

The Early Years and Childcare Service

Briefing and Networking Sessions

October 2019

Agenda

1. Welcome and Introductions
2. General update: EYFSP 2019
3. Gender variance in the early years
4. Ofsted trends and issues
5. Early Years and Childcare Provider Association
6. Evaluation and close

General update: EYFSP 2019

Alex Gamby

Area/District	2019 Total Pupils	2018 Total Pupils	2017 Total Pupils	2019 % Good Level of Dev	2018 % Good Level of Dev	2017 % Good Level of Dev	2018 to 2019 Diff % GLD	2017 to 2019 Diff % GLD
East Kent	4,849	4,894	5,129	71.4	72.3	72.4	-0.9	-1.0
Canterbury	1,417	1,437	1,513	74.9	75.2	73.8	-0.3	1.0
Swale	1,847	1,858	1,944	74.2	72.3	73.5	1.8	0.7
Thanet	1,585	1,599	1,672	64.9	69.6	69.9	-4.7	-4.9
North Kent	4,334	4,229	4,433	75.1	76.1	74.8	-1.0	0.3
Dartford	1,583	1,507	1,552	73.5	75.9	74.6	-2.4	-1.1
Gravesham	1,420	1,354	1,461	75.4	74.2	72.1	1.2	3.3
Sevenoaks	1,331	1,368	1,420	76.8	78.3	77.8	-1.5	-1.0
South Kent	3,831	3,990	4,076	74.3	75.1	73.9	-0.8	0.4
Ashford	1,503	1,576	1,618	73.3	75.2	73.5	-1.9	-0.2
Dover	1,155	1,230	1,255	75.0	74.6	74.3	0.4	0.6
Folkestone and Hythe	1,173	1,184	1,203	75.0	75.6	73.9	-0.6	1.1
West Kent	4,775	4,816	4,886	75.7	77.2	76.3	-1.5	-0.6
Maidstone	1,968	1,923	1,993	72.9	76.2	73.8	-3.3	-0.9
Tonbridge and Malling	1,626	1,682	1,620	77.6	79.0	78.0	-1.4	-0.4
Tunbridge Wells	1,181	1,211	1,273	78.0	76.5	78.2	1.4	-0.3
Kent LA - All Schools	17,789	17,929	18,524	74.1	75.1	74.3	-1.1	-0.2
Kent LA - Academies/Free Schools	7,160	7,104	7,287	73.9	74.4	73.7	-0.5	0.2
Kent LA - Non Academies	10,629	10,825	11,237	74.2	75.7	74.8	-1.4	-0.5

Area/District	Gender	Total Pupils	% Good Level of Dev	Gender	Total Pupils	% Good Level of Dev	Gender	% Good Level of Dev
East Kent	Girls	2,293	78.2	Boys	2,556	65.3	G-B Diff	12.9
Canterbury	Girls	660	80.9	Boys	757	69.6	G-B Diff	11.3
Swale	Girls	862	81.7	Boys	985	67.6	G-B Diff	14.1
Thanet	Girls	771	71.9	Boys	814	58.4	G-B Diff	13.5
North Kent	Girls	2,164	81.6	Boys	2,170	68.7	G-B Diff	12.9
Dartford	Girls	800	82.1	Boys	783	64.8	G-B Diff	17.4
Gravesham	Girls	703	82.4	Boys	717	68.5	G-B Diff	13.9
Sevenoaks	Girls	661	80.0	Boys	670	73.6	G-B Diff	6.4
South Kent	Girls	1,922	80.5	Boys	1,909	68.0	G-B Diff	12.5
Ashford	Girls	739	79.7	Boys	764	67.0	G-B Diff	12.7
Dover	Girls	580	80.5	Boys	575	69.4	G-B Diff	11.1
Folkestone and Hythe	Girls	603	81.6	Boys	570	68.1	G-B Diff	13.5
West Kent	Girls	2,302	82.6	Boys	2,473	69.4	G-B Diff	13.2
Maidstone	Girls	925	80.6	Boys	1,043	66.1	G-B Diff	14.6
Tonbridge and Malling	Girls	788	82.5	Boys	838	72.9	G-B Diff	9.6
Tunbridge Wells	Girls	589	85.7	Boys	592	70.3	G-B Diff	15.5
Kent LA - All Schools	Girls	8,681	80.7	Boys	9,108	67.8	G-B Diff	12.9
Kent LA - Academies/Free Schools	Girls	3,489	80.6	Boys	3,671	67.5	G-B Diff	13.2
Kent LA - Non Academies	Girls	5,192	80.8	Boys	5,437	68.0	G-B Diff	12.8

Term of Birth

Autumn	5,948	82.3%	+8.2%
Spring	5,897	74.7%	+0.6%
Summer	5,944	65.3%	-8.8%

Supporting Gender Variant Children in the EYFS, Challenging Stereotypes

The Inclusion Support Service Kent



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Who are our trans children and young people?



Estimates!

- 2 in 30 identify as Lesbian or Gay,
- 1 in 200 identify as Bi,
- 1 in 200 identify as Trans - *Gender Identity Research and Education Society (GIRES)*

Stonewall School Report 2017: 3,700 (LGBT) pupils surveyed

Metro Youth Chances 2014: 7000 LGBT pupils surveyed

Children and young people referred to GIDs 2017/18 – 2018/19



AGE	17/18	18/19	AGE	17/18	18/19	AGE	17/18	18/19	AGE	17/18	18/19
3/4	2	10	8	45	34	12	81	135	16	581	474
5	13	21	9	38	43	13	191	331	17	416	88
6	30	21	10	39	59	14	349	511	18	163	30
7	29	42	11	52	78	15	492	529			

Figures include all referrals to GIDS, including those rejected due to age or other factors 25 June 2019.

Financial year:	2014-15	2015-16	2016-17	2017-18	2018-19
Total number of referrals:	678	1361	1919	2444	2590

282% increase from 2014/15

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Being Trans: Discrimination in school

- **33%** were not able to be known by their preferred name
- **58%** were not allowed to use the toilets they feel comfortable in
- **20%** say they couldn't wear clothes and uniform in line with their gender identity at school

Being Trans: Transphobic Bullying

- **51%** were bullied at school (45% LGB) , **13%** physically (LGB 6%)
- **58%** say their time at school was affected by discrimination
- **68%** felt transphobic bullying has had a negative effect on their plans for future education.



Being Trans: the impact on mental health

- **50%** of trans pupils had not told parents/siblings; **28%** have not told anybody
- **84%** of trans young people have deliberately harmed themselves at some point (LGB: 61%, cisgender: F 22%, M 9%)
- **45%** of trans young people have at some point attempted their own life (LGB: 22%, cisgender: F 13% M 5%)

Stonewall School Report 2017

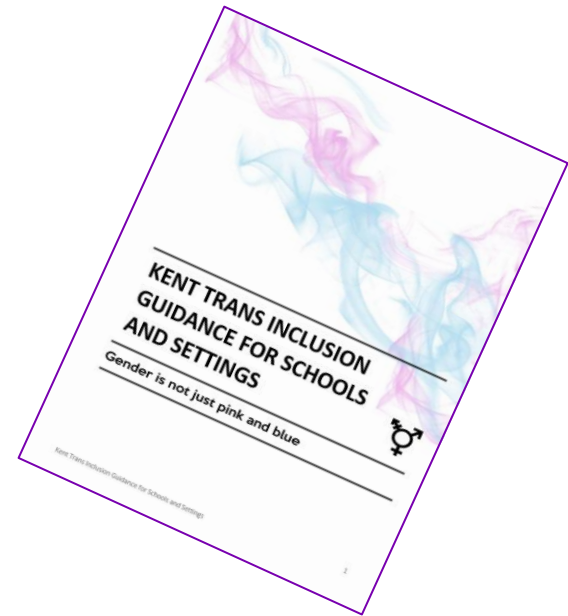
The Children's Society – 11,000 children – The Good Childhood Report 2018



Support during Social Transitioning

- **Listen to and be led by the child**
- Joint working with families and siblings
- Signposting child/family/siblings to support if required
- Multi-agency support when necessary
- Changing name and pronoun
- Clothes and uniform
- Toilets
- Changing for PE

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Social/Medical Transitioning



The Tavistock and Portman Clinic - The Gender Identity Development Service (GIDS)

- Over 60% of trans young people report experiencing negative interactions in accessing health care
 - Usually referred by GP, can be referred by school, parents, others
 - Generally referrals also made to CAMHS (6 month + wait ++)
 - Most referrals are aged 14-16, some as young as 3/4 years
- Referrals:
- Recent shift from predominantly biologically assigned males to biologically assigned females

Social/Medical Transitioning

The Tavistock and Portman Clinic, The Gender Identity Development Service (GIDS)



“We are seeing young people for their first appointment who were referred around 22 - 24 months ago (correct as of August 2019)”

- 4-6 assessment appointments over 4-6 months
- If appropriate - access to hormone blocking therapy
- Whilst waiting for hormone blocking therapy, attempted suicide rate in trans young people 48% (PACE 2014)
- Delays puberty, is reversible

“A comprehensive psychosocial assessment precedes any referral to the endocrine clinic for consideration of physical treatments. Whilst it is the case that most young people attending the service have a wish to pursue physical interventions, 59% of those attending under 15 chose not to pursue an endocrine clinic referral.”

Medical Transitioning – Tavistock and Portman Clinic: Young Adults



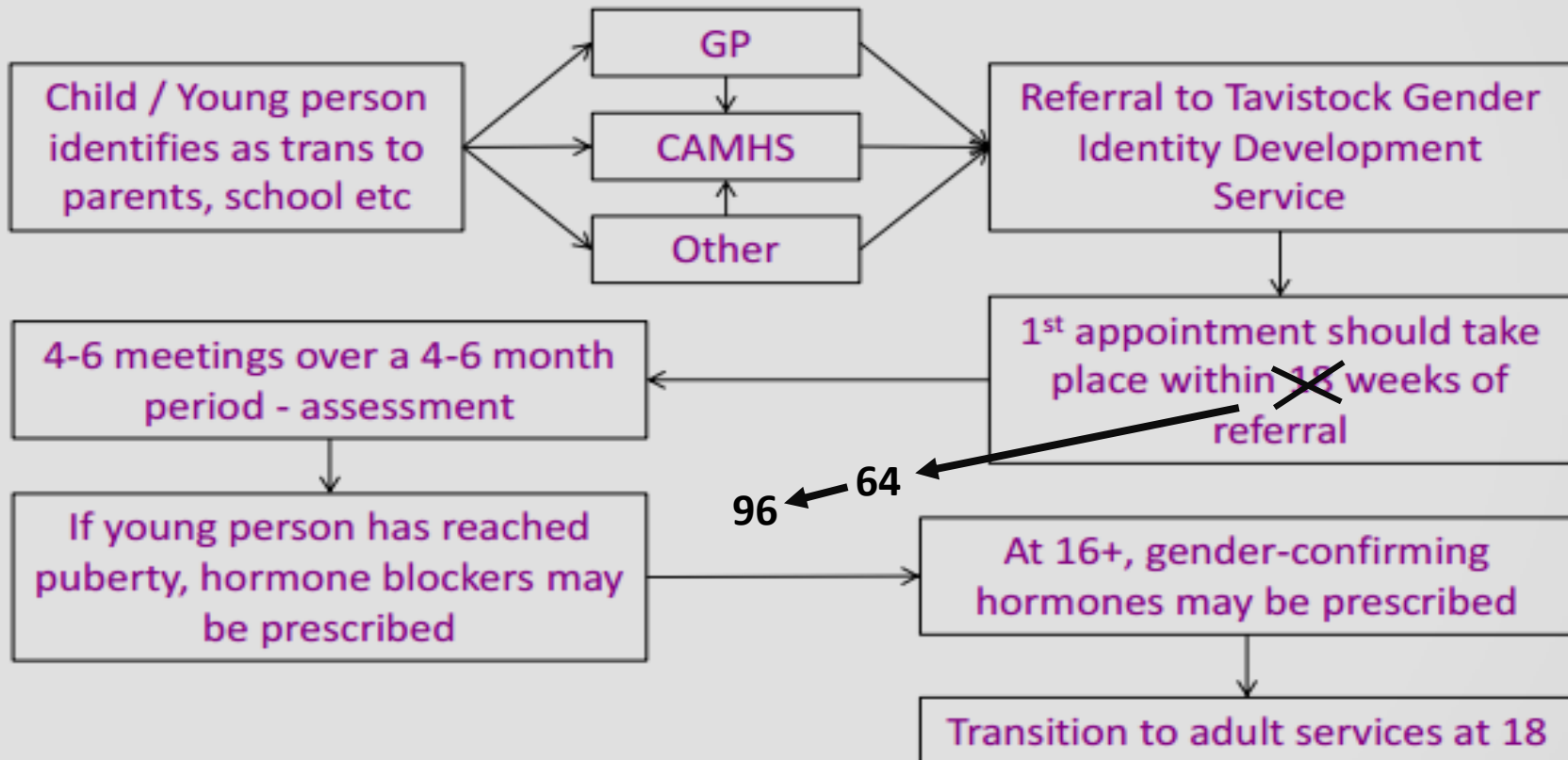
Gender Affirming Hormones/Cross-sex Hormone Therapy:

- Available from 16 years (Gillick Competence)
- Aim: Physical sexual characteristics align with gender identity
- Fixed requirement of at least 12 months “pubertal postponement”
- Some aspects are reversible but some are not without surgical intervention: *MTF - Some breast and nipple growth, eventual infertility, decrease in genital size. FTM - voice will become lower, increase in body hair, develop facial hair*
- 18 years: Transfer to Adult service. Generally lack of continuity of care between child and adult services

Pathways to transitioning



How Does Someone 'Transition'? (<17)



Top Tips to Promote Trans Inclusion in the EYFS

A Unique Child

- Always listen to the child and be led by them
- Do not share confidential information concerning gender variance without the parents' consent unless there is a safeguarding issue - AVOID RUMOURS
- Treat the child with dignity and respect
- Recognise that everyone is unique, with their own set of circumstances, be aware of the child's wider diversity
- Provide and signpost families to practical, social, emotional and medical support if and when required.



Top Tips to Promote Trans Inclusion in the EYFS

An enabling environment

- Ensure all children and families feel valued by providing an inclusive environment
- Celebrate identity and diversity in an age appropriate way
- Provide resources, books and visual stimuli that encourage children to explore gender variance and non-gender specific roles
- Use non-gender specific language e.g. say well done you listened carefully, rather than good girl/good/boy
- Audit the setting to reduce unnecessary gender specific practice or provision e.g. uniform, avoid groupings by boy/girl

Top Tips to Promote Trans Inclusion in the EYFS

Equality and Inclusive Practice

- Keep up to date on legislation regarding the rights of transgender children and adults in service provision
- Ensure that all staff understand and respect gender variance
- Be prepared to deal with individuals who have less accommodating views about gender identity - educate or challenge if necessary
- Challenge gender stereotypes, prejudicial and discriminatory remarks and actions.

Books to support gender variant children



[http://www.goodreads.com/list/show/20314.Transgender Friendly Young Children s Books](http://www.goodreads.com/list/show/20314.Transgender+Friendly+Young+Children+s+Books)



National and Local Support

- **Inclusion Support Service Kent** <https://www.theeducationpeople.org>

Gillie Heath 03000 417 093

ISSK offers support and advice to schools, settings and professionals working with gender variant and trans children and young people to ensure that their practice is inclusive and they are meeting their duties under the Equality Act. We will also support parents.

- **Stonewall** <http://www.stonewall.org.uk/>

Stonewall: Charity supporting the LGBTQ community. Providing resources, role models and support for schools, including resources and ideas for a LGBTQ inclusive curriculum.

- **Mermaids** <http://www.mermaidsuk.org.uk/>

Mermaids supports children and young people up to 20 years old who are transgender and/or gender diverse, and their families, and professionals involved in their care.

- **Gendered Intelligence** <http://genderedintelligence.co.uk/>

Gendered Intelligence: Their vision is of a world where people are no longer constrained by narrow perceptions and expectations of gender, and where diverse gender expressions are visible and valued.

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National and Local Support

➤ Gender Identity Research and Education Society (GIRES)

<http://www.gires.org.uk/>

GIRES: An organisation whose aim is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.

➤ Metro Centre, Chat LGBTQ+

<https://www.metrocentreonline.org/mental-health/chat-lgbtq-youth-counselling/>

Youth Counselling: Chat supports young lesbian, gay, bisexual, trans and queer/questioning people aged 11-25 and can also support their families. The service operates across London, Kent and Medway.

➤ Porch Light BeYou Project

<https://thebeyouproject.co.uk/>

The BeYou Project connects LGBTQ+ young people in Kent, offering a safe, welcoming and non-judgemental space where young LGBT+ people can meet to socialise, have fun and help each other.

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Ofsted trends and issues

Angelika Simpole, Mandy Davis,
Hayley Butler, Jackie King

Early Years Improvement and Standards Advisers

Welfare Requirements Notice

Notice or complaint driven
Unannounced

Key Information for 2019

- Early years provision received 8 WRN (approx. 10%)
- Out Of School have received no WRN
- Childminders received 10 WRN (approx. 1%)
- Higher percentage of Welfare Requirements Notices are served in the summer term

Key trends for WRN

2018	2019
Lack of staff knowledge of safeguarding	Risk Assessments do not keep children safe
Provision not acting on safeguarding concerns (including LADO)	Risk assessments for younger children are inadequate and do not keep them safe
Recording of accidents and incidents is poor and parents are not always informed.	Staff supervision is ineffective and not regular
Risk assessment do not keep children safe	Safeguarding policies and procedures are not in place or understood by staff
Vetting and recruitment processes need strengthen	The premises are unhygienic



2019 Inspection Grade at time of WRN

Inspection Grade	Number of settings	Number of childminders
Outstanding	2	1
Good	3	6
Requires Improvement	1	
Inadequate	2	3
New Registration		



Maintaining and reaching outstanding judgements

Reaching and maintaining outstanding

Type of provision	Number of inspections since 2017	Did not maintain outstanding	Maintained their outstanding
Full and sessional day care	32	23	9
Childminders	10	8	2
Out of school	3	1	2

Ofsted Recommendations

Key trends in Kent inspections

- Recognising and using **home cultures and languages** within the setting
- Ensuring there is **an appropriate level of challenge** for all children
- Strengthening **parent partnerships**
- Strengthening **Observation, assessment and planning**, so there are clear links with children's learning
- Ensure the **outdoor environment** supports learning
- **Communication and literacy** is consistently supported throughout the setting
- **Leadership** – Overseeing staff deployment and monitoring

Levels of engagement in the last two years

Briefing and Networking Meetings

Out of a possible six opportunities to attend in 18/19

- 2 settings attended twice
- 2 settings attended once
- 19 settings did not engage at all

Annual Conversations

- All settings had engaged with annual conversations except one
- Five out of nineteen settings had actions to develop policy or practice within the provision

2019 Annual Conversations

Number of setting with actions	Current Judgement at annual conversation	Common themes
68	12 Outstanding 54 Good 2 New registration	<ul style="list-style-type: none"> • Induction procedures • Prevent, FGM and CSE • Safeguarding knowledge and training • Supervision • Statutory policies need revising to reflect current policy or practice • Full and relevant qualifications • OAP processes • DBS not onsite • Staff deployment

Inspection reports

- **Build on parent partnerships** – starting points, home learning, love of reading and share the continuous learning
- **Strengthen the quality of education** – especially in relation to extending children's vocabulary, love of reading and resources to support early literacy skills
- **Strengthen transitions** – to better support children's well-being and involvement
- **Levels of challenge** – ensure the level of challenge is age and stage appropriate and incorporates the characteristics of effective learning
- **Appropriate praise** – reflect on ways staff give children praise.

Inspection Area	Key information
Quality of Education	Indoor and outdoor environment is purposefully planned OAP Communication and literacy Appropriate level of challenge
Behaviour and Attitudes	Appropriate praise
Personal Development	Key person system to support children's home languages and culture Risk assessments
Leadership and Management	Mentoring and monitoring of staff Staff supervision Knowledge of safeguarding – Prevent Vetting and recruitment processes Risk assessments Staff deployment

Thoughts for Reflection

Moving forward, what do you think you need to do to ensure you are Ofsted ready?

Early Years and Childcare Provider Association

Area Representatives from the Association

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 Attend & Unauthorised Bookings'
- From here you will be able to locate this event and then click on 'Enter Evaluation'
- Alternatively please log into your account, using the e-mail 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
- **IMPORTANT** – Did you sign in? All delegates **must sign the register** and ensure that their school/setting and contact details are completed and up to date.

Thank you and have a safe journey home.

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