

# Education, Children and Families Committee

10am, Tuesday, 19 May 2015

## Early Years Strategy Report

Item number	7.3
Report number	
Executive	
Wards	All

### Executive summary

---

The report outlines the national priorities in early years and highlights the City of Edinburgh Council's progress towards implementation of requirements in line with current legislation including the [Children and Young People \(Scotland\) Act 2014](#), strategies, policies and the Early Years Collaborative. The report also includes the key achievements and identifies the priorities for the future development of the service.

### Links

---

Coalition pledges	<a href="#">P1</a> , <a href="#">P6</a>
Council outcomes	<a href="#">CO1</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Early Years Strategy Progress Report

### Recommendations

---

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

### Background

---

#### Early Years Strategy

- 2.1 The Early Years Strategy January 2010 set 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 one: To develop integrated, flexible services to provide effective learning and childcare for all children and families;
  - Aim two: To develop a highly skilled and motivated workforce to deliver a high quality early years service;
  - Aim three: To strengthen and develop universal services in partnership to provide support for all children and families;
  - Aim four: To develop learning through play opportunities and active learning as integral parts of the early years service.

#### Play Strategy

- 2.3 Play in Partnership: a Play Strategy for the City of Edinburgh was adopted by Council in 2000, reviewed in January 2009 and December 2014. 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. Play in Partnership: a Play Strategy for the City of Edinburgh has been revised in line with the national policy.
- 2.4 Councillor Keith Robson Play Champion continues to chair the Edinburgh Play Forum which meets quarterly. The Play Forum is a partnership of voluntary sector play organisations supported by the City of Edinburgh Council and Inspiring Scotland to provide a vehicle to build play opportunities in communities and attract additional funding for play projects. The Edinburgh Play Forum informs the Council's Play Strategy Steering Group.

## **The Children and Young People's Act**

- 2.5 [The Children and Young People \(Scotland\) Act 2014](#) introduced a new concept of *early learning and childcare*. This term seeks to remove an artificial divide between pre-school for three and four year olds; and, childcare for zero – three year olds; or, pre-school and wrap around care for three and four year olds; whereby pre-school is the educational element delivered in short blocks tied to a certain number of hours in a day; topped up by childcare or wrap around care which can be seen as less important to learning.
- 2.6 The Scottish Government has also increased early learning and childcare to the most vulnerable two year olds and increasing to every two year old living in a household seeking work and receiving certain welfare benefits such as Jobseeker's Allowance.

### **Building the Ambition**

- 2.7 This new document provides guidance on delivering high quality early learning and childcare from birth to starting school. It complements the [Children and Young People \(Scotland\) Act 2014 Early Learning and Childcare Statutory Guidance Five](#) which outlines the policy changes which are necessary to implement the provisions in the Act.

### **The Early Years Collaborative**

- 2.8 The Early Years Collaborative was launched in October 2012 and there are now five work streams contributing to improved outcomes for children and 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."
- 2.9 The key themes being addressed are;
- Early Support for Pregnancy and Beyond;
  - Attachment, child development and Learning;
  - Information sharing at Transitions;
  - Child health reviews including the 27-30 month child review;
  - Developing Parenting skills and Family Engagement to Support Early Learning;
  - Addressing Child Poverty;
  - Play.

### **Early Years and Early Intervention Change Fund**

- 2.10 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.

### **Aim One - to develop integrated, flexible services to provide effective learning and childcare for all families**

#### ***Quality of provision***

- 3.1 From June 2014 Education Scotland carried out inspections in four partner provider centres and five nursery classes. Thirty three grades were awarded as follows; one excellent, nine very good, 14 good, five satisfactory and four weak (see Appendix 1).
- 3.2 Kirkliston Primary nursery class was awarded a grade of excellent for Meeting Learning Needs. Inspectors praised *'the range of stimulating and relevant activities to meet children's interests both indoors and in the very well-developed outdoor area'* They also commended the clear approach to identifying children's next steps in learning to ensure depth and challenge in their learning.
- 3.3 In almost all other inspections children were found to be enthusiastic, confident and motivated learners. Most centres were seen to have a strong ethos with well developed teamwork.
- 3.4 In a few inspections, the high quality of leadership was recognised as a strong driver for continuous improvement.
- 3.5 Education Scotland Inspectors highlighted areas for further improvement in line with 'increased expectations' as:
  - to further develop the curriculum to ensure progression in children's learning;
  - to improve systems for self evaluation;
  - to ensure better monitoring and tracking of children's progress and achievement.
- 3.6 These areas are consistent with recommendations for improvement across all early years and primary both locally and nationally.
- 3.7 Two partner provider centres are currently being reviewed as part of the City of Edinburgh Council's service improvement process. One centre remains in the process from last year and another came into the process following their inspection in December 2014. This centre now plans to close in June 2015. Support is being provided for both centres during the process.
- 3.8 Overall inspections from Care Inspectorate across the sector are positive with almost all centres receiving positive inspections with grades of good or above.
- 3.9 A recent study from Growing up in Scotland (GUS) highlighted the link between centres achieving very good grades for quality of Care and Support and the subsequent positive achievement in children's cognitive skills at school. Almost all centres were awarded grades of good or very good for this theme.

### ***Pre Birth to Three***

- 3.10 The Quality Assurance Group for Birth to Three was established to provide a quality assurance framework for staff in early years centres working with babies and young children.
- 3.11 A self-evaluation toolkit was produced to support; observation and planning, the role of the practitioner, babies and young children's experiences, the environment, literacy, numeracy and health and wellbeing. Staff use the toolkit to identify strengths and areas for improvement. All centres now include an evaluation of their provision for babies and young children within their annual Standard and Quality Report, using the toolkit.
- 3.12 Following the development of the toolkit, a quality assurance group visited all early years centres. The focus of the visits has been early literacy. Visits are currently ongoing and a summary report will highlight strengths and areas for further development. Support will be provided where necessary. Visits will now be offered to early years settings providing early learning and childcare to eligible two year olds.
- 3.13 Support visits to partner provider nurseries are provided as requested in addition to those who are in the service improvement process.
- 3.14 A programme of training has been agreed and will include training on the key areas for development. Approximately 200 people have attended training over the last year.
- 3.15 A conference 'A Good Time to be Two' to support practitioners working with eligible two's was held in November 2014 for 300 delegates. Keynote speakers and various workshops provided key messages around support for early literacy and exploratory play. The event was very well evaluated.

### ***Building the Ambition***

- 3.16 The [document](#) makes links between practice, theory and policy guidance to reinforce aspects of high quality provision and the critical role played by early years practitioners. The guidance builds upon Pre-Birth to Three and the early level of Curriculum for Excellence. It provides detailed, practical guidance on the experiences and interactions necessary to deliver high quality ELCC for babies, toddlers and young children. It describes good practice in creating caring and nurturing settings that allow wellbeing, communication, curiosity, inquiry and creativity to flourish. All establishments have been offered training for this. More information can be found at:  
<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp>

### **Support and Challenge**

- 3.17 The Early Years Quality Improvement Officers (QIO) provide support and challenge for 116 partner providers, 14 early years centres and 13 nursery schools. Support was provided to nursery classes as required in liaison with the primary QIOs. A team of peripatetic teachers offer additional support as required.
- 3.18 Since August 2015 a cost to partner provider centres has been introduced for the services of the peripatetic teachers, the pre birth to three development officers and the play development officers. Where a quality improvement officer has identified a need for improvement there is a strong recommendation that the centre acquires the services of the appropriate officer. This service is also available to all partner providers who feel that they would benefit from this expertise. The role of the peripatetic teachers has now been extended to local authority nursery classes as required. Initial evaluation of this has been very positive and will be reviewed.

### **Curriculum development - [The Integrated Literacy Strategy - Early Years](#)**

- 3.19 The multidisciplinary early years support group has developed a wide range of strategies and interventions to support early literacy and these are widely used across centres. Every early years centre now has a literacy coordinator to lead developments. Centres will introduce the very successful Early Years Collaborative bedtime story approach.
- 3.20 Every early years centre has received Up Up and Away training to enable staff to identify need and plan to meet the early literacy needs of young children who may be at risk of poor achievement in language, literacy and learning. Parent postcards and the literacy rich environment toolkits are widely used.
- 3.21 A strategy to consolidate the city wide Parents Early Education Partnership (PEEP) is being developed to further promote parental engagement.
- 3.22 The Assertive Book Bug Outreach Programme funded by the Scottish Government will be rolled out to vulnerable families in their own homes and will expand the Book Bug provision within the community.

### **Numeracy**

- 3.23 Many early years settings are currently using the Stages of Early Arithmetical Learning (SEAL) approaches to counting which has a positive impact on children's progress in numeracy. This has shown a positive impact at Tynecastle nursery school. Staff have seen clear evidence of children's increased number skills and extended involvement and enthusiasm for numeracy based activities.
- 3.24 A programme of training in SEAL methodology for early years staff is planned
- 3.25 Murrayfield nursery has been highlighted on the Care Inspectorate Hub as a centre of good practice in supporting children's numeracy skills through their parent postcards which support the development of children's numeracy and mathematical skills at home.

3.26 Early years is in a strong position to contribute to a wider numeracy strategy as it develops.

### ***Health and Wellbeing***

3.27 The Health and Wellbeing Planning for Learning document supports the development of the experiences and outcomes for children at the early level. This is being used effectively to support health and wellbeing across learning. Almost all reports from Care Inspectorate and Education Scotland highlight a key strength around 'confident and motivated children'.

3.28 Many establishments are currently working towards accreditation in the Healthy Schools (Healthy Early Years) scheme. This joint initiative is supported by NHS Scotland. There are now 25 establishments with accreditation at various levels. Six centres have achieved accreditation at level three. The scheme takes account of curriculum development, ethos, physical environment, partnership working and health and welfare of staff.

3.29 [Setting the Table](#) a recent document compiled by NHS Scotland has been distributed to all early learning and childcare settings. This provides guidance to promote the importance of good nutrition in the early years with advice on food standards and sample menus. It also offers practical advice on providing for special diets and religious faiths. Training for staff on supporting the use of the document will be provided through NHS Health Promotion Capacity Building Programme.

3.30 At the Education Children and Families Committee it was agreed that the Edinburgh vision uptake information should be included in this report. Appendix 2 gives the most up to date information from the NHS related specifically to the Edinburgh area. The Lead officer for this is Lynne Porteous.

### ***Support for other curriculum areas:***

3.31 Funding from the Youth Music Initiative has enabled development of a music resource 'The Magic of Music' which supports key curriculum development in literacy and numeracy. A final section supporting development of health and wellbeing is due to be completed in April.

3.32 The early years department of St David's Primary and Pirniehall Primary schools worked collaboratively with a musician to contribute to the numeracy section and staff and young children from Hailesland early years centre are working with a dance specialist towards completion of the section to support health and wellbeing.

3.33 The peripatetic teachers are compiling support packs for all other curriculum areas. These should be completed by end of 2015 and will be available for all establishments.

### ***Transitions***

3.34 To support smooth and seamless transitions for children moving from nursery to primary one, active learning approaches remain a focus for further development.

The Primary QIOs have produced a document 'Effective transition – Creating an Effective Environment for Learning and Teaching at Early level'. This was distributed to all primary one teachers in August 2014 and was supported with relevant CPD sessions.

- 3.35 The City of Edinburgh Council's assessment and planning trackers for literacy and numeracy are now widely used across the city. A survey monkey was used to ascertain practitioner's views and evaluate the impact for children. Overall, feedback from practitioners was very positive with comments highlighting the increased opportunities for effective monitoring and tracking of children's progress and aid transitions. Education Scotland has positively commented on them and they have been shared with other authorities.
- 3.36 A revised transition report to take account of the use of the CEC assessment and planning trackers was developed in 2014. All establishments use this document for reporting on children's progress prior to moving on to primary one. This is accompanied by a child's profile which is used to highlight their latest and best example of writing along with a personal statement. Parents are given an opportunity to contribute to both documents.
- 3.37 Deferrals and delayed entry to primary one continue to be reviewed through the deferral panel systems. Parents have been made more aware of active learning approaches within schools and across early years provision. This encourages smoother transition for the children between nursery and primary one. Advice and support is offered to parents who wish to consider a deferral. Parents are offered this support through discussions with nursery staff, child planning meetings, visits to primary one settings and deferral information events. The number of applications for discretionary deferrals has reduced from 159 in 2008 / 2009 to 81 in 2014 / 2015. A reduction of almost 50% over five years.

#### ***600 hours early learning and childcare***

- 3.38 Eligible three and four year olds have access to 600 hours of early learning and childcare in council early years settings and the majority of partner provider settings. In two partner playgroup settings this has not been possible and the organisations have been asked to submit plans for addressing this from August 2015. Although all the independent schools were able to meet the requirements for 600 hours in some cases they were not providing this over the required 38 weeks. Consequently they were asked to consider how they could extend their provision. They have now all submitted plans outlining how they intend meet this requirement from August 2015.
- 3.39 Almost all schools and centres have successfully implemented the increased hours and have provided favourable feedback. There have however been challenges for staff in particular around dedicated time for staff meetings and time for planning, assessment recording and reporting. Subsequently a short life working group was set up to review and streamline documentation. Updated guidance was sent out to all establishments. This will continue to be monitored.



- 3.40 In order to develop more flexibility in how families access their 600 hours of early learning and childcare two working groups with representation from local authority and the private sector were established to explore different ways of delivery.
- 3.41 Consultation with parents took place in small focus groups across the city to obtain parental views on more flexible options for delivery of 600 hours. Following this consultation we intend to trial various options across the localities.
- 3.42 Six local authority early years settings will pilot more flexible models after the Easter holidays. The Partner Provider working group will continue to explore flexible delivery in the private sector.
- 3.43 The [Admissions Policy](#) has been updated to take account of the implementation of 600 hours of early learning and childcare and eligible two year olds.

***Provision for eligible two year olds***

- 3.44 The Scottish Government has estimated that Edinburgh should be providing 600 hours of early learning and childcare to 500 additional two year old children over the period 2014/15 session. In December 2014, 360 two year olds received this provision. This will now extend to two year olds in households where the income of parents/carers meets the thresholds that would entitle them to free school meals. The Scottish Government estimates that this should increase the entitlement by 27%.
- 3.45 The Council has increased its capacity by 150 places along with existing places provided in early years centres. The choice of places is being increased by using Scottish Government funding to ensure that any planned building development of nursery provision includes space for two year olds. Where space allows in existing provision for three and four year olds, this will be made compliant with regulation to provide for two year olds.

***Affordable childcare***

- 3.46 Children are at greater risk of poverty than any other major population group in Scotland. 21% of children in Edinburgh live in poverty and every ward in the city has a child poverty rate (after housing costs) of 10% or more. Half of all children in poverty are under five years old. Extensive research suggests that the first few years of a child's life have a large effect on their future outcomes and their future position in the income distribution. A child's development score at 22 months can serve as an accurate predictor of education outcomes at 26 years (Equality Trust, 2014). Poverty affects children's health, education, their connection to wider society and their future prospects for work. Child poverty rates are predicted to continue to rise, with one estimate (Save the Children, 2014) that it will reach 28.5% by 2020. The two main pillars of any child poverty strategy must be concerned with maximising household income and improving children's wellbeing and life chances.
- 3.47 The council has undertaken a procurement exercise to increase capacity for families to access subsidised childcare across the city, in areas where this has not been available to date. This will allow greater choice for parents in the lowest income

households, providing proportionately higher subsidies for their youngest children, for whom childcare costs are highest.

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

- 3.48 All partner provider nurseries were trained to use the NAMS system which went live in August 2014. Payments are now being calculated using this and to date, two payment runs have been completed. Support and training to the partners is ongoing and is provided by the Early Years Team. Changes to the system are currently under development by SEEMiS to take account of the legislation in the [Children and Young People's Act](#). This should go live in August 2015. Support and training for this new development will be provided.

### ***Capital Investment***

- 3.49 The Scottish Government has released additional funding for capital development. A replacement nursery class at Duddingston Primary School is planned to open in August 2015 and two new classes at Wardie Primary School and Fox Covert Primary are planned to open in August 2015. The latter is also part funded from the Early Years and Early Intervention Change Fund.
- 3.50 Following statutory consultation three new early learning and childcare establishments were approved by the council to be built and opened by August 2014. Working groups at each school involving Council officers, school staff, parent council representatives and members of the design team have been meeting over the last seven months to establish the location and progress the detailed design of the proposed accommodation. Two of the new establishments are being delivered at schools that have not previously had early learning and childcare provision.
- 3.51 A compliance audit commissioned through Services for Communities to provide extended services to care for two year olds has met some difficulties and only two of the three new services have been completed. Gylemuir and Clermiston are both completed and Hillwood will open in August 2016. Some smaller building works have taken place and enabled eligible two year old spaces to be made available.
- 3.52 An analysis of birth rates and current nursery registrations to identify opportunities for expanded or new facilities has been completed. Plans for new buildings agreed by Council will open in April 2016 at Longstone Primary School, Davidson's Mains Primary School, Corstorphine Primary School, and Granton Early Years Centre. Working groups have been established to take forward these developments with parents and other stakeholders.
- 3.53 There is Capital funding available for approximately three further new buildings and proposals are detailed in a separate report.

**Aim Two - to develop a highly skilled and motivated workforce to deliver a high quality early years service**

***Edinburgh Early Learning and Childcare Academy (EELCA)***

- 3.54 Since August 2014 EELCA provides a framework for all early years training requirements to facilitate the implementation of the Children and Young People (Scotland) Act 2014. The EELCA team is committed to growing and developing the workforce by providing funding for existing staff to work towards a range of early years qualifications.
- 3.55 Two groups of students, modern apprentices and trainees have been receiving training from the EELCA team, or from Edinburgh College. Students are working towards gaining SVQ level three in Social Services for Children and Young People, a level 7 qualification on the Scottish Credit and Qualifications Framework. They are working in a range of settings across the city and supported on a daily basis by an appointed mentor within the setting.
- 3.56 Plans are in place to build the team of SVQ assessors, internal verifiers and trainers. A new intake of candidates is planned for August 2016.
- 3.57 The SVQ Programme is part of the wider EELCA supporting continued professional lifelong learning through the following working groups and networks.
- BA Students Network;
  - New Nursery Teachers Network;
  - Senior Early Years Officer and Early Years Officer Networks;
  - Funded Qualifications Group;
  - Modern Apprentice Early Years Practitioners Working Group;
  - Trainee Early Years Practitioners Working Group;
  - Play Training.
- 3.58 EELCA workforce development funds have supported 39 students to undertake part time level nine qualifications such as BA Childhood Practice. Ten students are currently being funded for the Froebel qualification, three funded for SVQ four and four studying for a post graduate diploma. Funding has been awarded to those professionals registered as managers with Scottish Social Services Council (SSSC) and working in our own early years establishments, partner nurseries and after school groups.
- 3.59 All staff considered as support workers in daycare of children within the early years establishments are now registered with Scottish Social Services Council. Approximately 40 staff are now required to undertake a SVQ level two qualification as a condition of registration. Funding is available to support these staff to access the training from partner training providers and this is currently being taken forward for six staff. In the future it is hoped that this level of training will be delivered by our own EELCA. This capacity is still being developed.

### ***Continuing Professional Development (CPD)***

- 3.60 A series of moderation sessions reviewing the five quality indicators used as the basis for inspection by Education Scotland have been offered as part of the programme for CPD.
- 3.61 Education Scotland provided support for a recent session on self evaluation. This event was attended by 100 delegates and provided a helpful overview of national developments and systems for improvement.
- 3.62 The annual Success in the City Roadshow event where practitioners share good practice continues to offer support for development of all areas of curriculum for excellence and national and local priorities and initiatives.
- 3.63 The annual early years conference 2015, now in its 10th year was attended by over 300 delegates from across the early years sector. Nationally acclaimed speakers provide stimulating and motivational keynotes which have been highly evaluated. This event remains a key component of the early year's professional development calendar. The 2015 conference focused on the new national guidelines Building the Ambition. A range of seminars provided support for all aspects of curriculum development.
- 3.64 In January 2015, 250 practitioners from nursery schools and early years centres came together for a half day conference Building the Ambition and shared a range of practical workshops. Delegates were given the opportunity to participate in creative and inspiring workshops led by staff. This event proved to be a very effective and innovative way of sharing skills and expertise within the sector. There are plans to replicate this event in 2016.
- 3.65 In March 2015, a working group was established to produce an Early Years CPD Framework. It has been agreed that there will be one overarching CPD framework which will outline what is mandatory, required and recommended learning and development for all early years' staff. This will be in place for the start of the new session, August 2015.
- 3.66 A support group for teachers newly appointed to the nursery class now in its third year provides support and advice for relevant issues and developments within early years. This forms part of the EELCA.
- 3.67 Additional support for all staff is provided through an early years blog. Various curriculum support packs, keynote presentations and relevant updates are regularly uploaded and accessible for all staff. [Environment toolkits for self evaluation of provision in literacy, numeracy, pre-birth to three and outdoors have proved to be particularly helpful.](#)
- 3.68 Other courses to support the implementation of curriculum for excellence are organised throughout the year in response to current needs and interests.

## **Aim Three - to develop universal services in partnership to support all children and families**

### ***Early Years Collaborative***

- 3.69 This multi-agency approach brings together a range of professionals from health, education, police, housing and the voluntary sector to share their knowledge and ideas on areas for improvement. The model for improvement promotes a trial and change approach by measuring impact along the way. Since the launch in 2012 there have been seven national two day learning sessions to enable colleagues from across the country to review progress towards the ambition.
- 3.70 There are currently 17 active Early Years Collaborative projects in Edinburgh addressing a range of issues to improve outcomes for children and support for families.
- 3.71 By using this approach Edinburgh has gained national recognition for several improvement projects developed to address the key themes. We are addressing child poverty by highlighting the issues that make it difficult for families to register for Healthy Start food vouchers and as a result of this work, the 17% more receive their entitlement.
- 3.72 Our work on promoting bedtime reading to support attachment and literacy has also gained wider recognition and in Edinburgh at least 21 early years settings have now adopted the approach.
- 3.73 Play has recently been added as a key theme of the collaborative.

### ***Parenting***

- 3.74 The Psychology of Parenting Project (PoPP) is aimed at improving the availability of high quality evidence – based parenting programmes for parents and carers of three and four year olds with elevated behaviour problems. The two evidence based programmes offered in this project are The Incredible Years and level four Group Triple P.
- 3.75 The first stage of the implementation of PoPP involved 19 practitioners from the Council, Health and Third Sector services engaged in the training for The Incredible Years programme. There are currently seven Incredible Years groups running in the North, South and South West of the city. We had 89 referrals for these groups.
- 3.76 Fifteen practitioners have now been trained to deliver the Triple P programme.
- 3.77 The second stage will include East, West and remaining clusters in South and South West from September 2015. By April 2016 a rolling programme of both Incredible Years and Triple P will be running across the city.
- 3.78 The Early Years service is crucial to the success of the project, in providing delivery and in recruitment of families. [Popp-Psychology of Parenting Project](#)
- 3.79 Parenting support can be achieved in early years settings where there are staff outwith adult child ratios. In early years establishments where this is not possible an allocation of £900 was granted to support work with parents. A range of activities

took place over session 2014 / 2015 including PEEP, Play at Home and other transition activities. In a survey where 58 settings responded approximately 1500 parents have been engaged in these activities. This has been well received by staff who have implemented the increased hours of early learning and childcare.

### ***Breakfast clubs***

- 3.80 Fifty three primary schools are currently providing access to a breakfast club. These are detailed in Appendix 3. This represents 60% of all primary schools.
- 3.82 We are looking to support the remaining schools to consider starting a breakfast club. In order to increase the number of clubs and ensure all children have access, support from local businesses should be sought. The implementation of the procurement policy which requires contracted organisations to evidence community benefit by supporting breakfast clubs would also extend provision. The existing partnership with Aegon remains pivotal to harnessing and supporting future partnership arrangements with businesses.

### ***Develop greater engagement with local people to build community resilience and increase co-production of services***

- 3.83 Development and design of nurseries at Wardie and Fox Covert is being undertaken using coproduction and co-operative principles with members of their respective local communities. This is the subject of separate report to the [Education Children and Families Committee on 19 May 2015](#).
- 3.84 These schools are currently served by local voluntary providers in close proximity to the school. This has provided an opportunity to develop the new service without the constraints of previous school practice. It is proposed that the working groups should be continued and become a stakeholders group which will have a role in developing the early year's service.
- 3.85 The Headteacher of Wardie Primary School presented the approach taken at the Leaders event on 1 April 2015.
- 3.86 Support using grant funding is currently being given by Lothian Association of Youth Clubs (LAYC) to support parent led organisations to encourage mutual support and quality improvement using co-operative principles.
- 3.87 Support to a group of playgroups is being piloted to identify how cooperative practices might be developed to support these organisations in a more structured way. This model could mirror the support that has been developed for after school care clubs.
- 3.88 The [Children and Young People \(Scotland\) Act 2014](#) requires the Local Authority to consult with parents about their plans to deliver out of school care. Currently, a consultation plan is being developed in the form of a survey monkey, followed by focus groups. It is expected that the outcome of this consultation will be available by September 2015.

#### **Aim Four - Learning through play opportunities and active learning are developed as integral parts of the early year's service**

- 3.89 On 9 December 2014 the Education, Children and Families Committee accepted the [Play Strategy Report](#). Included in the report was the proposal that over a 12 month period over 600 staff will have received training in play and outdoor learning.
- 3.90 Amongst the priorities highlighted in the report was a proposal to invest in gardens for play in early years settings providing for eligible twos (OPAL Space for Twos project). New play gardens have been installed in the grounds at Hillwood, Gylemuir and Clermiston early years hubs. Work has been carried out to provide improved opportunities for outdoor play and learning at Viewforth, Stenhouse and Fort early years centres, and at Cameron House, Oxfangs, Leith Walk, and Royal Mile nurseries. Support and funds were also made available to increase opportunities at Craigmiller, Greendykes, Granton and Gilmerton early years centres.
- 3.91 The annual Nature Play conference was held on 25 April in partnership with the Outdoor Woodland Learning Scotland, with leading speakers and facilitators providing outdoor learning opportunities for staff.
- 3.92 Edinburgh Playday 2014 event in the Grassmarket attracted over 1000 participants. The 2015 Playday is being planned and will be supported in communities by members of the play forum.
- 3.93 Staff training in outdoor play and learning continues to build on previous successes with over six hundred staff receiving training in 2014. Additionally over 300 staff are currently in training to support parents to engage in play activities with their children.
- 3.94 Play is now a key theme within the early years collaborative.
- 3.95 We continue to build on good practice for active learning approaches in the early stages of Primary school. Staff will continue to be supported through use of Building the Ambition and the Transition policy.

#### **Measures of success**

---

- 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

---

- 5.1 The Scottish Government has provided additional capital funding to respond to the necessity to deliver additional capacity across the estate as a result of new requirements. The additional capital funding which has already been confirmed as being available is £9.892m with further funding likely to be provided.
- 5.2 A [report to Committee on 11 September 2014](#) approved expenditure of £5.247m to progress priority projects involving the replacement and/or expansion of the Early Years provision at five key locations across the City.
- 5.3 Further analysis has been undertaken to identify priorities for investment and this is reported in the Early Years Capital Investment report May 2015.
- 5.4 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

---

- 6.1 The Strategy and actions reported do not impact on any existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.

## Equalities impact

---

- 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

---

- 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

---

- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development within early years:
  - Focus groups of parents and staff to review the expansion of flexibility of 600hrs of early learning and care;



- Survey Monkey to consult with parents on all aspects of out of school care followed by focus groups;
- Parental and staff focus groups to review changes to the Admissions Policy;
- Development of working groups within the new early years settings following the principles of co-production;
- Piloting collaborative and co-operative working with voluntary playgroups and nurseries in the Morningside area.

## Background reading / external references

---

- [Early Years Collaborative](#)
- [National Parent Strategy](#)
- [Integrated Literacy Strategy Report 2015](#)
- [Early Years Strategy Progress report 2014](#)
- [Building the Ambition](#)
- [Setting the Table](#)

### Gillian Tee

Director of Children and Families

Contact: Aileen McLean Senior Education Manager

E-mail: [Aileen.McLean@edinburgh.gov.uk](mailto:Aileen.McLean@edinburgh.gov.uk)

## Links

---

<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care 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>	1. Inspection grades 2. Vision screening uptake by locality 3. Breakfast Clubs

CHILDREN AND FAMILIES  
SCHOOLS AND COMMUNITY SERVICES  
Education Scotland Partner Provider Results  
August 2014 – July 2015

Key to evaluations:	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
02/12/14	St James Playgroup E	3	3	2	2	2
03/03/15	Tom Thumb Nursery and Playgroup Ltd W	4	5	5	4	4
24/03/15	Cherrytrees at Little Acorns	4	4	4	4	4

## Independent schools

		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
24.03.15	St Georges	5	5	5		

# EDINBURGH

THE CITY OF EDINBURGH COUNCIL

## CHILDREN AND FAMILIES

### SCHOOLS AND COMMUNITY SERVICES

#### Education Scotland Nursery Class Results

August 2014 – July 2015

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

Date Published	School	1.1 Improvements in performance	2.1 Children's experiences	5.3 Meeting learning needs
26/08/14	Oaklands School Nursery Class N	5	4	5
02/09/14	Clermiston PS Nursery Class W	4	4	3
04/11/14	Broomhouse PS Nursery Class W	2	3	3
13/01/15	Sighthill PS Nursery Class SW	4	4	4
13/01/15	Kirkliston PS Nursery Class W	5	5	6

## Appendix 2

### Vision Screening Uptake by Geographical Area, Childs Date of Birth Between 01/03/2009 - 28/02/2010

<b>Geographical Area<sup>3</sup></b>	<b>Population<sup>1</sup></b>	<b>Reviews<sup>2</sup></b>	<b>% Uptake</b>
<b>Edinburgh CHP</b>	5,147	3,690	71.7
<b>Deprivation</b>			
SIMD 1 (Most Deprived)	1,292	848	65.6
SIMD 2	683	489	71.6
SIMD 3	733	510	69.6
SIMD 4	1,030	768	74.6
SIMD 5 (Least Deprived)	1,408	1,075	76.3
<b>Integrated Joint Board Locality</b>			
Edinburgh (East)	1,154	760	65.9
Edinburgh (North West)	1,719	1,263	73.5
Edinburgh (South Central)	1,085	778	71.7
Edinburgh (South West)	1,188	889	74.8

#### Notes

1. Population defined as all children turning 4 years of age during the time period reported.
2. Reviews where consent was given, if any child had more than one vision screening appointment only their first appointment is counted.
3. Geographical area derived from the child's home postcode.

**Source: CHSP Pre School (Extract - December 2014)**

**Date: Feb 2015**

## Appendix 3

### **Schools who are delivering or have access to Breakfast Club Provision across City of Edinburgh Council.**

**Total number of schools = 53**

**60% of the total number of primary schools**

Abbeyhill Primary School  
Blackhall Primary School  
Bonaly Primary School  
Broomhouse Primary School  
Brunstane Primary School  
Bruntsfield Primary School  
Bun-sgoil Taobh na Pàirce  
Canal View Primary School  
Carrick Knowe Primary School  
Castleview Primary School  
Clovenstone Primary School  
Colinton Primary School  
Craigour Park Primary School  
Craigroyston Primary School  
Dalry Primary School  
Davidson's Mains Primary School  
East Craigs Primary School  
Ferryhill Primary School  
Forthview Primary School  
Granton Primary School  
Hillwood Primary School  
James Gillespie's Primary School  
Kirkliston Primary School  
Leith Primary School  
Leith Walk Primary School  
Liberton Primary School  
Longstone Primary School  
Lorne Primary School  
Murrayburn Primary School  
Niddrie Mill Primary School  
Oxgangs Primary School  
Pentland Primary School  
Pirniehall Primary School  
Preston Street Primary School  
Ratho Primary School  
Royal High Primary School  
Sciennes Primary School

Sighthill Primary School  
South Morningside Primary School  
St Catherine's RC Primary School  
St David's RC Primary School  
St Francis' RC Primary School  
St John Vianney RC Primary School  
St Joseph's RC Primary School  
St Mary's RC Primary  
St Ninian's RC Primary  
St Peter's RC Primary School  
Stenhouse Primary School  
The Royal High Primary School  
Tollcross Primary School  
Towerbank Primary School  
Trinity Primary School  
Victoria Primary School