

Brighton & Hove

Early Years Strategy

2017-2019



Brighton & Hove
City Council

Brighton & Hove Early Years Strategy 2017–2019

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Foreword

Welcome to our Early Years Strategy for 2017 to 2019.

Our vision for Brighton & Hove is that children should have the best possible start in life, growing up happy, healthy and safe with the opportunity to reach their potential, with no one left behind.

A child's experiences from conception to the age of five have a major impact on their future life chances. A secure, safe and happy childhood is important for all children. Good parenting, good health advice and opportunities for high quality early learning together provide the foundation all children need to be healthy and to make the most of their abilities and talents as they grow up. This is particularly important for disadvantaged children where support in the early years can have the greatest impact.

We are committed to continuing to provide integrated services from a city-wide network of children's centres working in partnership with Sussex Community NHS Foundation Trust who deliver the Healthy Child Programme.¹

The strategy will also be delivered in partnership with Brighton & Hove's high quality early years and childcare providers in the public, private, voluntary and independent sectors. We are particularly proud of our high take-up of free childcare places for our most disadvantaged two year olds with 81 per cent of those eligible taking up a place compared with the England average of 71 per cent. We also have more children attending the highest quality provision with 44 per cent of two year olds attending settings rated outstanding by Ofsted, compared with the England average of 21 per cent.²

We hope to repeat this success with the increase to 30 hours free childcare for three and four year olds with working parents which started in September 2017. Most childcare providers in Brighton & Hove have signed up to deliver 30 hours and the government's evaluation of the early rollout of the scheme showed benefits to families, with a high take-up of the extended hours by eligible parents, less reliance on informal childcare and an improvement in family finances. We hope that the scheme will support more parents to be able to work more hours or move into employment for the first time, should they wish to do so.

We have more to do to improve outcomes for children at the end of their reception year in school and are committed to working with parents, early years and childcare providers and schools to increase support for our most disadvantaged children.

Councillor Dan Chapman
Lead Member for Early Years and Chair of Children, Young People and Skills
Committee
Brighton & Hove city council

¹ The Health Child Programme is a universal, evidenced-based early intervention and prevention service for all children and families, aimed at supporting children to have the best start in life

² Two year olds in receipt of their early years free entitlement. Data from DfE, January 2017

1. Why an Early Years Strategy is Needed

“The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during those early years, starting in the womb, has lifelong effects on many aspects of health and wellbeing, from obesity, heart disease and mental health, to educational and economic achievement... later interventions, although important, are considerably less effective if they have not had good early foundations.”³ⁱ

“A child’s earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other.”⁴ⁱⁱ

The council has a duty to improve outcomes for all young children, reduce inequalities and ensure that there is sufficient, high-quality early years provision and childcare for parents locally.⁵

This strategy details how the council is meeting this duty and sets priorities for the future, focussing on the most disadvantaged children and families. It contributes to the council’s ambition that children and young people have the best possible start in life, growing up happy, healthy and safe with the opportunity to reach their potential. It also supports the Commissioning Strategy: Health & Wellbeing of Children, Young People & Families 2015-2020ⁱⁱⁱ agreed by the council and the clinical commissioning group which includes a priority to give every child the best start in life and reduce inequalities.

This strategy has been informed by Ofsted’s report *Unknown children – destined for disadvantage?* This considers how local authorities, schools and early years providers should tackle disadvantage and lower standards for children in the most deprived communities.

The report notes that outcomes can be improved where early years providers ensure that disadvantaged children:

- have a grasp of the basics (early literacy, language and a sense of number)
- develop the character traits and life skills to become confident contributors to society (resilience, perseverance, disposition to learn)
- have their material, physical and well-being needs identified and addressed (poverty and early health outcomes, including mental health)

³ *Fair Society, Healthy Lives* The Marmot Review (LGA 2010)

⁴ *Unknown children, destined for disadvantage?* (Ofsted 2016)

⁵ Childcare Act, 2006

2. Early Years Data

2.1 Early Years Foundation Stage

The national indicator for outcomes for young children is the early years foundation stage profile (EYFSP). This teacher assessment is carried out at the end of the early years foundation stage (EYFS) in the summer term of the child's school reception year.

The statutory framework for the early years foundation stage^{iv} sets the standards that early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. These cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents/carers)

2.2 EYFSP Good Level of Development

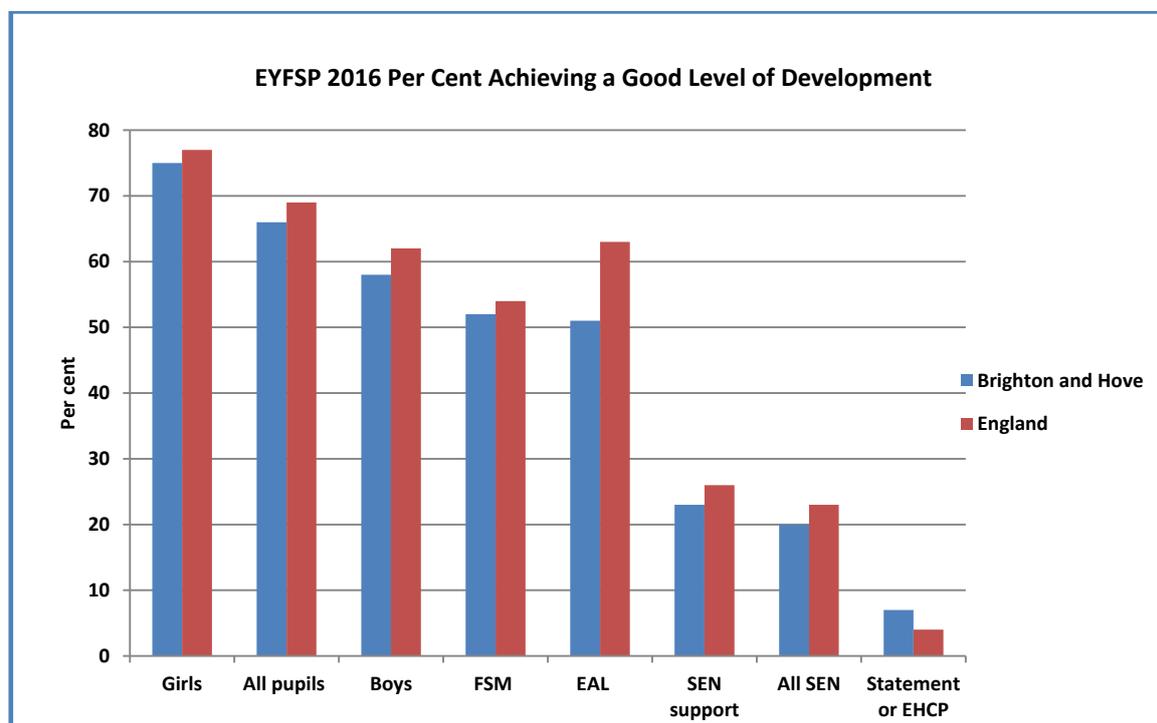
In 2017 69.4 per cent of children in Brighton & Hove achieved a good level of development (GLD)⁶, an increase of 3.2 per cent on 2016. Nationally 70.7 per cent achieved a GLD, with an increase of 1.4 per cent on 2016.

2017 national results are available for gender, which show that while the gap between boys and girls has decreased nationally it has increased in Brighton & Hove.

	Per Cent Achieving a Good Level of Development							
	England				Brighton & Hove			
	All	Girls	Boys	Gap	All	Girls	Boys	Gap
2017	70.7	77.7	64.0	13.7	69.4	78.5	60.2	18.3
2016	69.3	76.8	62.1	14.7	66.2	74.6	57.9	16.8
2015	66.3	74.3	58.6	15.6	64.7	73.1	56.5	16.6
2014	60.4	68.7	52.4	16.3	60.1	69.5	51.1	18.4
2013	51.7	59.9	43.9	16.0	44.8	51.8	38.5	13.3

⁶ A pupil is classed as having a good level of development if they achieve at least the expected level in the early learning goals within the three prime areas of learning and within literacy and mathematics

2016 data has more detailed results in terms of pupil characteristics which can be used for benchmarking. Both nationally and in Brighton & Hove girls perform better than boys and children eligible for free school meals achieve less well than their peers.



2.3 Free School Meals (FSM)

The chart below shows the percentage of children in Brighton & Hove eligible for FSM achieving a GLD in 2017, compared with those not on FSM. There is no evidence that the gap is closing; however the number of children on FSM has been reducing over the past five years which may have had an impact. National data for 2017 is not yet available but in 2016 the gap between children on FSM and all children was smaller than the national average, (Brighton & Hove gap 17 per cent, and England gap 18 per cent).

Year	EYFSP Cohort	All Per Cent GLD	FSM Pupils	FSM Per Cent GLD	Not FSM Pupils	Not FSM Per Cent GLD	EYFSP FSM Gap
2017	2793	69.1	348	50.6	2445	71.8	21.2
2016	2864	66.2	426	52.3	2438	68.3	16.0
2015	2938	64.7	442	51.6	2496	67.1	15.5
2014	2801	60.1	466	41.8	2329	63.5	21.7
2013	2831	44.3	495	26.1	2416	49.8	23.7

2.4 English as an Additional Language (EAL)

The percentage of EAL pupils in Brighton & Hove (a cohort of 16.5 per cent) achieving a GLD in 2017 was 52.8 per cent, an increase of 3.1 per cent on last year. The gap between EAL and non-EAL pupils achieving a GLD was 19.6 per cent, which is similar to last year's gap of 19.5 per cent. This compares with a gap in 2016 of eight per cent in England as a whole. Around

10 per cent of the EAL group arrived in reception classes after the start of the school year and only 22.5 per cent of these children achieved a GLD.

Year	EYFSP Cohort	All Per Cent GLD	EAL Pupils	EAL Per Cent GLD	Not EAL Pupils	Not EAL Per Cent GLD	EYFSP EAL Gap
2017	2793	69.1	458	52.8	2332	72.4	19.6
2016	2864	66.2	392	49.7	2274	69.2	19.5
2015	2938	64.7	408	49.8	2346	67.8	18.0
2014	2801	60.1	357	59.9	2444	61.5	1.6
2013	2801	44.3	113	31.7	2475	46.1	14.4

The most significant factor impacting the gap in achievement was the number of children with EAL and special educational needs and disabilities (SEND). There were significant numbers of children who were not recorded as SEND but who had been assessed by the Ethnic Minority Achievement Service (EMAS) as having SEND.

To address the gaps in the EYFSP an ethnic minority achievement early years action plan has been developed.⁷

2.5 Special Educational Needs and Disabilities (SEND)

In 2017 the percentage of pupils in Brighton & Hove with SEND achieving a GLD was 16.5 per cent. In 2016 it was 19.5 which three per cent lower than the England average. The gap for pupils with SEND compared with those without SEND pupils was 57 per cent. In 2016 it was 51 per cent, which was slightly lower than the England average of 52 per cent.

Year	EYFSP Cohort	All Per Cent GLD	SEN Pupils	SEN GLD	Not SEN Pupils	Not SEN Per Cent GLD	EYFSP SEN Gap
2017	2793	69.1	212	16.5	2581	73.5	57.0
2016	2864	66.2	257	19.5	2607	70.5	51.0
2015	2938	64.7	294	20.7	2644	69.6	48.9
2014	2801	60.1	374	21.9	2421	65.8	43.8
2013	2801	44.3	415	12.3	2416	49.8	37.5

⁷ See page 21

3. The Strategy's Aims and Priorities

The aim of the strategy is to improve outcomes for disadvantaged children in child development and school readiness by:

- **focussing on disadvantage including working to a shared definition across early years services**
- **providing joined-up services through children's centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families**
- **ensuring children receive early assessments including the health and development review at age two and promoting information sharing between health visitors, early years providers and schools**
- **ensuring there are sufficient early years childcare places so that disadvantaged children can take up their early years free entitlement (EYFE) and parents can work**
- **ensuring that childcare places are high quality and additional funding has sufficient impact on disadvantaged children**

3.1 Priority One

Focussing on disadvantage including working to a shared definition across early years services

Ofsted's report *Unknown children – destined for disadvantage?* states that tackling the issues facing disadvantaged families requires leaders across children's services, health and education to have a broader understanding of what it means to be disadvantaged. It states that the most effective local authorities go beyond defining disadvantaged families as those eligible for free school meals.

The Department for Work and Pensions report *Improving Lives: Helping Workless Families*^v showed that children growing up in workless families are almost twice as likely as children in working families to fail at all stages of their education and so this continues to be a key group of children to support.

The agreed definition of disadvantage for Brighton & Hove is children who:

- live in workless families (eligible for free childcare at age two and the early years pupil premium at age three)
- live in low-income working families (eligible for free childcare at age two)
- have SEND including those in receipt of disability living allowance (DLA) (eligible for free childcare at age two and the disability access fund (DAF) at age three)
- are looked after or adopted (eligible for free childcare at age two and the early years pupil premium at age three)
- have English as an additional language
- are from black and minority ethnic groups
- live in vulnerable families, including children:
 - with teenage parents
 - who suffer neglect

- with parents who have poor mental health, learning disabilities, substance misuse, subject to domestic violence
- live in emergency housing
- with a child in need or child protection plan

3.2 Priority Two

Providing joined-up services through children’s centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families

“When learning, physiological development and children’s health are inextricably linked for the under-fives, tackling all forms of inequality, across education, health and social care should go hand in hand.”⁸

3.2.1 Children’s Centre Services

All families with children under five can access services based at seven designated children’s centres and delivery points across Brighton & Hove:

- [Conway Court and West Hove](#)
- [Hangleton Park](#)
- [Hollingdean and Hollingbury and Patcham](#)
- [Moulsecomb and City View](#)
- [Portslade](#)
- [Roundabout and the Deans](#)
- [Turner](#)

Children’s centres offer universal and targeted integrated services provided by both council and health service staff.

Children’s centre services include:

- antenatal clinics delivered by midwives
- Healthy Child Programme⁹ delivered by health visitors
- [Bookstart](#) in partnership with the library service
- drop-in stay and play and baby groups
- parenting discussion groups
- volunteering and training opportunities for parents

Targeted services to support disadvantaged children and families include:

- supporting workless parents to access training and employment
- support for families to take up [Healthy Start](#) vouchers
- foodbanks in Moulsecomb, Roundabout and Turner children’s centres
- bilingual families groups
- groups for families with children with SEND
- *Chatterbox* group for children with language delay and their parents

⁸ *Unknown children – destined for disadvantage?* (Ofsted 2016)

⁹ See page 11

- *Now we are two* groups for parents with two year olds who will be eligible for free childcare
- home-based interventions delivered by early years educators
- Triple P parenting courses and individual parenting work
- *Feeling good, feeling safe* courses (a protective behaviours course focussed on keeping children safe) and individual work
- family coaching alongside a family assessment/family action plan as part of the government's *Troubled Families* initiative

Targeted services and the progress made by families are measured using family progress evaluations and a 'distance travelled' tool. A full review of universal and targeted groups and one to one interventions is currently taking place, looking at the level of need of families attending, using the indicators of disadvantage, as well as the impact of interventions through parents' self-evaluations. The findings will inform future children's centre services.

Children's centres focus on food poverty and healthy eating for children and families through working closely with teams from public health, [Brighton & Hove Food Partnership](#), and other community organisations. A steering group involves both council and NHS services as well as council-run nurseries and early years settings in the private and voluntary sector. Its work links to Brighton & Hove's food poverty action plan and early years priorities within public health.

Council children's centre staff include early years family coaches who support families with parenting and child development and volunteer and skills development coordinators who support parents to volunteer, train and return to employment. The integrated team for families and parenting service is also based in children's centres and provides family coaching as part of the Troubled Families initiative, working with families with children of all ages.

Children's centres are also used by voluntary organisations as venues for their services.

3.2.2 Health Services

Midwives employed by Brighton and Sussex University Hospitals Trust are based in the largest children's centres and run antenatal clinics.

The council's public health department commissioned Sussex Community NHS Foundation Trust (SCFT) to provide an extended 0 to 19 public health community nursing service in Brighton & Hove from April 2017. SCFT delivers the Healthy Child Programme, a national universal programme of specialist health advice to families from the child's birth, alongside targeted interventions for families with more complex needs, including where there are safeguarding concerns.

Health visitors act as the main lead professional for early years, assessing families, agreeing levels of service and action plans and supervising work by children's centre staff on family

action plans. The service operates at four levels: community, universal, universal plus and universal partnership plus.

School nurses are also now based in children's centres with the aim of improving team working and consistency of support across all age ranges.

The new health service also includes a specialist team, *Healthy Futures*, which provides support for families with specific vulnerabilities, including teenage parents, homeless families, travellers, young carers and refugees and asylum seekers. Other new specialist elements include a programme on perinatal and infant mental health, and implementation of a community-based continence service for children and young people.

3.3 Priority Three

Ensuring children receive early assessments including the health and development review at age two and promoting information sharing between health visitors, early years providers and schools

Early assessment and identification of disadvantaged children is crucial. The first assessments of children and families are completed by health visitors as part of the Healthy Child Programme before and after birth and at age one and two years.

All children are assessed by health professionals at 27 months using the Ages and Stages Questionnaire (ASQ). This check enables early identification of delays in a child's development and can initiate early intervention and additional support.

Parents contribute to the ASQ and receive a copy of the summary sheet which they are encouraged to share with their child's early years setting. The EYFS includes a statutory requirement for all children attending childcare to be assessed at the age of two. This progress check monitors achievement of the three prime learning and development areas of the EYFS. The check is shared with parents and with health teams, with parental permission.

All parents of two year olds are offered a health check but some parents decide not to take up the offer. The proportion of two year olds receiving a health check had increased to 75 per cent by the last quarter of 2016/17.

Work to improve information sharing is a key next step. Where a child has identified complex additional needs the aim is to complete the ASQ and progress check together. A trial is taking place in the autumn term 2017 of integrated checks at one council nursery for a small number of children.

Where families require additional support, their needs are identified through a new strengthening families assessment and plan, used across all levels of need, and replacing the early help assessment. The plan is used to co-ordinate support provided by universal and targeted services. The use of the strengthening families assessment across services aims to reduce the number of times a family has to tell and repeat their story to allow practitioners time to focus on making relationships to effect change for children.

A strengthening families assessment can be used by one agency, or used to co-ordinate plans and reviews when a number of agencies are working together. Assessment is essential as a basis for good quality support and to enable a family to understand why support is required, as well as key to identifying their role in making a plan for change.

3.4 Priority Four

Ensuring there are sufficient early years childcare places so that disadvantaged children can take up their early years free entitlement (EYFE) and parents can work

3.4.1 Childcare in Brighton & Hove

A Childcare Sufficiency Assessment^{vi} (CSA) was published in November 2016. The CSA did not find any significant gaps in childcare in terms of quality, location, availability of childcare for children of different ages, availability at different times, and affordability, although parents were concerned about the high cost of childcare. The CSA found that:

- Childcare in Brighton & Hove is of high quality, with a good range of different types of provision. This includes:
 - Full day care – open all year round and for the working day run by private, voluntary or public organisations such as the council, universities and hospital trusts
 - Sessional care – usually open term-time only and for the school day or less run by private, voluntary or public organisations
 - Childminders – who work in their own homes and can provide very flexible childcare often open all year and for full days
 - Independent schools – usually open term-time and for the school day
 - Maintained schools with nursery classes – 15¹⁰ of Brighton & Hove’s primary/infant schools currently have nursery classes taking children from age three (and at one school children can attend from age two). This childcare is term-time only and is open during the school day
 - Maintained nursery schools – Brighton & Hove has two standalone nursery schools. One takes children from birth to five and offers holiday provision as well as breakfast and after-school clubs; the other takes children from age two to five and is open term-time only and for the school day.
- Childcare is not distributed evenly and there is more choice in some neighbourhoods than in others. However, most parents should be able to access provision which is reasonably convenient in terms of location.
- There has been a drop in the number of children attending maintained nursery classes resulting in the closure of three from September 2017. However, early years and childcare providers have shown flexibility in expanding to meet additional demand in providing EYFE for two year olds and it is hoped that they will do the same for 30 hours free childcare.¹¹

¹⁰ Reduced from 18 in September 2017

¹¹ See page 16

The map shows the distribution of childcare for children aged 0 to 5 across the city.



- 📍 **Sessional providers (pre-schools, playgroups and nursery classes in independent schools)**
- 📍 **Maintained nursery classes and schools**
- 📍 **Full day care**

Part of the council’s strategy is to provide high quality childcare in the most disadvantaged areas to ensure that local children can access provision. Council-run full day care nurseries are:

- [Acorn Nursery](#) – North Portslade Children’s Centre (Ofsted good)
- [Bright Start Nursery](#) – Old Slipper Baths, North Laines (Ofsted good)
- [Cherry Tree Nursery](#) – Hollingdean Children’s Centre (Ofsted outstanding)
- [Jump Start Nursery](#) – Moulsecoomb Children’s Centre (Ofsted outstanding)
- [Roundabout Nursery](#) – Roundabout Children’s Centre, Whitehawk (Ofsted outstanding)

There are also two sessional nurseries:

- Pavilion Pre-school – North Portslade (Ofsted outstanding)
- Sun Valley Nursery – Valley Social Centre, Whitehawk (Ofsted good)

3.4.2 Childcare Information

The [Family Information Service](#) (FIS) provides extensive information about childcare, early education and services for families on its website, through social media and by phone.

Information is available for parents, and those supporting them. Support is offered through:

- universal and targeted marketing of childcare
- information about the benefits of the EYFE

- help paying for childcare
- checking entitlement to EYFE for two year olds and assisting in proof of eligibility where this is not straightforward
- a comprehensive online directory and help finding childcare
- follow-up support to find a place through brokerage where a child is not attending
- providing information about other services for families

3.4.3 Early Years Free Entitlement for Two Year Olds

Disadvantaged two year olds are entitled to 570 hours a year of EYFE from the term after their second birthday and a key priority is to ensure that there are sufficient high quality places for these children.

To be eligible children must be from a family in receipt of out of work benefits, or on a low income (not more than £16,190) and in receipt of working tax credit. Children who are disabled, looked after by the local authority, or adopted from the care of the local authority are also eligible.

Children access provision at a variety of settings including with childminders who provided for three per cent of children.¹² However only one Brighton & Hove's 15 primary schools with nursery classes takes two year olds; at seven per cent this is lower than the national average of 14 per cent. The council will continue to encourage schools to take two year olds in their nursery classes.¹³

The early years and childcare team supports high take-up by parents of EYFE through:

- careful data analysis including cross-referencing data from multiple sources
- supporting childcare providers to offer EYFE in accordance with statutory guidance, local terms and conditions and good practice
- flexible and generous payment terms and conditions

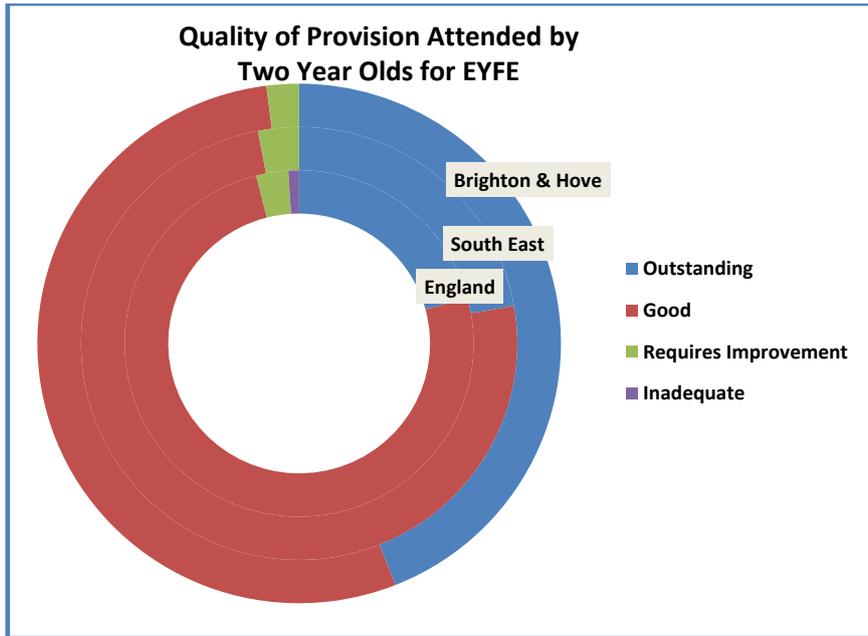
Brighton & Hove has attained very high take-up of EYFE by eligible two year olds, averaging 83 per cent over the past two years, compared with the south east and England averages of 70 per cent. This places Brighton & Hove top of 19 local authorities in the south east.¹⁴

Two year olds also took up their entitlement at high quality settings; in the spring term 2017 98 per cent attended settings which were rated good or outstanding by Ofsted including 44 per cent attending outstanding settings compared with the south east average and England averages of 22 and 21 per cent respectively.¹⁴

¹² Nationally the figure is four per cent

¹³ [The report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015 Early years](#) recommends that more schools take two year olds

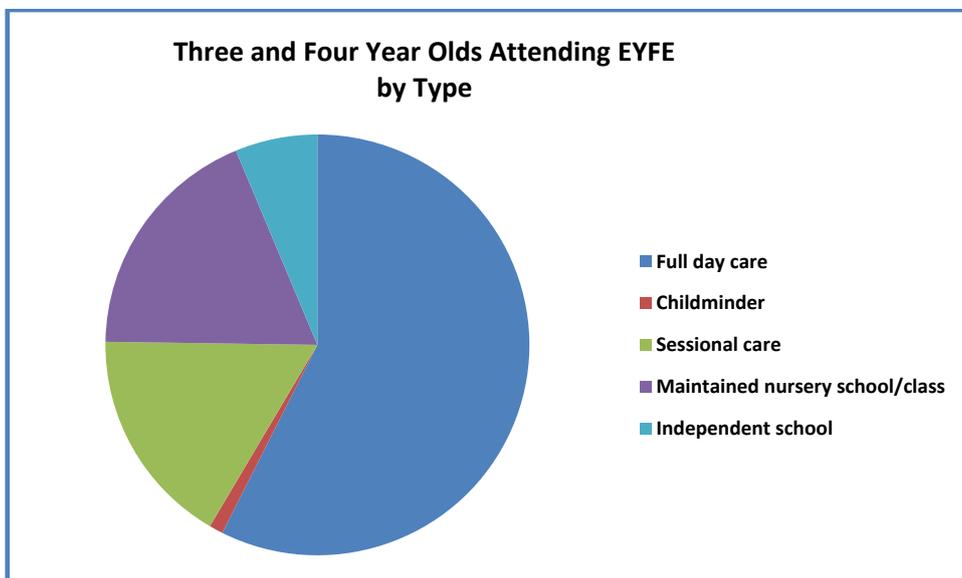
¹⁴ DfE census January 2017



This widespread availability of places, particularly at children’s centre nurseries, has been a contributing factor to the success of the scheme.

3.4.4 Early Years Free Entitlement for Three and Four Year Olds

All three and four year olds are entitled to 15 hours a week of EYFE. Take-up of this universal offer is 94 per cent, compared with 96 per cent in the south east and 95 per cent in England as a whole.¹⁴



3.4.5 30 Hours Free Childcare

Since September 2017, working parents of three and four year olds have been entitled to 1,140 hours of childcare a year which is free of charge.¹⁵ This is double the universal offer of 570 hours a year for all three and four year olds. Local authorities are required by legislation to secure this childcare for qualifying children in their area. The extended entitlement is being introduced to support working parents with the cost of childcare and to help parents who would like to work more hours.

The government estimates that 1,890 three and four year olds in Brighton & Hove will be eligible for the extended entitlement. Many of these will be children already attending childcare provision paid for by parents, which instead will become free. However, findings from the DfE's *Evaluation of Early Rollout of 30 Hours Free Childcare*^{vii} indicate that more parents may take up this entitlement than has been estimated by the government as they change their working patterns to become eligible.¹⁶

As part of early innovator status to prepare for 30 hours free childcare, specific projects were completed around children with special educational needs and disabilities (SEND) and with English as an Additional Language (EAL).

3.4.6 Funding for Early Years Free Entitlement

Funding for EYFE is now allocated on a national formula, and the council's equates to an increase of 4p per hour on the amount for 2016/17. At £4.45 per hour it is significantly below the published national average amount of £4.78 and below the average hourly charge for childcare in Brighton & Hove of £5.05.¹⁷ The council is passing on more than 95 per cent of its funding allocation to childcare providers, with an average hourly rate of £4.26.

While 30 hours free childcare is very positive for working parents, this extension of EYFE and the new early years funding formula has potential risks and there may be some unintended consequences, for example:

- providers not offering the extended entitlement because of low funding rates, or doing so but at the risk of their wider sustainability
- providers increasing fees for childcare which is paid for by parents, or introducing extra charges resulting in an overall increase in childcare costs for parents
- negative impacts on other childcare provision such as decline in the availability of EYFE for two year olds and the universal entitlement
- providers cutting costs elsewhere, for example the number of qualified staff, resulting in lower quality provision

30 hours free childcare will be monitored to identify the impact on the childcare market.

¹⁵ This equates to 30 hours per week if the childcare is taken during term time only, or around 23 hours per week if spread across the year

¹⁶ *Evaluation of Early Rollout of 30 Hours Free Childcare* (DfE 2017) found that take-up of the extended hours was associated with increases in the use of formal childcare; longer work hours for mothers and fathers; and some indication of higher work retention for mothers

¹⁷ Childcare Sufficiency Assessment (Brighton & Hove City Council 2016)

3.4.7 Providing Access to Childcare and Employment (PACE)

The council is a partner in the Providing Access to Childcare and Employment (PACE) project, an Interreg, 2 Seas Project part funded by the European Regional Development Fund. There are 12 partners from Belgium, France, the Netherlands and the UK spanning local government, the voluntary sector and academia. The lead partner is the city of Mechelen in Belgium and Kent county council is the council's partner in the UK. In Brighton & Hove the project is led by the Family Information Service in partnership with children's centres.

PACE aims to support families to access good quality early education and childcare to improve outcomes, enhance participation in society and reduce child poverty through:

- identifying barriers to childcare experienced by parents
- exploring different models of childcare
- developing skills for professionals and parents
- building links between childcare and employment services

3.5 Priority 5

Ensuring that childcare places are high quality and additional funding has sufficient impact on disadvantaged children

3.5.1 Ofsted Judgements in Brighton & Hove

Ofsted inspects registered early years settings to evaluate the overall quality and standards of provision in line with the principles and requirements of the Statutory Framework for the Early Years Foundation Stage.^{viii}

Ofsted inspection outcomes indicate that the quality of early years provision in Brighton & Hove is high. In January 2017 96 per cent of three and four year old children attended a setting rated good or outstanding compared with 93 per cent in England as a whole.¹⁴

At March 2017:

- 98 per cent of childcare providers on non-domestic premises¹⁸ were judged by Ofsted to be good or outstanding, compared with 95 per cent in England as a whole
- 93 per cent of childminders were good or outstanding, compared with 92 per cent in England as a whole¹⁹

Both the council's maintained nursery schools²⁰ are outstanding. Of the 15 primary schools with nursery classes two are outstanding, 12 are good and one requires improvement, but has a good rating for early years provision.²¹

Three and four year olds also attend early years settings which are high quality based upon the qualifications of staff working directly with children. Of those going to settings in the

¹⁸ Childcare on non-domestic premises includes full day care nurseries, pre-schools and playgroups in the private, voluntary and independent sectors, as well as maintained nursery schools

¹⁹ Ofsted Data View

²⁰ [Turnerland nursery school](#) and [Royal Spa nursery school](#)

²¹ At October 2017

private, voluntary and independent sectors,²² 75 per cent attended a setting where there was a teacher²³ working directly with children, compared with the national average of 44 per cent. This places Brighton & Hove third of 152 English local authorities.¹⁴

3.5.2 Early Years Pupil Premium

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged three and four year olds in order to close the gap with their peers.

Three and four year olds attending registered early years settings attract EYPP funding if they come from a family on out of work benefits, are looked after by a local authority or have left local authority care. Early years settings are responsible for identifying children eligible for EYPP through collecting National Insurance details from parents when a child starts at a setting.

In the summer term 2017 EYPP was paid for 332 children in PVI settings²⁴, (8.8 per cent of all children) and for 165 children in maintained settings (18.1 per cent of all children).

Support for providers' effective use of EYPP is given through:

- [a dedicated web page incorporating local case studies of effective practice and national research on early interventions](#)
- updates and examples of best practice shared through fortnightly bulletins, newsletters and social media
- local and city-wide network meetings
- virtual school support for early years personal education plans (PEPs) for children who are looked after, adopted and those in families with special guardianship orders

Effective use of EYPP is monitored by Ofsted, and a judgement is made on its impact on children's progress.

An audit to support reflective practice regarding effective use of EYPP has been provided to all settings. The audit is used as a focus for discussion during visits from the early years team, including pre-and post- Ofsted inspection support.

3.5.3 Support and Challenge for PVI Childcare Providers

The council has a statutory role to support settings identified by Ofsted as inadequate or requires improvement and so provides support and challenge through its early years team. In September 2017 there were two settings judged to be 'not yet good' and receive targeted support, the result of a longstanding commitment to high quality support for early years.

All settings receive support through fortnightly emailed bulletins, termly newsletters and network meetings. Support visits are offered to settings due an inspection, to new settings

²² Seventy-one per cent of three and four year olds receive their EYFE in the private, voluntary and independent sectors

²³ Early years teacher, qualified teacher or early years professional status

²⁴ Including at council-run nurseries

and to new managers. Expert advice is also given on safeguarding policy and practice and the July 2017 citywide network meeting focused on improving outcomes for disadvantaged children.

A communication partnership group brings together the early years team, EMAS, Brighton & Hove Inclusion Support Service (BHISS) and the speech and language therapy service. This group shares and promotes messages about best practice for settings, including specific communication and language intervention projects such as Word Play.

3.5.4 Support and Challenge for Maintained Schools

The council commissioned Royal Spa nursery school to support and challenge schools with nursery and reception classes. In 2017/18 this will include more extensive use of expert teachers from outstanding settings working alongside staff in schools which are requires improvement. Royal Spa will also take the statutory lead for moderating the EYFSP profile.

Schools are supported to claim EYPP in nursery classes and pupil premium in reception classes. Best practice by schools and early years settings which have successfully closed the gap in achievement is shared through network meetings and on the council's website.

Analysis of data from previous years indicates that literacy is the area in which there is the greatest difference in performance between FSM and non-FSM pupils. In response a number of interventions are being devised and delivered through the Every Child a Reader programme in reception classes with a particular focus on low achieving boys.

3.5.6 Workforce Development

The DfE's Early Years Workforce Strategy^{ix} states that the quality of early years staff is 'particularly important for supporting the development of disadvantaged children'

A [comprehensive training programme](#) of courses and eLearning is offered to all Ofsted-registered early years providers, with a charge for most courses which generates income. Safeguarding and equalities courses are offered free of charge in order to maximise take up. Providers from outside Brighton & Hove can access the training programme for an increased fee. The local authority is the main source of early years training in Brighton & Hove (nationally, local authorities still provide 87 per cent of training accessed by early years providers).

Guidance and support is given to providers to access apprenticeship funding to allow staff to gain qualifications, which is being changed in 2017/18 with the introduction of the apprenticeship levy.

Graduates with specialist early years training make a positive impact on the quality of settings children's outcomes. The early years team works with local universities to promote early years initial teacher training opportunities and continuing professional development events. A lump sum quality supplement²⁵ is paid to settings employing a graduate leader with early years teacher or early years professional status.

²⁵ As part of the early years funding formula, up to £3,000

Early years providers are supported to recruit staff through [the early years jobs service](#). This service is very popular and at a charge of £70 per advertisement²⁶ also generates income.

Information is also distributed to providers through [webpages](#), [Facebook](#) and [Twitter](#) accounts.

3.5.7 Targeted Support from Specialist Services for Disadvantaged Children

Specialist teams work alongside practitioners to support and advise on effective strategies for disadvantaged children and groups of children. These include:

- children with SEND: Brighton & Hove Inclusion Support Service (BHISS)
- BME children and children with EAL: Ethnic Minority Achievement Service (EMAS)
- looked after children, adopted children and children living with special guardianship orders: Brighton & Hove's virtual school

3.5.7(i) Support for Children with Special Educational Needs and Disabilities

Brighton & Hove is committed to ensuring that children with SEND have access to a wide range of childcare provision. All registered childcare providers are expected to welcome disabled children and make reasonable adjustments to enable them to attend their setting. In addition the local authority is required to have regard to the needs of parents in their area for the provision of childcare which is suitable for disabled children.²⁷

The Family Information Service offers brokerage to assist parents of children with SEND to find suitable early years and childcare provision.

Under the new early years national funding formula (EYNFF) the government requires local authorities to establish a SEND Inclusion Fund from 2017/18. The total amount of funding allocated for additional support for children with SEND from 2017/18 is £370,000 for three and four year olds which is used to fund additional support for children to access their EYFE. BHISS assesses the need for and administers and monitors additional support and inclusion funding for pre-school children.

There is a new Disability Access Fund (DAF) consisting of a one-off payment to early years providers of £615 a year where a three or four year old is in receipt of DLA. Its purpose is to support providers to make reasonable adjustments to their setting and/or to help with building capacity.

All settings in Brighton & Hove have an allocated specialist teacher from BHISS, supporting them to fulfil the requirements of the special educational needs and disability code of practice^x and the Equality Act 2010.

The area special educational needs and disabilities co-ordinator (SENDCO) model also supports the [local offer](#) to early years children and their families.

²⁶ More for early years providers outside Brighton & Hove

²⁷ Childcare Act 2006, s6.2.(ii)

All settings are supported by BHISS to identify and provide for children with SEND, to ensure that they are successfully included. Currently more than 200 pre-school children and families are supported by BHISS. In addition, a large number of observations are carried out alongside practitioners in settings to assess children's needs and provide appropriate interventions.

BHISS also:

- works directly with children from the age of two, if referred
- offers comprehensive training on all aspects of the SEND code of practice
- organises termly SENCDO network meetings and an annual conference, providing opportunities for peer support and professional development

There is a referral pathway from early years settings and health visitors into the [Front Door for Families](#)²⁸ and Seaside View child development centre.²⁹ The needs of children with developmental delay and disabilities are reviewed by a multi-agency panel and, where necessary, effective medical and therapy assessment for pre-school children is accessed from specialists at Seaside View.

The Jeanne Saunders centre provides specialist assessment and intervention nursery places for children with complex SEND. Children attend two days a week during term-time for the year before they start school. The intention is to develop this provision into an integrated nursery from September 2018 and to offer parents the choice of places in special schools.

3.5.7(ii) Black and Minority Ethnic Children and Children with English as an Additional Language (EAL): Ethnic Minority Achievement Service (EMAS)

The EMAS team of specialist teachers, bilingual assistants and home school liaison officers works with children who have EAL including the city's most vulnerable and disadvantaged BME children and families. EMAS supports other services from health and education across the sector to understand disadvantage for these families.

The EMAS programme for children from birth to five combines parental support, health and education and care for children. EMAS trains early educators to support children with EAL and to achieve and demonstrate good equalities and inclusive practice.

EMAS supports children to have a positive start to early education so that they can build on their language skills alongside their peers, and enables professionals to have an informed assessment of their development and early identification of needs, leading to appropriate referrals. EMAS works jointly with midwives, health visitors, speech therapists, family coaches, social workers, FIS and school admissions to build communication and trust with isolated and vulnerable BME families.

To address the gaps in the EYFSP an EMAS early years action plan has been developed which includes delivering information and training to all school SENDCOs and speech and language

²⁸ Front Door for Families is a single point of contact which provides support, guidance and access to specialist targeted services for parents, carers, members of the public, young people and professionals

²⁹ Seaside View child development centre works with children who have a range of developmental needs

therapists in how to identify SEND where a child also has EAL. EMAS aims to support improved early identification of SEND in EAL pupils and has provided guidance for reception teachers.

3.5.7(iii) Looked after children, adopted children and children living with special guardianship orders: the virtual school

The [virtual school](#) works to maximise the educational success of children in care and children previously in care who now live in families through adoption, special guardianship or residential orders.

An early years consultant works with the virtual school to liaise with early years settings and social workers to arrange and support EYFS PEPs, with a focus on the child's learning and development in the EYFS. Strong links are made with effective use of EYPP.

Attachment Aware Brighton & Hove is a key focus of the work of the virtual school and the educational psychology service in schools and early years settings. The team train staff and encourage self-reflection using a self-evaluation audit linked to robust theory and practice to support the wellbeing and educational achievement of looked after children and children adopted from care.

4. Ten Next Steps

The ten next steps for the early years strategy are to:

- 4.1 Improve clarity across early years services on the identification of disadvantaged children, leading to timely, effective support using the strengthening families assessment where needed.
- 4.2 Continue to improve information sharing and joint working with health visitors and early years providers, moving towards using the ASQ as a benchmark for children's progress.
- 4.3 Continue projects to address healthy lifestyles and choices including increasing take-up of healthy start vouchers.
- 4.4 Work with the Family Information Service, welfare rights team and other relevant partners to ensure parents are aware of the changes to childcare funding and enabled to access childcare and take up work.
- 4.5 Maintain the high take-up of EYFE for disadvantaged two year olds and to ensure that these places are not lost in the move to 30 hours free childcare including encouraging schools to offer places for two year olds.
- 4.6 Work with early years providers to offer 30 hours free childcare ensuring that places are accessible to parents new to work or on low incomes, and that there remains sufficient provision for the universal entitlement for three and four year olds.
- 4.7 Increase the take-up of EYPP in all settings, to monitor the impact of EYPP funding in early years settings and pupil premium funding in reception classes on children's outcomes, and to strengthen awareness of robust evidence to inform effective spending.
- 4.8 Identify and maintain inclusion funding necessary for children with SEND to be successfully included into mainstream early years provision and to develop a new integrated nursery.
- 4.9 Continue to evaluate equality of opportunity for BME and EAL children and to continue to support the early years sector to respond to a changing demographic of vulnerable families, including refugee families; research into the needs of trilingual children.
- 4.10 Develop support for children previously in care, to increase awareness of the eligibility of these children for EYPP and to develop further links with Attachment Aware Brighton & Hove.

5. Measuring the Success of the Strategy

The success of the strategy will be measured by:

5.1 Existing Measures

- Ofsted outcomes – percentage of all early years providers which are good and outstanding (96 per cent March 2017)
- Early Years Foundation Stage Profile good level of development (summer 2017)
 - 69 per cent of all children
 - 51 per cent of children eligible for free school meals
 - 53 per cent of children with English as an additional language
 - 17 per cent of children with special educational needs and disabilities
- Percentage of eligible two year olds in receipt of EYFE (81 per cent in January 2017)
- Percentage of children receiving a two year old health check (75 per cent between January and March 2017)
- Number and percentage of children claiming EYPP (497, 11 per cent in summer 2017)³⁰

5.2 New Measures

- Percentage of early years providers offering 30 hours free childcare
- Number and percentage³¹ of children taking up 30 hours free childcare in January 2018

³⁰ Data from PVI and maintained settings

³¹ Based upon January census data, and the DfE indicative number of 1,890

6. Resources and References

[Brighton & Hove city council webpages for early years and childcare providers](#)

[Ofsted inspection data \(Ofsted Data View\)](#)

[Early education and childcare – statutory guidance for local authorities \(DfE 2017\)](#)

[Early years inspection handbook \(Ofsted 2015\)](#)

[The common inspection framework: education, skills and early years \(Ofsted 2015\)](#)

[Working together to safeguard children \(H M Government 2015\)](#)

[Early years pupil premium: guide for local authorities \(DfE 2014\)](#)

[Promoting the education of looked-after children \(DfE 2014\)](#)

[Children’s Services Threshold document \(Brighton & Hove LSCB 2014\)](#)

[Development Matters in the Early Years Foundation Stage \(Early Education 2012\)](#)

ⁱ [Fair Society, Healthy Lives The Marmot Review](#) (Local Government Association, 2010)

ⁱⁱ [Unknown children – destined for disadvantage?](#) (Ofsted 2016)

ⁱⁱⁱ [Commissioning Strategy: Health & Wellbeing of Children, Young People & Families 2015-2020](#) (Brighton & Hove City Council and Clinical Commissioning Group 2015)

^{iv} [Statutory framework for the early years foundation stage](#) (DfE 2017)

^v [Improving Lives: Helping Workless Families](#) (DWP 2017)

^{vi} [Childcare Sufficiency Assessment](#) (Brighton & Hove City Council 2016)

^{vii} [Evaluation of Early Rollout of 30 Hours Free Childcare](#) (DfE 2017)

^{viii} [Early years workforce strategy](#) (DfE 2017)

^{ix} [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE 2014)



For further information or to request copies of this plan please contact Eyc@brighton-hove.gov.uk or ring 01273 295382.

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