Early Years and Childcare Service

Briefing and Networking Sessions

October 2018
Overview of the session

Welcome/Introductions
• The Education People
• Early Years and Childcare Provider Association representative(s)

General Update
• Early Years Foundation Stage Profile 2018 Headlines
• Safeguarding

Early Help and Children’s Social Work Front Door

30 Hours One Year On
• Place supply and sustainability
• Quality
• SEND

Table Discussion

Evaluation and Close

www.theeducationpeople.org
In 2018, the proportion of children in Kent achieving a good level of development (GLD) was 75.3%, which is an improvement of 1 percentage point compared with 2017 outcomes.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>+/- 2017 to 2018</th>
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<tbody>
<tr>
<td>Kent</td>
<td>63.4</td>
<td>68.5</td>
<td>72.9</td>
<td>74.8</td>
<td>74.3</td>
<td>75.3</td>
<td>+1.0</td>
</tr>
<tr>
<td>National</td>
<td>51.7</td>
<td>60.4</td>
<td>66.3</td>
<td>69.3</td>
<td>70.7</td>
<td>NYA</td>
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# District comparison: GLD

<table>
<thead>
<tr>
<th>Area/District</th>
<th>% Good Level of Development</th>
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<tbody>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td>Tonbridge and Malling</td>
<td>79.0</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>78.5</td>
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<tr>
<td>Tunbridge Wells</td>
<td>76.7</td>
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<tr>
<td>Maidstone</td>
<td>76.3</td>
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<tr>
<td>Dartford</td>
<td>76.1</td>
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<td>Folkestone and Hythe</td>
<td>75.7</td>
</tr>
<tr>
<td>Canterbury</td>
<td>75.3</td>
</tr>
<tr>
<td>Ashford</td>
<td>75.3</td>
</tr>
<tr>
<td>Dover</td>
<td>74.6</td>
</tr>
<tr>
<td>Graveshawe</td>
<td>74.2</td>
</tr>
<tr>
<td>Swale</td>
<td>72.5</td>
</tr>
<tr>
<td>Thanet</td>
<td>69.8</td>
</tr>
</tbody>
</table>

[www.theeducationpeople.org](http://www.theeducationpeople.org)
Safeguarding Update
Disqualification
Disqualification By Association
Inspecting safeguarding in early years, education and skills settings
Safeguarding Themes
Welfare Requirement Notices
UNDERSTANDING KENT SUPPORT LEVELS AND ACCESS TO SUPPORT

...making Kent a County that works for all children
The Integrated Front Door

- KCC have introduced ‘Support Levels’ and the new ‘Kent Support Levels Guidance’ has replaced the Kent & Medway Threshold Document

- A new ‘Request for Support’ form has replaced both the Early Help Notification (EHN) and Inter Agency Referral (IAR) forms – **but is only required when needs are assessed at level 3 and 4**
SUPPORT LEVELS

- Universal Services
  - Level 1

- Additional needs met by universal and targeted services working together
  - Level 2

- Intensive
  - Intensive Family Support - Early Help and Child in Need - Children's Social Work Service
  - Level 3

- Specialist
  - High Level Child in Need, Child Protection and Safety Improvement
KEY MESSAGES

➢ The Thresholds are not changing

➢ The decisions about where the needs of children in the third level will be made by the front door and not by partners

➢ There will only be one form to request a service for children at Support Levels 3 & 4

➢ Partners will now need to consider what they can provide for children at Support Level 2, including Open Access
KENT SUPPORT LEVELS GUIDANCE

• A ‘Support Levels Guidance Sheet has been developed as a ‘quick reference’ tool to support decisions in respect of the most appropriative level of support and services

• The four ‘support levels’ have been separated and colour coded for ease of use. The information in each level will help identify the level of support a child/family require and the most appropriate service or support a decision to submit a ‘request for support’
### Universal Support Level 1

- **Children and Young People**
  - Physically healthy with development checks up to date
  - Flat on a nutritious and healthy diet, regular dental and optical checks
  - Attendance at school/college/training above 90%
  - No concerns about home/school link
  - Able to discriminate between ‘safe’ and ‘unsafe’
  - A good understanding of right and wrong
  - No concerns about child’s mental health
  - No barriers to learning and no concerns about child’s cognitive development
  - No concerns about child’s behaviours
  - Child has a positive sense of self with no concerns about forming relationships
  - No concerns about attitude to drugs or alcohol
  - No concerns about child’s use of technology

- **Parents and Carers**
  - Parent/carer can meet the child's needs including taking them to school, dentist, optician or hospital appointment
  - Parents/carers provide their children with guidance and boundaries to support child's development
  - Parents/carers provide security and security parenting
  - Parents/carers able to manage child/young parent behaviours

- **Family Environment**
  - Good relationship with siblings
  - Have a positive relationship with peers
  - Have a positive sense of self and abilities
  - Child/Young person demonstrates age and developmentally appropriate responses in feelings and actions
  - Good quality early attachments

- **Children/Young Person**
  - Able to understand right from wrong and act appropriately

### Universal Support Level 2

- **Children and Young People**
  - Occasional absence/irregularity from school
  - Potential of becoming NEET
  - Missing or absence from home
  - Young person presents with low level indicators from the Child Sexual Exploitation Toolkit
  - Use of fixed term exclusions
  - Roof attachments
  - Child is a young carer
  - Child is a young parent
  - Concerns about reaching developmental milestones
  - Language communication difficulties
  - Has a diagnosed disability or sensory impairment
  - Child is associated with peers who are involved in crime or antisocial behaviours
  - Low level drug/alcohol use impacting negatively
  - Low level mental health or emotional issues or self harm
  - Child expressing thoughts of ‘running away’
  - Disruptive challenging behaviour difficulties
  - Low level offending/antisocial behaviour - at risk of entering Youth Justice System
  - Some evidence of risky use of technology/online safety concerns

### Universal Support Level 3

- **Children and Young People**
  - Persistent unauthorised absence from school/NEET
  - At risk or has been permanently excluded from school
  - Regularly missing from home or school without explanation
  - Significant disabilities
  - Serious delay in achieving milestones raising significant concerns
  - Teenage pregnancy
  - Significant sexual behaviour
  - At risk from Radicalisation through technology or inappropriate relationships
  - Young person presents with medium level indicators from the Child Sexual Exploitation Toolkit
  - Child abuse, drugs and alcohol issues
  - Child is a young carer
  - Child is a young parent
  - Child has been休の報告" under section 17 or crying continuously completed by children’s social care
  - Child has been subject to education Supervision Order under Section 36 of the Children Act
  - Significant dental decay that has not been treated
  - Parental behaviour involved in going
  - Homeless child in need, including 16-17 year olds
  - Young Carer whose caring duties are affecting outcomes

- **Parents and Carers**
  - Parent/carer refusing medical care endangering life development
  - Child left in care or at home at the risk of the child
  - Parents/caregivers provide their children with guidance and boundaries to support child's development
  - Parents/caregivers provide guidance and security parenting
  - Parents/caregivers able to manage child/young parent behaviours

### Intensive Support Level 3

- **Children and Young People**
  - ANY
  - Parenting, education, SEN difficulties
  - Child has been subject to care proceedings
  - Child on the edge of care or at risk of care proceedings
  - Child has a disability or additional need
  - Child is in receipt of community support
  - Child has been subject to a criminal investigation
  - Child is at risk of being bullied
  - Child is at risk of harm by other children or adults
  - Child is at risk of sexual exploitation
  - Child is at risk of physical abuse
  - Child is at risk of emotional abuse
  - Child is at risk of neglect
  - Child is at risk of self-harm

### Specialist Support Level 4

- **Children and Young People**
  - Parenting, education, SEN difficulties
  - Child has been subject to care proceedings
  - Child on the edge of care or at risk of care proceedings
  - Child has a disability or additional need
  - Child is in receipt of community support
  - Child has been subject to a criminal investigation
  - Child is at risk of being bullied
  - Child is at risk of harm by other children or adults
  - Child is at risk of sexual exploitation
  - Child is at risk of physical abuse
  - Child is at risk of emotional abuse
  - Child is at risk of neglect
  - Child is at risk of self-harm

### Family and Environment

- **Concerns about the level of domestic abuse**
  - Substance misuse impacting on child
  - Risk of homelessness due to relationship breakdown
  - Child is at risk of being harmed
  - Neglect issues impacting on the child
  - Risk of family breakdown leading to child becoming fearful of outside family network
  - Child exposed to contact with parents who pose a risk of physical or psychological abuse to the child
  - Child at risk of family breakdown leading to child becoming fearful of outside family network
  - Risk of family breakdown leading to child becoming fearful of outside family network
  - Family at risk of seclusion despite support from EH and/or Housing

### Additional Support Level 2

- **Parents and Carers**
  - Parent/carer providing their children with guidance and boundaries to support child's development
  - Parent/carer providing education and security parenting
  - Parent/carer able to manage child/young parent behaviours

- **Family Environment**
  - Good relationship with siblings
  - Have a positive relationship with peers
  - Have a positive sense of self and abilities
  - Child/Young person demonstrates age and developmentally appropriate responses in feelings and actions
  - Good quality early attachments

- **Children/Young Person**
  - Able to understand right from wrong and act appropriately

### Universal Support Level 1

- **Parents and Carers**
  - Parent/carer providing their children with guidance and boundaries to support child's development
  - Parent/carer providing education and security parenting
  - Parent/carer able to manage child/young parent behaviours

- **Family Environment**
  - Good relationship with siblings
  - Have a positive relationship with peers
  - Have a positive sense of self and abilities
  - Child/Young person demonstrates age and developmentally appropriate responses in feelings and actions
  - Good quality early attachments

- **Children/Young Person**
  - Able to understand right from wrong and act appropriately
KENT SUPPORT LEVELS PROCESS

Level 3-4 Concern
Consult Support Level Guidance
Complete and upload Request for Support to Firmstep

ASSESSMENT AT FRONT DOOR

Meets criteria for Support Levels 3 or 4
- Intensive Support Level 3
- Early Help District Assessments
- Intensive Support Level 3 CIN Children’s Social Work Service
- Specialist Support Level 4 CIN Children’s Social Work Service
- Specialist Support Level 4 Strategy Meeting or High Level Child in Need
- Child and Family Assessment
- S47 and/or CIN Assessment

Does not meet criteria for Level 3 or 4
- No further action from Front Door – discussion with Practitioner as to appropriate way forward
Level 2 ‘District Conversation’ for Partners

The Process

• The Front Door will signpost partners to contact their District using the Early Help District phone number and/or email (see next slide for contact details)

• Following a request for a ‘District Conversation’ you will be contacted within 2 days.

• During the conversation partners will be asked to discuss the needs of a child, young person or family and you be provided with advice about the most appropriate type of support available, e.g. suggesting the partner explores further support that they can provide directly; signposting to other community resources; accepting the case for Open Access Additional Support or recommending the partner completes a Request for Support Form.

• This is not a “back door” process to access Level 3 ‘Intensive’ Early Help support, however, we also do not wish to send referring agencies around in a loop to access services. Therefore, if a referrer has already made a request for support at the Front Door, there will be a discussion with the Front Door and the District will make the final decision as to whether it is opened locally as a Level 3 Intensive case.
<table>
<thead>
<tr>
<th>District</th>
<th>Telephone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashford</td>
<td>03000 41 03 05</td>
<td><a href="mailto:AshfordEarlyHelp@kent.gov.uk">AshfordEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Canterbury</td>
<td>03000 41 62 22</td>
<td><a href="mailto:CanterburyEarlyHelp@kent.gov.uk">CanterburyEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Dover</td>
<td>03000 42 29 98</td>
<td><a href="mailto:DoverEarlyHelp@kent.gov.uk">DoverEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Dartford</td>
<td>03000 42 15 42</td>
<td><a href="mailto:DartfordEarlyHelp@kent.gov.uk">DartfordEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Folkestone &amp; Hythe</td>
<td>03000 41 10 08</td>
<td><a href="mailto:ShepwayEarlyHelp@kent.gov.uk">ShepwayEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Gravesesham</td>
<td>03000 42 14 37</td>
<td><a href="mailto:GraveshamEarlyHelp@kent.gov.uk">GraveshamEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Maidstone</td>
<td>03000 42 23 40</td>
<td><a href="mailto:MaidstoneEarlyHelp@kent.gov.uk">MaidstoneEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>03000 41 79 39 (Monday to Wednesday)</td>
<td><a href="mailto:SevenoaksEarlyHelp@kent.gov.uk">SevenoaksEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td>03000 41 42 39 (Wednesday to Friday)</td>
<td></td>
</tr>
<tr>
<td>Swale</td>
<td>03000 42 11 62</td>
<td><a href="mailto:SwaleEarlyHelp@kent.gov.uk">SwaleEarlyHelp@kent.gov.uk</a></td>
</tr>
<tr>
<td>Thanet</td>
<td>03000 41 95 67</td>
<td><a href="mailto:ThanetEarlyHelp@kent.gov.uk">ThanetEarlyHelp@kent.gov.uk</a></td>
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<tr>
<td>Tonbridge &amp; Malling</td>
<td>03000 42 15 76</td>
<td>EarlyHelpNotificationT&amp;<a href="mailto:M@kent.gov.uk">M@kent.gov.uk</a></td>
</tr>
<tr>
<td>Tunbridge Wells</td>
<td>03000 41 62 00</td>
<td><a href="mailto:TunbridgeWellsEarlyHelp@kent.gov.uk">TunbridgeWellsEarlyHelp@kent.gov.uk</a></td>
</tr>
</tbody>
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QUESTIONS?
30 Hours of Free Childcare: One Year On
30 HOURS OF FREE CHILDCARE — KEY PRINCIPLES

**The Provider**
Providers should be able to access:
- timely and accurate information about 30 Hours
- services that support sustainability and high quality, inclusive childcare
- continuous professional development for their staff

**The Child**
- The child's welfare and well-being are paramount
- Children’s differences should be welcomed and valued
- All eligible children should be able to access 30 Hours in good quality Early Years provision
- The needs of children not eligible for 30 Hours should not be compromised

**The Parent/Carer**
Parent/Carers should be empowered and supported to:
- have higher aspirations for themselves and their families
- access good quality childcare for their child(ren) that allows them to work
Review of 30 hour places

- Dartford: Predicted 30 hours: 721, Developed 30 hours: 830, Take up summer 2018: 1005
- Gravesend: Predicted 30 hours: 378, Developed 30 hours: 387, Take up summer 2018: 453
- Sevenoaks: Predicted 30 hours: 424, Developed 30 hours: 580, Take up summer 2018: 578
- Ashford: Predicted 30 hours: 761, Developed 30 hours: 969, Take up summer 2018: 894
- Dover: Predicted 30 hours: 588, Developed 30 hours: 825, Take up summer 2018: 743
- Folkestone & Hythe: Predicted 30 hours: 622, Developed 30 hours: 679, Take up summer 2018: 706
- Canterbury: Predicted 30 hours: 809, Developed 30 hours: 899, Take up summer 2018: 971
- Swale: Predicted 30 hours: 917, Developed 30 hours: 1079, Take up summer 2018: 1036
- Thanet: Predicted 30 hours: 785, Developed 30 hours: 886, Take up summer 2018: 908
- Maidstone: Predicted 30 hours: 1047, Developed 30 hours: 1440, Take up summer 2018: 1247
- Ton & Mall: Predicted 30 hours: 645, Developed 30 hours: 869, Take up summer 2018: 863
- Tun Wells: Predicted 30 hours: 573, Developed 30 hours: 721

Source: www.theeducationpeople.org
Improved Sustainability
Still thinking about it!
Improvement and Standards

- 30 Hours Review and Impact
- Inspections – Early Years providers
  - 157 Inspections September 2017-2018
  - 17 Outstanding
  - 116 Good
  - 14 Requires Improvement
  - 8 Inadequate
Improvement and Standards

- Annual Conversations
- Workforce
- Full day/wrap around – no change
- Pre-schools – routine, environment
Improvement and Standards

- Monitoring well-being
- Engagement with other providers
- Child’s whole day – transition/key person
- Level of challenge - every day/longer day Interests and engaged in their play
- Opportunity for case study
Equality and Inclusion

Increased focus on:

• providing information for families with children who have SEND
• co-production of planned support for children
• use of additional funding to improve outcomes
Local Offer

12 questions on CFIS supported by:

Publication

e-learning

www.theeducationpeople.org
30-Hour Delivery fund conference

Early Years SEND Conference for Parents and Providers
On: Tuesday 30th October 2018
Ashford International Hotel, Ashford Kent TN28 8UX
9:00am to 4:00pm

Working Together Workshops
Market Place

Book through CPD Online – booking reference: EYC 18/238

FREE to attend

www.theeducationpeople.org
SENIF applications

Approved applications  797

By Entitlement

FF2    67
Universal    620
Extended  110

Total    797
What Next?

- **Review** the April 2017 Action plan to ensure 30 hour offer is fully embedded into the plan

- **Update** Early Years information for forthcoming SEN inspection

- **Share** successes from 30 hour SEND bid with DfE

- **Consult** sector for any other training ideas
Discussion on Tables

How have we all done

➢ For children?
➢ For parents?
➢ For providers?

What, if anything, could have been done even better?