

Education, Children and Families Committee

10am, Tuesday, 24 May 2016

Early Years Strategy Report

Item number	8.2
Report number	
Executive/routine	
Wards	

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 and policies.

The report also includes the key achievements and identifies the future priorities for the development of the service

Links

Coalition Pledges	P1 , P6
Council Priorities	CO1
Single Outcome Agreement	SO3

Early Years Strategy Report

1. Recommendations

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

2. Background

- 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.

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

- 2.2 Play in Partnership: a Play Strategy for the City of Edinburgh was adopted by Council in 2000, reviewed in January 2009 and revised in December 2014 in line with the national Play Strategy for Scotland: Our Action Plan.
- 2.3 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, Inspiring Scotland and Play 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.
- 2.4 Play Strategy, Education, Children and Families Committee, 9 December 2014

- 2.5 Scotland's Play Strategy, Scottish Government, 2013
<http://www.gov.scot/resource/0043/00437132.pdf>
- 2.6 Play Out of Hours, Scottish Government, 2016
<http://www.gov.scot/Publications/2016/02/6688>
- 2.7 My World Outdoors, Care Inspectorate, 2016
<http://hub.careinspectorate.com/improvement/my-world-outdoors/>
- 2.8 Playing Out, Corporate Policy and Strategy Committee, 12 April 2016
The Children and Young People's Act
- 2.9 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.
- 2.10 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.

3. Main report

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

Quality of provision

- 3.1 From June 2015 Education Scotland along with Care Inspectorate carried out inspections in seven partner provider centres, one nursery class and one nursery school. All inspections were positive with no grades less than satisfactory. Inspections are based on the following five quality indicators from Child at the Centre:
- 1.1 Improvements in Performance;
 - 2.1 Children's Experiences;
 - 5.3 Meeting learning Needs;
 - 5.1 The Curriculum;
 - 5.9 Improvements through Self Evaluation;
- Across these five quality indicators 45 grades were awarded as follows;
2 excellent, 17 very good, 18 good and 8 satisfactory.

Appendices 1a, 1b and 1c.

- 3.2 Tynecastle Nursery school was awarded 2 grades of excellent for the high quality of children's experiences and staff commitment to meeting learning needs. Inspectors also highlighted the following strengths for the school.
- confident, enthusiastic children who are making very good progress in their learning.
 - high quality children's experiences.
 - children's progress in early numeracy.
 - highly skilled staff team who are caring, nurturing and work extremely well together, alongside parents to meet children's learning needs.
 - the strong and inspirational leadership of the head teacher and her commitment to securing the very best outcomes for children and families.
- 3.3 In almost all other inspections inspectors praised the warm and caring relationships among children, parents and staff. In some inspections the quality of the learning environment indoors and outdoors including the use of the local community was praised. Areas for further improvement were highlighted as the need to ensure effective systems for tracking children's progress to ensure depth and challenge in children's learning.
- 3.4 Two centres made sufficient progress following the service improvement process to continue their status as a partner provider. Three other centres have been given temporary status awaiting a satisfactory Care Inspectorate inspection. One centre with a change of ownership is being reviewed for possible partnership status. Applications have been submitted for a further four centres requesting partnership.
- 3.5 Overall inspections from Care Inspectorate across the sector are positive with almost all establishments receiving positive inspections with grades of good or above.

Pre Birth to Three

- 3.6 A series of quality assurance visits to early years centres was undertaken during 2015. Reports for each centre highlighted strengths and areas for further development. Support from within the group was provided where required to ensure progress. The Quality Assurance Group are currently providing support and advice for settings who will be admitting eligible twos. Most staff are new to working with this age group. Settings will be visited by representatives of the group to offer support and advice on environments, experience and practice. A network has now been established to share good practice. Support visits to establishments continue as requested or required.
- 3.7 Further Pre-birth to training is offered through the CPD directory for exploratory play, emotional wellbeing and observation and planning. Training has also been planned for non partner provider playgroups. Other training has included Early numeracy, Introduction to Sign along, Early Literacy and Early Communication and

Language. Approximately 300 early Years practitioners have attended since from April 2015 - March 2016-04-13

Building the Ambition

- 3.8 Almost all establishments are now using this national document to audit practice and support improvements. Most establishments have made reference to the implementation of this in their improvement plan. A series of sharing good practice events have been organised across the city and have been well attended.

<http://www.gov.scot/Resource/0045/00458455.pdf>

Support and Challenge

- 3.9 The early years Quality Improvement Officers (QIOs) provide a programme of support and challenge for 114 partner providers, 15 early years centres and 12 nursery schools. Support is provided to 70 nursery classes in liaison with the primary QIOs. A small team of peripatetic teachers provide additional support as required and when requested by partner providers. A charge to partner providers is applied for this service. Establishments can also request services of the pre birth to three development officers and the play development officers.

28% of partner nurseries have used this service generating an income of approximately £9000.

- 3.10 Effective self-evaluation is the starting point for improvement and is a key aspect of development for all establishments. Education Scotland has revised the framework for self-evaluation for the early learning and childcare sector. The new framework called 'How Good is our Early Learning and Childcare' replaces 'Child at the Centre' and will be the key framework for inspections from August 2016. How Good is our Early Learning and Childcare? (HGIOELC) is made up of 15 quality indicators (QIs), which are organised into three key areas: Leadership and Management; Learning Provision; and Successes and Achievements. Each QI is described further in a number of themes, each of which illustrates a level of very good.

<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/selfevaluation/index.asp>

Curriculum development

Literacy

- 3.11 The multidisciplinary early years support group has continued to develop a wide range of strategies and interventions to support early literacy and these are widely used across centres. Every early years centre has a literacy coordinator to lead developments and the coordinators meet regularly to share good practice and ensure that high quality literacy experiences are provided for the children most at risk of failing in literacy. A peripatetic teacher is now allocated to each centre to support literacy development, working closely with the literacy co-ordinator.

- 3.12 Up, Up and Away training continues to be provided to enable staff to identify, and plan to meet the literacy needs of young children. There is a particular focus on those children who may be at risk of poor achievement and centrally-organised training sessions have been very well attended.
- 3.13 Educational psychologists monitor the impact of the training within the early years settings. Managers and literacy co-ordinators have been asked to ensure that the resource is being used effectively in their own centres. A review of this resource is currently underway based on feedback from practitioners.
- 3.14 The Assertive Book Bug Outreach Programme funded by the Scottish Government continues to be rolled out to vulnerable families in their own homes and will expand the Book Bug provision within the community. The Reading Rainbows book gifting programme (which in 2014 included a book with a numeracy theme for the first time) is continuing.
- 3.15 Bedtime Stories is an Edinburgh initiative that has developed from the Early Years Collaborative. It has increased parents book sharing with their children. Many early years settings are now taking forward bedtime stories on the same model. This is now a key component of the 'literacy bundle' support strategies for schools and centres
- 3.16 A Literacy Self-evaluation document has been created to support all settings evaluate their current practice and identify areas for self-improvement. This will be shared with all settings in May.
- 3.17 The City of Edinburgh Council's assessment and planning trackers for literacy and numeracy continue to be used across the city. Following feedback from practitioners the trackers are currently being reviewed and developed and will now cover all of the outcomes and experiences for Curriculum for Excellence Early Level.

Numeracy

- 3.18 As part of their cluster plan, the Castlebrae cluster nursery settings undertook three training sessions on Stages of Early Arithmetical Learning (SEAL). SEAL training aims to develop staff understanding of how children learn number and how to support this appropriately in Early Years settings. The cluster settings were joined by staff from Family Learning and a local Early Years centre. The feedback from staff was very positive, as was the feedback from management monitoring the impact on the children. As a result the interactions with children to support their numeracy skills and knowledge are more focused, and resources are more effectively used throughout the nursery.
- 3.19 The work at Tynecastle Nursery school on SEAL approaches was highly commended by inspectors at their recent inspection. The report included the statement 'Almost all older children are making significant progress in using number. They demonstrate confidence in counting and using number to solve problems.'

- 3.20 The numeracy tracker document will be amended in line with the literacy tracker to reduce paperwork and make it more manageable.
- 3.21 An early years strategy group consisting of a range of professionals including early years practitioners, primary and early years quality improvement officers, peripatetic teachers, family learning workers and educational psychologists continue to support improvements in numeracy. The work of this group links with the wider numeracy strategy group 3 - 18.
- 3.22 A range of support resources compiles a 'numeracy bundle ' which has been developed alongside the ' literacy bundle'. All establishments are encouraged to use this support.
- 3.23 Family learning workers have worked with parents to support parental engagement in mathematics and numeracy. A number of CPD sessions have been offered to staff across the early years.

Health and Wellbeing

- 3.24 A further three establishments have gained accreditation within the 'Healthy Early Years ' scheme during 2015 - 2016.
- 3.25 The document 'Setting the Table' is widely used across all establishments to support health and nutrition. Training has been offered to all staff.
- 3.26 The planning document 'Health and Wellbeing - Planning for Learning in Early Years' provides guidance to ensure that high quality learning experiences across this curriculum area.

Other curriculum areas

- 3.27 Resource packs to support development of technologies and expressive arts have been developed by the team of peripatetic teachers. These provide guidance on planning, resources and case studies of good practice
- 3.28 'Magic of Music' is a four part early years resource funded by the National Youth Music Initiative introducing literacy, numeracy, health and wellbeing and creativity through music. The resource has been created by Arts & Creative Learning in partnership with Drum Fun, NYCoS, Scottish Ballet and a freelance musician. The resource is full of practical cross-curricular learning activities linked to Curriculum for Excellence accompanied by CD's and DVD's to support the learning and teaching of songs, rhythm and rhymes. An application has been made to the Scottish Government Innovation Fund in partnership with Moray House to support further development of this work.
- 3.29 The peripatetic teachers have devised a programme 'Moving to Learn' to support gross and fine motor skill development of children 18 months to 3 years outlining the importance of these skills for future success in learning This is an early intervention approach aiming to identify children requiring additional support . The guidance provides a range of strategies for staff to implement to ensure progression. The training for staff provides gross and fine motor skills progression

skills checklist, a tracker document for children within early level of Curriculum for Excellence, a baseline motor skills assessment, activity sheets supporting each gross and fine motor skill, parents leaflet informing parents of the importance of gross and fine motor skills and parent postcards to support individual children. This training is currently being rolled out with positive action schools across the city and will subsequently be available through the CPD directory for other staff. We will continue to review the impact of this training. Initial feedback has been very positive.

Transitions

- 3.30 Data has been collected and analysed city wide to look at transition practices and guide a 'bundle' approach. In the Queensferry Cluster a series of 'Moving into Primary One together' posters are being used by all early years settings to work in partnership with parents to support their child's transition to primary one. Work is also taking place between a nursery head teacher and health visiting team leader to improve information sharing at home to nursery transition. Family learning colleagues continue to offer a range of transition activities and experiences for families to support the nursery to primary one transition.
- 3.31 The City of Edinburgh Council transition report has been further developed to take account of the increasing use of the assessment and planning trackers and to streamline paperwork for staff. Almost 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.

Deferrals

- 3.32 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

Increased hours early learning and childcare

- 3.33 There has been a working group to develop and extend the flexible delivery of early learning and childcare; plan and organise continued consultation with parents using city wide survey and focus groups to ascertain needs; plan and organise consultation with staff at all levels and unions to take account of specific changes in working patterns; ensure that a minimum of one local authority establishment in each locality that offers flexible delivery to allow city wide access and develop

policies and procedures to support flexible delivery such as funding, staffing and support for children.

- 3.34 All children aged 3 to 5 years and eligible two year olds who meet the Scottish Government's criteria are entitled to 600 hours early learning and childcare. In the main these hours are delivered in 5 x 3 hour 10 min sessions however in some establishments these hours can be accessed more flexibly and can be allocated in 2 x 8 hour sessions or 4 x 4 hour sessions .
- 3.35 From August 2016 25% of establishments will be offering these flexible options.
- 3.36 Following the consultation in 2014 six local authority early years settings piloted more flexible models. The option that proved most popular was the ability to purchase additional hours as well as the child's 600 hours entitlement.
- 3.37 In some establishments extra hours have been sold to parents. Placement availability is limited and are offered for one year and then reviewed. Priority is given to support parents/carers to work or to take part in training or education, dependant on availability. Placements in some establishments may only be offered in term time and excludes in-service days and public holidays.
- 3.38 The Scottish Government has announced its intention to increase early learning and childcare hours for all three and four year olds and for eligible two year olds from the current 600 hours per year in nurseries, early years centres, playgroups and childminders to 1140 hours by 2020.
- 3.39 A further consultation is taking place in 2016 to find out what parents and carers think about the increase, how they have used the increased hours over the last two years and would they use increased hours if they were available. We have asked how they think the hours should be provided in which establishments and if this should be only during term time or some in the school holidays. The survey will close on 6th May.
- 3.40 In preparation for the planned expansion to 1140 hours, the Scottish Government has asked councils to consult with parents and carers about which models of delivery they would like tested out in practice. The aim of these tests will be to see how best to provide the 1140 hours to all eligible children.

Eligible 2 year Olds

- 3.41 The Scottish Government estimated that over the period 2015 - 2016 approximately 925 two year olds would be eligible to receive the 600 hours of early learning in childcare. This follows the widening of criteria to include all two year olds in households where the income of parents/carers meets the threshold that entitles them to free school meals. In January 2016, 379 children received this service in Edinburgh.
- 3.42 The Council has expanded its capacity to deliver early learning and childcare to eligible two year olds and this is now available across 20 local authority establishments, including Early Years Centres, and specified nursery schools and

classes. Future planned building development of nursery provision will also include space for two year olds. The focus for the coming year will be to work on removing barriers to ensure two year olds not taking up their entitlement are reached, to research the impact this service has had on local children and families and to explore how greater flexibility can be offered to parents and carers.

Affordable childcare

- 3.43 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.
- 3.44 The pre-school grant for parents using partner nurseries will be increased from £3.50 to £3.60 per hour as from August 2016.
- 3.45 Following 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, four providers were awarded contracts in June 2015. These contracts are for two years. The providers are North Edinburgh Childcare, Smile Childcare, Childcare Connections and Kidzcare.

Nams

- 3.46 All City of Edinburgh Council establishments, including Early Years Centres, and 114 partner providers use this system to record details of pre-school children. Payment of the Government's early learning and childcare funding is calculated via this system. Support and training to users in all centres continues to be provided by the Early Years Team. Discussion continues to take place between the Council and SEEMIS in order to improve the system.

Capital Investment

- 3.47 In August 2015 the replacement nursery class at Duddingston Primary School and new classes at Wardie Primary School and Fox Covert Primary opened. Plans for new buildings agreed by Council are being taken forward at:
- Longstone Primary School,
 - Davidson's Mains Primary School,
 - Corstorphine Primary School, and
 - Granton Early Years Centre

with opening dates in early 2017. A new nursery class is being planned at Leith Primary School and as part of the new build at St Johns Primary School. The Early Years Team has worked with an Interior Design to research and plan sector leading design in the new nurseries. Research on environments and approaches to effective learning was fundamental in creating a nurturing, holistic and natural environment to best support children's learning and development.

- 3.48 The approach being taken forward will focus on 'Place, Practice and People' referred to as '3 Ps'. We will be working closely with these centres to ensure; improvements to the environment, effective use of national and local guidance to support continued development of practice and a review of staffing requirements to enable the delivery of the flexible option. This may include introducing different working hours for some staff. A seminar for all staff involved in this upgrade is planned in May to share these aims and to provide a forum for discussion, debate and sharing practice.
- 3.49 The early years team are currently sharing the vision and aims of the new builds with other settings which will benefit from some upgrading of existing provision including re-decoration, new flooring and new equipment. Nursery classes at:
- Murrayburn PS;
 - Dalry;
 - Liberton;
 - Hermitage Park;
 - Holy Cross;
 - The Royal High.

The Council's designer/accommodation planning and one of the Early Years Strategic Development Officers have been working with the schools to make these improvements.

- 3.50 The Visual Support Project (VSP) is a three tiered structured implementation programme to raise awareness, change practice and improve Visual Symbol Supports (VSS) within early years, mainstream primary and special schools across Edinburgh. The project is a joint venture between the City of Edinburgh Council and NHS Lothian. The projects aims to:
- enhance staff confidence, knowledge and practice in the use of VSS;
 - ensure equal and consistent access to high quality VSS for all children within City of Edinburgh Council educational establishments to meet their communication and educational needs.

The project is currently being rolled out across all Council early years services and mainstream primary schools. Currently 17 primary schools (some with nursery classes) have been trained in VSP and plans have been agreed over the next year to provide training for a further 15 schools and early years services.

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)

- 3.51 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.
- 3.52 Since August 2014 two groups of students, modern apprentices and trainees have been receiving training from the EELCA team, or from Edinburgh College. In June 2016 twenty two students are due to complete the 2 year training programme, gaining a SVQ level three in Social Services for Children and Young People, a level 7 qualification on the Scottish Credit and Qualifications Framework. They have gained experience working in a range of settings across the city and once qualified can apply for permanent posts or join the early years practitioner supply list from August 2016.
- 3.53 Thirty new candidates are due to start training in August 2016. We are currently training 8 members of staff to build our internal SVQ assessor team, and plan to build on our team of internal verifiers and trainers.
- 3.54 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.
- 3.55 EELCA workforce development funds have supported 56 students to undertake part time level 9 qualifications such as BA Childhood Practice. Six students are currently being funded for the Froebel qualification, four studying for a post graduate diploma and seven students supported to take a range of other qualifications such as SVQ to meet Scottish Social Services Council (SSSC) requirements.

Continuing Professional Development (CPD)

- 3.56 Education Scotland provided support for the launch and implementation of the new document 'How Good is our Early Learning and Childcare' document. Two events were provided for senior managers and practitioners and were well attended.
- 3.57 The annual Success in the City Roadshow continues to be a well attended event for practitioners across the sector. A range of curriculum good practice and new

developments are showcased. This event attract over 200 practitioners from all settings.

- 3.58 The annual early years conference 2016 was attended by over 200 delegates from across the sector. Motivational speakers and seminars covering a wide range of topics support all aspects of curriculum development and aspects of leadership.
- 3.59 In January 2016, 250 practitioners from early years local authority schools and centres came together for a half day conference. The morning began with a keynote presentation on attachment followed by a range of sharing practice sessions. This event is now a key element of the early years CPD programme
- 3.60 A support group for teachers 'newly appointed to the nursery' class provides support and advice on specific issues relating to early years. This is well attended and feedback is very positive.
- 3.61 The early years blog is regularly updated with a wide range of current documentation and presentations. This is particularly useful for partner providers who do not have access to the council 365 Sharepoint.
- 3.62 The team of peripatetic teachers provide a training programme throughout the year which is responsive to needs and supports recommendations from inspections.

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

Early Years Collaborative

- 3.63 The aim of the Early Years Collaborative 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." The Early Years Collaborative has now been merged with the Raising Attainment for All programme (RAFA). The model for improvement promoted through these programmes has enabled Edinburgh to take forward a range of projects to improve outcomes for children and support for families. Using this model for improvement Edinburgh has developed the 'bundles' approach to support early years settings in improving literacy, numeracy and health and wellbeing. This was piloted in nursery classes within the Firrhill cluster and is about to be taken into the nursery classes within schools that are part of the Scottish Government Attainment Challenge. Our work on promoting bedtime reading to support attachment and literacy has also gained wider recognition and the number of early years settings in Edinburgh that have adopted this approach has increased from 21 to 55 in the last year.

Parenting

- 3.64 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. The first wave of the implementation of PoPP has taken place. This involved 19 practitioners from the Council, Health and Third Sector services engaged in the training for The Incredible Years programme. In the second wave a further 18 practitioners were trained and are now delivering this approach. There are currently 8 Incredible Years groups running in the North West and North East localities of the city. We also have eleven practitioners trained and delivering the Triple P Parenting programme. Currently there are two Triple P groups running with another three groups starting between April and June this year. To date we have delivered twenty two Incredible years groups and 10 Triple P groups across the city.
- 3.65 Our measure of progress within these groups is the use of pre and post strengths and difficulties questionnaires (SDQ). We have found that In Edinburgh our results are consistent with more than 20 years research into these programmes with 69% of children having an improved SDQ score at the end of the group. The Early Years’ service is crucial to the success of the project, in providing delivery and in recruitment of families. Many parents almost 50% are self-referrals.
- 3.66 PoPP is embarking on several improvement projects some of which Edinburgh are involved with to improve our reach of parents. One of these is to deliver ‘Connecting with Parents Motivations Training’. The aims of this training is to promote the use of strength-based communication and motivational interviewing skills when interacting with parents. Practising these skills within the context of children with elevated behaviour problems can improve parent engagement. The uptake for these courses has been very strong. Two Triple P facilitators have recently taken part in discussion group training. This is a two hour long session for parents that gives them support in managing their child’s behaviour and helps to identify potential participants for future groups. There was much interest in POPP at the Early Years Conference last month with the local PoPP team raising awareness and delivering a short presentation.
- 3.67 Parenting support can be achieved in early years settings where staff ratios allow In early years establishments where this is not possible an allocation of £900 was granted for the second year to support work with parents. A range of activities took place over session 2015 / 2016 including PEEP, Play at Home, transition activities and focus session on supporting children’s learning at home. Support from this funding is taking place in over 70 settings and the evaluation of these activities is ongoing.

Breakfast clubs

3.68 Sixty Nine primary schools are currently providing access to a breakfast club. These are detailed in Appendix 2. This represents 78% of all primary schools. A further five clubs are due to start by June 2016 and by August 2016 over eighty of the eighty eight primary schools will provide access to a breakfast club. We are supporting the remaining primary schools to provide access to breakfast club provision. In order to ensure sustainability, a system of charging for attendance is being implemented. This system will be affordable and will ensure free places are preserved to support our most vulnerable families. Support from local businesses and charitable organisations such as Fareshare continues to be fostered. 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.

Playgroup Co-productive models

3.69 In August 2014, the post of an Early Years Strategic Development Officer (EYSDO) was created to support the voluntary playgroups and nurseries. Cooperative working amongst the voluntary playgroups has been established in the South East and South West localities. Initially meetings will be established with the voluntary playgroups and nurseries in the North East and North West localities to explore their interest in working cooperatively. A small grant to support cooperative working has been set up. The playgroup grant for 2016-2017 is £48,020. Fifteen non partner provider voluntary playgroups and nurseries have been successful in their applications to receive a grant to support them with running costs and developing their indoor and outdoor learning environments.

http://www.edinburgh.gov.uk/download/meetings/id/48450/item_710

3.70 A priority has been to raise awareness of the risks posed to the management committees of voluntary playgroups and nurseries of being unincorporated organisations in order to give them the opportunity to change their legal status to become incorporated. A guide to support this change in their legal status is being produced by solicitors Morton and Fraser. The EYSDO has been in discussions with the Care Inspectorate about making the process of changing legal status for the voluntary playgroups and nurseries easier and less protracted.

3.71 A programme of training has been established to support the non partner provider voluntary playgroups and nurseries based on their identified needs. Training has been provided for all aspects of curriculum development and for compiling an effective standards quality and improvement plan for management committees. Non partner provider voluntary playgroups and nurseries can now access the council's resource library.

Out of school care

3.72 As a requirement of the Children and Young People (Scotland) Act 2014, the Council has a duty to consult, plan and publish plans on how they intend to provide Out of School Care across the Authority. In response to this requirement we have recently carried out a consultation in order to reach as many stakeholders as possible. We have completed a mapping exercise and carried out an audit with 'for profit' and 'not for profit' out of school care providers. A Survey Monkey has been disseminated to parents and carers across the city with 1448 responses collated and ready for analysis. Focus groups were organised and attended by parents and carers, and young people in order to canvas the views of everyone for whom out of school care could be relevant. The systematic gathering and analysis of data is currently helping us to eliminate existing barriers, identify where challenges are presented, and plan future out of school services for all of our families.

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

Play in the Home

- 3.73 Over 50 early years staff received training in play@home, to support parents to play with their children in the home.
- 3.74 The Edinburgh Playday 2015 event in the Grassmarket was extremely successful attracting around 2500 participants. Playday was supported by 30 volunteers from Council staff and Edinburgh Play Forum partners. Playday aims to inspire parents to provide cheap and easy play activities for their children at home. Edinburgh's Playday 2015 received the highest number of hits recorded on any item on the City of Edinburgh Council's Facebook page and Twitter account. Playday 2016 is currently being planned. Edinburgh's Playcards promoting the benefits of play and providing practical low cost ideas continue to be distributed at Playday and other events, and are available to the public on-line.

Play in Nursery and School

- 3.75 Staff training in outdoor play and active learning continues to be developed with 474 early years staff receiving training in outdoor learning, outdoor play, forest school and forest kindergarten.
- 3.76 We continue to build on good practice for active learning approaches in the early stages of primary school with 466 primary staff receiving outdoor play training. This includes outdoor learning, forest school, and whole-school loose parts play training for staff where a total of 3610 children participated with the staff receiving practical training in 10 schools.
- 3.77 The annual Nature Play Conference was held on 12 March 2016 in partnership with the Edinburgh Outdoor Woodland Learning group, with leading speakers and facilitators providing outdoor learning CPD opportunities for 90 delegates at Cramond Primary School. The Care Inspectorate introduced their new guidance promoting children's right to outdoor play 'My World Outdoors', which features Hailesland Early Years Centre, at this event.

- 3.78 Support continues to be given to heads of establishment in nurseries and schools wishing to improve their grounds for outdoor play and active learning.
- 3.79 Play is now a key thread within the work of the Early Years Collaborative. An outdoor play bundle is being developed to promote, measure and improve outdoor play opportunities for children every day in early years settings.

Play in the Community

- 3.80 The Scottish Play Strategy document Play Out of Hours provides a toolkit for schools making their grounds available to communities out of teaching hours. The document features three Edinburgh case studies as good practice: the Council's playground policy principles, adopted by Education, Children and Families Committee as part of the Play Strategy Report, 9 December 2014; Cramond Primary School; and Buckstone Primary School playgrounds.
- 3.81 Work was carried out to develop an Edinburgh Play Ranger Consortium which gained Inspiring Scotland Go2Play funding. Managed by Smart Play Network, Canongate Youth Project, North Edinburgh Arts and Edinburgh Leisure the play ranger consortium provides weekly outdoor sessions in eight areas in Edinburgh. A week long Play Festival was organised by the consortium during the school break in February 2016.
- 3.82 Work has been done to develop community street play led by residents in Edinburgh, and a report on Playing Out was adopted by Corporate Policy and Strategy Committee on 12 April 2016 with a recommendation to develop guidelines.

Positive Support for Play

- 3.83 The Edinburgh Play Forum provides a vehicle to support play in Edinburgh city wide. The forum has contributed to developing Edinburgh's Early Years Collaborative aims for play with delivery through forum partners.
- 3.84 A Playful Edinburgh logo has been developed and is in use by forum partnership members, and for events such as Playday. A Twitter feed called Playful Edinburgh has been established to promote play in Edinburgh and has attracted over 300 followers.

4. 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.
- 4.2 Outcomes from inspections from Care Inspectorate and Education Scotland provide information on quality across the service

5. 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 requirements related to the Children and Young People's act (2014).
- 5.2 Increase in pre-school grant from £3.50 per hour to £3.60 from August 2016.
- 5.3 All other developments will be funded through the additional revenue budget allocated to local authorities as above.

6. 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.

7. Equalities impact

- 7.1 All work within this area seems 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.

8. 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

9. Consultation and engagement

- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development within early years:
 - 9.2 Focus groups of parents and staff to review the expansion of flexibility of hours of early learning and childcare;
 - 9.3 City wide survey to consult with parents on flexibility of delivery of additional hours and proposed increase to 1140 hours;
 - 9.4 Planned engagement with staff at all levels across the sector through newsletters and events including Leading the Agenda, Sharing the Agenda and refresh sessions on "Place, Practice and People";
 - 9.5 Planned engagement sessions with partner nurseries across the private and voluntary sector.

Alistair Gaw

Acting Executive Director Communities and Families

Aileen Mclean, Senior Education Manager (Early Stages)

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10. Links

Coalition Pledges	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
Council Priorities	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1a Quality Indicators Nursery Classes 1b Quality Indicators Nursery Schools 1c Quality Indicators Partner Providers 2. List of primary schools with access to a Breakfast Club



SCHOOLS AND LIFELONG LEARNING

Education Scotland Nursery Class Results

August 2015 – July 2016

Key to evaluations:	6 = excellent	5 = very good	4 = good	3 = satisfactory	2 = weak	1 = unsatisfactory
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		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
26.01.16	Queensferry Primary School Nursery Class	5	4	5	5	5



SCHOOLS AND LIFELONG LEARNING

Education Scotland Nursery School Results

August 2015 – July 2016

Key to evaluations:	6 excellent	5 very good	4 good	3 satisfactory	2 weak	1 unsatisfactory
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		1.1	2.1	5.3	5.1	5.9
		Improvements in performance	Children's experiences	Meeting learning needs	The Curriculum	Improvement through self-evaluation
Publication Date	Establishment Name					
15.09.15	Tynecastle NS	5	6	6	5	5

EDINBURGH

THE CITY OF EDINBURGH COUNCIL

SCHOOLS AND LIFELONG LEARNING

Education Scotland Partner Provider Results

August 2015 – July 2016

Key to evaluations:	6 excellent	5 very good	4 good	3 satisfactory	2 weak	1 unsatisfactory
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Publication date		1.1 Improvements in performance	2.1 Children's experiences	5.3 Meeting learning needs	5.1 The Curriculum	5.9 Improvement through self-evaluation
27.10.15	Arcadia Nursery	4	4	3	3	3
08.12.15	Busy Bees Nursery (Valleyfield St)	4	4	4	4	4
15.12.15	Edinburgh Montessori Arts School	5	5	5	4	3
19.01.16	Forbes Children's Nursery – Claremont Park	4	4	4	4	4
15.03.16	Seabeach Day Nursery	3	4	3	3	3
29.03.16	Bright Horizons @ Rutland Nursery	5	4	5	4	4
29.03.16	Heriot Hill Nursery	5	5	5	5	5

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

Total number of schools = 69 (88 Mainstream Primary Schools in total)

Abbeyhill Primary School	Fox Covert	Sciennes Primary School
Blackhall Primary School	Fox Covert RC	Sighthill Primary School
Bonaly Primary School	Gracemount Primary School	South Morningside Primary School
Broomhouse Primary School	Granton Primary School	St Catherine's RC Primary School
Brunstane Primary School	Gylemuir Primary School	St David's RC Primary School
Bruntsfield Primary School	Hermitage Park Primary School	St Francis' RC Primary School
Bun-sgoil Taobh na Pàirce	Hillwood Primary School	St John's RC
Canal View Primary School	Juniper Green Primary	St John Vianney RC Primary School
Carrick Knowe Primary School	Kirkliston Primary School	St Joseph's RC Primary School
Castleview Primary School	Leith Primary School	St Mary's RC Primary
Clovenstone Primary School	Leith Walk Primary School	St Mary's RC (Leith)
Clermiston Primary School	Liberton Primary School	St Mark's
Colinton Primary School	Longstone Primary School	St Ninian's RC Primary
Corstorphine Primary School	Lorne Primary School	St Peter's RC Primary School
Craigentenny Primary School	Murrayburn Primary School	Stenhouse Primary School
Craigour Park Primary School	Niddrie Mill Primary School	The Royal High Primary School
Craigroyston Primary School	Oxgangs Primary School	Tollcross Primary School
Dalry Primary School	Parsons Green Primary School	Towerbank Primary School
Davidson's Mains Primary School	Pentland Primary School	Trinity Primary School
Duddingston Primary	Pirniehall Primary School	Victoria Primary School
East Craigs Primary School	Preston Street Primary School	Wardie Primary School
Echline Primary	Queensferry Primary School	
Ferryhill Primary School	Ratho Primary School	
Forthview Primary School	Royal Mile Primary School	