

# Agenda Item 9



## REGULATORY AND OTHER COMMITTEE REPORT

<b>NAME OF COMMITTEE:</b>	Lincolnshire Schools' Forum
<b>DATE OF MEETING:</b>	28 June 2017
<b>SUBJECT:</b>	The Annual Report 2016/17 for Early Years and Childcare Support (EYCC)
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<b>IS REPORT CONFIDENTIAL?</b>	No

### SUMMARY

The purpose of this report is to share with Schools Forum the Local Authority's position in relation to meeting its statutory duties in relation to the DfE guidance for early years and childcare for 2016/17 and give an overview of Lincolnshire's priorities for 2017/18. This will also enable Schools Forum to see how Lincolnshire's performance compares to other local authorities regionally and nationally.

The greatest change within the sector during 2016 was the government's review of the Early Years National Funding Formula (EYNFF). In December 2016, the outcome of the consultation was released; following this Lincolnshire has reviewed the local funding arrangements and this has been implemented with effect from April 2017.

Early Years and Childcare Support (EYCC) continues to provide information, monitoring, challenge, and training opportunities to all early years and childcare providers within Lincolnshire. This includes support for Schools, Pre-Schools, Nurseries, Children's Centres, Day care Settings, Registered Childminders and Out of School Clubs; for the benefit of this report these will be referred to as "providers". EYCC offers providers access to effective support in order to deliver the requirements of the Early Years Foundation Stage (EYFS) Framework. This enables providers to effectively meet the needs of children and has a

particular emphasis on the most disadvantaged and vulnerable, in order to reduce inequalities in child development, early education and promote the school readiness agenda.

EYCC continues to deliver Leadership and Management Briefings each term, and direct support for settings through a targeted support programme. The introduction of a self-referral process for providers who feel they would benefit from our input has been well received and has had positive comments from Ofsted. EYFS and Ofsted outcomes in early years continue to rise, Lincolnshire has a high percentage of children accessing their free Early Years Entitlements and evidence suggests that there is sufficient high quality childcare available across the county.

This year we have worked with our locality colleagues and commissioned partners to further embed specialist advice and support in to our locality teams. Our focus remains on developing a shared multi-professional understanding of "school readiness" and this will be a key priority for the coming year.

EYCC provides support and advice on the six key areas focused on the delivery of the following:

1. The Early Years Entitlements
2. Sufficient and sustainable early years and childcare provision
3. Quality provision and educational outcomes for children
4. Workforce development
5. Early years inclusion (SEN)
6. Partnerships supporting school readiness including Children's Centres

## **DISCUSSION**

### **BACKGROUND**

#### **THE EARLY YEARS ENTITLEMENTS (EYE) FOR 2, 3 & 4 YEAR OLDS**

Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes of young children. The entitlements make childcare more accessible and affordable for parents and enables parents to access training, work or increase their working hours if they wish to do so.

All three and four year olds are entitled to 15 hours a week of free early learning. Take-up is currently at 95% nationally and at 97% in Lincolnshire.

#### **2 YEAR OLD EARLY EDUCATION ENTITLEMENT**

The Department for Education (DfE) continues to invest in 2 year old free early education places nationally for around 260,000 children. This equates to approximately 40% of all two year olds in the country. The number of Early Years Providers delivering funded 2 year old places continues to rise and there are currently 571 providers registered to deliver 2 year old places in Lincolnshire which includes 28 schools and 261 childminders. This represents 87% of all providers delivering free education places to 3 and 4 year olds. EYCC is continuing to build this offer to ensure high quality provision is available for all eligible children in Lincolnshire. The DfE has commended the Local Authority's progress with the initiative.

- In March 2017, Lincolnshire's take-up had increased to 78% with 2,348 children accessing a funded place.

A joined up approach to outreach has been developed between EYCC, the locality teams and partners to ensure the most effective methods are used to support families to access their child's entitlement. EYCC also continues to work in partnership with the Virtual School to ensure all Children Looked After (CLA) are supported to access their 2 year old entitlement places from the time they turn 2 years of age, and this support continues up until statutory schools age. Collaborative working arrangements are in place with the Virtual School's to ensure specific support is in place and childrens educational needs are identified and tracked within their Personal Education Plans (PEPs).

### EARLY YEARS PUPIL PREMIUM

This funding was introduced in April 2015, to build on the successful model of the school-age Pupil Premium. Early Years Pupil Premium is additional funding for Providers to improve the education they provide for disadvantaged 3 and 4 year olds. Providers will receive up to an additional £302 a year for each eligible child. This equates to an hourly rate of 53p per child per hour. Restrictions are not imposed on how Providers spend the Early Years Pupil Premium; however Early Years Improvement Advisors continue to support the sector with good practice ideas. Ofsted are responsible for holding Providers to account for how they have used the EYPP to support their disadvantaged children through the regular inspection process. Actual data in spring term 2017 shows the equivalent of 2,236 children in PVI settings and an additional 418 children in schools qualified for EYPP. This is significantly higher than the government has predicted and on this basis the DfE have committed to review the delivery mechanism for EYPP, this is to ensure appropriate levels of funding are allocated to Local Authorities.

### DISABILITY ACCESS FUNDING

From April 2017, 3 & 4 year olds will be eligible for the DAF if they meet the following criteria:

- The child is in receipt of child Disability Living Allowance and;
- The child receives free early education.

However four year olds in primary school reception classes are not eligible for DAF funding. The settings of three and four year olds eligible for the DAF will be entitled to receive a one-off payment of £615 per year. The DAF is not based on an hourly rate and is an additional entitlement. Children do not have to take up their full early year's education they are entitled to in order to receive the DAF. Children in receipt of the DAF will be eligible where they take-up any period of free entitlement. If a child eligible for the DAF is splitting their free entitlement across two or more providers, parents will be required to nominate the main setting.

### 30 HOURS ENTITLEMENT

The government committed to doubling the amount of free childcare from 15 to 30 hours a week for working parents of three and four year olds, from September 2017. The intention is for the extended entitlement to have a real impact on the lives of families, supporting parents who wish to work, or to work more hours reducing the costly burden of childcare.

The DfE has indicated that there are currently 5,010 eligible children in Lincolnshire. Information available suggests that nationally the majority of working families with three and four year olds already use more than 15 hours of childcare per week. In Lincolnshire, of the 97% of 3 and 4 year olds accessing their Early Year's Entitlement (EYE), approximately 40% are accessing more than 15 hours childcare per week. There are currently 650 providers registered to deliver funded places in Lincolnshire, this includes 76 schools and 230

childminders, this demonstrates we have a diverse market place which enables parents to access their extended entitlement.

Lincolnshire submitted six capital bids to the DfE for a combination of new builds, premises extensions and refurbishment projects to build capacity to meet demand. Overall these projects yielded £1,594,138 of capital funding and will create 259 new 30 hour places across the county. These new places will open between September 2017 and January 2018.

To support the sustainable implementation of the 30 hours, the government will fund these additional hours at the revised hourly base rate. There is still an unknown impact of how the introduction of 30 hours may affect the market place when implemented. Many parents may return to work or increase their working hours based on this new offer and therefore the capacity requirements could change, therefore the market place will need to be closely monitored. If capacity becomes a concern then a parental consultation will be completed to establish if all eligible families in Lincolnshire who need a 30 hours place are able to access it. This will enable the local authority to develop places where any further gaps are identified.

## **CHILDCARE SUFFICIENCY**

With the onset of the 30 hours Lincolnshire commissioned a full independent childcare sufficiency assessment which has just been completed. Early indications from the childcare sufficiency assessment are that Lincolnshire is well placed to meet the demand for 30 hours.

There continues to be a significant number of newly registered Providers opening up around the county each year. Some of these new registrations represent new childcare businesses and thus new childcare places, whilst others have been as a result of relocation, change of ownership or change of governance, which may or may not have impacted on the number of places they are able to offer. In addition to this, there has been a significant increase in the number of schools introducing Early Years Provision. Since the introduction of the Small Business Enterprise Act 2015 we have seen an increase in the number of schools offering 2 year old places in addition to the 3 and 4 year old places that they already offer.

The development of 2 year old places has continued this year but there has been an increased focus on the implementation of the 30 hours free childcare. Providers have been supported to consider their capacity to meet the demand for the 30 hour places; some considerations have included extending operation hours, expanding premises and auditing the numbers of children already accessing more than the universal 15 hours.

EYCC has given very clear messages around preserving and maintaining existing places for the following groups; under 2's, disadvantaged two-year olds and the universal 15 hour places for 3 & 4 year olds. Some providers have already closed their baby places to make way for 30 hour places and others have indicated that they may have to reduce the number of two year old places offered. The team are working with providers to minimise such losses.

Changes to the Statutory Duty placed on Local Authorities in September 2014 means that all new early years providers are able to deliver the Early Years Entitlement for 2, 3 and 4 year olds upon opening. This supports the Local Authority to meet its Sufficiency Duty, however following a provider's first Ofsted inspection, where a judgement of 'Inadequate' is published the Local Authority is obliged to find alternative provision and withdraw funding, as soon as is practicable. The Local Authority is required to consider the continuity of care for children who are already receiving their funded entitlement, however funding will not be administered for any new children starting at the provision. An improved Ofsted inspection is required in order to offer additional funded places.

To mitigate this, a programme of support has been developed to give new providers the best chance of achieving a good or better judgement at their next inspection and thus maintaining a sufficient supply of funded childcare places. There have been fewer closures and a steady number of new settings opening up and overall the number of available places has increased. Some of the closures resulted in the childcare businesses being taken over by new people and so these places have remained available.

EYCC continues to deliver group briefing sessions for those wanting to register as a Childminder. These are provided around the county in response to demand. Once Childminders are registered with Ofsted they have access to a variety of tools and resources to support their development via the EYCC web pages; it is not possible with current resource levels to provide individual support on a one to one basis to assist them to achieve a good or better Ofsted judgement at first inspection. However, the team are currently developing network support sessions delivered around the county by the Workforce consultant as part of encouraging a sector led approach. Childminders will be invited to attend and will receive key messages on how to attend a good or better judgement at first inspection. If the outcome of the first inspection is less than good the team offer a support programme similar to the one provided to Early Years Providers.

Those wanting to develop standalone out of school provision are supported with an initial site visit and thereafter are supported remotely via telephone. Following Ofsted registration out of school providers are supported via sector led support models that are currently being developed and that new providers will be encouraged to join or start their own. The Team have been keen to find ways of supporting this sector as they will be able to be part of the 30 hour delivery by partnering with other providers and wrapping around shorter days. As such these providers will be invited to attend the Leadership and Management Briefings as a means of receiving key messages. A key driver for this is capacity within the service and whilst legislation around out of school provision remains significantly relaxed since September 2014 any out of school provider delivering the 30 hours childcare will have to be registered on the Ofsted Early Year's Register which attracts a routine inspection. Those seeking to establish new early year's provision can request a visit from a Sector Support & Development Consultant.

## **QUALITY PROVISION / EDUCATIONAL OUTCOMES**

### EYFS PROFILE OUTCOMES

The Early Years Foundation Stage Profile (EYFSP) summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning and the three learning characteristics.

A completed EYFS Profile consists of the attainment of each child assessed in relation to the 17 Early Learning Goals (ELG) descriptors together with a short narrative describing the child's three learning characteristics. For each ELG, practitioners must judge whether a child is meeting the development expected at the end of the Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

In addition, the EYFS profile provides an accurate national data set relating to levels of children's development at the end of the EYFS. The DfE uses this to monitor changes in levels of children's development and the readiness for the next phase in their education both nationally and locally. The level of development is referred to as a good level of development (GLD). Children with a GLD are those achieving at least the expected level in all the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. All areas of learning within the EYFS are

important and to reflect this, the GLD measure is supported by a measure of the average of the cohort's total point score across all the ELGs. This ensures that the attainment of all children across all ELGs is captured.

2016 EYFS Profile data:

- 70.5% of children in Lincolnshire achieved a Good Level of Development, 1.2% higher than the national average of 69.3%.
- Girls outperformed boys in Lincolnshire; 77.3% achieving a GLD compared to 63.9% the gap narrowed from 15% in 2015 to 13% in 2016.
- The average point score (supporting measure) in Lincolnshire was 34.9 compared to 34.5 nationally.

Data for disadvantaged cohorts was analysed in order to offer targeted Learning and Development (CPD) to the Early Years Workforce.

- For the Lowest attaining 20% of children, the national gap is 31.4%. At 29% the gap in Lincolnshire remains less than the national figure.
- For children eligible for Pupil premium the gap between them and their non-eligible peers is 19% in Lincolnshire, compared to 18% nationally. The gap widened in Lincolnshire for these children in 2016 by 3.2%.
- For children with English as an Additional Language (EAL) the gap between them and their English as a first language peers is 12% in Lincolnshire compared to 8% nationally. The gap narrowed for these children in Lincolnshire in 2016 by 5.5%.

Data analysis has been shared at district level with the Early Years Locality Teams. Joint collaborative working has taken place with localities, nurseries and schools to identify best practice when working with children eligible for Pupil Premium in their first year of school.

Agreement trialling training was provided to schools based on analysis of the Lincolnshire EYFSP outcomes. This year, training has focused on the Prime area of Communication and Language Development and the Specific area of Mathematical Development, with standards discussions focussing on cohort analysis including those children eligible for Pupil Premium. Two training events for NQTs, teachers new to the EYFS, and three events for Head teachers and senior leaders were provided to enable a clearer understanding of the profile, quality assurance of judgements and data sets.

An evaluation and planning form is completed and submitted annually to the DfE detailing the systems in place for early years moderation, to fulfil the statutory arrangements for Local Authorities. The Early Years Improvement Advisers have taken part in a range of Inter LA moderation activities, including a regional group agreement trialling event in February 2017. This process has helped to ensure that judgements are consistent and accurate nationally.

#### QUALITY OF PROVIDERS JUDGED BY OFSTED

There are targeted quality support programmes made available to Lincolnshire early years and childcare providers with a 'less than good' Ofsted outcome, in line with the Early Education and Childcare Statutory guidance for Local Authorities (September 2014).

Building on the previous successful intervention model, EYCC continue to provide bespoke support through the 'Getting to Good' programme for early years and childcare providers with a 'Requires Improvement' Ofsted outcome. The Targeted Improvement Programme that was introduced in September 2014 continues to provide intensive support and monitoring for early years and childcare providers with an 'Inadequate' Ofsted outcome. Similar tailored

programmes for Registered Childminders have also been introduced and data shows that this is having a positive impact on raising standards.

In March 2017 Ofsted published its EYCC Statistics as at December 31<sup>st</sup> 2016. Data shows the overall effectiveness of registered early years and childcare providers at their most recent inspection. Data for Lincolnshire indicates that currently 93% of these providers are 'Good' or 'Outstanding'. This is an increase of 2% from the data published for period ending 31<sup>st</sup> August 2016. This data is higher than Regional and National averages. This confirms that Lincolnshire's Private, Voluntary and Independent (PVI) early years providers are continuing to build on their good practice and that the revised model of support from EYCC has not had a negative impact on the outcomes of providers with a good or outstanding grade.

Lincolnshire hosted a 'Getting to Good' seminar in March 2016, delivered by Ofsted, for early years providers with 'Requires Improvement/Satisfactory' and 'Inadequate' outcomes. This seminar was well attended and the Ofsted inspectors who delivered the regional event commented that it is "positive that providers see Ofsted and their Local Authority working together." With agreement from Ofsted the Local Authority EYCC delivered this seminar out to Registered Childminders who were graded less than good.

Since January 2016, the number of Registered Childminders who are judged as less than 'good' has reduced in number from 85 to 20 in March 2017, this can be attributed to developing a responsive service that better meets the needs of childminders.

Lincolnshire's maintained Nursery Schools have continued to achieve very strong Ofsted outcomes with three of the schools graded as 'outstanding' and the remaining two schools graded as 'good'.

## **WORKFORCE AND PROFESSIONAL DEVELOPMENT**

EYCC continue to support the development of the early years & childcare workforce across Lincolnshire, to ensure that Managers/Leaders are able to drive forward continual improvement and ultimately improve outcomes for children in readiness for school. Growing and retaining a highly skilled workforce has been recognised within the recently released Early Years Workforce Strategy as key in supporting the delivery of outstanding practice.

The Lincolnshire online Early Years Training Directory provides a comprehensive programme of statutory courses that assist the sector to meet the EYFS/Ofsted requirements and to provide and maintain high quality provision. The training includes a range of face to face events and e-learning modules to support the learning styles of all users and ensure training is accessible. The Childminder pre-registration briefing sessions that were piloted last year have proved to be successful in preparing those new to the sector to be inspection & delivery ready and therefore further dates will be planned for this year. We have reviewed and revised our commissioning arrangements for the provision of safeguarding training with LSCB for the Early Years and Childcare Sector. This will ensure consistent messages are delivered and encourage greater opportunities to build positive working relationships in a locality multi-agency environment.

Regular information sharing at the manager briefings enables the Workforce Development Team to keep the sector abreast of imminent changes to legislation and promote tools that have been created to support managers with developing their staff teams in order to meet the requirements placed upon them within the Statutory Framework for the Early Years Foundation Stage. The web based audit tool continues to be developed after feedback from the sector, taking into account their suggestions where a small change to the system would enhance how they will use it to record and monitor training profiles of their staff.

The team continue to build links with local & national FE / HE Training Providers, working in partnership to promote the graduate pathways that are open to the sector, Hosting events locally to support training providers (with access to government grants) to meet the workforce face to face. This has supported the continued growth of the workforce throughout the year.

The Lincolnshire Early Years Postgraduate (EYP) Network remains strong, with a maintained membership of over 130 EYP's. The network will focus on a sector led model to direct the work going forward. The 30 Graduate Early Years Skills Coaches, from both Early Years settings and Registered Childminders, is now established and are offering peer to peer support to those settings in Lincolnshire on the 'Getting To Good' programme as well as working in partnership with Bishop Grosseteste University, who are using the Skills Coaches to offer mentoring to those students on the Early Years Teacher Pathway. A further 20 graduates were provided with the opportunity to undertake the Level 3 Forest School Training with Natural Choice Training Ltd. The impact of the training is clear to see in the settings that have been involved to date. They have embraced the ethos and as a result can evidence the outcomes on childrens learning and development, particularly successful with the boys and those with speech and language difficulties, both were included in Lincolnshire's key priorities for early years. A further 45 leaders are working towards/passed the level 5 Diploma in Leadership & Management with partner training organisations. The emphasis on the skills of the managers in settings is a key focus during an Ofsted inspection; this course supports those with this responsibility with the knowledge and confidence to improve their performance in this area. The enhanced training programme that was delivered this year consisted of national speakers brought into Lincolnshire to support the sector to reflect on their practice in order to improve quality of provision and outcomes for children.

## **INCLUSION AND EARLY INTERVENTION**

Inclusion support is provided by the Early Years Locality Teams with guidance and support from the School Readiness Hub within EYCC. Early Years Specialist Teachers continue to provide bespoke support to ensure that providers which are funded to deliver Early Years Entitlement places are aware of their duties within the revised SEND Code of Practice and are proactive in early identification and meeting the needs of all children. The funding is managed through the central team.

The Early Years Inclusion Fund continues to enable early years providers to enhance support for children with SEND. As part of Lincolnshire's SEND Local Offer, Early Years Inclusion Funding supports government strategy by enabling early intervention and removing barriers to learning faced by children with special educational needs. Inclusion funding is used by Early Years Providers to:

- Provide enabling environments by providing Enhanced staff ratios;
- Purchase specialist equipment.

This funding has provided 39 pieces of specialist equipment to enable children with additional needs to access their early years entitlement. In line with the trend from previous years, a higher number of children were supported in the summer term (258), compared to the autumn (163 children) and spring terms (197).

The funding enables children to access universal provision often without the need to request an Education, Health and Care Plan. A revision of the Early Years Inclusion Fund will take place in the Summer term of 2017 following the implementation of the Early Years National Funding Formula. As part of the preparation and review of Lincolnshire's inclusion fund the

Local Authority will consult with early years providers, parents and SEN specialists on how the SEN inclusion fund will be allocated.

All early years providers are invited to attend SENCo network clusters, this provides updates on statutory, national and local processes; so that the understanding of the requirements is reviewed and there is provision of high quality inclusive early years practice embedded across Lincolnshire. Multi agency inputs have been provided by Early Help Consultants, ESCo (Early Support Care Co-ordination) and The Working Together Team (Social Communication Outreach) and key messages on the voice of the child, implementing the graduated approach within the SEND Code of Practice and transition support planning have been delivered.

In partnership with the Working Together Team, an early years referral process has been developed to enable support for children with social communication needs as they transition into school. Referrals have been made for 70 children in early years settings, which are expected to increase before the end of the referral period in May. The Working Together Team will complement the role of the Early Years Specialist Teacher and provide continuity of support as the child starts school in September.

Community Paediatricians have a duty to inform the Local Authority when they feel a child may have special educational needs. On receipt of these notifications, Early Years Specialist Teachers provide support to the early years provider to ensure the child's needs are being met through the graduated approach. This has now extended into home visits for children who are not in early years settings. The Early Years Specialist Teacher is able to explore educational options with the parents/carers and signpost to support and provision available through the local Children's Centre and eligibility for 2 year old funding.

Early Years and Childcare Support continue to have an integral role in Lincolnshire's implementation of the SEND Code of Practice: 0-25 years. An Early Years representative participates in the weekly allocations meeting, where requests for Education, Health and Care assessments are considered. The early years sector is also represented on the newly formed SEND steering group which provide strategic oversight, leadership and accountability for developing the Lincolnshire SEND self-evaluation and implementing the SEND action plan. Following participation in the recent peer review, early years provision was recognised as a strength in early identification, meeting the needs and improving outcomes for children with Special Educational Needs and Disabilities.

The Lead Adviser for vulnerable children continues to work closely with the SEND team to update and ensure Early Years processes are reviewed and reflect the views of parents and the Early Years sector as part of Lincolnshire's Local Offer.

## **PARTNERSHIP WORKING**

EYCC is committed to working in partnership with locality teams and other agencies across Lincolnshire to raise educational outcomes for young children. There is close working with colleagues in the Early Years Locality Teams to provide effect support and challenge to ensure that the most vulnerable children are supported to access good quality early years and educational provision, with the aim of narrowing the gap of attainment. In addition to this the team are working with a range of professionals to improve pathways of intervention which will include Health Visitors on the integrated two year old review, and the tracking systems for our most vulnerable children – some other examples are

Working with the Virtual School and the Specialist Teaching Team, to develop a pathway of support to ensure the educational progress of Children Looked After is closely monitored and informs appropriate intervention. Termly visits are to be carried out by Early Years Specialist

Teachers which will include completion of the WellComm Speech and Language Assessment. This mirrors the support provided to schools by the Specialist Teaching Team for Children Looked After in Key Stage 1 and will contribute to a data pathway of progress with communication and language for all Children Looked After from the age of two to seven.

A pathway of support is currently being developed, to support children in the early years that may be at risk of exclusion. Working in partnership with the Re-integration team, an Early Years Intervention Ladder will be developed to provide for early years practitioners and ensure a smooth transition into school for children who are showing significant delay in managing feelings and behaviours.

In order to narrow the gap of attainment for children who have English as an acquired language, a focus of the School Readiness Hub will be to work with the Early Years Locality Teams to develop strategies and support to early years providers, building on the previously successful Boston Equality in Minority Communities Project.

EYCC participate in regional groups in order to maintain good practice and to share ways of working, including a focus on school readiness.

## **BUDGETS**

The DSG early years block funding includes 2, 3 and 4 year old provision. The total budget is £29.642m for 2017-18 which includes additional funding 30 hours implementation. Total spending plan for passing onto providers is £28.206m, whilst centrally retained funding for Direct Early Years Services is £1.436m during 2017-18. In addition, the 2 year old entitlement budget is £5.905m during 2017-18. Total spending plan for passing onto providers is £5.865m with a small proportion for Direct Early Years Services £0.040m.

The centrally retained budget is utilised to provide a range of support services across the sector. This support was redesigned to meet the reducing levels of resources available to Local Authorities and was implemented in 2016. The support available includes direct face to face support; the delivery and commissioning of training; information advice and guidance, and special educational needs and disabilities (SEND) support to early years providers across all sector e.g. PVI, childminders and schools.

Budget proposals for 2017-18 were agreed by the Schools Forum on 22<sup>nd</sup> February 2017 and the link to the full report can be found here:

<http://lincolnshire.moderngov.co.uk/mgChooseDocPack.aspx?ID=4876>

## RECOMMENDATIONS

EYCC endeavours to maximise outcomes for Lincolnshire's youngest children through the delivery of varied early intervention strategies. To ensure that sufficient, inclusive, quality provision is being delivered across the county and has strong relationships with service users.

The Service is well placed to support the early years sector in order to continue to improve children's outcomes, support inclusive practice, school readiness and improve and maintain safeguarding practices within the county's Early Help strategy. It is requested that school forum support the 2017/18 priorities and core business proposals set out within this report.

### **EYCC KEY PRIORITIES 17/18:**

- Develop a shared multi-professional understanding of "school readiness";
- Monitor the impact of the revised EY funding formula base rate;
- Support the sector to respond to the introduction of the 30 hours entitlement;
- Engage with the sector on the allocation of the deprivation/inclusion funding review;
- Work with health colleagues to develop an integrated approach top the 2.5 year old mandatory development check;
- Provide moderation of EYFS for 2017/18 and 2018/19.

### **EYCC CORE BUSINESS 2017/18:**

- Provide targeted support to Early Years Providers and Childminders to monitor take up and support access to EYE for eligible children;
- Further develop collaborative strategies with the Virtual School to improve educational outcomes for Children Looked After (CLA) in Lincolnshire accessing EYE;
- Support the delivery of Lincolnshire's Early Help Strategy;
- Work in partnership with the Early Years Providers to support sector led improvement as opportunities present themselves;
- Respond to any changes to guidance, policy and legislation in relation to the statutory duties that are placed on the LA;
- Work with the sector to support business planning and other tools to ensure childcare provision is accessible and sustainable in the EY funding arrangements following the Lincolnshire funding review.

The Schools Forum is asked to:

- A. Note the contents of the report.
- B. Consider and comment upon the contents of the report.

<b>BACKGROUND PAPERS</b>			
<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
Department for Education	Early years national funding formula: allocations and guidance	Published: December 2016 Updated: March 2017	<a href="https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance">https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance</a>
Department for Education	Statutory Framework for the Early Years Foundation Stage	April 2017	<a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>
Department for Education	Early Education and Childcare Statutory Guidance for Local Authorities	March 2017	<a href="https://www.gov.uk/government/publications/early-education-and-childcare--2">https://www.gov.uk/government/publications/early-education-and-childcare--2</a>
Department for Education	Model Agreement: early years provision free of charge	March 2017	<a href="https://www.gov.uk/government/publications/free-early-years-provision-and-childcare-model-agreement">https://www.gov.uk/government/publications/free-early-years-provision-and-childcare-model-agreement</a>
Department for Education	Early Years Entitlements: Operational Guidance	April 2017	<a href="https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide">https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide</a>
Department for Education	30 hours early implementers	February 2016	<a href="https://www.gov.uk/government/news/thousands-of-parents-benefit-from-30-hours-free-childcare-early">https://www.gov.uk/government/news/thousands-of-parents-benefit-from-30-hours-free-childcare-early</a>
Office for Standards in Education, Children's Services and Skills (Ofsted)	Early years and Childcare inspections and outcomes	March 2017	<a href="https://www.gov.uk/government/statistics/early-years-and-childcare-inspections-and-outcomes-">https://www.gov.uk/government/statistics/early-years-and-childcare-inspections-and-outcomes- -</a>
Department for Education	Early Years Foundation Stage Profile Outcomes	April 2017	<a href="https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016">https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016</a>