



REPORT TO EDUCATION LEARNING & LEISURE COMMITTEE – 23 MAY 2013

DEVELOPING EXTENDED PRE-SCHOOL AND NURSERY PROVISION – PROJECT UPDATE

1 Recommendations

It is recommended that the Committee:

- 1.1 notes the report including the update regarding capital costs for the project; and
- 1.2 agrees the re-phasing outlined at 2.4 below.

2 Background / Discussion

- 2.1 At its meeting of 30th August 2012 (Improving the Life Changes of all Children – Developing Enhanced Pre-School and Nursery Provision, Item No 6, Page 745) the Education Learning & Leisure Committee agreed a report “Improving the Life chance of all children – developing enhanced pre-school and nursery provision” 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 report followed a Full Council decision (Delivering Six Key Areas for Development, Item No 4, Page 403) 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 £4.25m to improve a range of early years services across Aberdeenshire.
- 2.2 The programme is being developed by the Education Learning & Leisure Service along with the Housing & Social Work Service, delivered through a project planning framework which also includes colleagues from NHS Grampian and across the Council. At its meeting of 21st March 2013 (Developing Extended Pre-school and Nursery Provision - Project Update, Item No 8) the Education Learning and Leisure Committee agreed revised phasing of developments and received information regarding the initial 6 sites due to become operational in May 2013. This report provides further information regarding progress and planning for later projects which will become operational over the course of the next 12 months.
- 2.3 This report seeks to update on progress relating to those sites within the second phase of development and highlight the latest capital and revenue expenditure for the entire project.

Second phase site update

- 2.4 The second phase of the project will include five sites, which require more significant physical works to increase capacity to accommodate additional places and to further enhance the learning environments:

Locations	Implementation date
Dales Park PS, Peterhead (<i>Buchan</i>)	September – December 2013
Laurencekirk PS (<i>Kincardine & Mearns</i>)	September – December 2013
Fishermoss PS (<i>Kincardine & Mearns</i>)	September – December 2013
Kellands PS (<i>Garioch</i>)	September – December 2013
Boddam PS (<i>Buchan</i>)	January - March 2014
Bervie PS (<i>Kincardine & Mearns</i>)	January – March 2014

- 2.5 Laurencekirk and Dales Park primary schools require limited cosmetic or minor structural work.
- 2.6 There are wider issues relating to local school capacity in the Portlethen area which are being considered separately. Pending the conclusion of the wider exercise and following multi-agency discussion, it is proposed to temporarily make use of existing nursery space at Fishermoss School.
- 2.7 Kellands school will receive updated and reconfigured toilet facilities, improved kitchen accommodation, decorative improvements and adaptations to the building to provide areas to support small group work. A tender process has recently been completed by Property colleagues and work is anticipated to be concluded during August 2013.
- 2.8 Opportunity is being taken to further enhance provision at Boddam school nursery. This will involve the relocation of the nursery provision to a space adjacent to the Primary one accommodation, ensuring a strong fit with the recently published Aberdeenshire Nursery blueprint.
- 2.9 The most effective solution for expanding capacity at Bervie School, taking in to account the relatively new re-locatable unit, will be to provide an additional re-locatable unit.

Phase three developments

- 2.10 The development of further sites in each Area will include the undernoted sites. Feasibility work continues on these sites which have, potentially, more complex physical requirements to provide appropriate facilities. If these require significantly longer timescales, priority will be given to identifying opportunities for interim provision. Specific proposals and implementation dates will be reported to committee at a future date.
- Banff & Buchan – Macduff
 - Formartine – Markethill School; Auchterellon
 - Garioch – Alehousewells; Westhill
 - Marr – Aboyne; Linden Centre, Huntly
- 2.11 The Head of Finance and the Monitoring Officer within Corporate Services have been consulted and have no observations to make.

3 Equalities, Staffing and Financial Implications

- 3.1 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.
- 3.2 Staffing costs remain consistent with the £1.2m staffing model shared with Education Learning and Leisure Committee at its March 2013 meeting.
- 3.3 Budget work completed by Finance colleagues indicates a total capital requirement of between £2.53M and £2.59M for all property developments across the 19 sites.
- 3.4 Provision of £4.25m was approved by Aberdeenshire Council (£1.25m of this was allocated for the development of the Inverurie Family Centre) at its meeting of 28th June 2012 to fund the physical developments and initial start-up costs of the project, alongside the potential to use the Early Years Change Fund (EYCF) to support and to provide longer-term sustainability

Maria Walker

Director of Education, Learning & Leisure

Report prepared by – Ed Harris, Early Years Manager

13 April 2013

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.	

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
<p>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</p>

Stage 11: What equality monitoring arrangements will be put in place?	
<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>A range of evaluation and monitoring protocols have been designed which focus on families experiences alongside the impact of the project.</p>

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) Authors: 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:
(Equalities team to complete) Has the completed form been published on the website? YES/NO		Date:

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	