

# Darlington Early Years & Childcare Strategy



Darlington  
Children's  
Trust

# **‘The best start in life for every child’**

## ***Darlington Early Years and Childcare Strategy.***

The Early Years outcomes provisions in sections 1-4 of the Childcare Act 2006 (the Act) place a duty on local authorities (LAs) to improve the five Every Child Matters (ECM) outcomes of all young children in their area aged between birth and 31 August following their fifth birthday, and to reduce inequalities between them, through integrated early childhood services.

Successful implementation of the Early Years Outcomes Duty (EYOD) requires strong partnership working and co-operation to translate the strategic aims imaginatively into real change for young children and their families.

The new duty comes into force on 1 April 2008. This strategy provides an overview of how Darlington Children’s trust will support the development of early childhood services and improve outcomes for children and their families.

A comprehensive review of existing structures, accountabilities, processes, and performance management systems will be undertaken to consider to what extent they already fulfil the new duties.

The Early Years Outcomes Duties Plan sits within the Children and Young peoples plan under the auspices of the Children’s Trust arrangements. The EYOD Plan focuses on services and practice, which can be improved in order to raise achievement and close the inequalities gap. The early years input to the Children and Young People’s Plan (CYPP) and the Local Area Agreement (LAA) is crucial in order to lay firm foundations for the children of Darlington.

Sure Start children’s centres are at the heart of the ECM programme and play a central role, particularly in reducing inequalities in outcomes for those in areas of high disadvantage. Key to success in the early years are –

- supporting parents
- maximising access to service
- raising the quality of services.

### **Darlington’s Children’s Trust**

Darlington Children’s Trust has developed a strategy for locality working to ensure that the Local authority in partnership with others including the voluntary and community sector, to integrate the planning and commissioning of service for Children and families.

The Children’s Trust is a partnership body which gives effect to the new duties to cooperate in promoting the well-being of all children. It brings together local partners – education, social care, health, Connexions, Sure Start, and Youth Offending Teams, and the voluntary and community sector – so that they can work better to meet the needs of children, young people and families.

#### Key principles behind Children's Trusts:

- An outcome, child and family focus
- Co-location and multi-disciplinary working
- Common assessment and information sharing
- Integrated planning and commissioning with pooled budgets
- Effective partnerships and clear accountabilities

#### Trusts will :

- Understand local supply and demand for children's services, consulting children and their families and the wider community, and strike the right balance between asking for contributions from parents and funding services for those who can't afford to contribute
- Commission from the full range of statutory, voluntary and community and private sector partners, and from schools where they wish to take on this role
- Work closely with all schools, helping them to meet the full range of pupil needs and offering them effective support with the most challenging pupils
- Deliver on the duty to provide information, advice and guidance to children and young people and the parents and carers of children and young people. (The Childcare Act 2006, Section 12)

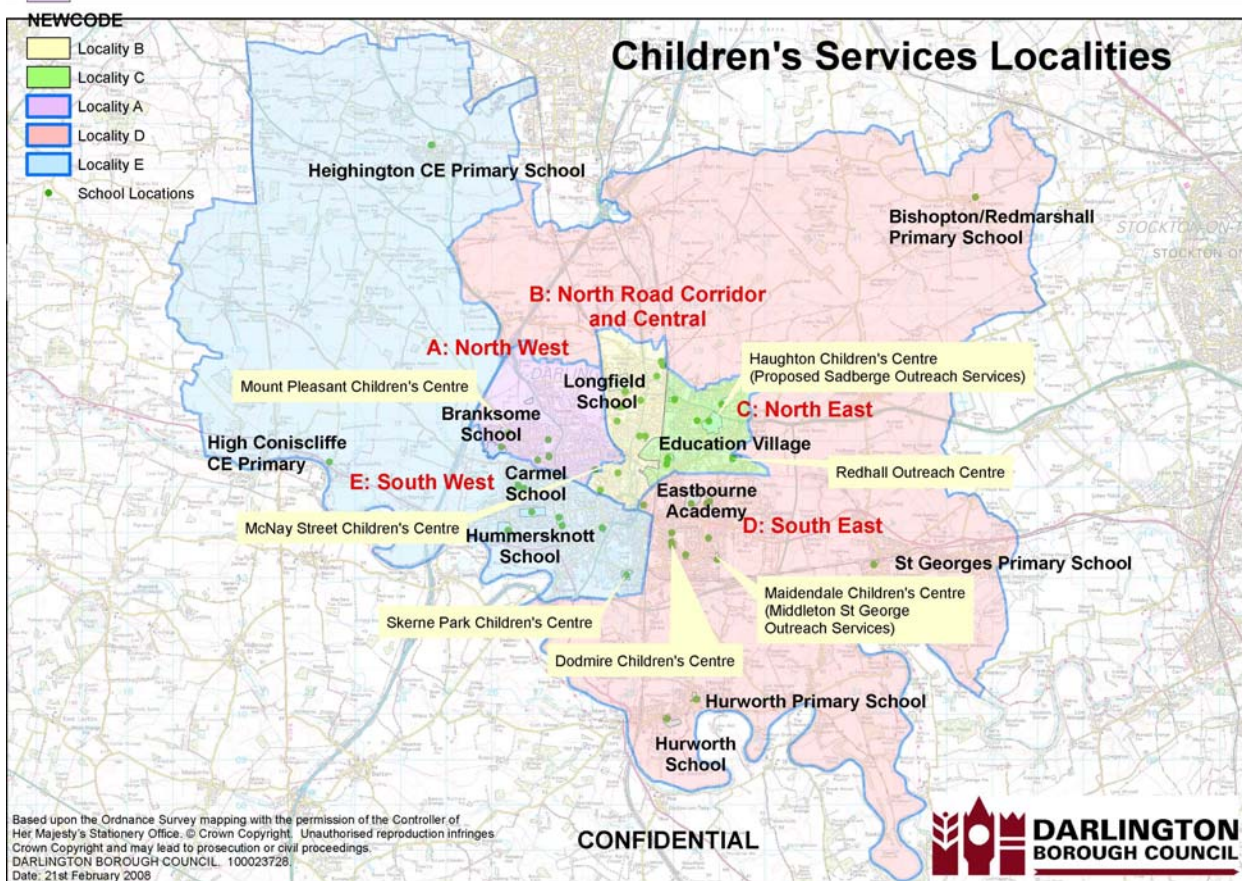
Darlington Children's Trust is developing new models of working. The focus is on partnership, and on commissioning rather than delivering, which makes it an ideal vehicle for delivering personalised services well. Rationalised funding streams and a minimum of ring-fencing of funding will mean that the Trust will be able to pool resources across boundaries to commission services – so that there is competition to provide services, and children get the best possible deal. In childcare, tax credits are already beginning to ensure that families themselves can use their spending power to choose the providers which serve them best.

Darlington Children's Trust has developed a strategy for locality working which aims:

***To improve the outcomes and maximise the life chances of all children and young people in Darlington by delivering effective, high quality integrated services***

Turning this vision into reality will require improving outcomes on a sustainable basis, creating a whole systems approach, which is not reliant on individual relationships within organisations but is embedded and becomes 'how we do things in Darlington'. The Children's Trust is leading the way in driving this change.

This Strategy details a model of area working in Darlington to deliver universal and targeted services for children and young people for 0-19+. This model divides the borough into 5 distinct geographical areas based on the School Cluster/Children Centre model. This model has been enhanced and developed over the last few years. Schools have received devolved funds to develop a cluster approaches which has been used to aid transition and impact on locally identified need, this has assisted in aligning agendas with Children Centre development to improve the quality of services for children and families.



Support for parents and carers is not simply about providing childcare. We know that good parenting has a profound influence on all areas of a child's development and wellbeing. To support this Darlington Children's Trust has also developed a comprehensive parenting strategy which will define and describe the parenting support pathway across the Borough.

So, in Darlington, using Children's Centres and Extended Schools, we will develop a much more coherent set of services both to support parents and to involve them properly, not just in the early years, but at all stages of education.

For every parent and carer, there will increasingly be:

- Good quality information and advice, available in a range of different places and ways so that there is something to suit all parents. Children's Centres will give excellent parenting advice, and we will also develop a telephone advice line, and build up a comprehensive parents' advice website;
- Training for all key members of the children and families workforce who work with parents (such as midwives, health visitors, social services professionals, teachers and teaching assistants) in how to work with parents and carers as well as children and young people;
- Encouragement and support for schools and all settings to work more closely with parents, and to listen to and involve them better. Parents are a child's first and most effective educators and it is right that parents should be the leading partners in their children's education.

This movement towards locality working has been endorsed within the context of Darlington's Local Area Agreement, which specifically promotes the further development of locality-based services. It builds upon the strategy for the development of Children's Centres and multi agency working. Many services have become aligned and adopted a

cluster model of working, this now needs to develop with an agreed strategy that identifies and can demonstrate impact on local need. The Children's Trust is also developing a systematic approach to the collation and analysis to a range of performance indicators which will enable services for children and families to improve their ability to measure the impact of their work.

For early years this vision will ensure that for parents, from the time they know they are expecting a baby, to see a coherent pattern of accessible child health, early years provision and family support services ahead of them, some free at the point of delivery, some subsidised according to income. A good start in life is essential if children are to fulfil their potential, and high quality early childhood services will result in better outcomes for young children, their families and society.

The EYOD Plan underpins this vision, making it a priority to –

- provide the best start for all children, promoting social mobility so that children are able to fulfil their potential regardless of their family income or background
- reduce inequalities by focusing on children most at risk of poor outcomes because of deprivation and disadvantage
- deliver integrated early childhood services in ways that provide a seamless experience for parents and children, that meet their individual needs, and that make a real difference to the life chances of all children.

'Young children' are defined in the Childcare Act 2006 as children in the period between birth and 31 August following their fifth birthday. This end point is designed to coincide as closely as possible with the end of the reception year, prior to the start of Year 1 in primary school and Key Stage 1. LA duties relate not only to the parents of these young children, but also to 'prospective' and so early childhood services need to provide support for families from the first point at which parents plan to have children.

## **Planning to improve**

It is vital that a robust planning framework is in place in order to measure the performance of services, which are charged with improving the outcomes and maximising the life chances of all young children in Darlington.

Through analysis of Foundation Stage Profile (FSP)/Early Years Foundation Stage Profile (EYFSP) results targets are set that are appropriate and ambitious. The action plan supports target achievement. Using data sources across a range of Children's Services we will complete and analysis of common factors in order that that targeted strategies can be developed that tackle the obstacles to access or achievement encountered by different groups. The sources of information, which forms the basis of the key issues for improvement in the EYOD Plan, can be found in Appendix 3 of this document.

Every child deserves support to be able to fulfil their potential according to their own efforts and abilities. Their experiences in the early years have a major impact on later life and are all-important in giving young children a sound basis to enable them to take full advantage of later opportunities to learn and develop. Raising the standards and quality of early childhood services will improve the five ECM outcomes of each child and reduce inequalities between them; and this success will be reflected in the levels achieved in their EYFSP results.

*The National Service Framework for Children, Young People and Maternity Services (NSF)* will also be used to ensure that we promote early intervention to enable parents to receive information, services and support to help them with their children including ways in which everyone can promote the emotional/mental well-being of children and young people

Challenge and support is prioritised in order to target specific aspects of practice for improvement.

## Expectations

Over the last few years a range of providers in Darlington have worked hard to develop the following core early childhood services:

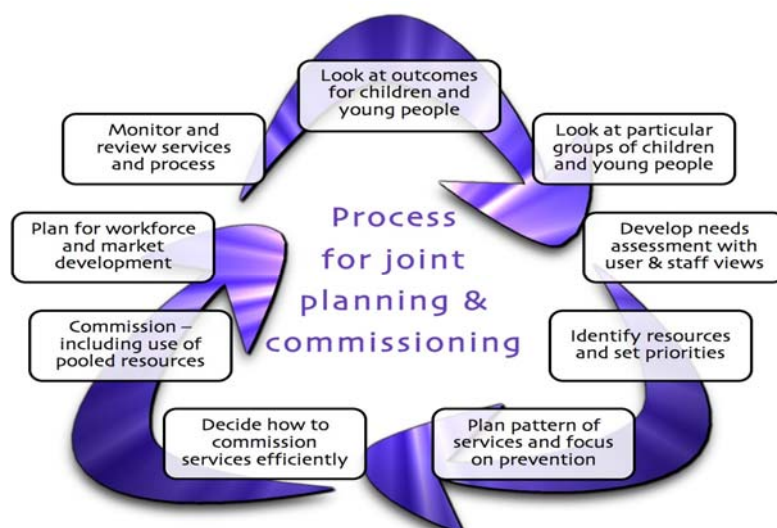
- early years provision - integrated early learning and childcare
- social services - functions relating to young children, parents or prospective parents, e.g. parenting classes, family support
- relevant health services relating to young children, parents or prospective parents, e.g. midwifery, health visitors, speech and language therapists
- Jobcentre Plus employment services provided to help parents or prospective parents into work
- the Family Information Services - information, advice and assistance for parents, prospective parents and carers, provided by LAs under the extended duty in section 12 of the Act

The key delivery aims for this work is:

- services must be planned in ways that proactively involve parents and other providers
- delivery must be integrated to maximise access and benefits to users
- services must identify and actively encourage those who could most benefit from services but who would otherwise be unlikely to use them. Work will continue to improve the engagement of 'hard to reach' families – this work will be targeted following the completion of the Children's Centres self evaluation process which is now being developed.

These services are kept under constant review and improvements are planned as appropriate – this includes improving the reach of facilities offered by Job Centre Plus.

## Joint commissioning



Darlington Children's Trust has agreed a Commissioning strategy which will

**“develop an overall picture of children's needs within an area, and develop provision through public, private, voluntary and community providers to respond to those needs”**

Source: Green Paper, Every Child Matters and September 2005 Guidance **Local identified needs**

Some real challenges remain the Childcare Act 2006 Section 6 places a statutory duty on Local Authorities from April 2008 to secure, as far as is reasonably practicable, sufficient childcare to enable parents to take up, or remain in work, or undertake education or training which could reasonably be expected to assist them to obtain work.

A comprehensive Childcare sufficiency audit has been completed and this demonstrates that although there are slight variations between the individual clusters, overall in Darlington, there are five childcare services where significant gaps are predicted between current use and future demand (based on parent ideal childcare arrangements). The gaps identified are in

Early Years Foundation Stage that is fit for future  
after school clubs  
breakfast clubs  
holiday play schemes  
homework clubs.

The data shows that for every 100 children resident in the Borough aged 5-14 years (17 years for those young people with disabilities) there is only an average of 5 breakfast clubs places, 8 after school places and 5 holiday places. Another issue, which appears to be creating a barrier for parents who want to access childcare, is a lack of service flexibility eg; the ability to change the way childcare is being delivered at short notice to fit work or training requirements. Other barriers to access to childcare are the current costs of childcare, particularly holiday clubs and a lack of information around the availability of childcare. The survey also indicated that an estimated 4% of children in the Borough will use childcare outside Darlington in the next twelve months.

In the case of parents of children with a disability very few use childcare service with more than two-thirds being looked after by their parent/guardian, family or friends. The audit shows that the largest gap between actual take up of childcare services and demand was with parents of children with a disability. The majority of parents stated that they have problems accessing childcare during school holidays. 58% of parents of children with a disability reported this is a problem, which is significantly higher than the majority of parents of whom 26% expressed dissatisfaction with this area.

Raising the standards and quality of early childhood services will improve the five ECM outcomes of each child and reduce inequalities between them; and this success will be reflected in the levels achieved in their EYFSP results.

Through analysis of EYFSP results Darlington wide targets are set that are appropriate and ambitious. The EYOD Plan defines steps to support, challenge and target achievement. Using data sources the analysis of common factors mean that targeted strategies have been developed that will tackle the obstacles to access or achievement encountered by children in the Early Years Foundation Stage.

The schools/settings that fall into the bottom 30% of achievement will receive additional advice and programmes of support. Strategies to improve the percentage of children achieving below average scales in Communication, Language and Literacy and Personal, Emotional and Social Development are defined.

In order to raise the overall standards and quality of early childhood experiences we need to improve practitioner practice in observing, assessing and tracking children's progress and to agree and document good practice expectations that will provide an aspirational standard which is more challenging than other perceived forms of standards.

Comprehensive locality profiles are being developed which will be used to identify key areas of concern for children and families across the Borough. This will identify where consideration needs to be given to the redirection of services to improve outcomes.

Health information collected for Public Health reports, Department of Health and Health Care Commission is included in the locality profiles. This includes birth weight, teenage pregnancy, breastfeeding and immunisation, numbers and rates. Deprivation indices and associated information is also used to develop the comprehensive locality profiles.

### **Quality improvement cycle**

Key to the success of this strategy will be the development of a rigorous quality improvement cycle. This will bring together a range of information and data to ensure we can demonstrate improved outcomes for children and their families.

The Darlington quality improvement cycle for early years services will:

- start with strategies for engaging with the PVI sector and demonstrating the importance of high quality, as the basis for then working with PVI providers to improve quality
- set as their aim the improvement of standards and the development of an embedded ethos of continuous quality improvement across early years services, based on provider self-assessment, benchmarking, monitoring performance and measuring success, reflection by settings, and agreeing action for improvement – and as part of this, seeking ongoing feedback from parents about the extent to which quality is improving
- support effective delivery of the EYFS in every setting, focusing on constant, careful monitoring of every individual child's progress in learning and development
- set out the LA's role in improving qualifications, developing leadership, improving the quality of professional practice, and improving outcomes for young children, drawing on the range of policy and support already in place – for example, the programmes of Continuing Professional Development provided by the National Strategies
- use the Graduate Leader Fund as a key mechanism to increase the number of graduates leading practice in early years services, focusing on the increases in pay necessary to sustain graduate leadership in PVI providers
- conduct regular strategic assessment of whether services are high quality and still relevant, providing for specific needs of local communities, tackling obstacles to access and achievement.

Other aspects will also inform this development:



## **Setting statutory early years targets**

The overall success of the LA in meeting the outcomes duty will be measured through the statutory early years targets based on the EYFSP results. Realistic but stretching targets will be set for each LA both to improve standard and to narrow the gap between the lowest achiever and the rest. Whereas there are no statutory powers to set targets at the levels of schools or other settings LAs do need to consider the contribution they expect individual schools and setting to improving EYFSP results. These results will also be considered in the performance management arrangements for Children's Centres. It is extremely important for communication, consultation and professional development arrangements in Darlington to be very effective as 50% of children receive their free entitlement from PVI settings. Effective systems of quality assurance and support for transition are vital in ensuring the highest quality offer is made. All new developments require a comprehensive programme of professional development for settings and effective channels of communication.

## **Monitoring and measuring success**

In conjunction with other services for children in families in the localities as rigorous process of monitoring is being developed. A comprehensive locality profile has been developed with partners to capture a range of performance information. This will ensure that we can feel confident that a universal offer is available across the Borough and that where particular aspects of needs are identified a differentiated level of support can be offered.

## **Performance management systems**

The strategy for locality development details the milestones in developing effective integrated working. This will include the development of locality management and governance arrangements. The Children's Trust has identified a standing group which will monitor the effectiveness of locality activity to ensure local services are available to meet local need. The Children's Trust arrangements are detailed in Appendix 2.

## **Parents**

In October 2006, the DfES published 'Parenting Support: Guidance for Local Authorities in England', which asks local authorities to develop a strategic and joined-up approach to the design and delivery of a continuum of parenting support services, from early intervention through to the use of enforcement measures. The DfES also published 'Every Parent Matters', which clearly identifies the parent support services, which should be available in all local authorities

In June 2007 Darlington Children's Services set up a multi- agency steering group to oversee the production and delivery of a Parenting Strategy. The aim of the group was to enable professional and organisational exploration of cross-directorate and cross-agency understanding of parenting support, act as champions to raise the profile of the parenting strategy and ensure that the parenting agenda is fed into other strategies so that work is not duplicated. This strategy has now been accepted by the Children's Trust and is in development – this will ensure effective consistent support for parents can be offered across the Borough.

## **Maximising access**

Using information provided by the Economic Regeneration Team, the Policy Unit and Tees Valley Joint Strategy Unit the 30% most disadvantaged Super Output Areas (SOA's) for Darlington were identified. Many of these already appeared within round 1(2004-06) catchment areas or were closely adjacent to them. The outstanding areas not covered by round 1 were the Lingfield, Bank Top and Lascelles cluster and the Haughton wards. It was therefore appropriate to develop the 2 additional Children's Centres in these 2 areas.

Designation of these 2 Children's Centres has been achieved by target date. The roll out of Phase 3 development of Children's Centre services not only provides access for all children in the Borough to have access to Children's Centre services, but also provides an opportunity to review existing provision and re-distribute resources to enable a more towards "progressive universalism" reaching all children under 5 but prioritizing those most in need. Data sets are being produced which will not only provide a profile of need across localities for children aged 0-19 years, but which will provide a specific focus on those children under 5 and their families. This data will identify those gaps in each Children's Centre area as part of the Self Evaluation Framework, which are deemed to be families with additional needs who are either not accessing services or find it difficult to access services eg; children with disabilities of all ages experience significant difficulty concerning childcare, in particular after school care and holiday playschemes a key action of this strategy will be to improve the capacity of childcare providers to meet these needs. Improvement action plans for each Children's Centre will be developed, relevant to their areas needs, based on data in partnership with parents and in agreement with the Local Authority and its key partners. The main priority for Children's Centres will be to proactively seek to engage these groups.

Marketing of services will be a key element of this strategy in terms of maximizing access. Work with DBC Communications Unit will be completed and further developed towards 2011. A sub group of the Early Years Strategy Group has been formed to establish a shared pool of resources funded by Darlington PCT and General Sure Start Grant. Any duplication of service delivery will be identified and resources displayed more effectively to meet levels of need identified through the analysis of data. This will also enable the mainstreaming of good practice approaches to service delivery developed through Children's Centres.

## **What Next**

The Early Years and Childcare Strategy will developed through three main strands of activity. These are:

- Service delivery
- Quality improvement and standards
- Children and families voice

## **Service delivery**

**1. To reduce child poverty by securing flexible early years provision.** This strategy is a key contributor to the Governments intention to eradicate child poverty and its "narrowing the gap" agenda. It will secure flexible early years provision so that by 2010 all families with children aged three and four are able to access 15 hours of free early education and childcare, 38 weeks of the year, over three or more days (children become eligible the term after their third birthday). The Children's Plan also commits that nationally, 20,000 2

year-olds from the most disadvantaged areas should also be offered flexible early years provision.

**2. To secure sufficient childcare for older children.** Darlington is arriving at saturation position in terms of providing childcare for children aged 0 – 5 years. There are identified gaps in childcare provision for children up to the September after the child turns 14 (the September after the child turns 16 for disabled children), particularly for parents of children with disabilities. This work needs to be supported with the development of extended services. Darlington Locality Strategy which aims to enhance local service to meet local needs. It will include the expansion of some current settings, the re-location of others and attracting new business to plug gaps in service. The Local authority must ensure that opportunities are sought to review current provision and ensure that any new developments are fit for future and meet the local needs of the community. Consideration must also be given to the impact of the intention that from October 2008 lone parents with children aged 12 and over will no longer be entitled to income support solely on the ground of being a lone parent. Instead those able to work may claim job seekers allowance and will be expected to look for suitable work. This is being implemented over three years to enable a stepped approach to assist lone parents to make the transition from benefits and into employment. Further consideration must therefore be given to the impact of this development on any increased demand on childcare or other services. This intent will be extended to lone parents of children aged 7 and over from October 2010.

**3. To continue the development of Universal services for children – this includes the development of children’s centres.** To enable the development of progressive universalism ie ensure local services are differentiated to meet local need and to progress phase 3 development of children’s centres. This will enable all children under 5 in the Borough to access children’s centre services. This will include a review of phase 1 and 2 provision to enhance offer or improve reach. This will ensure an offer is made to rural areas. From a Health Service perspective, Health Visiting and School Nursing Services have an important role to play in developing the Children’s Centre Core Offer as well as promoting the health and well-being of all children, young people and their families and carers. It will be important that the good practice developed as part of the Family Nurse Partnership pilot project in Darlington is integrated within Health Visiting practice and future service delivery.

**4. To develop appropriate targeted services for children and families.** A range of information will be used to identify level of need for targeted services. This will include the childcare sufficiency audit, the common assessment framework and the locality data profiles. This will inform where, when and how services should be offered. Particular consideration will be given to childcare provision to ensure that ‘hard to reach’ families and families with children with a disability are able to access provision. Currently the LA has responsibility for a provision of a range childcare through Kids and Co. A full review of this provision has begun and this will continue to secure the future sustainability of this service which offers services in a range of priority areas. Other targeted services will be reviewed in terms of when and where they are available and how frequently this support is available. This might result in some services being relocated to improve the target provision. A targeted service is already in place for children identified with additional needs either through the Child Development Centre, based at Harewood House or through early years settings (Children’s Centres and PVIs). This Early Years Inclusion Service consists Early Years Practitioners based in Children’s Centres who provide targeted support to individual children and training within Children’s Centres and PVIs and the Portage home visiting Service for families of children with identified additional needs and training across early

years settings. These services maintain a comprehensive data base of all children identified with additional needs.

**5. To ensure the development of locality working, early years and childcare is reflected in the Primary Capital strategy and Funding plans.** This will ensure that opportunities are sought to ensure that any new builds that are planned are fit for future to support the delivery of services to children and families. This will include improving planning processes around numbers to inform the expected spend/cost of Nursery Education Grant and the Transformation Fund. To continue the development of the EY reference group which will act as a consultative group and contribute to schools forum. To progress Early Years funding reforms.

### **Quality improvement and Standards**

**6. To develop an effective Quality improvement cycle to include the performance management of Children Centres.** It is the duty of the Local Authority to engage Children's Centres in a formal Performance Management process. The current arrangements will be reviewed and the duty addressed by the formation of a multi agency panel. They will challenge the C/C Managers in regard to their identified priorities and national targets. There will be an expectation that C/C Managers would engage in the process and provide a range of evidence to demonstrate that progress was been made.

**7. To implement the Early Years Foundation Stage including the promotion of communication and language development.** The new Early Years Foundation Stage framework is due to be implemented in September 2008. The stage is an amalgam of Birth to Three Matters, Foundation Stage and National Childcare Standards. This implementation heralds a significant professional training and awareness raising period. Thus, we need to focus on implementation of statutory duties, moderation procedures and arrangements. The overall success of the LA in meeting the outcomes duty will be measured through the statutory Early Years targets based on the EYFSP results. Realistic but stretching targets will be set for each LA both to improve standard and to narrow the gap between the lowest achiever and the rest. Early communication promotes linguistic competence from birth. By having the necessary oral language and communication skills children not only gain access to the curriculum but also become active members of the community and eventually adult society. There is no one method of improving the skills and knowledge of those working with young children. By providing a rich variety of training, mentoring and specialised resources the variety of opportunities will focus towards improving skills, knowledge and understanding of resources. Such training can build on successful local practice for example 'Talking Time Playbox' developed by Educational psychologists and Speech and Language Therapists. It is however, crucial that all those providing childcare and education in Darlington 'gain' a comprehensive understanding of the Rose Report. Professional Development must address a skills deficit.

**8. To improve inclusive practice and transitions into early years settings and sectors to ensure children are give the best start in life.** This will ensure that children and families are offered appropriate, timely assessments of need and a pathway of support is developed, particularly around support for transitions between services, phases and providers. The Early Years Inclusion Service is already in place to support transition and transfer for children with identified additional needs.

### **Child's Voice**

**9. To improve consultation, engagement and communication with service users.** It is children and young people's right to be involved in the decisions that affect them (Article 12 of the UN Convention of the Rights of the Child) if (s)he is: 'capable of forming his or her views' Some research in playgroup has shown that children as young as three or four can express their views about their playgroup experience if a range of appropriate media are used (Cunningham et al 2004). Parents have the right to influence and shape public services (Every Parent Matters 2007). It is important that staff working with young children are in tune with their thinking and aware of non-verbal as well as verbal methods of accessing children's views (Cunningham et al 2004). Professional development of staff should address the need to access the views of children and parents. There is much expertise already in Darlington in accessing the child's voice (for example Educational Psychology Service) This is referenced in the Statutory Framework for the Early Years Foundation Stage.

Early Years settings should adopt the Convention on the Rights of the Child, recognising the central role of Article 12. A range of approaches that encourage and enable the participation of children and parents on their own terms and in ways they feel comfortable should be in place, these should be both formal and informal. Guidance is available in the non-statutory 'Practice Guidance for the Early Years Foundation Stage (areas of Learning and Development)'. Recording and evaluation systems should be in place to identify and share learning and evidence of change arising from participation of children and parents. Key managers and leaders should act as champions for the active involvement of children and parents.

An increased emphasis will be placed on communicating the availability and access to all services for children and families in the Borough. The Childcare sufficiency audit suggests that about 30% of parents currently feel there is a lack of up to date information about the availability of local childcare. Generally the younger the child the more informed families feel – it is vital that a systematic approach to communication and consultation is developed across all services. Part of this need will be met with the development of the Children's Services Directory being launched in March 2008. This has been developed to include the Children and Young People's Directory. This will become a comprehensive resource of information for families more work will be done to ensure the information is to secure, regularly updated, continuously improved and evaluated to ensure timely accurate information if available from the full range of Children's Trust Partners..

To support the growth and development of the childcare workforce across Darlington we need to develop the skills that the workforce need to support children's physical, intellectual, social and emotional development, develop the skills to lead and deliver services effectively, including in the more integrated settings such as Children's Centres. We should also work to ensure that the workforce better reflects the ethnic and gender composition within Darlington. We need to employ a range of staff to engage with parents and support them in accessing training and qualifications that create pathways into employment and careers within the childcare sector. Support to access a range of training and development opportunities is essential to develop the sector to create the vision of a professional and progressive sector. Collaboration and improving links with relevant agencies e.g. Jobcentre plus and training providers is required to further enhance the support we provide. The Transformation Fund will offer the framework and the incentive to many private childcare providers to employ a graduate and support other staff to work towards increasing qualifications. This work is being developed in the Workforce development strategy recently adopted by the Darlington Children's Trust.

## Conclusion

In Darlington we are bringing together support for all children (aged 0 to 19) and families in a more integrated way, these changes underpin not just early years services, but all the services for children, young and people and families. They are described and supported with a commitment to locality working to ensure local service meet local need and a comprehensive parenting strategy.

The Darlington Children's Trust will lead the way and drive this development with the introduction of a thorough, effective system for performance management. Their focus is on partnership, and on commissioning rather than delivering, makes them an ideal vehicle for delivering personalised services well. Rationalised funding streams and a minimum of ring-fencing of funding will mean that the Trust will be able to pool resources across boundaries to commission services – so that there is competition to provide services, and children get the best possible deal. In childcare, tax credits are already beginning to ensure that families themselves can use their spending power to choose the providers which serve them best. It is our responsibility to ensure the highest quality of services are available for **all** the children and families in Darlington.

## Locality Profiles in Darlington

### Why do we need to develop them?

- To gain a complete picture of children and families needs across the Borough.
- To support the work of the developing Children's Trust – particularly in their Commissioning role
- To ensure local services meet local need
- To improve our ability to target services to need
- To inform any redistribution of Children's Services currently being delivered across the Borough. ( 0-19+)
- To improve our ability to make informed decisions about the use of any additional resources that become available – eg extended services and children's funding
- To improve our ability to identify particular 'patches' of concern in the Borough and clarify what those concerns are and thereby enabling us to direct appropriate resource– hot spots

### The information will be presented in a number of Formats - this will include:

- Maps
- Actual numbers and percentages to effectively communicate the key issue.
- A simple commentary/narrative about each of the localities which evidences any particular aspects or variation to the norm. eg ethnic minority, population density etc
- Identification of hot spots to improve our ability to target our own services or commission services from the Children's Trust.

### Review and refresh

This document will be refreshed on a regular basis – the timings of this refresh will support the Children's Trust Commissioning cycle.

The following table identifies the range of data is to be included in the locality profile. Decisions will need to be made as to the best format for this information to be presented in order that it can be effectively used to support service delivery or the commissioning of services. The intention is to develop a 'locality condition document' which will complement the school condition document we developed last year.

<b>Data</b>	<b>Why needed?</b>	<b>How presented?</b>	<b>Available?</b>	<b>Where</b>
IDACI	To demonstrate levels of deprivation by school To identify where extended service might be most appropriate	In localities according to school attended	Yes But not currently in localities	Performance team
IMD Ranking	Another measure of deprivation	On a map	Yes	Social Issues Mapping
Numbers of Under 5s	To plan for childcare	In localities	No	Health
Age Range 5 - 16	To plan for extended services – looking at levels of deprivation and numbers of children and young people will offer information as to level of support for area (eg high deprivation but few children – how much support compared to mid range deprivation but many children)	In localities For residence and school population	No	Performance team
Age Range 16+	To consider NEET, progress measures To enable services to be made available in community – eg CXS	On a map by residence	No	Performance team
Ethnic groups	To understand ethnicity of local population To identify hot spots for support in community eg is most of a particular group live in a particular area but attend many settings – need to data to target community – particularly if underachieving – homework clubs etc. Currently offer support according to setting – although some examples of community support form some teams	By residence  By school	Yes	Social Issues Mapping
Over retirement age	To offer info on general community make up	map	Yes	Social Issues Mapping
Children's Centre Reach figures	To ensure CC services are offering both universal and target facilities	Map In localities	Yes	Performance team?

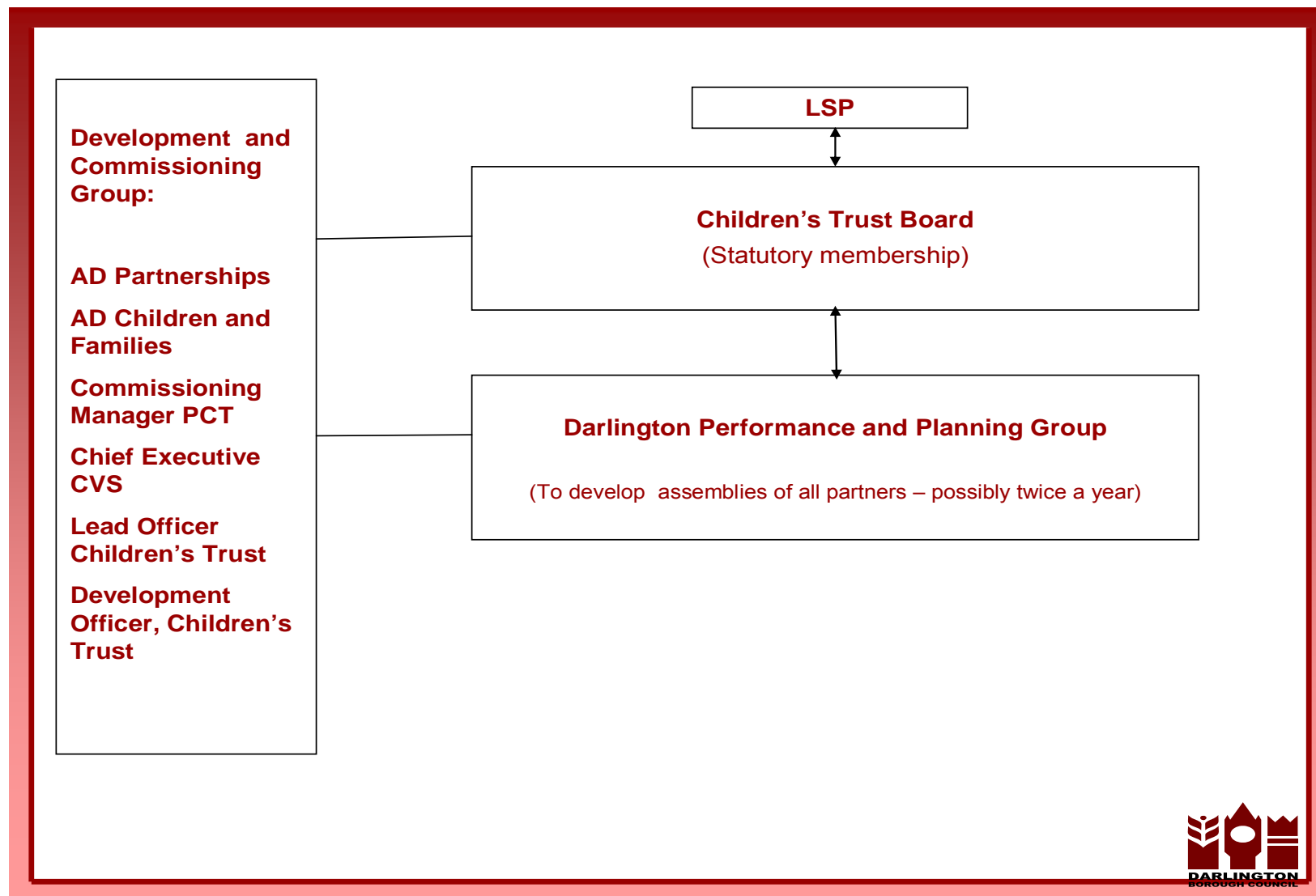


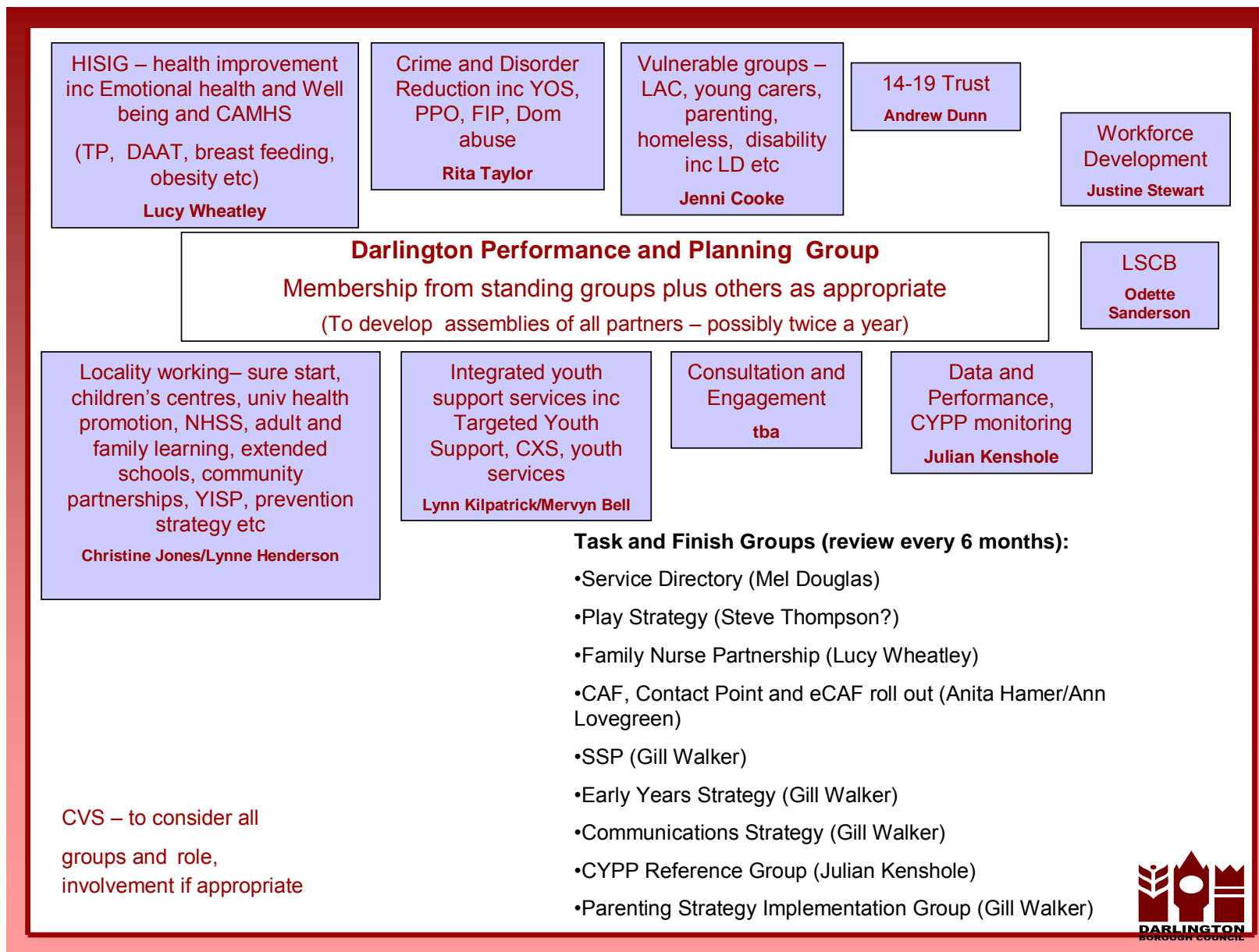
<b>Data</b>	<b>Why needed?</b>	<b>How presented?</b>	<b>Available?</b>	<b>Where</b>
	Need postcode of CC registered families - what level of deprivation? Are we offering services to most in need together with universal offer? Are more targeted services needed.	Some indication of level of deprivation of families supported.		
Children in workless households Also by age – under 5, over 5	Poverty picture Target resource re extended and children’s services.	Map In localities – again some indication of level of deprivation	Yes	Social Issues Mapping DWP
16 – 18 NEET  (also 16-18 in FE and 18+in HE)	Post 16 progression – where are these young people? Do we have the progression measures for the young people from that community - ie progress to 19? Also needed by school?	Map Localities – possibly as percentage of whole NEET in town And by school see requirement to report progress measures	Requested	Performance team
Lone Parents	To identify areas for support Also would identify areas for extended services and childcare provision.	Map By residence	Yes	Performance team DWP Neil Walker
Lowest attaining locality With range of attainment to identify particular hotspots	To inform extended activity – particularly homework clubs	Map Also data compared with Darlington average, locality average if hot spot evident	some	Performance team
Highest attaining locality	To ensure universal offer	Map Data By residence	As above	Performance team
Lowest attendance, locality	To inform parenting activity, target service allocation	Map Data By residence	Available by ward, not by locality Data not available yet	Performance team
Highest attendance locality		Map Data By residence	As above	Performance team
Attendance less than 80%	To inform parenting activity, target service	Map	No	Performance team

<b>Data</b>	<b>Why needed?</b>	<b>How presented?</b>	<b>Available?</b>	<b>Where</b>
	allocation	Data By residence	Need data to generate above	
Attendance less than 90%	Potential to roll out home school support work		NO – as above	Performance team
Identify locality with highest population of exclusions and lowest.	Target services in community	Map data	Data not yet available and by ward, not locality	Performance team
Teenage Pregnancy	Target services in community	Map data	No – waiting for most recent stats	DT
Youth Offending	Target services in community	Map data	No	YOS
Anti -Social Behaviour rates	Target services in community	Map data	No	YOS
Family learning No of courses Family attending	Ensure comprehensive universal service and ensure families in needs are targeted. To include postcodes of learners	Map data	No	Family learning
Obesity aged 5 Obesity aged 11	Healthy schools agenda Extended health services for families	Map data	No	Health
Birth rate per 1,000 women aged 15 - 44			No	Health
Babies with birth weight under 2,500 g			No	Health
MMR immunisations			Not available by ward, town wide only	Health
Breast Feeding (see all data)			Yes	

<b>Data</b>	<b>Why needed?</b>	<b>How presented?</b>	<b>Available?</b>	<b>Where</b>
Free School Meals			Yes	Performance team
Adult Literacy	Target resource and service	Map data	Yes	Social Issues Mapping
Number of households by ward	context	Map data	Yes	Performance team
Population – town wide		Map data	Yes	Performance team
Child protection register by wards	Target resource and service	Map data	Yes	Performance team
Incidents of domestic violence	Target resource and service	Map data	Yes	Performance team
LAC by placement	Target resource and service	Map data	Yes	Performance team
LAC by home address prior to becoming LAC	Target resource and service	Map data	Yes	Performance team
Drug/alcohol related data - YP	Target resource and service	Map data	Yes	Performance team
No of children on nursery roll in locality schools (N1, N2	Contextual info/resources	Map data	Yes	Performance team
No of children on nursery roll in locality schools (N1, N2) who live in another locality	Contextual info/resources	Map data	Yes	Performance team
No of children on nursery roll in locality schools (N1, N2) who live in locality	Contextual info/resources	Map data	No	Performance team
No of children on roll (Reception – Year 6) in locality schools	Contextual info/resources	Map data		Performance team
No of children on roll in locality schools (Reception – Year 6) who live in locality	Contextual info/resources	Map data		Performance team
No of children on roll in locality schools (Reception – Year 6) who live in another locality	Contextual info/resources	Map Data		Performance team
No of children on roll (Year 7 - 11) in locality schools	Contextual info/resources	Map data		Performance team
No of children on roll in locality schools (Year 7 - 11)	Contextual info/resources	Map data		Performance team

<b>Data</b>	<b>Why needed?</b>	<b>How presented?</b>	<b>Available?</b>	<b>Where</b>
who live in locality				
No of children on roll in locality schools (Year 7 - 11) who live in another locality	Contextual info/resources	Map data		Performance team
Children and Young People with SEN and with disability	Contextual info/resources childcare sufficiency audit reports that we do not have enough out of school care for children with disabilities – we need to know where they live?	Map data	Yes	Performance team
Childcare sufficiency	To inform gaps/needs – review annual basis	Childcare Sufficiency Audit	Yes	EY Partnership Team





## Service delivery

<b>1. To reduce child poverty by securing flexible early years provision and            2. To secure sufficient childcare for older children</b>							
Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Increase number of parents returning to work, education or training.	Increase number of school age childcare places to achieve sufficiency.	Host event for existing providers to share. Sufficiency audit findings	Partnership Manager	Venue costs & Officer time	March 2008	AD Partnerships	Providers identified who wish to extend their services to school aged childcare.
		Develop commissioning framework	Partnership Manager/ Corporate Procurement Team	Officer Time Advert Costs	June 2008	AD Partnerships	Clear commissioning framework in place.
		Deliver advice sessions for parents via Children's Centres	CC Managers	CC Revenue for SLA	Annual SLA		Increased number of parents
		Deliver training programmes for parent on range of topics via Children's Centres to raise confidence levels and aspirations	CC Managers	CC Revenue	Termly	Partnership Manager	Performance management data re take up of training
	Improve inclusive practice in childcare settings via Training, challenge and support		CDO's	Officer time, WDU Budget	May 2009	Partnership Manager	Evidence from CDO/FSAT. Visits to settings. Evidence from review of sufficiency May 2009.

		Develop mechanism to feed unmet childcare demands from parents, providers and employers into the sufficiency assessments.	Partnership Manager	Officer Time	May 2008	AD Partnerships	Information re unmet demand organised by locality.
		Develop mechanism with those already engaging hard to reach groups, to gather information re unmet childcare demand on an ongoing basis	Partnership Manager	Officer Time	May 2008	AD Partnerships	Information re unmet demand organised by locality
		Work with schools to ensure their provision is more reliable to enable parents to claim Tax Credits	CDO's	Officer Time	May 2009	Partnership Manager	JC+ Reports increased, take up of Tax Credits for school aged children
		Explore a variety of support packages including financial, training and business support to enable childcare providers to care for children with complex needs.	CDO's	Revenue WDU Finance Officer Time	Sept 2008	Partnership Manager	Increased number of children with complex needs receiving childcare.
		Identify childminders who have undertaken training/have	CDO's	Officer Time	June 2008	Partnership Manager	CIS database has log of interested carers.



		experience or are interested in children with complex needs in order to develop their skills.					
	Promote Tax Credits via Town Crier		Service Directory Manager	Officer Time – Advert costs	Quarterly Article	Partnership Manager	JC+ indicates improved Tax Credit take up
		All Children’s Centre staff trained to signpost parents to relevant information and advice	CC Manager	Staff Time		Partnership Manager	JC+ indicates improved Tax Credit take up
	Improve quality and range of information available via CIS and Service Directory		Service Directory Manager	Officer Time		Partnership Manager	Data is current and complete.
		Ensure service information is complete and accurate	Service Directory Manager	Officer Time		Partnership Manager	Increased number of contacts with Directory Website
		Ensure missing organisations sign up to information requirements	Directory Manager	Officer Time	July 2008	Partnership Manager	All identified organisations are providing information.
	Promote service directory in variety of ways		Directory Manager	Officer Time & Revenue	March 2008	Partnership Manager	Increased number of contacts to website by April 2009.
		Evaluate the effectiveness of marketing	Directory Manager	Officer Time	September 2008	Partnership Manager	Evaluation process agreed and implemented. Findings

							inform future marketing plans.
<b>3. To continue the development of universal services for children</b>							
Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Increase number of mothers breast feeding	Awareness raising of benefits via training – all practitioners		C.C.Managers/ CDO's	Officer Time	April 2010	Partnership Manager	Increased numbers of practitioners undertaken training.
	Roll out of UNICEF baby friendly initiative across all Children's Centres	C.C. Managers	Officer Time	April 2010	Partnership Manager	Performance Management data shows increased rates in 2007/08	
Reduce levels of childhood obesity	Increase number of children being weaned appropriately	Establish variety of weaning initiatives within each C.C. eg weaning cafes, parties – provide families with appropriate equipment to facilitate weaning process.	C.C. Managers/Mainstream Health Visitors	Officer Time C.C. Revenue	April 2009	Partnership Manager	Performance Management data shows increased rates in 2007/08
	Increase physical activity in all childcare settings and childminder training & info	Focus on these settings where Ofsted judgements are below "good" to develop setting specific action plans	CDO'S	Officer Time	April 2009	Partnership Manager	Increased % of settings achieving satisfactory or above judgements.
	Extend Healthy Schools Programme to all childcare settings and maintained		CDO'S/Locality Co- Ordinators	Officer Time	2010	Partnership Managers	25% of Childcare Settings achieved status

	nursery schools.						
		Continue to provide a range of opportunities for physical activity in all Children's Centres.	C.C. Managers	Staff Time & C.C. Revenue	Termly Programme devised	Partnership Manager	Performance Management Framework indicates increased attendance at activities in 2007/08
		Continue to deliver activities in each C.C aimed at improving health eg- subsidised swimming, healthy cooking courses, fruit and milk at all activities etc	C.C. Managers	Staff Time & C.C. Revenue	Termly Programme devised	Partnership Manager	Performance Management Framework indicates increased attendance at activities in 2007/08
		Work with PCT to extend the co-location of health personnel to all C.C.'S	Partnership Manager/CC Managers	Staff Time	April 2009	AD Partnerships	All Children's Centres have co-located Health Personnel.
		Identify those settings which have limited access	CDO'S FSAT'S	Capital Funding			
Improve all 5 outcomes for children under 5	Agree and confirm universal functions that will be offered at a local level. Ensure all children under 5 & their families can access C.C. Services (6,100)	Develop plan to roll out Phase 3 C.C. development	Partnership Manager	Capital Allocation	2010	AD Partnerships	All children under 5 can access C.C. Services (6,100). Data demonstrates 100% - Reach

		Review Phase I & 2 C.C's in light of demographic changes	Partnership Manager/ CC Managers/PCT	Officer Time	April	AD Partnerships	Area profile data in place for each C.C.
		Establish stakeholder group	Partnership Manager	Officer Time	May 2008	AD Partnerships	Fully representative group in place.
		Identify needs in Phase 3 areas from data sets	Partnership Manager/Performance Team	Officer Time	May 2008	AD Partnerships	Needs area profile in place for each C.C.
		Identify opportunities for extending reach of existing C.C's to meet additional needs.	Partnership Manager/ C.C. Managers	Officer Time	April 2008	AD Partnerships	Re-defined reach areas for some C.C.'s which enables extended access.
		Re-distribute resources to more effectively match levels of disadvantage	Partnership Manager/Finance Manager/CC Managers	Officer Time	April 2008	AD Partnerships	Greater capacity to engage hard to reach families. Data demonstrates increased reach.
		Joint work with PCT to "pool" current resources and jointly deploy resources to those most in need.	Partnership Manager/PCT/Joint Commissioning Manager	Officer Time	May 2008	AD Partnerships	Duplication of effort reduced. Seamless Service Delivery.
Ensure all children in 30% most disadvantaged SOA's can access Children's Centre Services.		Houghton C.C. designated	Partnership Manager	Officer Time	Feb 2008	AD Partnerships	Offer of service delivered in line with DCSF requirements for designation.

		Haughton C.C build completed	Partnership Manager/Capital Team	Officer Time	Sept 2008	Capital Manager	Building completed to schedule.
		C.C. Manager recruited and appointed	Partnership Manager/Education Village	Revenue	May 2008	AD Partnerships	C.C. Manager in post
		Develop full core offer of service at Haughton C.C.	C.C. Manager	C.C. Revenue	Sept. 2009	Partnership Manager	Full core offer of services delivered prior to 2010
		Develop full core offer of service at Dodmire C.C.	C.C. Manager	C.C. Revenue	Sept 2008	Partnership Manager	Full core offer of services delivered prior to 2010
Increased participation by "hard to reach" groups of families in Children's Centre Services		Establish data profile for each Children's Centre area	Partnership Manager/Performance Manager	Officer Time	March 2008	AD Partnerships	Data profile established & improvement targets set for each C.C.
		Change the funding formula for Children's Centres to target resources to those areas most in need	C.C. Managers/Finance Manager/Partnership Manager	Officer Time	April 2008	AD Partnerships	Revenue budgets weighted by disadvantage
		Increase use of Outreach Services to engage families	C. C. Managers	C.C. Revenue	April 2009	Partnership Manager	Increased "contacts" recorded on database than in 2007/08
		Ask parents who don't use Children's Centre Services, why not using -	C.C. Managers	C.C. Revenue	April 2008	Partnership Manager	High return of evaluation sheets provides date re-barriers to access.

		Target resources to engage "hard to reach" groups eg work with Dads, Teenage Parents, Bengali Community, Travellers	C.C. Managers	C.C. Revenue	April 2009	Partnership Manager	Increased "contacts" recorded on database of "hard to reach" groups than in 2007/08
Increased participation by parents in all Children's Centre governance arrangements		Establish parental representation mechanisms in these Children's Centres currently without	C.C. Managers	Officer Time	April 2009	Partnership Manager	Parent Rep groups in place evidenced through C.C. Performance Management Framework
<b>4. To develop appropriate targeted services</b>							
Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Delivery of effective, timely targeted services to improve opportunities for early intervention.	Agree and confirm which targeted service might be offered at a local level. Information gathering to gain comprehensive picture of current targeted services.	Evaluation and analysis of childcare sufficiency audit, CAF and locality data profiles – identify need and opportunities for progressive universalism.	EY Partnership and targeted Services partnership managers	Officer time	December 2008	AD Partnerships	Effective timely services – reduction in demand on specialist services.
Review LA role in the provision and commissioning of childcare services.	Review purpose and function of Kids and Co – the current LA childcare provider.	Evaluation and analysis of childcare sufficiency audit – consider to consider gaps and overlaps Develop model for directing resource to target areas or groups.	EY Partnership manager	Officer time	September 2008	AD Partnerships.	Effective timely services.

**5. To support the development locality working , EY and childcare is reflected in the Primary Capital strategy and funding plans and effective governance and management arrangements are established**

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Develop locally owned case for change and progress locality strategy	Develop comprehensive strategy and confirm direction of travel.	Effective communication programme	AD Partnerships	Officer time	April 2008	Children's Trust	Effective services – when and where families need them.
		To foster multi-agency training and personal development to improve integration of activities and services	AD Partnerships	Officer time	July 2008	Children's Trust	
		Audit current funding streams – with particular emphasis on temporary funding streams and develop exit strategy.	AD Partnerships	Officer time	April 2008/October 2008	Children's Trust	Effective use of funding
		Develop management and governance arrangements to support locality working.	AD Partnerships	Officer time	July 2008	Children's Trust	Effective governance and management arrangements
	Develop effective processes for use of all accommodation In the Borough	Audit accommodation needs to provide comprehensive services where and	AD Partnerships	Officer time	October 2008	Children's Trust	Effective use of accommodation.

		when families needs them.					
		Develop comprehensive charging and lettings policy	AD Planning and resources	Officer time	October 2008	Children's Trust	Good use of accommodation

## • Quality improvement

<b>6. To develop an effective quality improvement cycle to include the performance management of children's centre</b>							
Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
		Key Officers meet to discuss current and future practice in regard to C/Centre PM and make decisions on the membership of the panel.	AD Improvement and development Lead Improvement officer – EY Lead Improvement officer – Primary Strategy EY Partnership Manager	2 hrs officer time x 4	31st May 2008	N/A	Key Officers are clear as to current position in regard to C/C PM processes.  The PM panel is drawn together and has wide representation across a range of agencies.
		Invite a multi-agency panel to develop the guidelines on Performance Management for staff working in a Children's Centre.	AD Improvement and development Lead Improvement officer – EY Lead Improvement officer – Primary Strategy EY Partnership Manager	3hrs officer time x no. on panel	30th June 08	To be agreed by the panel members	Panel have discussed the rationale and begun to develop the guidelines around the PM process in readiness for the new academic year 08/09



<b>7. To improve the early years foundation stage - EYFS Implementation</b>							
<b>Target</b>	<b>Universal Actions</b>	<b>Targeted Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Time scale</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Ensure all settings/schools are prepared and confident to implement the EYFS for September 2008	Awareness Raising Training large group and bespoke - Head Teachers Managers EY Practitioners Children's Centre staff LA officers FE colleagues EAL staff		FSATs CDOs	Officer time  Venue Supply Cover	2007 through to Summer 08	FSATs  LeadOfficers  Childcare Development Officers	<b>2007 – 09</b> EYFS Embedded in practice Evidence in observations – Unique Child Positive Relationships Enabling Environment Learning and Development
		Focus towards training into practice – sample practice in settings in order to establish weak and strong EYFS practice.	FSATs CDOs EY Practitioners	Officer time	Autumn 08	FSATs  Lead Officers  Childcare Development Officers  EY Practitioners	<b>2008 – 2009</b> Log of sampled practice. Clear definition of weak and strong EYFS practice resulting in targeted FSAT/CDO activity.
Ensure the Darlington Inclusion Advice is updated in order to correspond accurately with the EYFS and recent regulations.	Working party established. Review of documentation. Recommendations made – printed – circulated as advice document.		FSATs – SB	Officer time	Spring 08	Early Years Inclusion Team PEP	<b>2007 – 2009</b> Updated and appropriate reference document held by all settings and practitioners. Evidence in observations – Evidence of use as a reference document.

Raise EYFS Enabling Environment standards	Develop training room at college to provide a good example of a high quality EY environment.		FSATs CDOs	Officer time	Spring 08	Lead Officers  Childcare Development Officers	<b>2007 – 09</b> EYFS Embedded in practice Evidence in observations – Enabling Environment
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**7. To improve the early years foundation stage- Raise standards and promote good practice**

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
FSATs / CDOs to agree quality of standards and practice to ensure consistency		Agree and document good practice expectations – a tool for judging and sharing quality standards.	Lead Improvement Officer - EY	Officer time  Venue costs	Spring 2008	FSATs / CDOs	Common language used when discussing and comparing standards and practice.
		Develop a model of indicating strengths and weaknesses of practice to Head Teachers/ Managers and an action-planning model to address and improve practice.	Lead Improvement Officer - EY	Officer time  Venue costs	Spring 2008	FSATs / CDOs	Documented – Strengths and weaknesses of practice Action plans
Differentiated and targeted support for settings based on weaknesses identified		Develop a model of differentiated and targeted support for settings based on weaknesses identified using – Quality of standards tool FSP data OFSED Inspection	Lead Improvement Officer - EY	Officer time  Venue costs	Spring 2008	Moderation Team  Nursery Education Grant Audit Team  Lead Officer	FSATs time prioritised towards improving practice. Improvements measured  2006 – 2008 school/PVI settings have satisfactory and above outcome

		Report EMS reports 0-3 observations Quality Assurance Nursery Education Grant Audit Moderation Children's Centre Audit CLLD Audit Completion of the SEF				Conditions Document	OFSTED (EY)  Nursery Education Grant Audit indicates all settings meet requirements of Nursery Education Grant  Moderation results more secure  <b>2008 – 09</b> Increase in average score of .5 (i.e. from 3.9 to 4.4)
The practice in Reception Classes is appropriate to the needs of the children		FSATs to agree and document good practice expectations for the transfer of children and the introduction to reception routines/organisation	FSATs	Officer time	Summer 2008	Lead Officer	<b>2007 – 08</b> Embedded in practice <b>Evidence in observations –Any new procedures and routines are gradually introduced and regularly monitored, reviewed and evaluated.</b> Learning and social development are seen as complementary. There is a clear balance of child initiated and teacher directed learning.

<b>7. To improve the early years foundation stage - PSED</b>							
<b>Target</b>	<b>Universal Actions</b>	<b>Targeted Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Time scale</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Increase level of achievement in PSED	Training – Attachment and Emotional Development	EP team	Workforce Development Team HM	Officer time  Venue costs	Spring 2008	FSATs CDOs	<b>2007 – 08</b> NEG Audit monitors Key Worker role and evidence of Safe Guarding Policy Embedded in practice Evidence in observations – Teaching style Adult/child interaction Environment <b>2008 – 09</b> Increase in average score of .5 point PSED (i.e. from 3.9 to 4.4)
To improve parental understanding of the importance of PSED		Workshops/training for parents of children in the 10 areas of lowest PSED achievement	FSATs CDOs EY Practitioners Family Learning Team	Officer time  Venue costs	Initial training by Dec 07	CC Staff Family Learning Co-ordinator	<b>2007 –08</b> <b>Parental understanding evident through basic skills language and play screening</b> <b>2008 – 09</b> Increase in average score of .5 point PSED (i.e. from 3.9 to 4.4)

		Parents of children with challenging behaviour invited by CC staff/Health Visitor to Incredible Years course – Webster Stratton	CDOs EY Practitioners CC Staff	Officer time  Venue costs	Initial training by Dec 07	Children's Centre Manager	<b>2008 – 09</b> Decreasing number of referrals to Behaviour Support Team
Increase level of achievement in PSED – focus Group of pupils working with Language for Learning Support Team		Dialogue with Language for Learning Support Team Co-ordinator to identify training needs of staff. Aim to advise on programmes for children achieving under level 6 PSED	FSATs Language for Learning Support Team			FSATs Observations  Moderators 2008 – 09	<b>2007 – 08</b> Embedded in practice Evidence in observations – Environment Planning illustrates tracking and targeted actions <b>2008 – 09</b> Moderation – accurate and secure judgments

### 7. To improve the early years foundation stage – CLLD

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Increase level of Achievement in CLLD		Raise awareness of CDO's & FSAT with focus on ability to recognise good practice.	C.D.O & FSATs	Officer Time	July 2009	Lead Officer	Increases score at baseline assessment on entry to free entitlement
	To challenge & change the learning environment for babies & children under 3 through audit, observation & ongoing advisory visits	Pilot learning journeys of children under 3 in childcare settings & C.C.s to follow children's progress & development.	C.D.O C.C.Managers	Officer Time Venue costs Supply cover	July 2009	C.D.O's	Improved quality of experiences for children evidenced through planning & assessment.

		Encourage practitioners, parents & children's centres to understand development of language in young children & their role in this, through training	C.D.O & C.C. Managers	W.F.D.U.	July 2008	C.D.O's	Improved quality of experiences for children evidenced through planning & assessment
	To identify the additional communication needs of children as early as possible	Training of practitioners working with children under 3 to early identify particular needs	C.D.O & WFD Unit	W.F.D.U Officer Time	July 2009		Decrease in number of language difficulties in children as measured in baseline assessment on entry to free entitlement
	Improve parental understanding of the importance of CLLD	Joint training for parents, C.C. staff & E.Y practitioners, parental engagement officers & setting staff.	C.D.O's & C.C. Managers	Officer Time	July 2009	Lead Officer	Decrease in number of language difficulties in children as measured in baseline assessment on entry to free entitlement
	Increase parents understanding of improving their child's communication development	Pilot child development programme by Madeline Portwood in Children Centres & identified school.	C.D.O's & FSATS	Officer Time Purchase Packs	July 2010	C.C. Managers	Increase in monitoring skills development evidence in thinking skills.
Increase level of support to families with children with	Encourage settings to encourage net working of,	In areas with high proportion of families with E.A.L. encourage to use C.C.	C.D.O	Capital Grant	August 2011	Lead Officer	Increasing number of families accessing services.

E.A.L	parents of children with E.A.L						
Increase level of achievement in CLLD	Training Letters and Sounds Phase 1 Speaking and Listening Skills All practitioners	Phase 1 Reception- Schools scoring less than average score of 6 and schools significantly below comparative schools Continue to develop use of Talking Time Playbox Develop links with North Road provision.	FSATs Literacy Consultant EP/S&L therapist	Officer time Venue costs Supply Cover	Initial training by Sept 08 Observation 07 - 09	FSATs analysing Lead Officer/ Strategy Observations	<b>2007 – 08</b> Embedded in practice Evidence in observations – Environment Role Play Small World Play <b>2008 – 09</b> Increase in average score of .5 point CLLD (i.e. from 3.9 to 4.4)
	Training Linking Letters and Sounds with focus towards link to Strategy EYFS Reception practice		FSATs Literacy Consultant CDOs EP/SALT	Officer time Venue costs Supply Cover	Initial training by Sept 08 Observation 07 - 09	FSATs analysing Lead Officer/ Strategy Observations	<b>2007 – 08</b> Embedded in practice Evidence in observations – Teaching style Adult/child interaction Environment <b>2008 – 09</b> Increase in average score of .5 point CLLD (i.e. from 3.9 to 4.4)
		Raise awareness of Lead Officers/SIPs with a focus on ability to recognise good practice.	Lead Improvement Officer - EY	Officer time	February 08		Lead Officer/ Strategy staff provide observations for FSATs to analyse
Explore the incidence of high scores in writing and		Awareness Raising - Schools with high % of children scoring 7/8/9 in reading and writing	FSATs Literacy Consultant	Officer time Moderator	Observation 07 – 09 Moderation	FSATs Observations Moderators	<b>2007 – 08</b> Evidence in observations – Enabling Environment

phonics through formal styles of practice – focus on transferable skills		R/W x 6 W x 4		time	evidence for June 08/09	2008 – 09	Independent Child Initiated Learning <b>2008 – 09</b> Moderation – accurate and secure judgments
Increase level of achievement in CLLD – focus on engaging boys scoring less than 3 in writing (16.2%) compared with girls (8%)	Training Language in the Out Doors		FSATs Literacy Consultant	Officer time  Venue costs  Supply Cover	Initial training by Sept 08  Observation 07 - 09	FSATs Observations	<b>2007 – 08</b> Embedded in practice Evidence in observations – Environment Planning illustrates tracking and targeted actions <b>2008 – 09</b> Increase in average score of .5 point CLLD (i.e. from 3.9 to 4.4)
		Conduct a Children's Centre awareness raising of writing issues. Agree targets for improving boys writing opportunities	FSATs CDOs	Officer time  Venue costs	Initial training by Dec 08	FSATs Observations	<b>2007 – 08</b> Embedded in practice Evidence in observations – Environment Planning illustrates tracking and targeted actions
Increase level of achievement in CLLD – focus Group of pupils working with Language for Learning Support Team		Dialogue with Language for Learning Support Team Co-ordinator to identify training needs of staff. Aim to advise on programmes for children achieving under level 6 CLLD	FSATs Language for Learning Support Team	Officer time	Initial meeting spring 08  Observation 08 - 09	FSATs Observations  Moderators 2008 – 09	<b>2007 – 08</b> Embedded in practice Evidence in observations – Environment Planning illustrates tracking and targeted actions <b>2008 – 09</b>



							Moderation – accurate and secure judgments
To improve parental understanding of the importance of CLLD		Workshops/training for parents of children in the 10 areas of lowest CLLD achievement	FSATs CDOs EY Practitioners Family Learning Team	Officer time  Venue costs	Initial training by Dec 07	CC Staff Family Learning Co-ordinator	<b>2007 –08</b> Parental understanding evident through basic skills language and play screening <b>2008 – 09</b> Increase in average score of .5 point CLLD (i.e. from 3.9 to 4.4)
To improve Speech and Language of children with developmental delay		Developmental delay training and support targeted on a termly basis towards identified schools/settings	EP SALT Early Years Inclusion Team	Officer time	Implemented from 2007  Observation 08 - 09	EP SALT	<b>2007 – 08</b> Embedded in practice Evidence in observations – Planning illustrates tracking and targeted actions
Increase level of achievement in CLLD – focus towards Child Development understanding	Training for practitioners to work with parents and access to programme pack  Weekly support for parents	Review a range of initiatives to meet needs to identify appropriate effective practice around child development- pilot schools and one Children's Centre identified with low CLLD score	JS FSATs CDOs Health visitors EPs	Officer time	Implemented from 2007  Measured at end of each programme	EP FSAT analysis	<b>2007 – 08</b> 18 month increase in motor skills development Evidence of thinking skills increase.  Use pilot evidence to evaluate and plan future intervention.

Increase practitioner expertise in CLLD	Training and awareness raising – Building foundations for phonological development. 'I Can' initiative		FSATs CDOs	Officer time	Implemented from 2007  Measured at end of each programme	FSATs	<b>2007 – 08</b> Embedded in practice Evidence in observations – Teaching style Adult/child interaction Environment <b>2008 – 09</b> Increase in average score of .5 point CLLD (i.e. from 3.9 to 4.4)
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### 7. To improve the early years foundation stage – assessment and moderation

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Develop consistency of moderation	Raise awareness of national issues and local issues. Examination of exemplar materials Training/Meeting Head Teachers Reception Teachers Assessment Co-ordinators		Moderation Co-ordinator	Officer time  Venue costs  Supply Cover	April 08	Lead Officer  National Moderation Form  National Assessment Support Officer	<b>2007 – 08</b> Embedded in practice Evidence in observations – Teaching style Adult/child interaction <b>2008 – 09</b> Moderation – accurate and secure judgments - compared to statistical neighbours and national profile.

		In collaboration with Tees Valley FSP Moderation Team Agree policy for sampling and screening data prior to dispatch. Agree consistent method of challenge for insecure data.	Moderation Co-ordinator	Officer time Venue costs Supply Cover	April 08	National Moderation Form National Assessment Support Office	<b>2007 – 08</b> Schools understand method of sampling and screening FS data. Moderation Team log challenges to schools and outcomes regarding insecure data. <b>2008 – 09</b> Moderation – accurate and secure judgments - compared to statistical neighbours and national profile.
Develop consistency of moderation – focus towards exemplar materials		Moderation Team – Working party of Reception Teachers and Assessment Co-ordinators to develop exemplar materials.	Moderation Co-ordinator	Officer time Venue costs Supply Cover	April 08	National Moderation Form National Assessment Support Office	<b>2007 – 08</b> Schools using exemplar materials to compare and confirm levels. <b>2008 – 09</b> Moderation – accurate and secure judgments - compared to statistical neighbours and national profile.
Schools and settings use FSP data to inform practice	Training/Meeting Head Teachers Reception Teachers Assessment Co-ordinators Year One		Moderation Co-ordinator	Officer time Venue costs Supply	May 08	FSATs Moderation Team School Improvement Officer	<b>2007 – 08</b> Embedded in practice Evidence in observations – <b>Schools using data to shape planning and practice.</b>

	teachers Illustration of how to use data to inform practice. Task led data interrogation.			Cover			Y1 teachers confident to interrogate FSP data <b>2008 – 09</b> Moderation – accurate and secure judgments.
Improved cohesion of moderation team		In collaboration with Tees Valley FSP Moderation Team Define role and responsibilities of moderators – create 'shadowing and compare' model of training.	Moderation Co-ordinator	Officer time  Venue costs	April 08	FSATs Moderation Team School Improvement Officer	<b>2007 – 09</b> Moderation Team confident to implement procedures in 2008. Evidence of accurate and secure judgments - compared to statistical neighbours and national profile.
Improving observation		Identify provision requiring support with observation – Watching closely, listening carefully and recording in a variety of ways. Reflecting upon observations as a team and planning the next steps.	FSATs CDOs Moderators	Officer time	Commence spring 08  Monitor July 08  Plan and implement autumn 08 - 09	Lead Officer	<b>2007 – 09</b> Embedded in practice Evidence in observations – Provision using observation-based assessment (i.e. assessment for learning).
Explore correlation between low FSP score and SEN register		Examine data to identify inconsistency in practice. Target schools concerned to establish	FSATs	Officer time	Commence spring 08  Monitor July 08	SB	<b>2007 – 09</b> Embedded in practice Evidence in observations – Schools using data to inform SEN register/support

							necessary
Introduce a tracking system which shows progress of children from entry points		Examine assessment/tracing programmes with a working party of practitioners.	FSATs CDOs Strategy Consultants	Officer time  Venue costs  Supply Cover	Commence spring 08  Monitor July 08	FSATs CDOs	<b>2007 – 09</b> Embedded in practice Evidence in observations – Records from previous provision are valued and built upon. Learning Journey documented Collaboration between home, other settings and schools.
		Pilot tracking system in 17 settings/schools.  Evaluate and roll out the chosen system				FSATs CDOs	
		Examine range of systems to support practitioner in recording/documenting child's learning journey.					

### 7. To improve the early years foundation stage – admissions to nursery education in the maintained sector

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Review the EY admission policy.	Consider content and style of policy necessary for ease of implementation and public understanding. Consider changes in practice i.e. wrap around care		Lead Improvement Officer - EY  Admissions Team	Officer time	Spring 2008	Lead Officers	Policy, which centralises EY admissions and addresses parental need.

Consider the impact of the new ratio regulations on current DBC FS ratios model.	Analyse financial impact of new ratio regulations and draft new organisational model based on differing responses to the regulations.	Prepare details of revised role numbers and share with HR and finance in order to identify unforeseen issues.	Lead Improvement Officer - EY	Officer time	Spring 2008	Lead Officers	Model, which meets new ratio regulations, is financially viable and addresses the changes in role numbers (sufficiency audit data). HR and finance able to offer appropriate support to schools
Agree with schools the changes in FS role numbers.	Prepare details of revised role numbers and identify the implications – staffing and budget.		Lead Improvement Officer - EY		Spring 2008	Lead Officers	All schools fully aware of FS role number for 2008/09.
Implementing a consistent approach across DBC.		Work with admissions team to develop publicity/meetings for Headteachers, parents, and all sectors (PVI/CCs etc.) to promote a consistent approach across DBC.	Lead Improvement Officer - EY Admissions Team CIS	Officer time Venue costs	Spring 2008	Lead Officers	Understanding and consistent implementation of the DBC EY Admission Policy.
Ensure compliance to EY Admission Policy.	Expand existing monitoring/audit systems to gather compliance information. Consider new system if not feasible.		Lead Improvement Officer - EY Admissions Team	Officer time	Autumn 08	Lead Officers	A monitoring/audit system in place to maintain compliance.  Log of non-compliance.

## 8. To improve inclusive practice and transitions into early years settings and sectors to ensure that children are given the best start in life

Target	Universal Actions	Targeted Actions	Responsibility	Resources	Time scale	Monitoring	Success Criteria
Gain overview of service pathway for early years provision for children with SEN and ensure this is understood by all including service users.	Audit current arrangements for EY SEN	Develop comprehensive map of services who support children with SEN – who, when and why involved Develop effective communication processes	EY Partnership Manager Targeted services Partnership manager/ Head of SEN EY Lead Improvement Officer.	Officer time	Autumn 2008	AD Partnerships/ AD children and Families	Comprehensive service pathway for children with SEN which is understood by all.
		Analyse effectiveness of these services – amend and modify the pathway to improve outcomes.	EY Partnership Manager Targeted services Partnership manager/ Head of SEN EY Lead Improvement Officer.	Officer time	Autumn 2008	AD Partnerships/ AD children and Families	Comprehensive service pathway for children with SEN created
Identify and improve transition arrangements.	Identify current transition points	Identify steps needed to improve effectiveness, implement and evaluate impact.	EY Partnership Manager Targeted services Partnership manager/ Head of SEN EY Lead Improvement Officer.	Officer time	Autumn 2008	AD Partnerships/ AD children and Families	Comprehensive service pathway for children with SEN created

Ensure effective communication of the EY SEN pathways to services and service users	Develop overview of provision and develop communication plan	Identify a number of means of communicating the service pathway – children's service directory, newsletters, briefings, public events etc.	EY Partnership Manager				
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## • Child's voice

<b>9. Improve consultation, engagement and communication with service users</b>							
<b>Target</b>	<b>Universal Actions</b>	<b>Targeted Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Time scale</b>	<b>Monitoring</b>	<b>Success Criteria</b>
To ensure effective consultation, engagement and communication with service users	Ensure actions being developed in the consultation and engagements strategy are being effectively delivered in the early years service.	Develop a systematic approach to consultation, communication and engagement that offers a range of media which is fit for purpose	EY Partnership manager EY lead improvement officer	Officer time	annual	Children's Trust	Systematic effective approach established which offers accurate feedback on services.
		Develop a cycle to refresh consultation eg the childcare sufficiency audit	EY Partnership Manager	Officer time	annual	AD Partnerships	Efficient effective system
		Identify key practitioners in enhancing processes to access the child's voice	EY Partnership manager EY Lead improvement officer PEP	Officer time	annual	Children's Trust	Increased access to the young child's voice.