

# Early Years and Childcare Briefing and Networking Sessions

## October 2017

# Early Years and Childcare Briefing and Networking Sessions

Welcome  
and  
Introductions

# Agenda

## **General Updates**

- The Education Services Company
- The Early Years and Childcare Provider Association
- Recruitment Hub

## **Early Years Foundation Stage Profile**

- Data from 2017 EYFSP results
- Discussion opportunity

## **Integrated District Reviews**

- Feedback from Integrated District Reviews

## **Safeguarding**

- Opportunity to review two Serious Case Reviews
- Networking opportunity – reflecting on own knowledge and procedures

# Key Updates

## Education Services Company

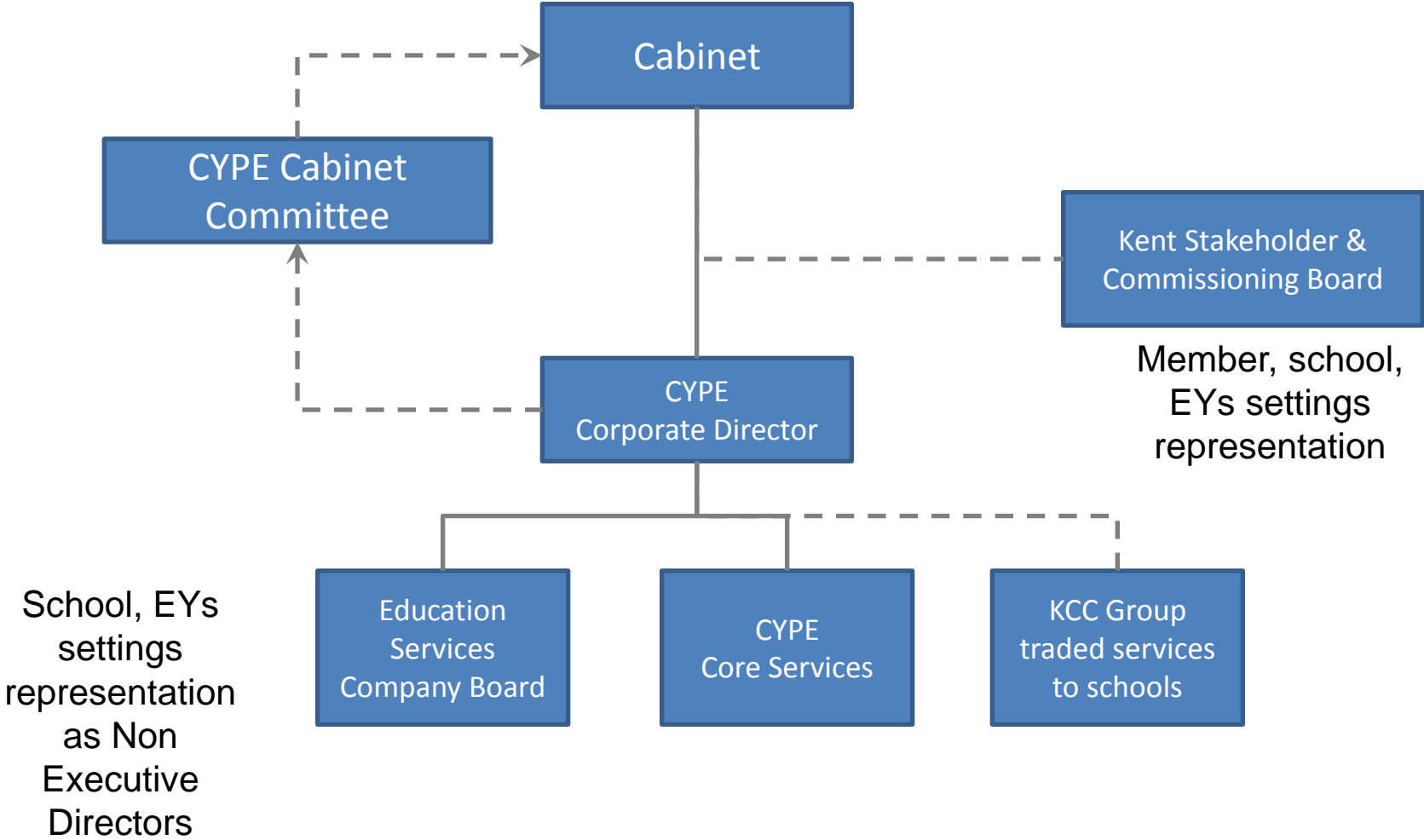
# ESC OBJECTIVES

- To increase the resilience and long-term sustainability of Education Services in Kent
- To maintain and enhance strong bonds between KCC and Kent early years settings and schools, allowing them to have a greater say in how services operate and continuing the focus on improving attainment and standards
- To realise the additional opportunities for growth in traded Education Services to better support the delivery of high-quality statutory services

# ESC SCOPE

| <b>IN the new Company</b>                  | <b>REMAINING in KCC</b>            |
|--|------------------------------------|
| 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            |                                    |

# Education Services Company Governance Structure



# Key Updates

## The Early Years and Childcare Provider Association



# Early Years and Childcare Provider Association

- At Early Years and Childcare Briefing and Networking Sessions in February 2016, district based volunteer representatives were invited from private, voluntary and independent providers
- Representatives of early years school based provision and Early Years Teaching Schools were sought via the Kent Association of Headteachers
- Prospects approached re childminder representation
- 'Stand alone' Out of School Childcare provider representation still being sought

# Early Years and Childcare Provider Association

Early Years and Childcare Bulletin May 2016 stated

*‘Thank you to those who, at our last Briefing and Networking Sessions, expressed an interest in being part of an Early Years and Childcare Provider Association. We are in the process of contacting everyone who expressed an interest and will publish the final membership once this is confirmed.’*

# Early Years and Childcare Provider Association

## Inaugural meeting 8 June 2016

### Terms of Reference

#### (Early Years and Childcare Bulletin October 2016)

- To promote a strategic and effective partnership between Early Years and Childcare providers and Kent County Council (KCC) in working towards the very best Early Years and Childcare provision in Kent
- To work in collaboration with KCC in determining the strategic direction for the ongoing development and improvement of Early Years and Childcare provision and services in Kent
- To provide an interface between KCC and Early Years and Childcare providers
- 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
- To support the continuing development of partnership working between KCC and providers, including formal collaborations, networks and alliances that support holistic improvement

# Early Years and Childcare Provider Association Membership (Bulletin November 2016)

| Member                               | Provision                              | Representing                               |
|--------------------------------------|--|--|
| Michelle Jones                       | Little Acorns Pre School               | Canterbury District                        |
| Jim Duncan                           | Sheerness Neighbourhood Nursery        | Swale District                             |
| Zen Stedman                          | Little Learners Nursery                | Thanet District                            |
| Karla Tabony                         | Choochoos Nursery                      | Dover District                             |
| Brigitte Watkins                     | St Michael's Pre-School                | Ashford District                           |
| Lisa Evans (Chair)                   | Abacus Nursery and Childcare Ltd       | Shepway District                           |
| Siobhan Mason                        | Lollipops Pre-School                   | Dartford District                          |
| Sally Shewell                        | Plaxtol Nursery School                 | Tonbridge and Malling District             |
| Glynis Christopher                   | Scallywags Pre-School                  | Gravesham District                         |
| Vacant                               |  | Sevenoaks District                         |
| Bev Pearce                           | St Luke's Nursery School               | Tunbridge Wells District                   |
| Lucy Ring                            | Smarties Nursery                       | Maidstone District                         |
| Liz Thomas-Friend                    | Herne C of E Infant and Nursery School | Maintained Nursery and Reception Provision |
| Panna Nagar                          | Northfleet Nursery School              | Early Years Teaching Schools               |
| Gwenderlyne Southall<br>(Vice-Chair) | Prospects Services                     | Childminders                               |

# Early Years and Childcare Provider Association

General information about the Association is in the process of being uploaded to the Early Years and Childcare page on KELSI

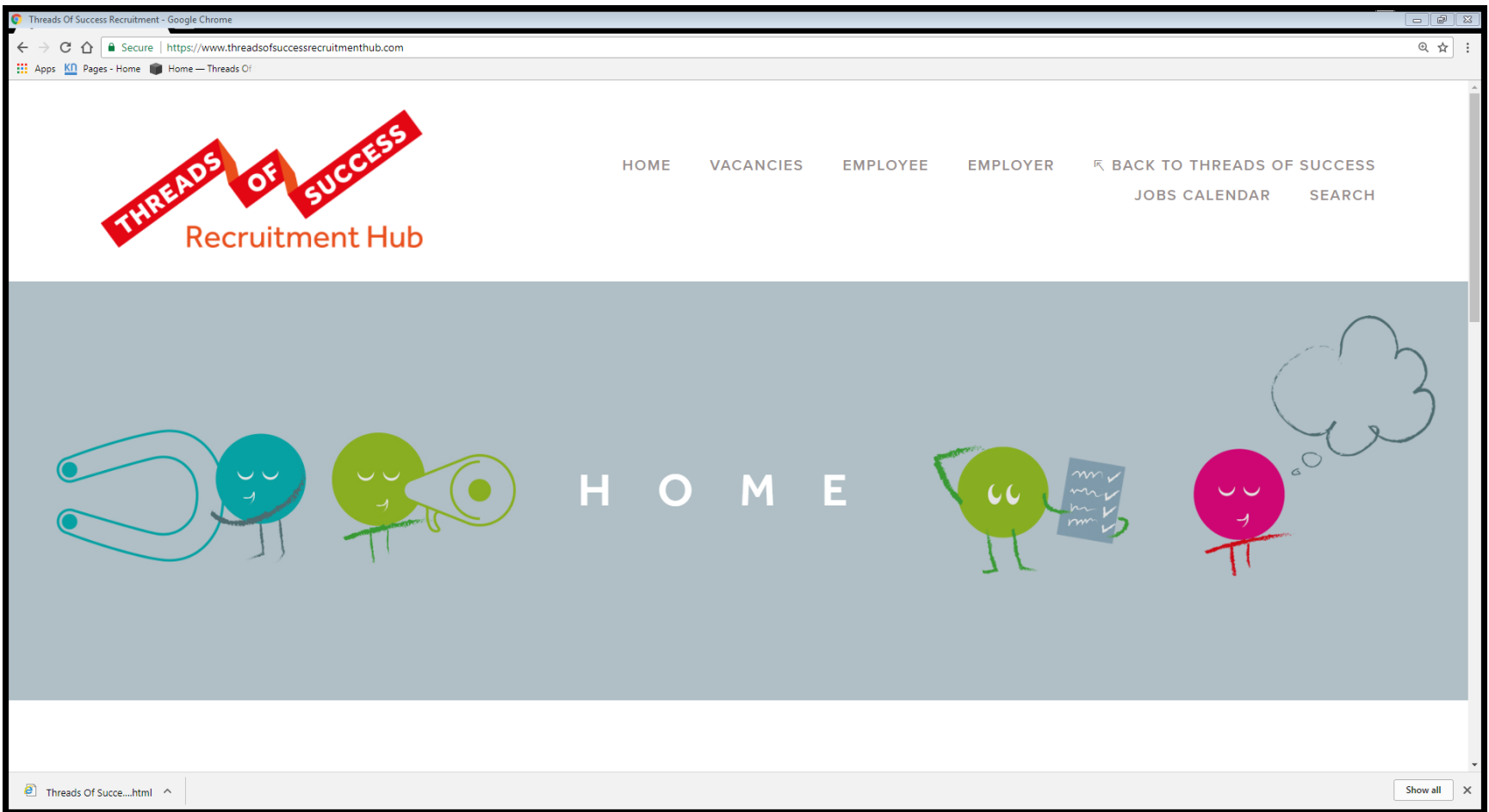
Liaison with Kent Association of Headteachers

Association members will usually be available at Early Years and Childcare Briefing and Networking Sessions to talk to providers if required

# Threads of Success Recruitment Hub Update

[www.threadsosuccessrecruitment.com](http://www.threadsosuccessrecruitment.com)

Senior Improvement and Standards Adviser





Vacancies — Threads Of Success Recruitment - Google Chrome  
Secure | https://www.threadsosuccessrecruitment.com/jobs-page/

Threads Of Success Recruitment Hub

HOME VACANCIES EMPLOYEE EMPLOYER BACK TO THREADS OF SUCCESS  
JOBS CALENDAR SEARCH

V A C A N C I E S

LOOKING FOR STAFF, [CLICK HERE](#) TO UPLOAD YOUR VACANCIES ON TO THE THREADS OF SUCCESS RECRUITMENT HUB. THIS SERVICE IS CURRENTLY CENTRALLY FUNDED FOR KENT PROVIDERS.



Threads Of Succe...html Show all



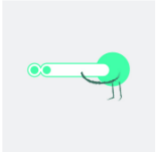
EMPLOYEE — Threads Of Success Recruitment - Google Chrome

Secure | https://www.threadsosuccessrecruitment.com/home-1/

Threads Of Success Recruitment Hub

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# EMPLOYEE



**Job Vacancies**

Please click below to view the current early years and childcare job vacancies.


[LEARN MORE](#)



**Skills + Qualifications**

All you need to know about the skills and qualifications you'll need.

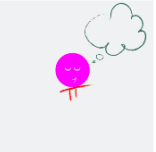
[LEARN MORE](#)



**Apprenticeships**

Guidance and requirements for would be Apprentices and Employers.

[LEARN MORE](#)



**Keeping Safe**

Safeguarding children and protecting them from harm is everyone's responsibility.

[LEARN MORE](#)

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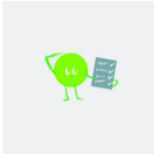
EMPLOYER — Threads Of Success Recruitment - Google Chrome

Secure | https://www.threadsofsuccessrecruitment.com/employeejob-seeker-page/

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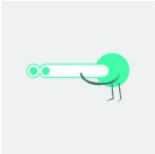
# EMPLOYER



**Upload a vacancy**

Our simple online form for uploading jobs.

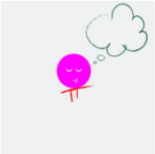
[LEARN MORE](#)



**Recruitment Info**

Information about recruiting staff. Your options and responsibilities.


[LEARN MORE](#)



**Staff Retention**

A simple guide to help you retain your most valuable staff members.

[LEARN MORE](#)



**Apprenticeships**

Guidance and requirements for would be Apprentices and Employers.

[LEARN MORE](#)

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# Early Years Foundation Stage Profile 2017



# EYFS – Good Level of Development

|                       | 2015<br>%<br>GLD | 2016<br>%<br>GLD | 2017<br>%<br>GLD | 2016<br>to<br>2017<br>Dff % | 2015<br>to<br>2017<br>Dff % |
|-----------------------|------------------|------------------|------------------|-----------------------------|-----------------------------|
| Kent LA - All Schools | 73.1             | 74.8             | 74.3             | -0.5                        | +1.2                        |
| National              | 66.3             | 69.3             | 70.7             | +1.4                        | +4.4                        |

In 2017, outcomes at the end of the Early Years Foundation Stage dropped slightly (less than 1 percentage point) but continue to remain above the national average.



# EYFS – Good Level of Development by District East Kent

| Area  | Area/District       | % Good Level of Development<br>2016 : 74.8% | % Good Level of Development<br>2017: 74.3% | Increase/Decrease<br>in GLD %<br>between 2016 to<br>2017 : -0.5 |
|-------|---------------------|---|--|---|
| East  | Canterbury          | 75.6  | 73.8                                       | -1.8  |
| East  | Swale               | 73.4  | 73.5                                       | 0.1   |
| East  | Thanet              | 70.6  | 69.9                                       | -0.7  |
| North | Dartford            | 73.6  | 74.6                                       | 1.0   |
| North | Gravesham           | 72.5  | 72.1                                       | -0.4  |
| North | Sevenoaks           | 76.9  | 77.8                                       | 0.9   |
| South | Ashford             | 75.1  | 73.3                                       | -1.8  |
| South | Dover               | 74.6  | 74.3                                       | -0.3  |
| South | Shepway             | 73.1  | 73.9                                       | 0.8   |
| West  | Maidstone           | 75.4  | 73.8                                       | -1.6  |
| West  | Tonbridge & Malling | 79.5  | 78.0                                       | -1.5  |
| West  | Tunbridge Wells     | 77.7  | 78.2                                       | 0.5   |

School  
Improvement  
Services



# EYFS – Good Level of Development by Gender

| Area                  | District            | Good Level of Development 2016 |                              |                           | Good Level of Development 2017 |                              |                           | Increase/Decrease in GLD % (Gender) between 2016 to 2017 |
|-----------------------|---------------------|--------------------------------|------------------------------|---------------------------|--------------------------------|------------------------------|---------------------------|--|
|                       |                     | Av. Girls % Good Level of Dev  | Av. Boys % Good Level of Dev | GLD % Difference (Gender) | Av. Girls % Good Level of Dev  | Av. Boys % Good Level of Dev | GLD % Difference (Gender) |  |
| East                  | Canterbury          | 83.5                           | 68.3                         | 15.3                      | 79.0                           | 68.8                         | 10.2                      | -5.1   |
| East                  | Swale               | 81.0                           | 66.2                         | 14.9                      | 79.4                           | 67.8                         | 11.6                      | -3.3   |
| East                  | Thanet              | 80.6                           | 61.4                         | 19.2                      | 75.3                           | 65.1                         | 10.1                      | -9.1   |
| North                 | Dartford            | 80.8                           | 66.8                         | 14.0                      | 82.2                           | 67.0                         | 15.3                      | 1.3  |
| North                 | Gravesham           | 79.5                           | 66.0                         | 13.5                      | 78.6                           | 66.0                         | 12.6                      | -0.9   |
| North                 | Sevenoaks           | 83.4                           | 71.3                         | 12.1                      | 86.4                           | 69.8                         | 16.6                      | 4.5  |
| South                 | Ashford             | 82.7                           | 68.1                         | 14.5                      | 79.1                           | 67.8                         | 11.3                      | -3.2   |
| South                 | Dover               | 81.8                           | 67.8                         | 14.0                      | 82.8                           | 65.8                         | 17.0                      | 3.0  |
| South                 | Shepway             | 78.6                           | 67.7                         | 11.0                      | 81.6                           | 66.2                         | 15.4                      | 4.4  |
| West                  | Maidstone           | 81.3                           | 70.1                         | 11.2                      | 79.7                           | 68.5                         | 11.3                      | 0.1  |
| West                  | Tonbridge & Malling | 86.7                           | 72.8                         | 13.9                      | 82.7                           | 73.5                         | 9.2                       | -4.7   |
| West                  | Tunbridge Wells     | 86.6                           | 69.1                         | 17.5                      | 84.5                           | 72.3                         | 12.2                      | -5.3   |
|                       |                     | Av. Girls % GLD 2016           | Av. Boys % GLD 2016          | GLD % Difference          | Av. Girls % GLD 2017           | Av. Boys % GLD 2017          | GLD % Difference          | Increase/Decrease in GLD % between 2016 to 2017          |
| Kent LA - All Schools |                     | 82.2                           | 68.0                         | 14.2                      | 80.8                           | 68.2                         | 12.6                      | -1.6   |

In 2017, outcomes at the end of the Early Years Foundation Stage shows a decrease in the Gender gap.

# Where we are now...

## DfE Response to the consultation

- The seven areas of learning and development specified in the EYFS will remain unchanged, as will the number of ELGs.
- Any changes to the ELGs will come into effect from the 2020 to 2021 academic year.



# Where we are now

“The Early Years Foundation Stage Profile is a well established, valued assessment and should be retained, but the Early Learning Goals (ELGs) should be clarified and refined in a number of areas. Key areas identified for improvement include: ELGs should be better aligned with expectations at Key Stage 1, particularly mathematics and literacy.”

Primary assessment in England September 2017





# Where we are now cont.

“A baseline will be developed using a large scale pilot and evaluation in the 2019 to 2020 academic year.”

In the meantime, schools must continue to complete the EYFSP for their reception-year pupils in the summer term, June 2018 and report the results to local authorities.”



# EYFSP 2017: Discussion

Why do you think might be the reason(s) that Kent's GLD has plateaued/dipped slightly in 2017?

# Integrated District Reviews Key Issues West Kent

Sue Smith



# Aims of the District Reviews

- To investigate/explore whether services are joined up within the district and working effectively, with a particular focus on meeting the needs of vulnerable learners
- To explore how well the CYPE interface with schools and settings is working
- To find out what is working well across the district, what the challenges are, and identify the priorities for the district.

# Maidstone

- Increase registrations and engagement in Children's Centres even further
- Work to increase settings within collaborations
- Increase links and develop further the working relationships with schools and the transition stages
- Ensure high focus on early years vulnerable groups

# Tunbridge Wells

- Increase support from Children's Centres to providers to ensure parental engagement
- Continue to nurture creative ideas (coffee shops etc.) within the network to break barriers to the services by reducing traditional stigmas
- Monitor composition of reach and registration within CC to ensure correct cohort of children are benefitting from services
- Ensure that Primary Schools are aware of the Local Authority strategic plans, local priorities and the CC offer, to enable Children's Centres, Primary Schools and EY settings to work better together
- Reduce barriers to joint working between EY settings and the Health Visiting team
- Ensure transition records are passed from EY settings to receiving school

# Tunbridge Wells

- Consider how to provide joint training opportunities for schools and EY settings. Potential for schools to provide venues
- Improve opportunities for EY settings and primary schools to collaborate regarding information sharing around transition and school readiness
- Invite Primary Schools to contribute to the Children's Centre Annual Conversation, especially around how to improve GLD and attainment gaps, and how they can work with settings to address this
- Explore further the data behind Ofsted gradings and outcomes to understand why outstanding provisions might not contribute fully to a high GLD
- Continue to target Free for Two uptake in most deprived LSOAs
- Increase Children's Centre reach for children known to Specialist Children's Services (by working more with HV to encourage engagement rather than with Social Workers)
- Investigate how many eligible Free For Two children are open to Specialist Children's Services, and use this data to target outreach.

# Tonbridge and Malling

- Strengthen even further the links between Children's Centres and partners and reinforce the Children Centre offer to schools
- Review and strengthen the transition arrangements to primary schools, including improving moderation of child assessments within EY settings
- Increase the dialogue between EY settings and schools regarding transition, for example promote EY evening transition sessions and ensure these are entered in school diaries at start of school year
- EY settings to clarify with families the definitions of School Readiness and ensure families are aware that Ofsted refer to School Readiness in Year 1 whilst practical school readiness is for Year R
- CC staff to promote School Readiness and transition at EY setting family coffee mornings rather than conduct activities (which EY settings can already carry out). This would add increased value for EY settings and families
- It was noted that there are likely to be challenges when introducing the government 30 hour funding initiative. Consideration to be given to providing capacity for more vulnerable children in general and specifically for children in Tonbridge North, Aylesford and Ditton wards.



# Tonbridge and Malling

- Conduct surveys to assess pre-school attendance and identification of child needs prior to transition to school
- Continue to integrate Health services with EY settings, Early Help services and Children's Centres
- Work with partners to obtain family consent and then provide appropriate pre-school interventions such as toilet training and speech and language services at the earliest opportunity
- Expand the practice whereby some EY settings visit their recent cohorts in primary school the term following transition to assess progress and learn best practice for transition of current cohorts
- Investigate if there is an opportunity for settings to collaborate further on provision for the 30 hours government initiative
- Remarket and promote the role and function of Children's Centres as a resource to support parents
- Increase CC reach and registration for families open to Specialist Children's Services, including building and maintaining stronger links with Social Care colleagues.

# Next Steps

- Refocus attention on transition into Primary School
- Analysis of GLD data to identify settings and schools who would benefit from additional support
- Offer joint training for schools and settings including delivery of multiagency training and the use of additional funding.

# Aims of the District Reviews

- To investigate/explore whether services are joined up within the district and working effectively, with a particular focus on meeting the needs of vulnerable learners
- To explore how well the CYPE interface with schools and settings is working
- To find out what is working well across the district, what the challenges are, and identify the priorities for the district

# Integrated District Reviews

## Key Issues South Kent

# Ashford

- To develop links between schools and settings
- To develop resources to support with speech and language
- To continue to develop support for children with additional needs in settings (staff training and time) so that statutory assessment happens earlier
- Further work to improve Children's Centre reach and registration, particularly for vulnerable groups

# Dover

- Consider how to build on the joined up model where the school, pre-school and Children's Centre work closely to support local families
- Consider use of Children Centre buildings for partners such as Health or Preschool Nurseries
- Maximise the links between the school and early years link workers
- Consider the implications for the district of providing the thirty hours free childcare places against the background of waiting lists
- Maintain and improve the levels of children attending pre-school and taking up Free For Two entitlement
- Aim to embed culture of good attendance habits in children within EY to translate into continued good habits in schools

# Shepway

- Free for Two to be targeted in specific areas where take up and Foundation Stage Profile is lower
- Early Help link workers to engage with settings who are not in a collaboration
- Encourage and support settings to access EY LIFT
- Review and enhance transition arrangements from settings to Yr R
- Explore how to increase childcare sufficiency in the district against the plans for three new housing developments and the proposed 30 hour provision

# Next Steps

- Refocus attention on transition into Primary School
- Analysis of GLD data to identify settings and schools who would benefit from additional support
- Offer joint training for schools and settings including delivery of multiagency training and the use of additional funding.



# Integrated District Reviews Key Issues North Kent

Jane Nolan



# Dartford

- Increase reach by Children's Centres to those not taking up FF2 offer
- LA to broker improved links between maintained nurseries and Early Years
- LA to broker improved moderation within Early Years settings, within schools and across the transition from nursery/Early Years settings to schools – improved consistency, timeliness and communication
- Work with schools and collaborations to increase the number of schools moving from Good to Outstanding

# Sevenoaks

- Develop transitions from Early Years settings to primary schools
- Look to develop transition and moderation protocols across all Early Years settings to ensure consistency
- Investigate the reasons for the low GLD scores for those children taking up FF2 provision in district and to develop a district wide strategy to address this
- Maximise family engagement in transition events
- Investigate possible effects on pupil attainment, behaviour and attendance – distances travelled by many secondary age pupils

# Sevenoaks

- Post 16 students often need to travel and this needs to improve. Early Help to continue to work closely with North Kent College and to replicate this approach with West Kent College
- Pupil Premium and SEND – Meeting with Sevenoaks Partnership to suggest how they go forward with developing diminishing the gaps
- Greater Depth – Key Performance indicators for each year group in Maths and English

# Gravesham

- GLD for boys in Gravesham
- Low number of schools working with schools Early Years team
- Continue to develop FF2 provision in the areas of highest deprivation (encourage community links and parental understanding of the benefits of quality Early Years)
- Further work to better understand reasons why some families choose not to access a FF2 place

# Gravesham

- EH to work with schools and community, to develop Parental Involvement and opportunities to engage with parents
- Explore impact of SEND training provision on practice in schools
- Consider adapting further levels of the training evaluation to understand the impact made
- Work with schools to address areas with rising numbers of fixed term exclusions
- NEET pathway improved and communicated widely
- Improve outcomes in Gravesham primary schools

# Next Steps

- Refocus attention on transition into Primary School
- Analysis of GLD data to identify settings and schools who would benefit from additional support
- Offer joint training for schools and settings including delivery of multiagency training and the use of additional funding.

# Integrated District Reviews Key Issues East Kent

Sandi Mortimer





# Canterbury

- Children's Centres already demonstrate good links with Private, Voluntary and Independent early years settings
- Free For Two take up in Canterbury District is one of the best in Kent
- Explore the reasons behind poor attendance at EY LIFT and provide challenge to EY settings and schools with regard to attendance at LIFT, HNF and EHCP applications
- Ensure that maintained nurseries are fully aware of the Children's Centre offer and establish named link workers
- The potential for closer integration between Early Years settings and Health was recognised through requests for Joint Reviews of children at two years

# Swale

- Consider the mechanisms for improved transitions, including adopting the Sheppey Challenge approach
- Communicate the district offer for vulnerable children more widely, especially those under 7 years
- Undertake additional family engagement activities to provide an understanding of FF2 take up
- Publicise the Born To Move and Storysizes programmes within the obesity reduction agenda

# Thanet

- Capitalise on opportunities presented by the JR2 project in Thanet such as:
  - ✓ joint learning
  - ✓ increased knowledge of nursery cohorts through allocation of designated nursery nurses
  - ✓ earlier involvement with FSM children, to allocate Early Help support as appropriate
- Hold a Troubled Families Engagement event for Early Years Providers

# Thanet

- Promote consistent understanding of the LA definition of “School Readiness” with Early Years settings and schools
- Improve transition between Early Years settings and school reception year:
  - ✓ Encourage and support better information sharing
  - ✓ Share children’s learning journeys
  - ✓ Ensure Early Years information on children is fully utilised by schools
  - ✓ Promote the professional status of both Early Years and school staff

# Next Steps

- Refocus attention on transition into Primary School
- Analysis of GLD data to identify settings and schools who would benefit from additional support
- Offer joint training for schools and settings including delivery of multiagency training and the use of additional funding.

# Safeguarding

**Claire Ray**

**Principal Officer**

**Education Safeguarding Team**

**Presented by the Early  
Years and Childcare  
Service**

# Key Points

Delegates were:

- Given the opportunity to review key findings from two Serious Case Reviews and discuss their own practice in relation to these
- Reminded that as well as being aware of recent issues in safeguarding such as Prevent and CSE, they and their team should remain aware of the traditional four categories of abuse
- Reminded of the need to observe and record, question behaviours, consult with DSL or Education Safeguarding Team and refer having considered the thresholds for intervention
- Provided with Safeguarding contact numbers as well as the Whistleblowing Advice Line (see next slides)

# Whistleblowing advice line

If you're a professional with concerns over how child protection issues are being handled in your own or another organisation, you can talk to us anonymously.

**0800 028 0285**

[Email us](#)



# Education Safeguarding Team

## Contact Details:

### Area Safeguarding Advisers

**West Kent**: Robyn Windibank Tel: 03000 412284 or 07540 677200

**South Kent**: Peter Lewer Tel: 03000 415057 or 07917 602413

**East Kent**: Julie Maguire (form November 6) Tel: 03000 418503 or 07740 183807

**North Kent**: Jonathan Hogben (From November 6) Tel: 03000 412445 or 07740 183798

**Online Safety**: Rebecca Avery (Safeguarding Adviser Online Protection)  
Ashley Assiter (e-Safety Development Officer)

Tel: 03000 415797 or 07789 968705

**Training and Development** : Mike O'Connell 03000 418707

**Principal Officer** : Claire Ray 03000 415788

# Specialist Children's Services

**CRU 03000 411111**

**Out of Hours 03000 419191**

**LADO Team**

**03000 410888**

**OFSTED Helpline**

**0300 123 1231**

# Evaluations and Thanks