 3.45 A review of services for under twos has been undertaken and longer term plans are being developed to ensure that available resources are used to best effect for providing for two year olds who have an entitlement for early learning and childcare.

#### **Aim 4: Learning through play opportunities and active learning are developed as integral parts of the early years service**

- 3.46 Curriculum for Excellence acknowledges that throughout the early years all areas of the curriculum can be enriched and developed through play. Active learning engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by; spontaneous play, planned purposeful play and investigative and explorative play. Active learning approaches enable children to develop vital skills and knowledge and a positive attitude to learning.
- 3.47 National Play Strategy actions 7.3 and 7.5 (to audit current levels of community access to school grounds for play and identifying key influencing factors, and disseminate good practice guidance) are being piloted in Edinburgh primary schools in partnership with the Play Strategy Implementation Group and Grounds for Learning.
- 3.48 Scotland's Play Strategy action 9.15 aims to establish a network of play champions. Councillor Keith Robson has been appointed play champion for Edinburgh.
- 3.49 The launch of the Edinburgh Play Forum took place in February 2014. The Play Forum is a partnership with voluntary sector play providers, supported by the City of Edinburgh Council and Inspiring Scotland, to build play opportunities in communities and provide a vehicle to attract additional funding for play projects. The forum will inform the Council's Play Strategy Working Group.
- 3.50 Work with Grounds for Learning has resulted in six Edinburgh primary schools receiving grants and support worth a total of £150,000 to transform their school grounds for natural play and outdoor learning opportunities. These schools will act as exemplars for Scotland. The playground improvements at Carrick Knowe, Castleview, Lorne, Granton, and Sighthill primary schools will be open to pupils from April and Buckstone Primary from June.
- 3.51 Whole school training has been delivered to all pupils, teachers and support staff at the six Grounds for Learning Schools to foster a consistent approach to free play and dynamic risk assessment.
- 3.52 Cramond Primary School and Bruntsfield Primary School have both been awarded Legacy 2014 funding to improve their school grounds.
- 3.53 The promotion of playful active learning outdoors continues to be targeted through Outdoor Play and Active Learning (OPAL) training. Training is delivered through: conferences and workshops; Continuing Professional Development and bespoke training days for individual schools.
- 3.54 Training and development to improve the grounds in a range of primary schools across the city has been delivered. A variety of other early years and primary

establishments have received support and advice through visits and meetings as requested.

- 3.55 A total of 750 staff, parents and children attended 22 training opportunities on play and active outdoor learning. PEEP, Play @home and pre-birth to three training has been delivered to 125 Early Years staff.
- 3.56 The Outdoor play and learning (OPAL) water play project, introduced to 40 nurseries, was recognised as an outstanding contribution to play and awarded the Best Play Initiative 2013 by the national Nancy Ovens Awards for Play.
- 3.57 Edinburgh's annual playday event in the Royal Mile on 31 July 2013 attracted almost 2, 000 children, parents and visitors. The event highlighted the importance and value play of opportunities.
- 3.58 Play staff continue to contribute to local and national conferences.

### **Future priorities**

- 3.59 The publication of the Play Strategy for Scotland has national influence on the way that play should be addressed and includes a rights based approach. The proposed new Play Strategy for the city of Edinburgh will be reported to Committee in October.
- 3.60 Further development of the Edinburgh Play Forum is a priority. Partnerships to provide Play Rangers and other pilot outdoor play opportunities in communities across the city during the summer are being developed.
- 3.61 Grounds for Learning Edinburgh based natural play projects have organised a conference which will be attended by delegates from across Scotland.
- 3.62 Supporting the development of school's grounds to encourage outdoor play and active learning is a priority for the council.
- 3.63 The play development officer will co deliver Forest School Level 1, 2 and 3 to a minimum of 20 staff from Edinburgh early years establishments and primary schools in 2014. This training will run from May 2014 –December 2014 and is funded at 50% by the Forestry Commission in partnership with Edinburgh Forest Education Initiative cluster group.
- 3.64 The play development officer with Grounds for Learning and colleagues from outdoor education will deliver training for a General Teaching Council (GTC) approved accreditation programme 'Lead Teacher in Outdoor Learning' to 40 teachers from Edinburgh schools between August 2014 and August 2015.
- 3.65 Edinburgh's annual playday event will take place in the Grassmarket on 30 July 2014 to promote the value of play to parents carers and visitors.
- 3.66 Play development officers will continue to deliver bespoke training to develop outdoor play and active learning in the early years.

- 3.67 Quality Improvement Officers will produce a document to support effective transitions from nursery to primary one. This will provide guidance on supporting active learning approaches within curriculum for excellence at early level.

## **National Developments**

### **Early Years Collaborative**

- 3.68 Since the launch of the Early Years Collaborative in October 2012 there have been four national two full day learning sessions to facilitate a multi agency approach. This approach brings together a range of professionals from health, education, police, housing and the voluntary sector to share knowledge and ideas on areas for improvement and develop the five workstreams to make a positive difference to the lives of children and families in Scotland.
- 3.69 Each workstream meets regularly to explore how to apply quality improvement methodology and discuss the progress achieved. Tam Baillie, Scotland's Commissioner for Children and Young People and a member of the Early Years Taskforce has joined the Edinburgh Early Years Collaborative team and is a member of our Leadership workstream.
- 3.70 There are currently twenty active EYC projects in Edinburgh involving joint working to address key issues that will improve outcomes for our children and support for families. The key themes being addressed are; early Support for Pregnancy and Beyond, attachment, transitions, the 27-30 month child review, developing parents' skills, family engagement to support early learning and addressing child poverty - income maximisation.
- 3.71 Edinburgh currently has two key change pioneer sites. In Leith we are aiding income maximisation by addressing the issues that make it difficult for families to register for Healthy Start food vouchers. To support the key change theme for transitions, St Catherine's primary school is exploring how our assessment and planning trackers can be used more effectively to support the transition from nursery to primary school for our most vulnerable children.
- 3.72 Further details will be included in the Early Years Change Fund – Progress update on Year 2 to be presented to the Education Children and Families on 20 May 2014.

### **Future Priorities**

- 3.73 The Early Years Collaborative will continue to build on progress in improving the lives of children and families by addressing issues within the key change themes:
- Early support for pregnancy and beyond
  - Attachment
  - The 27-30 month child health review

- Developing parents' skills
- Transitions
- Family engagement to support early learning
- Addressing child poverty through income maximisation

We will do this by developing skills in using the model for improvement and ensuring the changes we make lead to evidence based improvements.

### **Children's and Young People (Scotland) Act 2014 – Implementation of Additional Hours of Early Learning and Childcare for children aged 3-5 years**

- 3.74 The [Children and Young People \(Scotland\) Act](#) sets out a requirement to expand free nursery provision from 475 hours to 600 hours. The Act was passed in March 2014.
- 3.75 Within the Act there is a requirement on Local Authorities to consult with parents and carers every two years and to publish plans on how they propose to deliver the entitlement based on the outcome of the consultation.
- 3.76 In March 2013 a short life working group was set up to oversee the consultation process with parents and key stakeholders on the models initially proposed by the Scottish Government. Five models of delivery were used in small focus groups and this was narrowed to three models and a survey undertaken from 25 October 2013 until 24 January 2014.
- 3.77 Briefings and a link to an on-line survey were sent to all local authority early years provision and partner providers in order to engage as many parents as possible. A total of 1828 parents responded to the online survey and 91% of parents and carers said that they would use the additional hours.
- 3.78 The three models given as options were:
- Model 1: Three hours each day from Monday to Friday during term time and two weeks of the school holidays.
  - Model 2: Two full eight hour days each week during term time only.
  - Model 3: Three hours and 20 minutes each day from Monday to Friday during term time only.
- 3.79 The extended session detailed in Model 3 was favoured by parents with 45% opting for this delivery model.
- 3.80 The requirement for local authorities from August 2014 is to deliver the additional hours and in future years to consider more flexible models. In line with other local authorities we will implement a model of three hours and ten minute sessions delivered over 38 weeks from August 2014.
- 3.81 The Act sets out an intention to deliver early learning and childcare in a variety of ways to meet the needs of parents and carers taking account of patterns of

employment. The Act does specify that the entitlement should be over 38 weeks and in sessions no longer than 8 hours.

- 3.82 The Scottish Government has made revenue funding available to support the implementation of the Act. The sum available for 2014-15 is £4.23m increasing annually to enable Local authorities to deliver more flexible models.

#### **Implications for Local Authority**

- 3.83 In order to provide the additional hours increased staffing is required. It has been anticipated that this would present difficulties in finding the appropriate number of suitably qualified staff. To avoid movement of staff from our partner providers to the council which may have had an adverse effect on the quality for our partners, we have planned a training programme to recruit staff. We are recruiting a number staff who require additional qualifications to be trained in house. This includes up to 15 modern apprentices and 15 trainees Early Years Practitioners.
- 3.84 The apprentices/trainees will be employed on temporary contracts with a two year training programme which will provide a sustainable high quality workforce for the future.
- 3.85 An additional strategic development is being employed with a lead role to organise, plan and deliver the underpinning knowledge and assessment to SVQ level 3.
- 3.86 The skills and knowledge within the early years sector will be utilised through head teachers and heads of centres being involved in delivering workshops and presentations to ensure a sharing of the high quality skills and expertise available.
- 3.87 Following information sharing sessions head teachers and head of centres were given options for opening and finishing times and staffing models. This included either a 0.5 early years practitioner or a full time modern apprentice/trainee. Discussion within staff teams determined the most appropriate option for particular establishments.

#### **Implications for Partner Providers**

- 3.88 Within the contract between the local authority and the partner provider centres there is an expectation that they will provide the 600 hours of early learning and childcare over 38 weeks.
- 3.89 The rate of payment for the delivery of 600 hours of early learning and childcare entitlement will be increased from £3.26 to £3.50 per hour. This means that the full year entitlement per child will be £2,100. It is anticipated that this rate may be increased further in future years with the expectation of more flexible models of delivery.

### **Implications for Voluntary Sector Partner Providers**

- 3.90 The voluntary sector has particular funding issues as they require payments prior to children starting in order to employ their staff. It has been agreed that the pattern of payments to the voluntary sector will remain the same i.e. an early payment in August based on an estimate of the number of children in the autumn term with any adjustment being made to align payments and actual numbers throughout the year.
- 3.91 A new strategic development officer post has been introduced to provide appropriate support for the voluntary sector to support their specific needs.

### **Entitlement of Additional Hours for Two Year Olds**

- 3.92 Recent announcements from the Scottish Government indicate that we will be required to provide 600 hours for two year olds who are looked after and accommodated, in kinship care and those in workless households. The requirement for 2014 is to meet between 15% and 27%. This will mean approximately 200 additional placements will be required by 2014.
- 3.93 We are confident that we can deliver for two year olds who are looked after or subject to a kinship care order in our existing early years centres. We will however need to adapt physical accommodation, staffing models and admission procedures to accommodate the additional two year olds who are eligible in the recent announcements to include two year olds in workless households.
- 3.94 We currently have six existing facilities where we have some provision for two year olds in primary schools. These are located in the following primary schools: Hillwood, Gylemuir, Clermiston, Broomhouse and St Josephs joint campus, Oxgangs and Royal Mile. We have undertaken a provisional compliance audit to look at adaptations that would be required to make them fit for purpose for 600 hours of early learning and childcare. There is a variation between establishments about the type of work required depending on age and current condition of the accommodation. We anticipate that these six facilities would provide an additional 60 to 80 morning and afternoon places. This would contribute to meeting the above requirements within the Act.
- 3.95 We have identified that for some wards where it would not be easy to provide places in local authority settings or where the number of children in a locality is low, we would explore the feasibility of commissioning places with our partner providers.

### **Implications for children with additional support needs**

- 3.96 An additional budget has been ring fenced to support the 600 hours for children with additional support needs aged two to five years. This amounts to 4% of the total allocation (£162,797). This additional funding will be universally applied to all children currently in receipt of, or those assessed as requiring, targeted support.



- 3.97 Currently we are able to provide the additional hours for all children three to five years accessing special school provision at Oaklands and Braidburn Schools. However, some adjustments to children's hours will be required for session 2015 – 2016 to continue to meet the requirements.
- 3.98 All two to three year olds with additional support needs eligible for additional hours will continue to access this provision within our early years centres.
- 3.99 We are exploring the possibility of expanding the nursery provision for two to three year olds within the special schools to support the transition for children who will subsequently access early learning and childcare within these schools.

## Measures of success

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- 4.1 Overall progress is measured using a suite of indicators within the Children and Families Service Plan to ensure that our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

## Financial impact

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- 5.1 Details of the additional funding available for capital investment is contained in section 3.22 of the main report. Details of the additional revenue funding is detailed in section 3.82. All other developments within early years will be funded through the revenue budget and the early years change fund.

## Risk, policy, compliance and governance impact

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- 6.1 There is no risk, policy, compliance and governance impact arising directly from this report.

## Equalities impact

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- 7.1 All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and their families. There are no negative impacts arising from this work.

## Sustainability impact

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- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. These matters will be considered as part of the planning, design development and implementation of each individual project involved in the development of the early years estate.

## Consultation and engagement

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- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development within early years:
- Expansion to 600 hours of early learning and childcare. The following engagement sessions took place across the year; consultation with parents and children, Leading the Agenda sessions for senior managers in early years, Sharing the Agenda for all other local authority staff, partner provider seminar and specific focus groups for partner providers for independent schools and the voluntary sector.
  - The development of early years provision at Wardie and Fox Covert Primary Schools through a statutory consultation process in both locations.
  - Engagement with the school community at Duddingston Primary School.
  - Early Years staffing review.
  - The development of childcare co-operatives.
  - The development of a new play strategy for Edinburgh.

## Background reading / external references

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- [Early Years collaborative](#)
- [National Parent Strategy](#)
- [Consultation on Children's Bill](#)
- [Report to Council on 2 May 2013 regarding New Capital Projects – Children and Families](#)
- [Integrated Literacy Strategy Report 2013](#)
- [Early Years Strategy Progress report 2013](#)

### Gillian Tee

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## Links

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|                                 |  |
|---------------------------------|--|
| <b>Coalition pledges</b>        | P1 - Increase support for vulnerable children, including help for families so that fewer go into care<br>P6 – Establish city-wide co-operatives for affordable childcare for working parents |
| <b>Council outcomes</b>         | CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed  |
| <b>Single Outcome Agreement</b> | SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential   |
| <b>Appendices</b>               | Appendix 1 Education Scotland evaluation structure   |

CHILDREN AND FAMILIES

**SCHOOLS AND COMMUNITY SERVICES**  
Education Scotland  
Nursery Class Results

August 2013 – July 2014

|                     |               |               |          |                  |          |                    |
|---------------------|---------------|---------------|----------|------------------|----------|--------------------|
| Key to evaluations: | 6 = excellent | 5 = very good | 4 = good | 3 = satisfactory | 2 = weak | 1 = unsatisfactory |
|---------------------|---------------|---------------|----------|------------------|----------|--------------------|

|                |   | 1.1  | 2.1                    | 5.3                    |
|----------------|---|--|------------------------|------------------------|
| Date Published | School                                    | Improvements in performance                          | Children's experiences | Meeting learning needs |
| 20.08.13       | St David's RC P S Nursery Class           | 4  | 5                      | 5                      |
| 21. 08.13      | Craigroyston Nursery class follow through | No grades awarded during a follow through inspection |                        |                        |
| 27.08.13       | Craigentenny P S Nursery Class            | 4  | 5                      | 5                      |
| 17.09.13       | Castlevew P S Nursery Class               | 5  | 5                      | 5                      |
| 29.10.13       | Liberton P S Nursery Class                | 4  | 4                      | 4                      |
| 26.11.13       | Abbeyhill P S Nursery Class               | 4  | 4                      | 4                      |
| 26.11.13       | St Peter's RC PS Nursery class            | 6  | 5                      | 5                      |

**Education Scotland  
Nursery Schools  
and  
Early Years Centres Results**

**August 2013 – July 2014**

|                            |                    |                    |               |                       |               |                         |
|----------------------------|--------------------|--------------------|---------------|-----------------------|---------------|-------------------------|
| <b>Key to evaluations:</b> | <b>6 excellent</b> | <b>5 very good</b> | <b>4 good</b> | <b>3 satisfactory</b> | <b>2 weak</b> | <b>1 unsatisfactory</b> |
|----------------------------|--------------------|--------------------|---------------|-----------------------|---------------|-------------------------|

|                         |                         | <b>1.1</b>                         | <b>2.1</b>                    | <b>5.3</b>                    | <b>5.1</b>            | <b>5.9</b>                                 |
|-------------------------|-------------------------|------------------------------------|-------------------------------|-------------------------------|-----------------------|--|
| <b>Publication date</b> |                         | <b>Improvements in performance</b> | <b>Children's experiences</b> | <b>Meeting learning needs</b> | <b>The Curriculum</b> | <b>Improvement through self-evaluation</b> |
| 11.03.14                | Cowgate Under 5s Centre | 6                                  | 6                             | 6                             | 6                     | 6  |

## Education Scotland Partner Provider Results

August 2013 – July 2014

|                            |                    |                    |               |                       |               |                         |
|----------------------------|--------------------|--------------------|---------------|-----------------------|---------------|-------------------------|
| <b>Key to evaluations:</b> | 6 <b>excellent</b> | 5 <b>very good</b> | 4 <b>good</b> | 3 <b>satisfactory</b> | 2 <b>weak</b> | 1 <b>unsatisfactory</b> |
|----------------------------|--------------------|--------------------|---------------|-----------------------|---------------|-------------------------|

|                  |                         | 1.1                         | 2.1                    | 5.3                    | 5.1            | 5.9                                 |
|------------------|-------------------------|-----------------------------|------------------------|------------------------|----------------|-------------------------------------|
| Publication date |                         | Improvements in performance | Children's experiences | Meeting learning needs | The Curriculum | Improvement through self-evaluation |
| 04 03 14         | The Tower House Nursery | 2                           | 2                      | 2                      | 2              | 2                                   |
| 11 03 14         | Currie Playgroup        | 4                           | 4                      | 3                      | 3              | 4                                   |
| 29 04 14         | Victoria Quay           | 5                           | 5                      | 5                      | 4              | 4                                   |
| 29 04 14         | Grange Private Nursery  | 3                           | 3                      | 2                      | 2              | 2                                   |