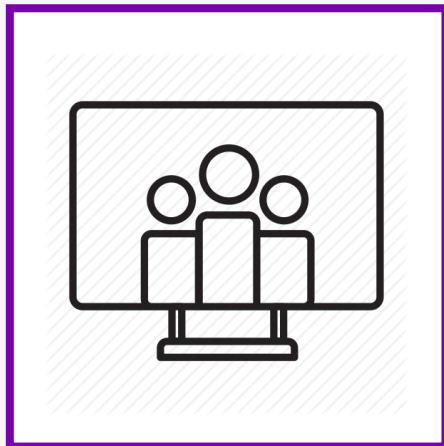


Early Years & Childcare Service

Briefing and Networking Sessions

October 2023

Ground Rules



Agenda

- Welcome, Introductions and Housekeeping
- You Said, We Did
- New Free Entitlements and Wraparound Provision
- Stronger Practice Hub Update
- *Break*
- Early Years Review Update
- Early Years and Childcare Provider Association Update
- Evaluation by Zoom Poll

You Said, We Did

Alex Gamby

Assistant Director 0 – 5 and
Out of School Provision

Briefing and Networking Sessions Evaluation Polls 2023

Percentages are averages across five sessions in each case.

February

- Outstanding 13%
- Good 87%
- Requires Improvement 0%
- Inadequate 0%

June

- Outstanding 10.4%
- Good 88.2%
- Requires Improvement 1.4%
- Inadequate 0%

We asked

“If you rated a session as ‘good’, what would have made it ‘outstanding’ for you?”

Summary of responses:

- Agenda in advance
- Slides in advance
- More face to face
- Longer V shorter
- More networking/discussion time V more information
- More information V less information
- Repetition V ‘can’t fault the agenda’
- Sharing good practice.

New Free Entitlements and Wraparound Provision

Alex Gamby and
Debbie Henderson

Early Years and Childcare Sufficiency and Sustainability Manager

Spring Budget Announcements

In the Spring budget the Government made the following announcement in relation to childcare:

- from April 2024, working parents of two-year-olds will be able to access 15 hours of childcare
- from September 2024, 15 hours of childcare will be extended to all children from the age of nine months
- from September 2025, working parents of children under the age of five will be entitled to 30 hours childcare per week
- from September 2024 Local Authorities will work with existing and new providers to set up wraparound childcare from 8am to 6pm for children in Reception to Year 6
- start-up grants for new childminders - £600 for those registering with Ofsted and £1200 for those registering with an agency.

Two-year-old Places

District	Two-Year-Old Population	Two-Year-Olds Requiring Childcare (Modelled)	Two-Year-Old Childcare Places Available (Modelled)	Surplus/ Deficit of Two-Year-Old Childcare Places (Modelled)
Ashford	1,504	975	969	-6
Canterbury	1,343	876	913	37
Dartford	1,644	1,056	1,194	138
Dover	1,115	700	609	-91
Folkestone & Hythe	985	622	773	151
Gravesham	1,334	841	690	-151
Maidstone	2,071	1,374	1,339	-35
Sevenoaks	1,291	887	895	8
Swale	1,683	1,058	1,132	74
Thanet	1,399	850	879	29
Tonbridge & Malling	1,471	1,007	1,045	38
Tunbridge Wells	1,202	831	1,206	375
Total	17,042	11,077	11,644	567

New Two-year-old Places Required from April 2024

District	New 2 Year Old Places Required (April 2024)
Ashford	140
Canterbury	135
Dartford	145
Dover	115
Folkestone & Hythe	98
Gravesham	99
Maidstone	202
Sevenoaks	109
Swale	164
Thanet	140
Tonbridge & Malling	138
Tunbridge Wells	109

- The DfE assumes that providers will transfer all eligible fee-paying two-year-olds onto the new entitlement
- If this happens, for April 2024, we will only need to develop 1594 new places
- The table on the left shows how this breaks down by District

Discussion in Groups

- What are your thoughts around the information that has been shared?
- Will providers be able to convert all their fee-paying places to the new entitlement?
- What are the risks for providers in doing so?
- How do we manage parental expectation?



Stronger Practice Hub Update

Julie Miles

Stronger Practice Hub Lead and
Manager Discovery Day Nursery



Kent Early Years Stronger Practice Hub Partners (KEYSPH)

We are highly experienced educators from school, nurseries and childminder backgrounds.





Year 2 Education Endowment Foundation (EEF) Programmes

- Currently we have two programmes running in targeted areas of deprivation in Kent

Building Blocks for Phonics

Natural Thinkers.

- We will be hosting 'Let's Talk About' sessions to find out what the impact of these programmes have had and discuss top tips and strategies we can all use in future.
- As part of Year Two we are offering other programmes to the other Local Authorities

Quick Overview of Events

- Newsletters and social media updates
- In addition to the EEF programmes of targeted support we are offering these events to everyone who signs up (limited places)
- Maths virtual webinar led by hub partner – 14 and 21 November
- Speech and Language webinars focusing on those practitioners working directly with children led by Evelina Speech and Language therapy service in October 2023.
- TBC spring term 2024 – Self Regulation webinar /ACES presented by Hannah Ring, Early Years District Lead STLS
- Workshops looking at evidence-based practice and impact of changes.
- Let's Talk about... sessions – impact of webinars and workshops on our practice
- Open Day formats

Spaces
Available

- **Maths Mastery in the Early Years** 14 November at 4pm

<https://www.theeducationpeople.org/training-and-events/kent-early-years-stronger-practice-hub-maths-webinar-1/>

- **Maths Mastery in the Early Years** 21 November at 7pm (priority for childminders)

<https://www.theeducationpeople.org/training-and-events/kent-early-years-stronger-practice-hub-maths-webinar/>



Open Days

All across Kent, childminders, nurseries, pre-schools and nurseries in schools are telling us about their practices, what they are most proud of, what they would like to find out more about and how they can get involved in sharing practice and supporting each other in making a difference to children in our care.

We are piloting visits to find out how we can develop our 'open days' so it works for everyone.

It is not too late to join us, please complete the survey or email us to find out more.

Contact Us

By email – KEYSPH@theeducationpeople.org

TikTok @kenteysph

Facebook

<https://www.facebook.com/KentEarlyYearsStrongerPracticeHub>



Break



Early Years Review

Key and Supporting Recommendations

Early Years and Childcare Briefing and Networking Sessions

October 2023

The Review

Purpose:

To understand the current position of Early Years education in Kent and determine future ways of working, especially in response to:

- increases in demand for support for children with SEND
- increases in complexity of need
- Countywide Approach to Inclusive Education (CATIE)
- Safety Valve
- Accelerated Progress Plan

To make a series of recommendations in relation to the provision of Early Years education in Kent which will feed into a countywide Strategy for Early Years Education and Childcare.

**All Key and Supporting
Recommendations are DRAFT
recommendations**

Key Recommendation 1:

The early years education system needs a shift in culture towards one of greater of inclusion and achievement for all children and specifically for those with Special Educational Needs (SEN)

Supporting Recommendations

- The system needs a culture of inclusion and achievement for all children and specifically for those with Special Educational Needs (SEN) with a focus on impact and outcomes.
- Legacy planning to embed learning and impact of Stronger Practice Hub and Childminder Mentor programme
- Sharing and celebrating best practice
- The system needs a culture where everyone within it is recognised as a professional, playing a valuable role in supporting education of young children

Key Recommendation 2:

The early years education system is disjointed due to services being delivered across multiple partners (KCC, KCC Commissioned and health). Improved leadership is needed with clear lines of responsibility and accountability.

Supporting Recommendations

- Consider implementation of a leadership role within KCC with responsibility for early years education in Kent. The role to have clarity of purpose and commitment.
- Implementation of an underpinning governance structure within KCC to enable greater accountability, coordination of services and joined up decision making across KCC and KCC Commissioned services and health partners.

Key Recommendation 3:

Any future model of early years education must place children and their families at the centre i.e. a child and family centred approach

Supporting Recommendations

- Include parents voice in the design of new services and models of support
- Children and families need a **named professional** to support with navigating the SEN system, to enable transition and to provide reliable, accurate information
- Systems, processes and pathways need to be streamlined and less bureaucratic with clear points of access
- Raise greater awareness of Kent's definition of school readiness
- Develop content within the Transition Charter and build on the Transition Framework and Toolkit in relation to Early Years transitions

Key Recommendation 4:

There is a need for greater alignment of early years services with more resources working directly with children, families and in settings with early education practitioners

Supporting Recommendations

- Greater alignment / coordination and collaboration of resources:
 - Best practice should be underpinned by agreed universal practice, frameworks, systems and structures
 - Clearly define and communicate a universal, targeted and specialist offer for early years..
 - Redesign processes to reduce bureaucracy
 - Consider introducing or re-purposing roles that can support the implementation and delivery of this, for example an Area SENCO role that can co-ordinate local SEND support for parents and providers, including in relation to transition
 - Build monitoring systems that enable KCC to be able to demonstrate the impact of the services it (and its commissioned providers) deliver

Key Recommendation 5:

Improve communications, with single, reliable sources of information available to families and professionals

Supporting Recommendations

- Overhaul digital information offer (including websites) to ensure content is current and in plain English
- Streamline the number of digital channels used to share information.
- Review existing information, advice and guidance services available to families
- Explore opportunities for an Early Years version of Refer Kent for parents, families and practitioners.
- Promote the SEN Local Offer

Key Recommendations (Summary)

Based on findings from the Deep Dives and Early Education research the following **Five Key Recommendations** are emerging.

1. The early years education system needs a shift in culture towards one of greater inclusion and achievement for all children and specifically for those with Special Educational Needs (SEN)
2. The early years education system is disjointed due to services being delivered across multiple partners (KCC, KCC Commissioned and health). Improved leadership is needed with clear lines of responsibility and accountability.
3. Any future model of early years education must place children and their families at the centre i.e. a child and family centred approach
4. There is a need for greater alignment of early years services with more resources working directly with children, families and in settings with early education practitioners
5. Improve communications, with single, reliable sources of information available to families and professionals

Timescales

Activity	Timescales
Finalisation of recommendations, including recommendations for implementation	End November 2023
Formal governance for decision making	November 2023 – January 2024
Public Consultation (if required)	January – February 2024
Implementation of changes (if required)	January – March 2024

Thank you

We would welcome your feedback on the Key and Supporting recommendations.

Early Years and Childcare Provider Association Update

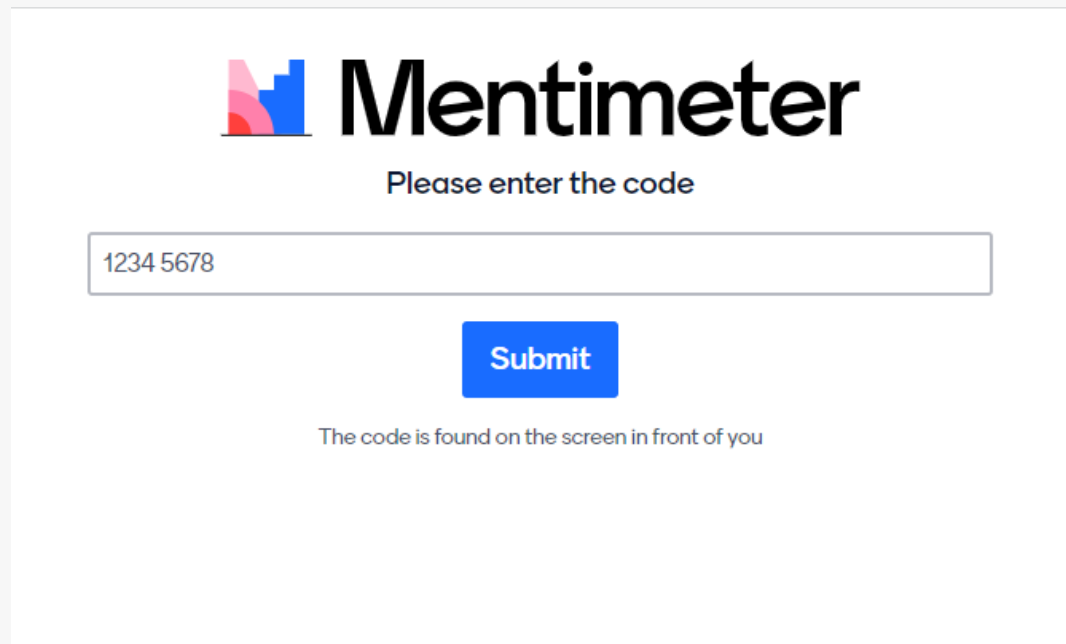
Provider Association Representative

Evaluation by Zoom Poll

Feedback

If you rated this session as good, what would make it outstanding?

www.menti.com



The screenshot shows the Mentimeter poll interface. At the top, there is a logo consisting of three vertical bars in red, blue, and pink, followed by the word "Mentimeter" in a bold, black, sans-serif font. Below the logo, the text "Please enter the code" is centered. Underneath this text is a white rectangular input field with a thin grey border, containing the code "1234 5678". Below the input field is a blue rectangular button with the word "Submit" in white, centered text. At the bottom of the interface, the text "The code is found on the screen in front of you" is centered in a smaller, grey font.

Course Evaluation – Don't Forget!

- Please take 5 minutes to complete your evaluation form
- You can access the link now via your mobile phone/tablet: <https://cpdonline.theeducationpeople.org> and then log into your account
- Click on 'My CPD Online' and 'Events Due to Attend'
- From here you will be able to locate this event and then click on 'Enter Evaluation'
- Alternatively, please log into your account, using the email link which you will receive from CPD online as soon as the register of attendance has been processed
- You will be able to download your certificate of attendance once you have completed the evaluation and the signed register has been processed by the Training & Development Administration team
- Contact: cpd@theeducationpeople.org

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