

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

New Early Years Provision at Fox Covert and Wardie – A Cooperative Approach

Item number	7.4
Report number	
Executive/routine	
Wards	Drumbrae/Gyle and Forth

Executive summary

The purpose of this report is to update committee on the progress in relation to the new early years provision at Fox Covert and Wardie Primary Schools. The report outlines the progress of work with officers and the current nursery provider in moving forward to the new nursery provision in a cooperative way.

Links

Coalition pledges	P4 and P5
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3

New Early Years Provision at Fox Covert and Wardie - A Cooperative Approach

Recommendations

- 1.1 Committee is asked to note the progress of the new early years provision at Fox Covert and Wardie primary schools.

Background

- 2.1 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 3 and 4 year olds; and, childcare for 0 – 3 year olds; or, pre-school and wrap around care for 3 and 4 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 than learning.
- 2.2 The Scottish Government has also provided access to early learning and childcare for eligible two year olds.
- 2.3 The Act also highlighted the importance of early learning and childcare being child and family centred. Under section 50(1)(a) of the Act it states that “education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available”.
- 2.4 At the same time there is an increasing interest across the public sector in working more cooperatively with communities and citizens to ensure that more services are ‘co-produced. The Christie Commission (2011) on the future delivery of public services emphasised that ‘reforms must aim to empower individuals and communities receiving public services by involving them in the design and delivery of the service they use’. The work at Fox Covert and Wardie has sought to embrace this principle.
- 2.5 Edinburgh Council is committed to becoming a Cooperative Capital where communities are much more involved in planning, managing and delivering services. This approach gives local people a greater sense of choice and control over the public services they use. The aim is to provide quality services that meet the needs of citizens and businesses in the face of bigger service demands and less funding.
- 2.6 In June 2014, the Communities and Neighbourhoods Committee endorsed the Compact Partnership’s description and principles of co-production, as follows:

Definition,

“To co-produce is to build something together, to co-create, to jointly develop and innovate.”

Principles,

“Co-Production is about equal and respectful, trusting and purposeful relationships between:

- i. policy-makers and those affected by policies and outcomes;*
- ii. service providers and service users; and*
- iii. budget decision-makers and those affected by budget decisions.”*

Main report

Planning new services

- 3.1 Following a statutory consultation, three new early learning and childcare establishments were approved by the council to be built and opened by August 2015 at Duddingston, Fox Covert and Wardie Primary Schools. All centres are now in the building stage.
- 3.2 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 year to establish the location of and progress the detailed design of the proposed accommodation.
- 3.3 Two of the new establishments at Fox Covert and Wardie Primary Schools are being delivered at schools that have not previously had early learning and childcare provided by the school but have local voluntary providers in close proximity to the school. This has provided an opportunity to develop the new service without the constraints of previous practice.
- 3.4 It is proposed that the working groups should be continued and be developed to become a stakeholders group which will have a role in developing the early years service.

This will be based on the key principles of co-production highlighted in the Cooperative Capital Framework:

- Recognising people as assets, because people themselves are the real wealth of society.
- Valuing work differently, to recognise as work the things that people as well as services do to raise families, look after people, maintain healthy communities and good governance.
- Promoting reciprocity, giving and receiving – because it builds trust between people and fosters mutual respect.

- Building social networks, because people's physical and mental well-being depends on strong, enduring relationships.

3.5 The intention is that the stakeholders group move beyond consultation and into a more equal partnership where the group members are enabled to support the service. They will be instrumental in ensuring professional and experiential knowledge are valued and combined.

3.6 The Stakeholder groups for both nurseries will consist of parent representatives from the early years provision, from the schools, the Headteacher of the primary schools schools and the Head of Centre, health representatives and any other interested parties as agreed.

3.7 The asset based approach outlined below will form the bases of the approach in both early years settings:

Deficit-based approach	Asset-based approach
Start with deficiencies and needs in the community, defined by external data about the community	Start with the assets in the community in particular highlighted through the working group
Respond to problems	Identify strengths and opportunities from the working group and other parent committees
Provide services to users	Invest in parents as citizens
Emphasis the role of the agencies	Emphasis the role of parents
Focus on individuals	Use the strengths of the group, community and the common good
See people as clients and consumers receiving service	See parents as people who have something to offer
Treat people as passive and 'done to'	Help parents to have control of their and the their children's lives
Fix people	Support people to develop their potential
Implement programmes as the answer	Enable parents to explore issues and find solutions

Fox Covert

Provision

- 3.8 The centre would operate 52 weeks of the year 8am to 6pm Monday to Friday developing local access to services for all families.
- 3.9 600 hours of flexible, high quality early learning and childcare will be delivered to all 3 and 4 year old the term after their third birthday and to all eligible two year olds. This will be achieved by providing a range of flexible placements (full day/part day) in line with our statutory requirements and in consultation with service users.
- 3.10 The centre will provide, parenting support groups, parenting programmes and intensive packages of care for very vulnerable children where required.
- 3.11 The centre will provide additional wrap around childcare if space and capacity allows this.

Staffing

- 3.12 This provision will be managed by the Headteacher of Fox Covert, Non Denominational (ND). A Head of Centre will be appointed to manage the early years service and will report to the Headteacher. This post is currently being advertised.
- 3.13 Additional staffing will be two Senior Early Years Officers, one Teacher, eight point five Early Years Practitioners, two Early Years Assistants, one clerical assistant.
- 3.14 Full consultation has taken place with the staff from the current Fox Covert partner nursery and it has been agreed that in order to work together most effectively they will become a full part of the new provision with the closure of the partner nursery.
- 3.15 In the case of Fox Covert Nursery and Fox Covert Early Years Centre it has been agreed that Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) applies. This has been confirmed by human resources business management team and the Council's employment solicitor.
- 3.16 Further consultation will now take place with the staff from Fox Covert Nursery to match them into posts.

Stakeholders

- 3.17 Meeting have taken place with health representatives to consider joint working protocols.
- 3.18 Questionnaire has been sent to parent to ascertain their views and ideas on the range of services they would like provided in the new centre.

Wardie

Provision

- 3.19 The centre would operate school terms from 8am to 6pm Monday to Friday, developing local access to services for all families
- 3.20 600 hrs of flexible, high quality early learning and childcare will be delivered to all three and four year old the term after their third birthday. This will be achieved by providing a range of flexible placements (full day/part day) in line with our statutory requirements and in consultation with service users.
- 3.21 The centre will provide additional wrap around childcare if space and capacity allows this.

Staffing

- 3.22 This provision will be managed by the Headteacher of Wardie Primary School.
- 3.23 Additional staffing will be one Teacher, one Early Years Officer and two point five Early Years Practitioners, and Early Years Assistants as required.

Stakeholders

- 3.24 Questionnaire has been sent to parents, carers, staff and childcare providers in the Wardie area about the current provision of wraparound care and the needs of users was sought through the questionnaire devised by the working group. The purpose of the questionnaire is to ascertain their views and ideas on the range of services they would like provided in the new centre.

Next Steps

- 3.25 Both centres are now recruiting staff as required.
- 3.26 The questionnaires and surveys will be analysed by the stakeholders group and these groups will be supported to be developed and consolidated.

Measures of success

- 4.1 The Cooperative Capital's evaluative framework will be used as one means by which to measure the overall progress.

Financial impact

- 5.1 When the staff from the Fox Covert partner nursery are transferred under TUPE it will reduce the overall budget costs to the Council by approximately £44,970 per year.
- 5.2 Within the new centres there should be capacity to sell additional hours which will then decrease staffing costs in accordance with income generation.

Risk, policy, compliance and governance impact

- 6.1 The 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:
- a) Development of working groups within the new early years settings following the principles of co-production;
 - b) Questionnaires to parents who attend Fox Covert partner nursery, the two primary schools and wider area to consider development of service provision;
 - c) Survey Monkey to consult with parents on all aspects of out of school care at Wardie nursery and primary school;
 - d) A series of engagement meetings with the board at both Wardie partner nursery and Fox Covert partner nursery to consider the future partnerships between the partner nursery and the new provision;
 - e) Engagement with other local stakeholders specifically local health visitors to consider partnership working.

Background reading/external references

- [Children and Young People's Act \(Scotland\) 2014](#)
- [Early Year Strategy, Edinburgh Council 2010](#)
- [Cooperative Development Unit information](#)

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Links

Coalition pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement Appendices	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential