

## REPORT TO EDUCATION LEARNING & LEISURE COMMITTEE – 29 AUGUST 2013

### DEVELOPING EXTENDED EARLY YEARS PROVISION – PROJECT UPDATE

#### 1 Recommendations

The Committee is recommended to:

- 1.1 note the positive feedback from staff and parents regarding the first phase of provisions opened in May 2013; and
- 1.2 agree the revised phasing of developments outlined at 3.4 and 4.1.

#### 2 Background / Discussion

- 2.1 At its meeting of 28<sup>th</sup> June 2012 Aberdeenshire Council agreed a report “Delivering Six Key Areas for Development”, (Item 4, Page 404) establishing key areas for investment, Key Area 4 of which committed the Council to ‘Increase pre-school and nursery provision – improving the life chances of all children’ and allocated £3m to develop the service. At its meeting of 30<sup>th</sup> August 2012 the Education Learning & Leisure Committee agreed a report “Improving the Life Chances of all Children – Developing Enhanced Pre-School and Nursery Provision”, (Item 6, Page 745) which outlined the principles, benefits and timeline for an expansion of early years provision focused on enabling early intervention support for vulnerable children and families. The same report was agreed by the Social Work and Housing Committee at its meeting of 13<sup>th</sup> September 2012. Reports updating the Education Learning & Leisure Committee on progress of the new service were agreed at its meetings on 11<sup>th</sup> October 2012, 21<sup>st</sup> March 2013 and 23<sup>rd</sup> May 2013.
- 2.2 The programme has been developed by the Education Learning & Leisure Service together with the Housing & Social Work Service, delivered through a project management framework which also includes colleagues from NHS Grampian and across the Council.
- 2.3 This report provides an update on the “100 day” commitment and provides information regarding progress to date, including feedback on the pilot phase provisions. This report also sets out the plans for further provisions which will become operational over the course of the 2013/14 session.

#### 3 Progress to date

##### 3.1 Phase 1

In line with the report agreed by committee in March, the following six sites are now fully functioning and are delivering (or in one case, have the capacity to deliver) an extended Early Years provision.

Locations x6	Extended places available	Places allocated May/June
Westfield School 0-3yrs ( Banff & Buchan)	10 → potential to increase to 15 in Aug 2014	6
Banchory Primary School (Marr))	8	4
Mill of Forest Primary School(Kincardine & Mearns)	5	1
Pitfour Primary School (Buchan)	5	3
Alford Primary School (Marr)	5	0
Meldrum Primary School	8	4

### 3.2 Impact to date

- Verbal feedback from staff, parents and children, plus information gathered from parents' exit questionnaires give a very positive picture. Parents state that the support received has been invaluable. There have been no negative responses received to date. Relationships between staff/parents/children are a key strength as is the support given to individual children and families. Further evaluations from staff and families is in the process of being gathered and evaluated to inform practice re phase 2. (Appendix 2)
- Professional colleagues, at all levels, have stated that staff training delivered by a range of agencies has supported the delivery of extended Early Years provision and also impacted positively on their practice in general.
- Nursery teams have stated that staff training, delivered by a range of agencies has supported the delivery of extended Early Years provision and also impacted positively on their practice in general.
- There have been no referrals made to the Alford provision, which may be as a result of professional assessment of current need. It is likely this will change after the autumn admissions. However the service management is reviewing the situation locally to ensure frontline staff are aware of the opportunity and how to access it.

### 3.3 Next steps

- Continued engagement and communication with a range of professionals, particularly health visitors, with responsibility for identifying families/children who might benefit from extended provision.
- Gather and create information to support families and provisions to better meet the needs of individual families e.g. draft an Extended Early Years Parent Leaflet.
- Continue to support change in line with Early Year Collaborative approach e.g. Case Study using PDSA evaluation process.

### 3.4 **Phase 2**

The report agreed by the committee in May 2013 identified six sites comprising phase 2 of the project. It is anticipated that five of these six sites will open as scheduled.

It is now proposed that development of a provision in Bervie is moved to Phase 3. This will allow more time and opportunities for further discussions to consider the range of

nursery provision, as a whole, along this coastal area and to consider the most effective overall provision. As a result of this awareness we have increased the part time places available at Fishermoss PS from 40 to 50 as well as providing 5 fulltime places for extended Early Years.

It is also proposed that four sites, originally planned for Phase 3 be brought forward to Phase 2 and be opened early:

- Alehousewells PS (*Garioch*)
- Westhill PS (*Garioch*)
- Markethill PS (*Formartine*)
- Auchterellon PS (*Formartine*)

Phase 2 will therefore deliver extended Early Years provision to the following 9 sites:

### Revised proposed locations for Phase 2

Proposed Phase 2 locations as at July 2013 x9	Number of extended places	Proposed implementation date
Dales Park PS, Peterhead ( <i>Buchan</i> )	8	Sept – Dec 2013
Laurencekirk PS ( <i>Kincardine &amp; Mearns</i> )	5	Sept – Dec 2013
Fishermoss PS ( <i>Kincardine &amp; Mearns</i> )	5	Sept – Dec 2013
Kellands PS ( <i>Garioch</i> )	8	Sept – Dec 2013
Boddam PS ( <i>Buchan</i> )	5	Sept – Dec 2013
Alehousewells PS ( <i>Garioch</i> )	5	Sept – Dec 2013 (brought forward)
Westhill PS ( <i>Garioch</i> )	5	Sept – Dec 2013 (brought forward)
Markethill PS ( <i>Formartine</i> )	5	Sept – Dec 2013 (brought forward)
Auchterellon PS ( <i>Formartine</i> )	4	Sept – Dec 2013 (brought forward)

- 3.5 Boddam PS will increase its overall capacity as from August 2013 from 20 – 30 places as well as providing 5 fulltime places for extended Early Years. Upgrading and improving the provision at Boddam PS will involve the relocation of the nursery provision to a space adjacent to the Primary 1 accommodation, ensuring a strong fit with the recently published Aberdeenshire Nursery Brief for accommodation and for good educational practice relating to early years.
- 3.6 Westhill requires quiet areas to be established and consideration given to extending the nursery footprint to increase overall capacity. This is in the process of being taken forward with the expectation will be that works required will be completed by August 2014 This will potentially increase the part places from 60 to 70 plus provide 5 fulltime extended Early Year places.

#### **4 Phase 3 – final phase**

- 4.1 In the report in May 2013 sites were identified as being in phase 3. Four of these sites are proposed to be opened earlier, as referenced in 3.4. Three of these original sites remain in phase 3 and it is proposed that Bervie PS is added, as referenced in 3.4.
- 4.2 The remaining four sites were envisaged as serving the communities around Bervie, Aboyne, Macduff and Huntly. Each has specific circumstances which suggest the delivery of extended provision may take some time to develop. It is noted that there is likely to be a new obligation on the Council to provide extended nursery services, if the recently published Children's & Young People bill becomes law. It is anticipated that a future report to the Education Learning and Leisure Committee will address these new obligations. If the Phase Three sites cannot be concluded within a reasonable timescale, officers recommend no further action on this extended provision programme, but instead will commit to review extended service delivery overall in light of the anticipated new obligations.

#### **5 Equalities, Staffing and Financial Implications**

- 5.1 The Head of Finance and Monitoring Officer within Corporate Services have been consulted in the preparation of this report.
- 5.2 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and no impact has been identified.
- 5.3 The financial implications of the programme can be met within the budget allocation made by Aberdeenshire Council at its meeting of 28<sup>th</sup> June 2014.
- 5.4 There are no new staffing implications as a result of this report.

**Maria Walker**

**Director of Education, Learning & Leisure**

Report prepared by – Kay Gwynne, Early Years Manager (Acting)

02 August 2013

APPENDIX 1



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education Learning and Leisure
Section	Lifelong Learning and Leisure
Title of the activity etc.	Extended Early Years Activity
Aims of the activity	To provide targeted children with opportunity to receive time limited full-time high quality pre-school experiences whilst families are provided with time and space to focus on broader support needs
Author(s) & Title(s)	Edward Harris, Early Years Manager

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	internal monitoring data including demographic and admissions data
Internal consultation with staff and other services affected.	Project team membership includes both relevant internal stakeholders and also external partners and stakeholders
External consultation (partner organisations, community groups, and councils).	Project team includes representation from external partners, including NHS Grampian and third sector organisations
External data (census, available statistics).	Community Health Information Data and SIMD

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/a

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Gradually broadening range of relevant organisations included within project team as required	May 2013 onwards
	Parental engagement, allowing the gathering of views from parents using the service over the course of the initial 6 sites	May 2013-December 2013

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	yes			
Age – Older			yes	
Disability	yes			
Race – (includes Gypsy Travellers)	yes			
Religion or Belief			yes	
Gender – male/female			yes	
Pregnancy and maternity	yes			

Sexual orientation – (includes Lesbian/ Gay/Bisexual)			yes	
Gender reassignment – (includes Transgender)			yes	
Marriage and Civil Partnership			yes	

**Stage 6: What are the positive and negative impacts?**

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	Age younger. Project will provide high quality pre-school education for children aged 0-5	
	Race – Criteria specifically includes a weighting for those families whose first language is not English	
	Pregnancy and maternity - Support will be provided to children aged minus 9 months to 5 years of age	

**Stage 7: Have any of the affected groups been consulted?**

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	Discussion has occurred with a range of organisations who support families from the above backgrounds and experiences, which has allowed for the project to be designed with the needs of these groups in mind
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**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

These should be included in any action plan at the back of this	Mitigating Steps	Timescale

form.		

**Stage 9: What steps can be taken to promote good relations between various groups?**

These should be included in the action plan.	
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**Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?**

The approach allows for those families who are experiencing barriers to opportunity to be provided with practical support to address issues which are affecting them
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**Stage 11: What equality monitoring arrangements will be put in place?**

These should be included in any action plan (for example customer satisfaction questionnaires).	A range of evaluation and monitoring protocols have been designed which focus on families experiences alongside the impact of the project.
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**Stage 12: What is the outcome of the Assessment?**

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	This project provides families with a range of benefits without negatively impacting on other service users	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen	

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\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

NA

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education Learning and Leisure/ Lifelong Learning and Leisure		
	2) Title of Policy/Activity	Extended Early Years Service (if appropriate)		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Ed Harris Position: early Years Manager Date: 24.4.13 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Position: Date:	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:

<p>(Equalities team to complete) Has the completed form been published on the website? YES/NO</p>	<p>Date:</p>
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Action Plan						
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications	
Continued consultation and review with stakeholders included within project team, including the invitation of a wider range of organisations to contribute to the development and review of the project as required.	May 2013	Ongoing	Ed Harris	Continued quality improvement and an assurance that services are continuing to meet the needs of vulnerable groups	Officer time	
Further parental engagement required as part of the initial 6 pathfinder settings. This should support the roll out of further provisions	May 2013	December 2013	Ed Harris	Continued quality improvement and an assurance that services are continuing to meet the needs of vulnerable groups	Officer time	

## Childcare and Early years Education Extended Service Feedback Evaluation

Out of the 18 Evaluation feedback forms which were distributed on 28<sup>th</sup> of June, there have been 5 responses to date. Seven children are returning to Westfield setting in August therefore their questionnaires will be completed at a later date, resulting in 8 questionnaires still to be received. The responses are as follows:

- 4 had a meeting with the school within the 7 days, 1 stated “almost”
- 4 felt they had the relevant information for their child starting the extended provision, 1 stated here “briefly”
- 4 stated that they had choice of days. 1 did not comment as their child was in for 5 full days
- All 5 graded the staffs’ understanding of their family’s needs and the support given to their child and family as a 6\*.

### Comments made by parents:

“All staff were always very helpful and listened to what I said. They spent time every day asking if I had any concerns. Child A enjoyed every day spent at nursery”.

“Excellent, we didn’t know this service was available, the nursery approached knowing our situation”.

“The nursery staff were amazing with helping with Child B through this difficult time”.

“My child’s needs were discussed and an agreement was reached regarding his needs and the support required”.

“Nursery staff accommodated entirely as needed and were very caring of my son as always”

- All 5 stated that the extended provision had made a difference to their family.

### Comments made were:

“It has helped us in so many ways but Child A has extended her social circle which was always a concern for us”.

“More relaxed all round, and Child C has progressed very well”.

“Child B was able to attend nursery while we took his brother to hospital app and visit him while he was in hospital”.

“It gave me peace and quiet to relax and have time for myself”

“Allowed myself to attend G.P. appointments, dental (tooth removal-finally), recover from a period of illness easier and deal with my condition easier”.

- One family accessed the following services (in their words) “GP appointments easier to schedule and attend and make quicker progress with diagnosis and treatment of my illness”.

4 of the families stated they had not accessed other services as a result of having the provision. However, through discussion with staff and parents in the nurseries where these four children attended it came to light most parents had attended medical appointments.

(This is an area that will be reviewed with the settings)

- All 5 parents graded the extended provision nurseries as a 6\* in regard to opportunities, resources and staffing.

**Comments made were:**

“All the nursery team are amazing”

“Opportunity to meet other mums when dropping off and picking up Child D”

“Busy involved nursery that teach a very diverse range of subjects. Children are exposed to a wide range of experiences.

- All 5 parents graded the overall experience for their child and family as a 6\*.
- Suggestions made by the parents as to how the provision could be further developed were as follows:

“No”

“The service provided has been perfect. Lunch club was a huge hit with Child A”

“Nothing else as the staff have been fantastic”

“Possibly transport to and from the school”

“So suggested at meeting, starting these sessions would be best approached by child’s usual situation, nursery group and then progress later to the extended stay group.”

The grading system is the one used by the Care Inspectorate for grading settings and one that Nurseries use when asking parents/carers thoughts on their evaluation of the nursery.

The Care Inspectorate grading system is as follows. 6 excellent, 5 very good, 4 good, 3 satisfactory, 2 adequate and 1 unsatisfactory.