

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	19 April 2018
Subject:	Annual Report for Early Years

Summary:

The purposes of this report are to:

1. Present the Annual Report for Early Years
2. Provide information on the delivery and performance of Early Years and Childcare across Lincolnshire.

Recommendation(s):

Schools Forum is asked to:

- a. Note the content of the report, and
- b. Agree the priorities for Early Years and Childcare for 2018/19.

Background

Early Years and Childcare Support (EYCC) continues to provide information, support, challenge, and training opportunities to all early years and childcare providers within Lincolnshire. This includes Schools, Pre-Schools, Nurseries, Daycare 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 and ensure there is sufficient provision. 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 has responsibility for these six key areas of Early Years including the:

1. funding and delivery of the Early Years Entitlements
2. provision of sufficient and sustainable early years and childcare
3. delivery of quality provision and educational outcomes for children (EYFS)
4. sector workforce, training and development
5. inclusion (SEN) funding, advice and support

6. Partnership working in relation to school readiness including the quality and delivery of Children's Centres

1) 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. The greatest change within the sector during 2017/18 was the introduction of the entitlement for eligible families to 30 hours free childcare.

2 YEAR OLD EARLY EDUCATION ENTITLEMENT

The Department for Education (DfE) continued to invest in 2 year old free early education places nationally for around 260,000 children.

Changes are being introduced to the eligibility criteria for families accessing Universal Credit which will impact on the number of families eligible.

In Lincolnshire, we have seen a decrease in the number of children potentially eligible based on the lists produced by the DWP. The list produced in November 2017, in anticipation of take-up in the spring term showed 2,655 families potentially eligible.

- In January 2018, Lincolnshire's take-up is at 72.5% with 1,925 children accessing a funded place.
- Take-up nationally is at 71% based on the Statistical First Release published by the DfE in 2017.

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.

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 children's 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 promoting areas of good practice. 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.

In spring term 2018, children in PVI settings and additional 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 were eligible for DAF if they met the following criteria:

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

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 are 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 have been asked to nominate the setting they wish to receive this additional funding.

In 2017-18, a total of 111 children have qualified for DAF in Lincolnshire. The local authority continues to encourage childcare providers to seek parent's permission to check eligibility for this additional funding to maximise take-up.

30 HOURS ENTITLEMENT

From September 2017, the extended entitlement to 30 hours free provision has been introduced an additional 15 hours a week for working parents of three and four year olds (on top of the universal entitlement of 15 hours a week for all three

and four year olds). In the spring term 2018, 4,671 eligibility codes had been issued to children in Lincolnshire.

Of these codes, 4,386 places were accessed in Lincolnshire this is 94% take-up. Nationally, children in a 30 hours place as a percentage of codes issued is 89%.

Currently, 83% of childcare providers in Lincolnshire are offering the extended 30 hours entitlement. There are 670 providers registered to deliver funded places in Lincolnshire, this includes 79 schools and 304 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 become available between September 2017 and September 2018 as the buildings complete.

To support the sustainable implementation of the 30 hours, these additional hours are being funded at the revised universal hourly base rate. There is still an unknown impact of how the introduction of 30 hours may affect the market place when we reach the summer term 2018. 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 is being closely monitored. The Local Authority has secured funding from the DfE through the delivery support fund. This includes funding for a parental consultation which will be completed in the summer term 2018 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.

2) CHILDCARE SUFFICIENCY

With the implementation of the 30 hours from September 2017. Lincolnshire EYCC delivered a number of free 1 day workshops aimed at the delivery of 30 hours and how this could be provided to meet the needs of parents and minimise the impact on the sustainability of provision. Providers have been supported to review 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.

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. 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. In recent years changes to the length of maternity entitlement for parents has resulted in less demand for places for under one's.

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.

3) 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. Children with a Good Level of Development (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.

2017 EYFS Profile data:

- 69.6% of children in Lincolnshire achieved a Good Level of Development, 0.9% lower than the national average of 70.5%. Girls outperformed boys in Lincolnshire; 75.7% achieving a GLD compared to 63.8% the gap narrowed from 13% in 2015 to 11.9% in 2016.
- The average point score (supporting measure) in Lincolnshire was 34.5 in line with National.

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 31.7%. At 30.7% 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 20% in Lincolnshire, compared to 17% nationally. The gap widened in Lincolnshire for these children in 2017 by 1%.
- For children with English as an Additional Language (EAL) the gap between them and their English as a first language peers is 13% in Lincolnshire compared to 8% nationally. The gap widened for these children in Lincolnshire in 2017 by 1%.

Data analysis has been shared at district level with the Early Years Locality Teams and Locality Education Teams. Head Teachers and Early Years Providers have been informed through Spring Leadership Briefings. EYCC has met with Teaching school representatives to provide data analysis at a countywide level. 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 in Autumn 2017 and Spring 2018 focussing on Literacy and Numeracy Early Learning Goals. This year, Early Years moderation events will also focus on these Goals, with standards discussions focussing on cohort analysis including those children eligible for Pupil Premium. Training events for NQTs, teachers new to the EYFS, and separate events for Head teachers and senior leaders were provided to enable a clearer understanding of the Early Years 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 (including Early Years Registered Childminders) 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. Providers can also self-refer into Early Years and Childcare for support if they have identified they are at risk of getting a less than Good outcome at their next inspection.

In November 2017 Ofsted published its EYCC Statistics on overall effectiveness as at August 31st 2017:

- 95% of Early Years and Childcare Providers in Lincolnshire achieved a Good or Outstanding Judgement 2% higher than national.

Broken down into specific types of provision Childminders have increased to 94% Good and Outstanding and Childcare on Non Domestic Premises have increased to 96% Good and Outstanding. These all reflect an increase since the last quarter report from Ofsted.

These outcomes are 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 targeted model of support from EYCC has enabled our resources to be utilised effectively to support the sector.

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'.

4) 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 continue to be successful in preparing those new to the sector to be inspection & delivery ready, and encouraging them to attend leadership and management meetings prepares them with new legislation from the onset.

This year, in response to the sector needs, the workforce team rolled out a number of 'hands on' sessions to support setting managers in the use of the Early Years hub and the new data collection system for EYE. The trainer demonstrated how to input children's data and how to submit a funding claim whilst the managers were logged in to the live system to enable them to build confidence to completed it for themselves in time for the next census return. Feedback from these sessions was very positive and as a result it has been agreed to continue to hold these sessions on a termly basis for any new managers.

Safeguarding training continues to be commissioned with the LSCB. On reflection that has proved to be a very effective way of getting the statutory training delivered in a consistent way that is accessible for all learners. With a whole programme of e-learning courses being available to every staff member it ensures everyone is aware of their responsibilities and can speak / act with confidence as and when the need arises.

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 relationship with regional partners has been beneficial in sharing information and supporting each other to review and meet the requirements of the workforce strategy.

50 practitioners have now been sponsored 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 children's 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. 20 supporting practitioners have been sponsored to undertake the level 2 forest school in order to strengthen the forest school sessions that are taking place. Ofsted have made comment in a number of reports recently on the benefits of the forest school sessions that they have observed during inspections.

The emphasis on the skills of the managers in settings remains a key focus during an Ofsted inspection; EYCC continue to commission a range of leadership training that will support the skills, knowledge and confidence to improve the performance of staff in this area. Courses in subjects such as supervisions, delegation of teams, coaching and mentoring have all proved beneficial.

5) INCLUSION AND EARLY INTERVENTION

Inclusion support is now embedded with the Early Years Locality Teams with guidance and support from the School Readiness Hub within EYCC to ensure consistency and quality assurance. 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 co-ordinated and processed 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:

- Improve outcomes for children with lower levels of SEND
- Purchase specialist equipment

Since April 2017 this funding has provided 25 pieces of specialist equipment to enable children with additional needs to access their early years entitlement. Since April 2017 the number of children supported in the summer term 2017 (197), the autumn 2017 (171 children) and spring term 2018 (217).

The new pilot process for Inclusion Funding enables children with lower and emerging SEND to access universal early years provision. A revision of the Early Years Inclusion Fund took place in the Summer term of 2017 following the implementation of the Early Years National Funding Formula. A pilot programme of Early Years Inclusion Funding has been developed and is currently in place and will be fully evaluated in preparation for a review process to be implemented by July 1st to enable applications to be submitted for September 2018. As part of the pilot of Lincolnshire's inclusion fund the Local Authority is consulting 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. Summer and Autumn SENCO networks have focussed on developing, consulting and implementing the pilot Inclusion Fund process following the introduction of the EYSFF 2017. Multi agency inputs have also been provided by Lincolnshire Parent Carer Forum, Barnados (Cygnet) and The Working Together Team (Social Communication Outreach) and key messages on working in partnership with parents, supporting children with Social Emotional and Mental Health needs, 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. By February 2018 referrals had been made for over 25 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 Hub meeting, where draft Education, Health and Care Plans 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 Improvement and Inclusion 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. The Lead Adviser and newly appointed Improvement Adviser for Inclusion have also been part of the Council For Disabled children's Action Learning set to ensure that Lincolnshire's early years inclusion processes are in line with statutory duties and to share practice with other Local Authorities and Agencies.

6) 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 pathway for the integrated two year old review, and the tracking systems for our most vulnerable children.

Continuing to work with the Virtual School and the Specialist Teaching Team, to ensure the educational progress of Children Looked After is closely monitored and informs appropriate intervention. Termly visits are 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. Working in partnership with the Re-integration team, to provide support for children at risk of exclusion to 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, work continues with the Early Years Locality Teams to embed strategies providing opportunities to share good practice across the sector EYCC

participate in regional groups in relation to a number of areas of interest including moderation, school readiness and improvement outcomes for our most vulnerable children.

BUDGETS

The DSG early years block funding supports 2, 3 and 4 year old provision. The total budget is £40.576m for 2018-19 which includes additional funding 30 hours implementation.

Total spending plan for 3 & 4 year old entitlement is £32.792m, which 95.49% (or £31.312m) is passed-through to providers in the form of the local universal rate; mandatory deprivation funding; inclusion fund; funding adjustments, and a fluctuation contingency fund. Centrally retained funding for Direct Early Years Services is £1.481m during 2018/19, which represents 4.51% of the budget allocation.

The centrally retained budget is utilised to provide a range of support services described within this report 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.

Conclusion

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 across the sector.

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 2018/19 priorities and core business proposals set out within this report.

EYCC KEY PRIORITIES 18/19:

- Provide support to Early Years Providers and Childminders to monitor take up and support access to EYE for eligible children;
- Work with the sector to support business planning and other tools to ensure childcare provision is accessible and sustainable.
- Support the sector to address any sufficiency gaps that arise as a direct or indirect result of the implementation of the 30 hours entitlement;
- Consult with the sector on the criteria and funding allocation of the deprivation supplement to inform 2019/20 funding arrangements.
- Gain further feedback on the implementation of the pilot of the inclusion funding with a view to implementing the revised approach in July 2018 in preparation for the new academic year;
- Further embed joint working with health visiting teams to roll out an integrated approach to the 2.5 year old mandatory development check;
- Develop processes and procedures that support providers to access monthly payment systems
- Work in partnership with the Early Years Providers in Lincoln and Boston to set up and develop the first Lincolnshire partnership hubs to strengthen sector led support and the sufficiency of provision
- Provide moderation of EYFS for 2018/19.
- Continue to explore with partners a shared multi-professional understanding of "school readiness";

The Schools Forum is asked to:

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

Consultation

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

N/A

Appendices

These are listed below and attached at the back of the report	
Appendix A	N/A

Background Papers

Document title	Where the document can be viewed
Early Years National Funding Formula	http://lincolnshire.moderngov.co.uk/documents/s20945/Early%20Years%20National%20Funding%20Formula.pdf
The Annual Report 2016/17 for Early Years and Childcare Support	http://lincolnshire.moderngov.co.uk/documents/s18760/9.0%20Annual%20report%20Early%20Years.pdf
Early Years National Funding Formula	http://lincolnshire.moderngov.co.uk/documents/s17840/Early%20Years%20National%20Funding%20Formula.pdf
Early years national funding formula: allocations and guidance	https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance
Statutory Framework for the Early Years Foundation Stage	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Early Education and Childcare Statutory Guidance for Local Authorities	https://www.gov.uk/government/publications/early-education-and-childcare--2
Model Agreement: early years provision free of charge	https://www.gov.uk/government/publications/free-early-years-provision-and-childcare-model-agreement
Early Years Entitlements: Operational Guidance	https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide
30 hours early implementers	https://www.gov.uk/government/news/thousands-of-parents-benefit-from-30-hours-free-childcare-early

Early years and Childcare inspections and outcomes	https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-august-2017
Early Years Foundation Stage Profile Outcomes	https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016

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