

# **Brighton & Hove Early Years Strategy 2017 – 2019 (Draft 6 June 2017)**

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## **1. Foreword**

To follow.

## 2. Why we need an Early Years Strategy

“The foundations for virtually every aspect of human development – physical, intellectual and emotional are laid in early childhood. What happens during those early years, starting in the womb, has lifelong effects on many aspects of health and wellbeing, from obesity, heart disease and mental health, to educational and economic achievement... later interventions, although important, are considerably less effective if they have not had good early foundations”

**Marmot, 2010**

“A child’s earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other”. Ofsted 2016

The Council has a duty under the Childcare Act 2006 to improve outcomes for all young children, reduce inequalities and ensure that there is sufficient, high-quality early years provision and childcare for parents locally.

This strategy sets out how the Council is meeting this duty and sets priorities for the future and focusses on the most disadvantaged children and families. It contributes to the council’s ambition that children and young people have the best possible start in life, growing up happy, healthy and safe with the opportunity to reach their potential. It also supports the Commissioning Strategy for the Health and Wellbeing of Children, Young People and Families agreed by the Council and the Clinical Commissioning Group which includes a priority to give every child the best start in life and reduce inequalities.

The strategy has been informed by the Ofsted report “Unknown Children – Destined for Disadvantage (2016)”. This report considers how local authorities, schools and registered early years providers should tackle the issue of disadvantage and lower standards for children in the most deprived communities.

The Ofsted report stated that research identifies that outcomes can be improved where early years settings and providers ensure that disadvantaged children:

- have a grasp of the basics (early literacy, language and a sense of number)
- develop the character traits and life skills to become confident contributors to society (resilience, perseverance, disposition to learn)
- have their material, physical and well-being needs identified and addressed (poverty and early health outcomes, including mental health)

### **3. Early Years Foundation Stage Profile**

#### **a) Early Years Foundation Stage**

The key national indicator for outcomes for early years children is the Early Years Foundation Stage Profile (EYFSP). This teacher assessment is carried out at the end of the Early Years Foundation Stage (EYFS) in school in the summer term of the reception year.

The EYFS is a statutory framework which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

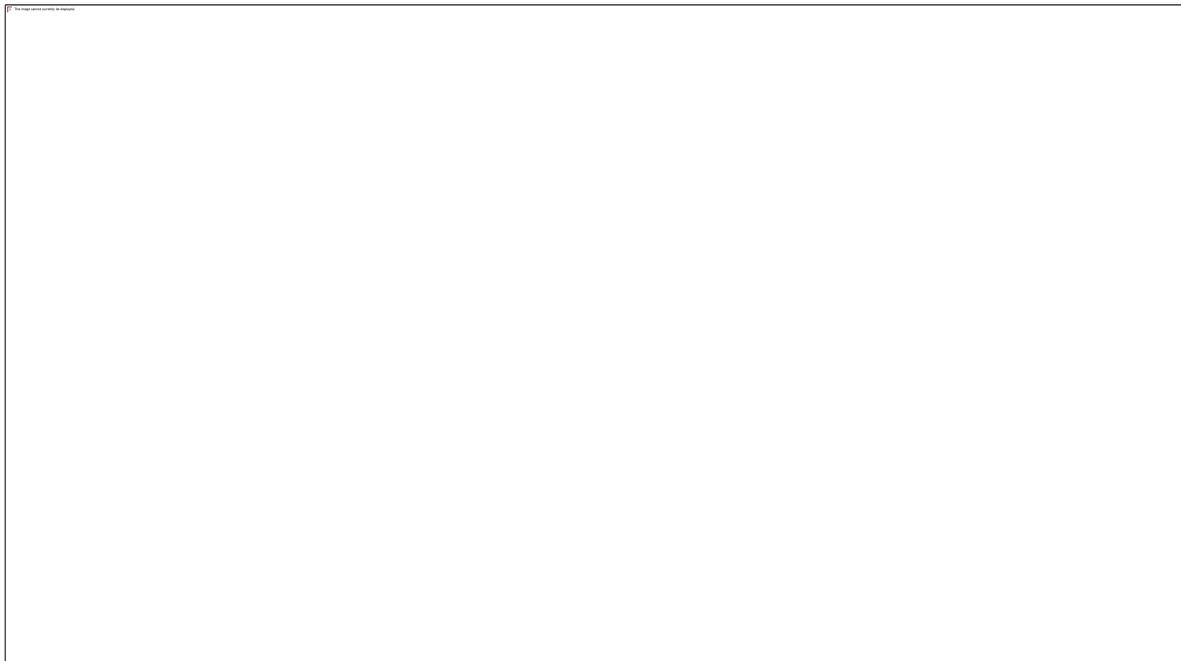
#### **b) EYFSP Good Level of Development**

In 2015/16 66.2 per cent of children achieved a good level of development within the Early Years Foundation Stage Profile in the city. Although the percentage for Brighton & Hove has been rising in line with the national trend, it remains worse than the England average of 69.3 per cent and South East 73 per cent.

The EYFSP was changed in 2013. Before the change Brighton & Hove was consistently above the national benchmark, but is now below.



Data shows that both nationally and in Brighton & Hove girls perform better than boys and disadvantaged children achieve less well than their peers.



**c) Free School Meals (FSM)**

The percentage of the 2016 EYFSP cohort eligible for free school meals was 15.1 per cent. This proportion is higher than National (14 per cent) and is lower than the statistical neighbour average (16.3 per cent). The percentage of pupils achieving a good level of development was lower than national and statistical neighbour average. However the gap between FSM and all children is smaller than the

national average. This is because Brighton & Hove non-FSM pupils had lower GLD than benchmarks.

#### **d) English as an Additional Language (EAL)**

The percentage of English as an Additional Language (EAL) pupils (a cohort of 14.5 per cent in 2016) achieving a good level of development is significantly lower than both national and statistical neighbour averages and the gap between EAL and non-EAL pupils was 18 percentage points in Brighton & Hove in 2016 compared to a gap of only 8 percentage points in England as a whole.

The language most spoken in Brighton & Hove after English is Arabic. There are over 100 languages spoken in the city. Some language groups have shown significant positive change from 2015 EYFSP GLD data. These are Czech (66.7 per cent GLD); Oromo (100 per cent GLD) and Hungarian (42.9 per cent GLD).

The most significant factor impacting the gap in achievement for EYFSP was the number of children with EAL and Special Educational Needs and Disabilities (SEND). There were significant numbers of children who were not recorded as SEND but who had been assessed by the Ethnic Minority Achievement Service (EMAS) as having SEND.

Around 10 per cent of the EAL group arrived in Reception classes after the start of the school year. Only 22.5 per cent of these children achieved a Good Level of Development.

To address the gaps in the EYFSP an Ethnic Minority Achievement Early Years Action Plan has been developed. See page 21 for more information.

#### **e) Special Educational Needs and Disabilities (SEND)**

The percentage of the 2016 EYFSP cohort who had Special Educational Needs and Disabilities was 10.1 per cent. This proportion is in line with National (10.2 per cent), and is lower than the statistical neighbour average (11.7 per cent).

The percentage of SEND Support pupils achieving a good level of development was 3 percentage points lower than National and 4 percentage points lower than statistical neighbours. The overall gap for all SEND pupils to non-SEND pupils is lower than National and neighbouring LAs however this is because fewer Brighton & Hove non-SEND pupils achieved a good level of development.

#### **f) Black and Minority Ethnic Groups (BME)**

BME data in the EYFS demonstrates gaps with national data for a good level of development (GLD). Brighton & Hove has an overall negative gap of 3 per cent with national. Brighton & Hove school BME statistics often deal with very small numbers and therefore need to be viewed with caution.

The proportion of BME children is increasing. Data from the Department for Education shows that across the school types (nursery pupils were included for the first time in 2017), including academies and free schools, the ethnic minority percentages of pupils were:

Nursery	31.00 per cent (national not yet published)
Primary	25.70 per cent (national 31.4 per cent)
Secondary	23.30 per cent (national 27.9 per cent)

The three largest groups (other than White British) represented were:

Mixed dual background – other	3.20 per cent
White - other	3.17 per cent
Mixed dual background - white & Asian	2.66 per cent

It should be noted that there are very few large or settled BME communities in Brighton & Hove, but many smaller groups. The BME population has a transitory pattern and there are many newly arrived families from overseas.

#### **4. Our Strategy's aims and, priorities**

The aim of the strategy is to improve outcomes for disadvantaged children in child development and school readiness by:

- Focussing on disadvantage including agreeing a shared definition across services in the early years.
- Providing joined-up services through children's centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families.
- Ensuring children receive early assessments including the health and progress check at age two and promoting information sharing between health visiting, early years providers and schools.
- Ensuring there are sufficient early years childcare places in the city so that disadvantaged children can take up their free early years entitlement and parents can work.
- Ensuring early years childcare places are good quality and meet the needs of disadvantaged children.

##### **a) Priority one – focussing on disadvantage including a shared definition across services in the early years.**

The Unknown Children Ofsted report found that tackling the issues facing disadvantaged families requires leaders across children's services, health and education to have a broader understanding of what it means to be disadvantaged.

The most effective local authorities went beyond defining disadvantaged families as those eligible for free school meals.

A recent Government report (Improving Lives: Helping Workless Families DWP 2017) included analysis that showed the children growing up in workless families are almost twice as likely as children in working families to fail at all stages of their education so this continues to be a key group of children to address.

The suggested definition of disadvantage for Brighton & Hove is:

- Children in workless families (eligible for free childcare at age two and the Early Years Pupil Premium at age three)
- Children in low income working families (eligible for free childcare at age two)
- Children with Special Educational Needs and Disabilities (SEND) including those in receipt of Disability Living Allowance (DLA) (eligible for free childcare at age two)
- Children who are looked after or adopted (eligible for free childcare at age two and the Early Years Pupil Premium at age three)
- Children for whom English is an additional language
- Children from minority ethnic groups
- Children in vulnerable families, including:
  - those with teenage parents
  - children suffering neglect
  - parents with poor mental health, learning disabilities, substance misuse, subject to domestic violence
  - those living in emergency housing
  - children with Child in Need or Child Protection Plans

**b) Priority two – provide joined-up services through children’s centres to improve child development, parenting and healthy lifestyles and reduce the number of workless families**

“When learning, physiological development and children’s health are inextricably linked for the under-fives, tackling all forms of inequality, across education, health and social care should go hand in hand” (Ofsted Unknown Children Report 2016).

All families with young children under five can access services based at seven designated children’s centres (CCs) and delivery points across the city. The seven designated children’s centres are:

- Roundabout and the Deans
- Moulsecomb and City View
- Turner
- Hollingdean and Hollingbury and Patcham
- Conway Court and West Hove
- Hangleton
- Portslade

Children's Centres provide a range of universal and targeted integrated services for children under five and their families. These are provided by both council and health staff.

Council children's centre staff include Early Years Family Coaches who support families with children aged under five with parenting and child development. Volunteer and Skills Development Coordinators support parents to volunteer, train and return to employment. The Integrated Team for Families and Parenting Service are based in children's centres and provide family coaching as part of the national Troubled Families initiative working with families with children of all ages.

Midwives employed by Brighton University Hospitals Trust are based in the largest children's centres and run ante-natal clinics.

Children's Centres are also used by voluntary organisations as venues for services.

### **Public Health Community Nursing**

The Council's Public Health Department has commissioned Sussex Community NHS Foundation Trust (SCFT) to provide an extended 0-19 Public Health Community Nursing Service in Brighton & Hove from 1 April 2017. SCFT will deliver the Healthy Child Programme - a universal programme of specialist health advice to all children and families from birth, alongside targeted interventions to families with more complex needs, including where there are safeguarding concerns. Services for families with children aged 0-5 are based in children's centres. Health visitors act as the main lead professional for early years: assessing families, agreeing levels of service and action plans and supervising work by Children Centres' staff on family action plans. The service operates at four levels: Community, Universal, Universal Plus and Universal Partnership Plus.

To improve consistency of support and improved team working across age ranges, school nurses will also be based in children's centres from September 2017.

The new service will also include a new specialist team called Healthy Futures, which will provide support for families with specific vulnerabilities, including teenage parents, homeless families, travellers, young carers and refugees and asylum seekers. Other new specialist elements include a programme on perinatal and infant mental health, and implementation of a community-based continence service for children and young people.

Children's Centres also work closely with Public Health, Brighton and Hove Food Partnership, and other community organisations to focus on food poverty and healthy eating for children and their families. There is a steering group which involve both council and NHS services as well as council nurseries and early years settings in the private and voluntary sector. Its work links to the City's Food Poverty Action Plan and early years priorities within Public Health Brighton and Hove.

## **Children's Centre Services**

Community and universal services include:

- Ante natal clinics delivered by midwives
- The Healthy Child Programme delivered by health visitors
- Book Start in partnership with the Library Service
- Drop-in stay and play and baby groups
- Parenting discussion groups
- Promoting volunteering and training opportunities.

Targeted (Universal Plus and Universal Partnership Plus) services to support disadvantaged children and families include:

- Supporting workless parents to access training and employment.
- Support for families to take up Healthy Start Vouchers
- Foodbanks in Tarner, Moulsecoomb and Roundabout Children's Centres
- Bilingual Families Groups
- Groups for families with children with SEND
- Chatterbox Group for parents and children with language delay
- Now we are two groups for parents with children who will be eligible for free two year old childcare places
- Home based interventions delivered by Early Years Educators
- Triple P parenting courses and individual parenting work
- Feeling Good, Feeling Safe courses and individual work (a protective behaviour course focussed on keeping children safe)
- Family Coaching alongside a family assessment/family action plan as part of the Troubled Families initiative

Targeted services and the progress that families make who access these services are measured using Family Progress evaluations and a 'distance travelled' tool. A full review of targeted groups and 1-1 interventions is planned in 2017 to evaluate impact for these families. The review will look at the level of need of families attending, using the indicators of disadvantage detailed in this strategy. Universal groups will also be included in this, using parent's self-evaluation after attending these groups. The findings will inform services running from the children's centres in the future.

### **c) Priority 3: Ensuring children receive early assessments including the health and development check age two and promoting information sharing between health visiting, early years providers and schools**

Early assessment and identification of disadvantaged children is crucial. The first assessments of children and families are completed by health visitors as part of the "Healthy Child Programme" before and after birth and at one and two years.

All children are assessed by Health professionals at 27 months using the Ages and Stages Questionnaire (ASQ). This check enables early identification of delays in a child's development and can initiate early intervention and additional support.

Parents contribute fully to the ASQ and receive a copy of the summary sheet, which they are encouraged to share with their child's early years and childcare care setting. The Early Years Foundation Stage includes a statutory requirement for all children attending childcare to be assessed at the age of two. This mandatory Progress Check monitors achievement of the three prime areas of learning in the Early Years Foundation Stage. The check is shared with parents and with health teams, with parental permission.

All parents of two year olds are offered a health check but some parents decide not to take up the offer. The proportion of two year olds receiving a health check had increased to 75 per cent by the last quarter of 2016/17.

Further work to improve information sharing is a key next step. Where a child has identified complex additional needs the aim is to complete the ASQ and Progress Check together. A trial is taking place in the Autumn term 2017 of integrated checks for a small number of identified children at one council nursery.

Where families require additional support, we are working towards their needs being routinely identified through a Strengthening Families Assessment and Plan. This replaces the Early Help Assessment and is the same assessment and planning model used across all levels of need. The plan is used to co-ordinate the offer of support provided by targeted and universal services. The use of the Strengthening Families Assessment across services is to reduce the number of times a family has to tell and repeat their story to allow practitioners the time to focus on making relationships to effect change for children.

A Strengthening Families Assessment can be used by one agency, or used to co-ordinate plans and reviews when a number of agencies are all working together. Assessment is essential as a basis for good quality support and to enable a family to understand why support is required and key to identifying their own role in making a plan for change.

**d) Priority 4: Ensuring that there are sufficient childcare places in the city so that disadvantaged children take up their free early years entitlement and parents can work**

**Childcare Sufficiency Statement**

A [Childcare Sufficiency Assessment](#) (CSA) was published in November 2016. The CSA did not find any significant gaps in childcare in terms of childcare quality, location of childcare, availability of childcare for children of different ages, childcare availability at different times, and childcare affordability, although parents were concerned about the high cost of childcare. In summary the findings were:

Childcare in Brighton & Hove is of high quality, with a good range of different types of provision. This includes:

- Full day care – open all year round and for the working day run by private businesses, voluntary groups or public organisations which run childcare such as the council, universities and hospital trusts.
- Sessional care – usually open term time only and for the school day or less run by private, voluntary or public organisations.
- Childminders – who work in their own homes and can provide very flexible childcare open all year and for full days.
- Independent schools – usually open term time and school day.
- Maintained schools with nursery classes – 18 of the city’s maintained primary/infant schools currently have nursery classes taking children from age three (and at one school children can attend from age two). This childcare is term-time only and is open during the normal school day.
- Maintained nursery schools – the city has two standalone maintained nursery schools. One takes children from birth to five and offers holiday provision as well as breakfast and after school clubs; the other takes children from age two to five and is open term-time only and for a normal school day.

Childcare providers in the city have shown flexibility in expanding to meet additional demand in providing Early Years Free Entitlement for two year olds. Childcare is not distributed evenly throughout the city, there being a lot more choice in some neighbourhoods than in others. However, most parents should be able to access provision which is reasonably convenient in terms of location.

There has been a drop in the number of children attending maintained nursery classes which has meant that three are no longer viable and are consulting on closing. It is likely that maintained nursery classes will not be chosen by a significant number of parents looking for 30 hours of childcare because the nursery classes are only open for school days and in term time, although some parents may choose to wraparound sessional provision with other care such as a childminder.

Part of the council’s strategy is to provide full day care and sessional nurseries in the most disadvantaged areas of the city to ensure that local children can access high quality childcare places. Council run full day care nurseries are:

- Bright Start – Old Slipper Baths, (North Laines) (Ofsted good)
- Roundabout – Roundabout Children’s Centre, (Whitehawk) (Ofsted outstanding)
- Jump Start – Moulsecoomb Children’s Centre (Ofsted outstanding)
- Cherry Tree – Hollingdean Children’s Centre (Ofsted outstanding)
- Acorn – North Portslade Children’s Centre (Ofsted good)

and two sessional nurseries:

- Sun Valley - Valley Social Centre, term time only 9-3 (Whitehawk) (Ofsted good)
- Pavilion – North Portslade, term time only, mornings (Ofsted outstanding)

## **Family Information Service**

The [Family Information Service](#) (FIS) provides extensive information about childcare, early education and a wide range of services for families on its website, social media and by phone. FIS supports parents by:

- universal and targeted marketing of childcare
- information about the benefits of the Early Years Free Entitlement
- a fact sheet explaining help with funding for childcare
- administering eligibility checks for two year olds and assisting in proof of eligibility where this is not straightforward
- help finding a childcare place and a comprehensive online directory
- follow up support to find a place through brokerage where a child has not started to attend
- providing information about other services for families in the city

## **Early years free entitlement for 2 year olds**

Disadvantaged two year olds are entitled to 570 hours a year of free early learning (Early Years Free Entitlement or EYFE) from the term after their second birthday and a key priority is to ensure that there are sufficient high quality places for these children.

To be eligible for EYFE children must be from a family in receipt of out of work benefits, or on a low income (not more than £16,190) and in receipt of working tax credit. Children who are disabled, looked after by the local authority, or adopted from the care of the local authority are also eligible.

Children access EYFE at a variety of settings across the city, including with childminders who provided for three per cent of children<sup>1</sup>. However only one of the 18 primary schools in Brighton & Hove with nursery classes takes two year olds. This is just five per cent and is lower than the national average of 14 per cent. The Council will continue to encourage schools to take two year olds in their nursery classes.

This widespread availability of places, particularly in disadvantaged areas where children can access provision at children's centre nurseries has been a contributing factor to the success of the scheme.

Early years and childcare supports high take-up of parents through:

- careful data analysis and cross-referencing data from multiple sources
- supporting childcare providers to offer EYFE in accordance with statutory guidance, local terms and conditions and good practice
- flexible and generous payment terms and conditions

Brighton & Hove has attained very high take-up of EYFE by eligible two year olds, averaging 88 per cent over the past two years. The most recent national data from the Department for Education (January 2016) showed that, by comparison, the take-

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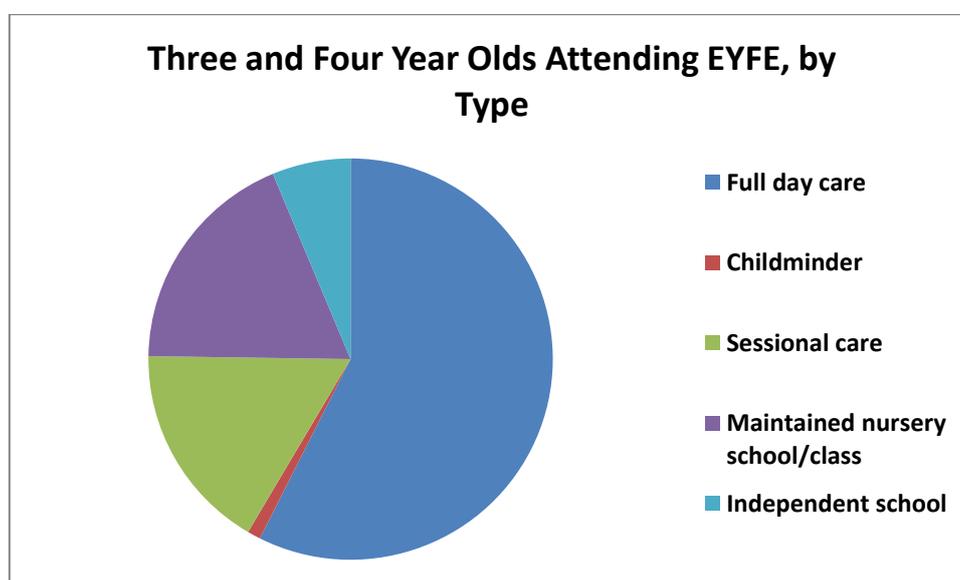
<sup>1</sup> Nationally the figure is four per cent.

up was 69 per cent in the south east and 68 per cent nationally. This placed Brighton & Hove top of 19 local authorities in the south east, and seventh of 152 local authorities in England.

Two year olds also took up their entitlement at high quality settings; in the Spring term 2017 99.3 per cent attended settings which were rated “good” or “outstanding” by Ofsted.<sup>2</sup>

### **Early years free entitlement for 3 and 4 year olds**

All three and four year olds are entitled to 15 hours a week of free early education (EYFE). Take up of this universal offer of EYFE is very high at 99 per cent, compared with 96 per cent in the south east and 95 per cent in England as a whole.



### **30 hours free childcare**

From September 2017, working parents of three and four year olds will be entitled to 1,140 hours of childcare a year which is free of charge. This equates to 30 hours per week if the childcare is taken during term time only, or around 23 hours per week if spread across the year. This is double the universal offer of 570 hours a year that three and four year old children currently receive. Local authorities are required by legislation to secure this childcare for qualifying children in their area.

The extended entitlement is being introduced to support working parents with the cost of childcare and to help parents who would like to work more hours.

The government estimates that 1,890 three and four year olds in Brighton & Hove will be eligible for 30 hours free childcare. Many of these will be children already attending childcare provision which is paid for by their parents, which instead will

<sup>2</sup> Excluding children attending a setting not yet inspected by Ofsted

become free. However, more parents may take up this entitlement than has been estimated by the government.

As part of the 'Early Innovator' status for 30 hours, specific projects have been carried out around children with Special Educational Needs and Disabilities (SEND) and with English as an Additional Language (EAL) to prepare for September 2017.

### **Funding for the Early Years Free Entitlement**

Funding for EYFE is now allocated on a national formula, and BHCC's equates to an increase of 4p per hour on the amount for 2016/17 and at £4.45 is significantly below the published national average amount of £4.78 and below the average hourly charge for childcare in the city of £5.05. BHCC is passing on more than 95 per cent of its funding allocation to childcare providers, with an average hourly rate of £4.26.

While 30 hours free childcare is very positive for working parents, this extension of EYFE and the new early years funding formula has potential risks and there may be some unintended consequences, for example:

- providers deciding not to offer the extended entitlement to 30 hours free childcare because of low funding rates, or who do so but at the risk of their wider sustainability
- providers increasing fees for childcare paid for by parents or introducing extra charges, resulting in an increase in childcare costs for parents taking more childcare hours than their EYFE
- negative impacts on other childcare provision from increased pressure on childcare providers from parents entitled to the extended entitlement, such as a decline in the availability of EYFE for two year olds and the universal offer, or a decline availability of paid places, or higher prices for other places
- providers cutting costs elsewhere, for example the number of qualified staff resulting in lower quality provision

The impact of the introduction of 30 hours will be monitored to identify the impact on the childcare market in the city.

### **Providing Access to Childcare and Employment**

Brighton & Hove is a partner in the Providing Access to Childcare and Employment (PACE) project. This is an Interreg, 2 Seas Project which is part funded by the European Regional Development Fund. There are 12 partners from Belgium, France, the Netherlands and the UK spanning local government, the voluntary sector and academia. The lead partner is the City of Mechelen in Belgium. The UK partners are Kent County Council and Brighton & Hove City Council.

PACE aims to support families to access good quality early education and childcare to improve outcomes, enhance participation in society and reduce child poverty. It will do this by:

- Identifying barriers parents experience to childcare
- Exploring models of childcare
- Skills development for professionals and parents
- Building links between childcare and employment services

A PACE project worker is based in the Family Information Service and will work with the children's centre service to support families to take up childcare and work.

### **e) Priority 5 - Ensuring that childcare places are high quality and additional funding has sufficient impact on disadvantaged children**

#### **Ofsted outcomes in Brighton & Hove**

Ofsted carries out regular inspections of registered early years settings to evaluate the overall quality and standards of the early years provision in line with the principles and requirements of the Statutory Framework for the Early Years Foundation Stage.

Ofsted inspection outcomes indicate that the quality of early years provision in Brighton & Hove is high. In December of 2016 95 per cent of children attended a setting rated good or outstanding (93 per cent in 2014).

In May 2017:

- 97 per cent of private and voluntary early years providers on non-domestic premises are judged by Ofsted to be good or outstanding (compared with 93 per cent in England as a whole)
- 94 per cent of childminders offering EYFE are good or outstanding
- In the maintained sector, both maintained nursery schools are outstanding. Of the 18 primary schools which have nursery classes three are outstanding, 13 are good and two are requires improvement

Three and four year olds also attend early years settings which are high quality based upon the qualifications of staff working directly with children. Of those going to settings in the private, voluntary and independent sectors<sup>3</sup>, 75 per cent attended a setting where there is a teacher<sup>4</sup> working directly with children, compared with the national average of 44 per cent. This places Brighton & Hove third of 152 English local authorities.

#### **Early Years Pupil Premium**

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged three and four year olds in order to close the gap with their peers.

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<sup>3</sup> Seventy-one per cent of three and four year olds receive their EYFE in the private, voluntary and independent sectors

<sup>4</sup> Early Years Teacher, Qualified Teacher or Early Years Professional status

Three and four year olds attending registered early years settings, including childminders, attract EYPP funding if they come from a family on out of work benefits, are looked after by a local authority or have left local authority care.

Early years settings are responsible for identifying children eligible for the EYPP. National Insurance details are collected from parents and carers when a child registers with a setting, which can then be used to identify eligible children.

In the Spring term 2017, Early Years Pupil Premium (EYPP) was paid for 270 children in PVI settings, including council-run nurseries, (8.9 per cent of all children) and for 160 children in maintained settings (20 per cent of all children).

Support for effective use of the EYPP is given via:

- a dedicated web page incorporating local case studies of effective practice
- online links to national research and evidence bases of effective interventions
- updates and example of best practice shared via fortnightly bulletins, newsletters and social media
- local and city-wide network meetings
- Virtual School support for early years Personal Education Plans (PEP) for looked after children, adopted children and those in families with special guardianship orders

An audit to support reflective practice regarding the effective use of the EYPP has been piloted and will be available during the Summer term 2017.

Effective use of the EYPP is monitored by Ofsted, and a judgement is made of the impact of any funding on the children's progress. If any of the children are eligible for the EYPP at least one of them must be included in the sample of those tracked. If no child is eligible the inspector will ask the setting to outline how they ensure parents are aware of the EYPP.

### **Support and challenge for private, voluntary, independent and public childcare providers**

The council's early years team provides support and challenge for private, voluntary, independent and public early years settings. The local authority has a statutory role to support settings that are identified by Ofsted as inadequate or requires improvement. In May 2017 there were three settings that are judged to be 'not yet good' and receive targeted support, the result of a longstanding commitment to high quality support for early years.

All settings receive support through fortnightly emailed bulletins, termly newsletters and network meetings. Support visits are offered to settings due an inspection, to new settings and to new managers. Expert advice is also given on safeguarding policy and practice. The July 2017 citywide network meeting will focus on improving outcomes for disadvantaged children.

There is a Communication Partnership group which brings together the Early Years Team, EMAS, Brighton and Hove Inclusion Support Service and the Speech and

Language Therapy Service. This group shares and promotes messages about everyday best practice for settings, including specific communication and language intervention projects such as Word Play.

### **Support and challenge for maintained schools**

The Council has commissioned the Royal Spa Nursery School to support and challenge schools with reception and nursery classes. For 2017/18 this will include more extensive use of expert teachers from outstanding settings working alongside staff in nursery and reception classes in schools which have been judged by Ofsted to be requiring improvement.

Schools are also supported to ensure they claim Early Years Pupil Premium in nursery classes and the Pupil Premium in reception classes to improve the areas of development that will help children to catch up. Best practice of schools and settings who have successfully closed the gap in achievement is shared through the Early Years coordinator network meetings, Network meetings and on the BHCC web site.

Analysis of data from previous years would appear to indicate that literacy is the area where there is the greatest difference in performance between FSM and non FSM pupils. In response to this a number of interventions will be devised and delivered through the Every Child a Reader programme in reception classes with a particular focus on low achieving boys.

The Royal Spa Nursery has also been commissioned to undertake the statutory lead for the moderation of the Early Years Foundation Stage Profile.

### **Training and Recruitment**

The DfE Early Years Workforce Strategy states that the quality of early years staff is 'particularly important for supporting the development of disadvantaged children' (DfE 2017).

A comprehensive training programme of courses and eLearning is offered to all Ofsted registered early years providers in the city. A charge applies to attend most of the courses, which generates income. Safeguarding and equalities courses are offered free of charge in order to maximise take up. Providers from outside the city can access the training programme for an increased fee. The local authority is the main source of early years training in the city (nationally, local authorities still provide 87% of the training accessed by early years providers).

Guidance and support is given to providers to access apprenticeship funding to allow staff to gain qualifications, which is being changed in 2017/18 with the introduction of the Apprenticeship Levy.

Graduates with specialist early years training make a positive impact on the quality of settings children's outcomes. The Early Years Team works with local universities to promote Early Years Initial Teacher Training opportunities and continuing professional development events. A quality supplement is paid to settings employing a graduate leader with Early Years Teacher or Early Years Professional status.

Early years providers pay to place an advert in a weekly bulletin, which is emailed to subscribers and shared on social media. The team also provides recruitment advice to the local early years sector. The Early Years Jobs Publication is an income generating service.

Information is distributed to providers through webpages, Facebook and Twitter accounts.

### **Targeted support for disadvantaged children from specialist services**

Specialist teams work alongside practitioners to support and advise on effective strategies for disadvantaged children and groups of children.

- Children with SEND: Brighton and Hove Inclusion Support Service (BHISS)
- BME children and children with EAL: Ethnic Minority Achievement Service (EMAS)
- Looked after children, adopted children and children living with Special Guardianship Orders: Brighton and Hove's Virtual School

### **Support for children with Special Educational Needs and Disabilities**

Brighton & Hove is committed to ensuring that children with SEND have access to a wide range of childcare provision. All registered childcare providers are expected to welcome disabled children and make reasonable adjustments to enable them to attend their setting.

In addition the local authority is required to have regard to the needs of parents in their area for the provision of childcare which is suitable for disabled children.<sup>5</sup>

The Family Information Service offers brokerage to assist parents of children with SEND to find suitable early years and childcare provision.

Under the new early years national funding formula (EYNFF) the government requires local authorities to establish an SEND Inclusion Fund from 2017/18.

The total amount of funding to be allocated for additional support for children with SEND from 2017/18 is £370,000 for three and four year olds. This fund is used to fund additional support for children to access their free early years place. Brighton and Hove Integrated Support Service (BHISS) assesses the need for and administers and monitors additional support and inclusion funding for pre-school children.

In addition from April 2017 the EYNFF includes a new fund, the Disability Access Fund, which will be a one off payment to early years providers of £615 a year where a three or four year old is in receipt of DLA. The purpose of the DAF is to support providers in making reasonable adjustments to their settings and/or helping with

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<sup>5</sup> Childcare Act 2006, s6.2.(ii)

building capacity (be that for the child in question or for the benefit of children as a whole attending the setting).

### **Brighton and Hove Inclusion Support Service (BHISS)**

All settings in Brighton & Hove have an allocated SEND Specialist Teacher from BHISS, supporting them to fulfil the requirements of the SEND Code of Practice 2014 and The Equalities Act 2010.

*‘...they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments... This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children.’*

This ‘Area SENCO’ model also supports the Local Offer to early years children with SEND and their families. The Local Offer sets out the range of services available to children and young people with SEND and their families. More information about the Local Offer can be found at <http://www.brighton-hove.gov.uk/content/children-and-education/local-offer>

All settings are supported by BHISS to identify, and provide for children with SEND, to ensure they are successfully included. Currently, over 200 pre-school children and families are being supported by BHISS. In addition, a large number of observations are carried out alongside practitioners in settings to assess children’s needs and provide appropriate interventions.

BHISS also

- works directly with children from the age of two if referred
- offers comprehensive training on all aspects of the SEND Code of Practice and ‘Areas of Need’
- organises termly SENCO network meetings and an annual conference, providing opportunities for peer support and professional development.

There is a clear referral pathway from early years settings and Health Visitors into the Front Door for Families and Seaside View Child Development Centre. The needs of children with developmental delay and disabilities are reviewed by a multi-agency panel and, where necessary, effective medical and therapy assessment for pre-school children is accessed from specialists at Seaside View.

The Integrated Child Development and Disability Service at Seaside View has designated key workers who work with children with the most complex needs and their families. There are also a small number of non-designated key workers from other services who fulfil this role, supported by Seaside View.

The Jeanne Saunders Centre/Easthill Park provides specialist assessment and intervention nursery places for children with complex SEND. Children attend two days a week for the year before they start school, term time only. The intention is to

develop this provision into an integrated nursery from September 2018 and to offer parents the choice of places in special schools.

### **Support for BME children and children with EAL: Ethnic Minority Achievement Service (EMAS)**

The EMAS team of Specialist Teachers, Bilingual Assistants and Home School Liaison officers works with children who have English as an Additional Language. This group includes the most vulnerable and disadvantaged BME children and families in the city. EMAS support other services from health and education across the sector to understand disadvantage for these families.

The EMAS programme for children aged 0 to 5 is a successful example of programmes that combine parent support, health and education and care for children. EMAS trains early educators to support children with English as an Additional Language to achieve and demonstrate good equalities and inclusive practice.

EMAS enables children to have a positive start to early education where they can build on their language skills alongside their peers and have informed assessment of their development and early identification of needs and appropriate referrals e.g. speech and language, BHISS, parenting support, health visitor and early help.

EMAS works jointly with midwives, health visitors, speech therapists, family coaches, social workers, FIS and school admissions to enable accurate assessment of need, build communication and trust with isolated and vulnerable BME families.

To address the gaps in the EYFSP an EMAS Early Years Action Plan was developed which has included delivering information and training to all school SENDCOs (Special Educational Needs and Disability Coordinator) and speech and language therapists in how to identify SEND for a child who is also EAL. EMAS aim to support improved early identification of SEND in EAL pupils and have provided guidance for Reception teachers. Other actions include:

- training for all EMAS bilingual assistants in how to assess for the EYFSP
- BME and EAL EYFS performance data will be presented to early years providers and EMAS will run a workshop to specifically discuss refugee families and best practice. EMAS has devised a new course exploring the needs of trilingual children
- targeting school clusters to provide relevant training for teachers. EMAS will also provide training for Early Years practitioners; health visitors and student teachers to support diminishing differences for the identified groups
- training for school governors to strengthen the knowledge base and capacity of governors to challenge and support their own schools to improve outcomes
- ensuring that BME groups are a specific focus in the Special Educational Needs and Disability (SEND) guidance document which is being developed.

## **Support for Children in Care: Brighton & Hove Virtual School**

Brighton & Hove's Virtual School works to maximise the educational success of Children in Care and Children Previously in Care, who now live in families through Adoption, Special Guardianship Orders or Residential Orders.

DfE Guidance for local authorities identifies the role of professionals in promoting 'access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs'.

An early years consultant works with the Virtual School to liaise with early years settings and social workers to arrange and support EYFS Personal Education Plans (PEPs), with a focus on the child's learning and development in the EYFS. Meetings to devise these plans are attended by the child's Social Worker, foster parents, Early Years Consultant or teacher, the child's key person and/or manager of the setting.

A meeting is held termly to review the progress in the EYFS of this group of children, and identify any support or actions to enhance their progress. Strong links are made with effective use of the Early Years Pupil Premium.

### **5. Ten Next steps**

- I.** To improve clarity across early years services on the identification of disadvantaged children, leading to timely, effective support using the Strengthening Families Assessment where needed.
- II.** To continue to improve information sharing and joint working with health visiting and early years providers, moving towards using the ASQ as a benchmark for children's progress.
- III.** To continue projects to address healthy lifestyles and choices including increasing the take up of healthy start vouchers.
- IV.** To work with the Family Information Service, welfare rights team and other relevant partners to ensure parents are aware of the changes to childcare funding and enabled to access childcare and take up work.
- V.** To maintain the high take up of childcare for disadvantaged two year olds and that these places are not lost in the move to 30 hours free childcare including encouraging schools to offer places for two year olds.
- VI.** To work with early years providers to offer 30 hours from September 2017, ensuring that places are accessible to parents new to work or on low incomes, and that there remains sufficient provision for the universal entitlement for three and four year olds.

- VII.** To increase the take up of EYPP in all settings, to monitor the impact of EYPP funding in early years settings and Pupil Premium funding in reception classes on children's outcomes and to strengthen awareness of robust evidence to inform effective spending.
- VIII.** To identify and maintain inclusion funding necessary for children with SEND to be successfully included into mainstream Early Years provision and to develop a new integrated nursery.
- IX.** To continue to evaluate equality of opportunity for BME and EAL groups across the city informed by performance data, and to continue to support the Early Years sector to respond to a changing demographic of vulnerable families, including refugee families and research into the needs of trilingual children.
- X.** To develop support for children previously in care, to increase awareness of the eligibility of these children for EYPP and to develop links further with Attachment Aware Brighton & Hove.

## **6. How the success of the Strategy will be measured**

The success of the strategy will be measured by:

- Ofsted outcomes – percentage of providers who are good and outstanding
- EYFSP outcomes – all, FSM, EAL, BME, SEND
- Percentage of eligible two year olds in receipt of EYFE
- Percentage of children receiving a two year old health check
- Percentage of early years providers offering 30 hours free childcare (70%)
- Percentage of eligible children taking up 30 hours free childcare
- Number of new to work families taking up 30 hours childcare
- Percentage of children claiming EYPP

## 7. Resources and references

Statutory Framework for the Early Years Foundation Stage:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Early education and childcare – statutory guidance for local authorities:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596460/early\\_education\\_and\\_childcare\\_statutory\\_guidance\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf)

Unknown Children – destined for disadvantage? Ofsted July 2016:

<https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report>

Brighton & Hove website pages: <https://www.brighton-hove.gov.uk/content/children-and-education/working-childcare/>

Childcare Sufficiency Assessment (CSA): <https://www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/childcare-city>.

Development Matters (Early Education 2012)

Early years pupil premium: guide for local authorities DfE 2014

<https://www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities#EYPP-eligibility-criteria>

Early Years Workforce Strategy (DfE 2017):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596884/Workforce\\_strategy\\_02-03-2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596884/Workforce_strategy_02-03-2017.pdf)

Ofsted early years inspection handbook:

<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015>

Ofsted inspection data: <https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-december-2016>

Ofsted Statutory Guidance, Early Education and Childcare:

<https://www.gov.uk/government/publications/early-education-and-childcare--2>

Promoting the education of looked after children (DfE 2014)

Special educational needs and disability code of practice: 0 to 25 years (DfE 2015)

The Brighton & Hove Children's Services Threshold document (LSCB)

The Common Inspection Framework (Ofsted 2015)

Working together to safeguard children (DfE 2015)

Improving Lives: Helping Workless Families (DWP 2017):

<https://www.gov.uk/government/publications/improving-lives-helping-workless-families>

## 8. Appendix – Ofsted

In line with the common inspection framework, inspectors make the following judgements:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children

In judging the overall effectiveness of settings, inspectors take account of all the judgements made across the evaluation schedule, which includes:

- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education including, where appropriate, readiness for school
- the extent to which the learning and care that the setting provides meet the needs of the range of children who attend, including disabled children and those who have special educational needs
- children's personal and emotional development, including whether they feel safe and are secure and happy
- whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children
- the effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children's life chances.

Inspection grade descriptors for leadership and management, and for outcomes for children, include quality judgements on the extent to which gaps in achievements between different groups of children are closing, especially those children for whom the setting receives additional funding.

The Outstanding descriptor for outcomes for children states:

- Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial and sustained progress that leads to outstanding achievement.
- Gaps between the attainment of groups of children in the setting, including those for whom the setting receives additional funding, have closed or are closing rapidly. Any differences between outcomes in different areas of learning are closing.

