

Early Years and Childcare Briefing and Networking Sessions

June 2017

Early Years and Childcare Briefing and Networking Sessions

Welcome
and
Introductions

Agenda

General Update

- 30 Hours of Free Childcare June Seminars
- The Education Services Company
- The Early Years and Childcare Provider Association

Signs of Safety

- A solution and safety orientated approach to child welfare casework

Transition

- Update and Networking Activity

Threads of Success

- Review feedback and outcomes

Key Updates

30 Hours of Free Childcare
June Seminars

30 Hours of Free Childcare June Seminars Agenda

- General Update
- SEN Inclusion and Disability Access Funds
- Kent Provider Agreement highlights
- Processes and systems for claiming funding, eligibility checking and the Grace Period
- Opportunity for Questions

Please book on one if you haven't done so (or already attended one)

Slides available on Kelsi at the end of June

East	5 June	7.30 - 9.30	The Spitfire Ground St Lawrence
Ashford	6 June	09:30-11:30	Ashford International - Canterbury Suite
Shepway	7 June	09:30-11:30	Hythe Imperial Hotel & Spa
Dover	8 June	09:30-11:30	The Ark Christian Centre
Gravesham	9 June	09:30-11:30	Best Western - Manor Hotel
Canterbury	13 June	09:30-11:30	The Spitfire Ground St Lawrence
Thanet	14 June	09:30-11:30	St Augustine's College Thanet
Sevenoaks	16 June	09:30-11:30	Darenth Valley Golf Club
Dartford	19 June	09:30-11:30	David Lloyd Leisure - Dartford
North	20 June	7.30 - 9.30	Mercure - Dartford Brands Hatch Hotel
West	22 June	7.30 - 9.30	The Hop Farm - Dray
Swale	27 June	14.00 -16.00	Holiday Inn Sittingbourne - The Coniston
Tonbridge & Malling	28 June	09:30-11:30	The Hop Farm - Dray
South	28 June	7.30 - 9.30	Holiday Inn - Ashford North
Maidstone	29 June	09:30-11:30	Marriott Tudor Park Hotel & Country Club

Education Services Company (ESC)

Strategic Context

- Education landscape is changing rapidly, with national educational policy changing, more academisation, 30 Hours of Free Childcare and funding reductions for LA services
- LAs are having to reassess their role in delivering Education Services
- We have most impact when we act in partnership with schools and early years settings
- Continue with a strong focus on delivering good services to schools and improving educational outcomes

Scope of Services Involved

IN the new Company	REMAINING in KCC
School Improvement incl. Governor Services	Early Help & Preventative Services
Outdoor Education	SEN
Schools Financial Services	Fair Access, Admissions
Early Years and Childcare	Area Education Officers
Education Psychology	Provision, Planning & Operations
Skills and Employability	Academies Conversion
Education Safeguarding Service	Community Learning and Skills
EduKent – marketing and billing	

Governance

- A new Kent 'Stakeholder and Commissioning Board' will provide KCC oversight and schools, settings and other partners with a greater influence over the delivery of education services in Kent
- Critical to have stronger working partnership with Kent schools and settings
- Board will exert strong influence over delivery of Education Services from both KCC and the proposed new company

Stakeholder and Commissioning Board Proposed Membership

- Cabinet Members (Education and Health Reform as Chair)
- KCC Corporate Directors
- Governors Representative
- KCC Strategic Commissioner
- Headteachers
- Kent Association of Headteachers Chair
- Early Years and Childcare Provider Association Chair
- Early Years and Childcare Provider representation
- Further Education Representative
- Health Representative
- Chair of Kent Association of Special Schools

Stakeholder and Commissioning Board

Next Steps

- Nominations from all stakeholders have been received
- First meeting to be scheduled before the end of the summer term
- Draft Terms of Reference to be agreed at first meeting

Work in progress

- Name and brand the company
- Agree company values
- Ensure leadership team is in place
- Agree company working practices
- Set up company board

In Conclusion

- All workstreams have been initiated
- Recruitment of key leadership team will enable quick decision making
- Go live date will be determined by a plan that is realistic and achievable

Early Years and Childcare Provider Association

A quick reminder

Terms of Reference

- To provide an interface between KCC and Early Years and Childcare providers
- To promote a strategic and effective partnership between Early Years and Childcare providers and KCC
- To work in collaboration with KCC in determining the ongoing development and improvement of Early Years and Childcare provision and services in Kent
- To link with a wide range of internal and external agencies, partners and national bodies and be a representative voice for Kent Early Years and Childcare providers

Membership ..another reminder

- Michelle Jones – Little Acorns Pre School – Canterbury
- Jim Duncan – Neighbourhood Nursery/Seashells - Swale
- Zen Stedman – Little Learners - Thanet
- Karla Tabony – Choochoos Day Nursery - Dover
- Brigitte Watkins – St Michael’s Pre-School - Ashford
- Lisa Evans – Abacus Nursery and Childcare Ltd - Shepway
- Siobhan Mason – Lollipops Pre School - Dartford
- Sally Shewell – Plaxtol Nursery School - Sevenoaks
- Glynis Christopher – Scallywags - Gravesham
- Jackie Dearden - St Peters & St Pauls Pre-School – Tonbridge and Malling
- Bev Pearce - St Luke's Nursery School – Tunbridge Wells
- Lucy Ring – Smarties - Maidstone
- Penna Nagar - Northfleet Nursery - Early Years Teaching Schools
- Liz Thomas-Friend - Herne CE Infant and Nursery, Maintained provision

ESC: Early Years and Childcare Provider Input and Involvement

- Early Years and Childcare Provider Association Chair on the Stakeholder and Commissioning Group (Lisa Evans)
- Association representative(s) at Briefing and Networking Sessions are able to take your views back to the Association and, from there, to the Stakeholder and Commissioning Group.
- Please make time to talk to them 😊

Signs of Safety

Mark Ford (Early Help Practice Development Leader)

Assessment and Planning

- What are we worried about?
- What's working well?
- What needs to happen?

'Three Houses' Assessment Tool for use with children and young people

- House of Good Things
- House of Worries
- House of Dreams

Transition

Transition

Focus on 30 Hours of Free Childcare

- ‘Transition – Focus on 30 Hours of Free Childcare’ is a recently issued addendum to the Transition Matters Framework
- It is a guide and checklist to support settings where children attend more than one setting
- The document is being shared at Headteacher Breakfast Briefings, at the 30 Hour Seminars in June and is available on KELSI.



Transition – Focus on 30 Hours of Free Childcare

The introduction of 30 Hours of Free Childcare is likely to increase the number of children who attend more than one setting both in a day and potentially within a week. With this in mind, heightened consideration needs to be given to how children's wellbeing and learning is maximised. Successful delivery of the Early Years Foundation Stage Statutory Framework (2017) relies on consistent cooperation, coordination and communication between all partners.

Kent County Council's *Transition Matters* Toolkit outlines current good practice for transition. The information provided in this document builds on *Transition Matters* in the context of children accessing up to 30 Hours of Free Childcare. Some of the key areas for consideration when settings are planning to work in partnership to offer up to 30 Hours of Free Childcare are:

- Safeguarding
- Home visits
- Preparing the child
- A shared approach to behaviour management
- Communication between families and multiple settings
- Planning and curriculum
- Supporting children with additional needs
- Seamless transition to school from multiple settings



In the particular context of 30 Hours of Free Childcare, have you:

Tick if yes

Considered how you will exchange information about children securely (see Link to the safeguarding fact sheet). Does your admissions policy include permission to share information with other settings that the child attends?

Had conversations with partner settings regarding home visits and the possibility that multiple settings may be planning to visit families at home?

Had conversations with families and partner settings as to how you can work together to prepare the child for the transitions (e.g. visual timetable, my day book, routine plan)?

Discussed with families and partner settings a shared approach to managing children's behaviour, for example, sharing positive strategies, learning from families what works well for their individual child?

Considered how you plan to communicate with families, partner settings and multi-agency professionals? A daily passport/child log will ensure all those involved in the care of the child are aware of the child's routines, diet, medication, anxieties and home situation. Shared meetings with families would avoid the need for them to attend multiple appointments with different settings.

Shared your approach on how you plan for children's learning. Does your communication with partner settings and families include details of what your planning includes for the child?

Considered how you will share early identification of additional needs/disabilities and agreed which setting within a mixed-model partnership will liaise with appropriate multi-agency colleagues to ensure the child's needs are met? There may be differing levels of skills and experience between settings and good communication minimises discrepancies in assessments, particularly for children with SEND. All settings should follow the advice of professionals, working towards shared outcomes and progress, fully involving the family.

Considered which setting the school would be invited to attend and how you will provide a coordinated assessment of the child's age and stage on transition to school.

Useful information can be found on <https://www.familyandchildcaretrust.org/dfes-30-hour-mixed-model-partnership-toolkit>

- Joint management of learning and development
- Involving parents
- Safeguarding children
- EYFS and children with SEND



Scoping of Transition Activity

- An audit is being undertaken to scope existing transition activity
- The audit will involve schools, teaching schools, STLS, Early Help, settings and childminders
- Information will be collected via Headteacher Breakfast Briefings, from Area Education Officers, at Briefing and Networking Sessions, and by issuing a collection template to colleagues.

Transition Audit

We are interested in the following, including who 'owns' or organises it:

- Ongoing activity throughout the year such as meetings that aid transitions
- Regular annual activity, such as events for parents
- New activity undertaken this year
- Any documents regularly used
- Good practice between settings and between settings and schools.

Transition Networking Activity

On post-it notes please list any ongoing or regular annual activity and/or events that you are aware of in your area.

What are you currently doing to support children's transitions in your settings? How do these activities have a positive impact on the children? What else would you like to do and what are the barriers?

Threads of Success Review

Feedback and Next Steps



Threads of Success

Summary of Research Feedback

Three Focus Groups were conducted and a follow up survey sent out

5% response rate across the sector – including childminders, settings and schools

Threads of Success

Feedback on cost

The vast majority of respondents felt training costs too much:

“Your courses are always well presented and useful, but in the current climate are prohibitively expensive”

“We’ve had courses pulled this year because we just can’t afford them”

When asked if they had bought from other providers and the rationale for this, the response was:

55% Price

24% Other (Course content/timings)

3% Preferred Supplier

18% Non-respondents

We are currently reviewing Threads of Success costs and will communicate the outcomes of this very soon

Threads of Success

Feedback on quality

Overall message

Best quality	5%
Good quality	50%
Average quality	20%
Poor quality	0.8%
Non-responses	24%

Going forward we will be considering how we can more effectively quality assure our services

Threads of Success

Other feedback

Other feedback included:

- Timings of training
- Location of training
- Providers would like a way to buy 'blocks' of training upfront
- When asked how easy the website is to use:
39% Easy 18% Not Very Easy 9% Very Easy 34% Non-respondents
- People want another Threads 'pack' – they prefer paper.

All of this feedback is being considered and we will be acting on it as appropriate and necessary and as far as we are able. Once again the outcomes will be communicated

The Threads

1. Support for New Providers

2. A Successful Business

- Knowing your market
- Unique Selling Point and Marketing
- Business and Financial Planning (including break even and avoiding bad debt)
- Environmental Sustainability

3. Leadership and Management

- Safeguarding
- Committee Matters
- Recruitment and Retention (New)
- Workforce and Development (New)
- Partnership and Collaboration
- Transition (New)

4. Early Years Foundation Stage: Enhancing Learning Throughout

Covers all age ranges and provision types

- The Learning Environment
- British Values
- Communication and Language (Link)
- Tracking and Monitoring Children's Progress (Link)

- 5. Early Years Foundation Stage: Babies and Under Twos**
- 6. Early Years Foundation Stage: Two Year Olds**
- 7. Early Years Foundation Stage and beyond: Out of School Provision**
 - Link to Out of School specific core elements under equality and Inclusion
- 8. Equality and Inclusion**
- 9. Parent and Family Involvement**

10. Continuous Improvement

- Annual Conversation (link to Thread 3)
- Inclusion Audit (new)
- Awards
 - ✓ Improvement and Achievement (Link to Thread 3)
 - ✓ Inclusion (link to Thread 8)
 - ✓ Collaborations (Link to Thread 3)
 - ✓ Education for Sustainable Development (Link to Thread 2)

Products and Services

Products will be listed collectively and cross referenced and linked to the Thread that they specifically support

In Development ...

- Annual Conversations for Collaborations and Academy Nurseries
- Pre-Ofsted Health Check for Childminders
- Masterclass workshops
- Striving for Excellence - supports the achievement of an 'Outstanding' inspection grade at their next inspection
- SEND Handbook
- EAL Booklet
- Intervention Tracker
- Makaton Training
- Targeted Language training (jointly written and delivered by SALT/STLS and E and I) Delivery will be two of the three services on a rotational basis thus showing joint working and consistency
- Inclusion Award (alongside the school proposal)
- Inclusion audit and self-reflection audit to use prior to annual conversation

Evaluations and Thanks