



Annual Children's Centre Teacher Progress Report 2017-18

Schools Forum: 20 Sept 2018

Useful information

- Ward(s) affected: All
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1. Purpose of the Report

- 1.1 The purpose of this report is to provide a progress update to the Schools Forum on the Children's Centre Teacher (CCT) activity over the 2017/18 academic year, and the contribution made to improving school readiness as part of Leicester's 0 – 5 Strategy.

2. Background information

- 2.1 The Children, Young People and Family Centres have continued to employ a number of Children's Centre Teachers (CCTs) since 2005. Initially this was a requirement in the Sure Start Children's Centre practice guidance however, when this requirement was rescinded the city continued to employ CCT's in the centres in recognition of research findings and the valuable role and expertise the CCT's bring to the work with parents.

“Research suggests the optimal time to support young children is before they reach school age and preferably before they reach the age of two years, the quality of preschool provision available to them can have long lasting effects on children's outcomes, particularly those children from poor and/or deprived backgrounds. There are less opportunities after the preschool period to close the gap in behavioural, social and educational outcomes” (Allen 2011).

“An independent review has placed the average economic benefits of early education programmes for low-income 3 and 4-year-olds at close to two and a half times the initial investment: these benefits take the form of improved educational attainment, reduced crime and fewer instances of child abuse and neglect. Within this overall figure, there is substantial variation, and reviews of individual early education programmes have noted benefit-to-cost ratios as high as 17:1.” Allen, G.

- 5.1 Since a review of service in 2014 the CCT's have been funded from the Early Years Block of the dedicated schools grant (DSG). The annual cost of this service for twelve FTE Teachers and one FTE Lead Professional is £775,800k of which £761,500k is funded through the Early Education Grant of which at least 95% has to be passed through to providers from April 2019. This means there will only be enough budget to only cover the CCT costs if the service continues beyond April 19. There are also significant pressures on the High Needs block which currently funds all Early Years activity for children with SEND, therefore options are being explored to consider what the 5% allocation for the Local Authority should be spent on going forward.

- 2.2 CCTs are experienced teachers most of whom are paid on teachers Upper Pay Scale (UPS) and receive an additional Teaching and Learning Responsibility (TLR) 2b. This is in recognition of the extra responsibility for the support and guidance they provide for external providers of nursery education. The lead professional role is paid on the Leadership scale.

- 2.3 In previous years the Lead Professional (LPCCT) role was distributed by two and later three CCT's. This year due to the resignation of one of the CCT's previously covering the role and another wishing to stand down, one person has taken on the role. This arrangement is felt to be the favoured option, providing greater consistency and one named person for other professionals to direct queries, work etc. The performance management of the Lead CCT this year was undertaken by Peter Flack, previous Chair of Schools Forum. Arrangements to cover this position for the future are still in progress. The day to day management for the LPCCT is provided by a Service Manager in Early Help Targeted Services.

2.4 At the end of the last academic year resignations were received from two CCT's covering one and a half FTE posts. Cover for these and two CCT's on long term sick during the Autumn term was provided through agency. The service was then able to recruit three CCT's on fixed term contracts.

3. Children Centre Teacher Role

3.1 The priorities for the CCT's are reviewed annually with their work scheduled as outlined below. Please note this operates across academic school years rather than financial.

Children's Centre Teachers Priorities 2017/18

Leading Learning for 0-3s

Providing a pedagogic lead (the theory and practice of children's education and development) across the Children, Young People & Family Centre service for children in the Foundation Stage.

Lead on the Teaching and Learning for these focus groups

- Priority children aged 0-3
- Looked After Children (LAC)

Teacher Tasks (organised by the amount of time taken)	% of time FTE
<ul style="list-style-type: none"> • Support EY settings with practice in Teaching and Learning <ul style="list-style-type: none"> - When they receive an Ofsted judgement of Inadequate/ Requires Improvement - Those delivering 2yr FEEE, by offering bi-annual cohort tracking conversations. Completing support notes that contribute to the FEEE compliance process for settings identified through the QIP. Statutory within the quality element of the sufficiency duty. (Ref: DFE_142) • Support smooth transitions for children into school based foundation stage provision <ul style="list-style-type: none"> - Facilitate termly meetings with local schools and settings in order to promote discussion and support school readiness and transition - Support settings to hold transition workshops with parents - Host a transition event in the summer term in each cluster where settings, schools and CCT's can share cohort transition information, these meetings aim to include Educational Psychologists, Health Partners and the special needs teaching service - Offer transition support groups to priority children entering Foundation Stage provision in school with no previous Foundation Stage experience and not already engaged in services Statutory within the quality element of the sufficiency duty. (Ref: DFE_142) 	<p>1 day a week 20%</p>
<ul style="list-style-type: none"> • Deliver Parents as Partners (PAP) and Parents as First Teachers (PAFT) programmes, completing development assessments and home learning environment assessments for Priority children aged 18 months <ul style="list-style-type: none"> - Home teaching for families depending on assessment outcomes - Support engagement with Stay and Play - Where delays are identified or referred in providing an evidence based 8 plan programme in the home. Statutory within the quality element of the sufficiency duty. (Ref: DFE_142) 	<p>1.5 days a week 30%</p>
<ul style="list-style-type: none"> • Attend city wide CCT meetings • Attendance of Cluster senior management and whole team meetings and service meetings 	<p>1 day a week 20%</p>

<ul style="list-style-type: none"> • Attendance at LCC/ citywide professional task groups – according to service need. (Bumps to Babies only requires CCT input at this level). • Ongoing professional development opportunities 	
<ul style="list-style-type: none"> • Complete Early Years Personal Education Plans for all children “Looked After” who are placed within Leicester City aged less than 5 years who are <u>not</u> in school. These are compiled jointly with the child’s birth family - as appropriate -, carer, social worker and health visitor. <ul style="list-style-type: none"> - Provide support for PVI sector settings to complete EYPEPs with Looked after Children living in the city - Complete development assessments of Looked after Children and offer 1:1 teaching where necessary Statutory (Ref: DFE_002) 	<p style="text-align: center;">½ day a week 10%</p>
<ul style="list-style-type: none"> • Teach families in short term targeted intervention groups, when teaching in stay and play is not sufficient <ul style="list-style-type: none"> - Families grouped into non-walking and walking (roughly) - Teachers to lead groups with child development workers supporting where necessary. - CCT’s to lead PEEP groups and co-deliver 1 per cluster (across all CCT’s in cluster) Statutory within the quality element of the sufficiency duty. (Ref: DFE_142) 	<p style="text-align: center;">½ day a week 10%</p>
<ul style="list-style-type: none"> • Analyse EYFSP data and Baseline data during the Autumn term, use the information to direct teaching focus and setting support • Data broken down by city, cluster and ward as appropriate • % children expected/exceeding GLD • % gap of lowest 20% • Compare attainment of those accessing and not accessing Early Help • Assess Priority Children’s learning according to the Development Matters ages and stages of development and track progress through all services • Assess Priority Parents learning through use of individual evaluations; Impact statements and Home Learning Environment scale through all services • Contribute to quality assurance of Stay & Play, using existing Quality Assurance process 	<p style="text-align: center;">½ day a week 10%</p>

3.2 Refer to the statutory duty below referenced alongside key areas of work for the CCT service above:

Unique Number	Legislation	Year	Title of duty	Function - What is it intended to achieve
DFE_002	Children Act 1989 as amended by section 52 of the Children Act 2004 Section 22(3)a. Secondary - Section 22(3)a of the Children Act 1989 placed a duty on local authorities to safeguard and promote the welfare of a child looked after by them. Section 52 of the Children Act 2004 amended that to include a particular duty on local authorities to promote their educational achievement.	2004	Promoting the educational achievement of looked after children.	Addressing the significant degree of educational underachievement of looked after children compared to all children.
DFE_142	Childcare Act 2006 Section 13	2006	Duty to provide information, advice and training to childcare providers, and prospective providers.	To ensure that local authorities give local childcare providers and would-be providers in their area the necessary support to help deliver sustainable affordable and high quality childcare that meets the needs of the community.

- 3.3 The function of the CCT's is increasingly that of identification of and support for the most vulnerable learners age 0-3 in Leicester City, prior to them entering school. This support is provided directly to the children as well as to their parents/carers and early years practitioners, where appropriate. CCT's work primarily includes home visits, group work in the centres and other locations in a cluster area, Personal Education Plans for LAC children aged 0-4yrs, support to early years providers and school transition/getting ready for school groups.
- 3.4 Such identification and support contributes to the work outlined in Leicester's 0 to 5 Strategy 2016 – 2019, Strategic Aim 2, "To support the development and improve the educational achievement of all young children, including narrowing the gap between the lowest achievers and the rest at Foundation Stage".
- 3.5 Within the council's Early Help: Children's Centres, Youth and Family Support service, there is a greater focus on working with the most vulnerable families; those who require additional support but do not meet the threshold for statutory social care. The Early Help Service uses quantitative data from a range of internal systems and service user identification to populate a priority list of children and families. Typical factors used to identify vulnerability are for example, teenage parents, and Troubled Families. Identification of priority and vulnerable children has increased due to improved cluster data; closer working with health teams delivering the healthy child programme; annual conversations with 2-year FEEE providers; and the citywide "Parents as Partners" (PAP) and "Parents as First Teachers" (PAFT) programme.
- 3.6 CCT's are able to reach out to families where there are potential indicators of developmental need, at the very earliest opportunity. They are well placed to assess, monitor and put strategies and provision in place to help support and reduce the need. They are able to track children's progress prior to entering school, as well as record where they reached later on, at Foundation Stage Profile.
- 3.7 The criteria for the identification of target children and families for 2017/18 was:
- a. Children of siblings in the lowest 20% at EYFSP
 - b. Two-year olds eligible for but not accessing Funded Early Education Entitlement (FEEE)
 - c. Looked After children
 - d. Troubled Families (those meeting 2 or more of the following:
 - Children not attending school
 - Offending or Anti-Social Behaviour
 - Adults out of work, NEET Young People or Risk of Financial Exclusion
 - Health Concerns
 - Domestic Violence
 - A child in need of help)

4. Children's Centre Teacher Activity: Academic Year 2017-18

4.1 Direct Support to children and parents

Parents as Partners (PAP) and Parents as First Teachers (PaFT)– Refer to Appendix One for outline of the PAP/PaFT programme.

- 4.1.1 This model which moved away from in house teacher led activities in favour of home visits showed that it was necessary for CCTs to reach out to the most vulnerable learners from the earliest stages possible, to affect the capacity of parents as well as the development of the children directly. These are families who may not be accessing the CYP&FC services themselves and as such may not be seen until the child reaches nursery or school. Intervening early can be seen as akin to the PEPs for LAC, identifying and preventing issues from escalating. This is therefore, a cost-effective model of intervention. Parent's impact statements are sought at each visit (see below) and represent the value they see in the service. We would expect this enhanced knowledge to enable parents to better support their children's learning, their role in that and provide a richer home learning environment.

Parent Impact Statements sample from one cluster (44 parents views)

	Yes I now know more about this	My knowledge is still the same
I now understand more about how to support my child's learning	100%	0%
I now understand I am my child's most important teacher	88%	12%
I now understand which opportunities and activities to provide to help my child learn and develop	97%	3%
I now understand that my child may be eligible for two year Funded Early Education and I know how to claim it	100%	0%

4.1.2 Closer monitoring of the children who are not developmentally age appropriate has shown significant progress made by the children who had CCT home teaching or another agency referral. It is well documented globally that vulnerable children benefit significantly from attending a good quality pre-school (Tickell, 2011) and as a direct result of these visits in one term 49 children vulnerable to poor outcomes are now attending pre-school who previously were not.

"I had never thought that pre-school was a good idea for J, I hadn't even considered it really but talking to L when she visited me made me think about it and realise it would actually be a great opportunity for him to socialise and learn more."

4.1.3 A decision was taken to further invest in this model this academic year and an exercise was undertaken to purchase an evidence based programme. This included a task group visiting other LEA's and completing a detailed SWOT analysis of varying programmes. PaFT was identified as the best fit and the whole CCT team received 5 days of training in March 2018.

4.1.4 A pilot period of implementation in the summer term 2018 ahead of the full programme beginning in September 2018 has allowed us to revise our workstream and we now utilise a PAP visit at 18 months to identify developmental delays, and then referral to the PaFT programme which comprises family engagement with at least 8 PaFT plans and potential group sessions.

4.1.5 Case Study example:

"I really look forward to you coming Liz and so does D. I have really learnt more about my child's development through the activities and you explaining the different things to me. This is very good. You are a good teacher. It helps me know my children better. I want to help them learn and you are helping me. Thank you." PaFT family June 2018

(For further case study examples see Appendix Two)

4.1.6 Leicester's 0-5 strategy states that, "The impact of the early home-learning environment on outcomes at age five has an effect over and above factors such as socio-economic status, maternal education and family income. The things that parents and carers do with children at home, such as talking to, reading to, and playing with them, are key predictors of future development and readiness for school.

4.1.7 Based on the research of Feinstein (2007) (who found that an early years intervention aimed at the home learning environment shows promise for children's learning and development providing a vehicle to encourage play, conversation and aspiration) and Siraj-Blatchford (2010) (who took this concept further identifying seven activities that most significantly impact on educational outcomes and are all associated with higher intellectual and social/behavioural scores) we compiled a handout and scoring index to use at home visits (refer to Appendix Three). This scoring system has been used with 54 families this academic year with an average initial score of 35% and an average end score after CCT intervention of 70%.

4.2 Early Years Personal Education Plans (PEP)

4.2.1 One of the groups most vulnerable to not achieving their outcomes are children that the Local Authority "Looks After" (LAC). CCTs assess the needs of this group (pre-school), complete their individual PEPs,

give advice and support to foster and kinship carers, parents and early years practitioners. The completion of PEPs for all LAC is recognised as high importance by Ofsted and part of Leicester City Council's Ofsted improvement plan.

4.2.2 This year the LPCCT undertook a QA of the CCT's PEPs, reviewing a sample of 30 and drawing up a unified revised PEP format which was shared with the CCT team and the Virtual School.

4.2.3 There are 96 LAC children aged 0 – 5 resident in Leicester. This work is one of the CCTs priorities, with a total of 59 new PEPs written and 94 out of 96 reviewed up to the end of June 2018, resulting in progress being closely monitored, next steps identified and advice given regarding learning and development, speech and language, behaviour, routines, dummies and toileting.

4.2.4 Whilst there are complications in tracking this group of children at EYFSP (due to changes in name, address, county and status resulting from adoption) progress tracking during their involvement with CCTs shows positive outcomes for the duration of CCT involvement. In the QA of 30 sample PEPs all children made progress in their learning and development according to their PEPs. Information regarding boy's learning and the Early Home Learning Environment has been taken on board by carers. Support for carers has been given in order to have the child's voice recognised in regard to frequency and conduct of contact visits. The contact has been reviewed by senior Social workers following documentation provided regarding child's mental health and well-being. CCTs are also supporting LAC children with transition arrangements in the summer term.

4.2.5 *"I became a foster kinship carer 6 months ago to my niece who was 4 months old at the time. I had never had a baby and it was such a shock to suddenly be responsible for her especially after she had had such a difficult start in life. Working with my CCT has really helped me understand that babies learn from birth and there is so much I can do and provide for her that will help her overcome the difficult start she had. Being given the What to Expect, When? Guides and doing the assessments with the CCT once every few months has taught me so much and I am so grateful that I could receive this support to help me her develop and achieve her maximum. Thank you so much."*

4.3 PEEP Groups (Parents Early Education Programme)

4.3.1 CCTs have continued to deliver, or oversee the quality of PEEP group delivery until the end of this academic year but in the next academic year will only deliver PaFT groups which are exclusively targeted (see section 4.1)

4.3.2 Messages about all areas of learning and development start from baby groups upwards, being role modelled with children as well as discussed with parents/carers. This early intervention based on building parents' capacity, skills and knowledge as well as children's development (mainly across prime areas) is unique to the Children Centres and led by the CCT team.

4.3.3 Attendees come from 3 distinct groups: those on the PCL who are targeted using data as being potentially vulnerable to poor outcomes; those families identified by the multiagency team as already underachieving or experiencing difficulties; a small cohort of universal families are also included in the groups, often self-referred. This is because the PEEP principles are based on developing links with peers and the community and these universal families can provide good role models for the group.

PEEP groups for age range	No. of children attended 2017/18	No. of children on PCL list (troubled families, siblings of bottom 20% and 2-year FEEE eligible but not claiming)	No. of children referred to CYPF centres services by other professionals including Health
0-12 months	459	60	201
12-24 months	153	64	60
24 months+	145	111	25
Total	757	235	286

4.3.4 Evaluations and assessments made during these groups demonstrated a significant impact on parents understanding of learning and children’s levels of development. E-start tracking (CYP&FC management information system) shows us that 678 children who were of an age to complete their Foundation Stage profile in June 2017 attended PEEP groups (DOB: 01/09/2011 – 31/08/2012). Attending PEEP sessions improves a child’s school readiness and later educational outcomes by improving parents’ confidence and ability to support and value their child’s learning and development (valuing and building on what parents already do) and the of sharing ideas about how parents can support their child’s play and learning at home. 70% of children that attended a PEEP group (678/968) achieved GLD compared to 63% of those that didn’t attend (2422/3822).

4.3.5 Department for Education define children as having “reached a Good Level of Development (GLD) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.”

Level of attainment at FSP June 2017	Percentage of CCT cohort	Leicester percentage
GLD	42%	64.4%
All Prime areas	55%	75%
Bottom 20%	7%	20%

4.3.6 The above table compares the percentage EYFSP attainment for children whose parents/carers have accessed intervention provided by the CCT’s with percentages for the City as a whole. This tells us that as the work of the CCT’s becomes more focused to target those children most likely to underachieve at EYFSP, we have been able to prevent a large majority of those children from falling in the bottom 20%.

4.3.7
4.4 Support to Early Years Settings and Schools

4.4.1 As stated by the Department for Education in the statutory guidance for Local Authorities (Early Education and Childcare) March 2016, “Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children.”

4.4.2 In order to support the development of good early years education provision across the city, CCTs work in conjunction with the Early Education Development Team (EEDT), to promote effective teaching and learning. The LPCCT sits on the Targeted Support for Settings board who met once every half term to co-ordinate support.

4.4.3 There are 115 childminders and 125 preschool settings in Leicester City. The EEDT team has four part-time officers whose role includes; support settings and/or childminders to draw up an action plan following an Inadequate or Requires Improvement judgement, pre-registration and inspection support and liaison with Ofsted. Capacity of this team is therefore limited and dictates that the CCTs contribution to improving quality is vital to improve aspects of teaching and learning, particularly for the most vulnerable learners.

4.4.4 Children’s Centre Teachers are also committed to visit each setting in the city taking funded 2 years olds twice a year (one visit and one detailed phone call) to offer support around the cohort tracking of children, identify any children who need additional support and identifying areas of strength and development in the settings practice. Up to the end of the June 2018 CCTs have made 152 such visits to preschool providers in the city.

4.4.5 Focus for the support continues to be that of enabling practitioners to develop the quality of their provision specifically the teaching and learning. The nature of the support remains varied, helping practitioners to implement aspects of the EYFS on a day to day basis. Support has included e.g. advice about observation, planning, learning journeys, enabling environments both indoors and outdoors, self-

reflection, transition, boys' learning, physical development, creative projects, home visiting; use of assessment document: What to Expect When; Behaviour management strategies, pre- and post Ofsted action planning.

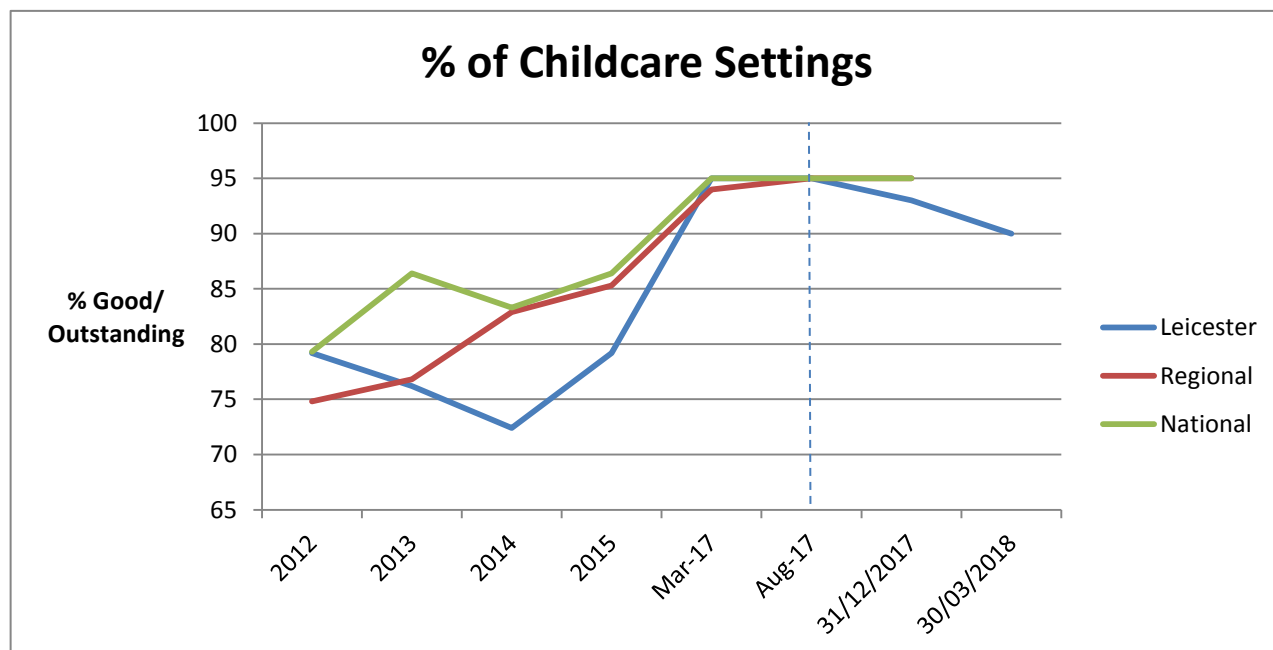
4.4.6 Feedback from this area of CCT work is hugely positive, with many sampled impact statements showing that advice given has been successfully embedded in improved practice.

4.4.7 Impact statements:

- *Our CCT support was invaluable following our inadequate judgement. She helped us work on each teaching and learning action point and gave us real practical suggestions of what we could do and helped us to implement them.*
- *The teacher observed our environment and made suggestions for alterations that have been immediately beneficial to the staff and our children. We then began to see increased engagement and positive progress.*
- *We were given strategies on how to meet all individual needs and how to consider each individual child's learning. She gave us an individualised learning plan that we could use with each child and it helped each child and in particular the staff to really understand early learning.*
- *Having the CCT do observations really helped my staff. It prepared them for Ofsted but even better the chance to talk it through, reflect and change practice afterwards was really useful. I am grateful that the LA provide this kind of support as its really helped us and we got from Inadequate to Good.*

4.4.8 Over the last academic year, 9 providers who had an Ofsted inspection received an improved rating. All moving from Inadequate or Requires Improvement to Good. CCTs have had significant input with 8 of these settings; 6 inadequate to good; 2 requires improvement to good.

4.4.9 90% of settings in Leicester have an Ofsted grading of Good or Outstanding which demonstrates the impact the CCT's are having in working closely with EEDT to support settings improvement. Ongoing financial pressures within educational improvement means that the CCT team should prioritise this work stream moving forward. The table below illustrates that Leicester's current performance has dropped below regional and national and will be addressed in conjunction with the EEDT team. Initial discussion has identified cuts to the EEDT staff team and several first poor inspection judgements as being potential causes for this dip.



4.5 Workshops and conferences (refer to Appendix Four for evaluation of LCC conference)

4.5.1 Following analysis of EYFSP data, CCTs noted that many children identified as vulnerable to poor

learning outcomes via PCL identification are not meeting their learning goals at age 5 and many fall into the bottom 20%.

4.5.2 It was therefore decided to address this to a citywide focus, to perpetuate a change in provision and achieve a reduction in the achievement gap. In April 2018 a national speaker, Ben Kingston Hughes, delivered 2 half-day conference to 96 registrants, including 8 LCC schools, 31 early years settings and 4 childminders. 100% of attendees said the conference had improved their learning and would lead them to do something differently in future to further support vulnerable children's learning.

4.5.3 In the previous 2 academic years as with this one there was a gap in girls and boys achievement identified by data analysis of FSP results. We have continued to deliver a Boys learning workshop to parents and practitioners developed by the CCT team to raise awareness of some of the differences between how boys and girls develop and learn in the early years. Messages delivered in the workshops are focussed around:

- How boys develop genetically and physiologically and the impact this has on learning
- How society's treatment and expectations of boys impacts on their learning
- Exploring strategies to develop provision for boys.

4.5.4 In the Autumn and Spring terms 2017 – 18, 16 workshops were delivered, reaching seven schools, nine settings, and 231 parents, carers and practitioners (including Health Visitors and School Nurses). Feedback included the following comments:

- *This session made me think more than any other training I have done. It was so interesting to consider how society treats boys and I felt there were lots of positive suggestions and ideas given. Really enjoyed it!*
- *I never thought about how I treat my son differently to my daughter and how too much screen time affects him even more than his sister. I will make some changes immediately.*
- *This was a really positive course. I enjoyed thinking about boys and their learning styles and I am looking at boys learning through a new set of eyes now.*

4.5.6 100% of participants in the workshops reported a greater understanding of how boy's brains development might influence their behaviour.

4.6 Transition Support

4.6.1 This academic year our transition support has focused on establishing a city-wide network of transition events, focused on bringing schools and settings together to develop a shared understanding of transition and pass on specific information about children moving from one setting to another.

4.6.2 Through several task group meetings, we invited the Special Needs Teaching service and the Educational Psychologists to attend the meetings alongside the providers. The Educational Psychologists also agreed to deliver a brief presentation around attachment and how it relates to transition and emotional wellbeing. This was decided as a topic following discussions with Foundation stage staff in school who were concerned about the emotional wellbeing of their children.

4.6.3 So far this academic year 5 transition events have been held across the city, which included 82 people from 36 schools and 37 settings. Feedback was very positive with 41% of practitioners making new links with schools and settings they did not previously know. (See detailed evaluation in Appendix Five)

4.6.4 Following on from the transition events CCT's are offering to deliver 'Getting ready for school' workshops to parents in settings, whose children will be moving into part-time and full-time school in September. This will happen in the second half of the summer term.

4.7 Early Years Forums

- 4.7.1 Following consultation with the EEDT, EYST and School Consultants teams we decided to amalgamate three meetings into one termly LCC EYFS Network Meeting. These take place every term at City hall and all Early Years Education providers (school, settings and childminders are invited) and key speakers are identified.
- 4.7.2 At the Autumn LCC EYFS Network Meeting there were 109 attendees representing 45 settings, 30 schools and 13 childminders. 100% of attendees found the event useful and valued the opportunity to have a central LCC EYFS network (See Appendix Six for detailed evaluation)
- 4.7.3 *“This was a much bigger network than I expected and a highly valued opportunity to meet up with other settings and our feeder schools. The speakers were excellent and the EYFS updates were really useful. I signed up for 2 workshops to be delivered today regarding Boys and School Readiness which I think will be really useful for our parents. Really glad LCC can provide us all with the opportunity to get together and learn from each other like this.”*

4.8 Two Year FEEE Biannual Conversations

- 4.8.1 CCTs visited providers of 2-year FEEE to discuss children’s development and the provision available. The CCTs were able to offer advice and support to further develop the learning of the children not yet reaching age appropriate levels of development, including strategies, room organisation and resources, referrals to agencies e.g. Speech and Language Therapy.
- 4.8.2 For example, in one cluster, 156 children were discussed across various settings.
- 53% of children were working at age appropriate levels in Communication and Language
 - 65% of children were working at age appropriate levels in Personal, Social and Emotional
 - 62% of children were working at age appropriate levels in Physical Development
- 4.8.3 As a result of this the data the cluster CCT’s:
- Facilitated a Tiny Spark 10-week music play project focused on the prime areas.
 - Led bespoke CPD sessions
 - Agreed with the manager/owner to look at developing independent learning skills.
 - Discussed the way small group work could be better supported using fun time
 - Gave information to staff about developing the displays of children’s work to show the learning that is taking place.
 - Provided setting support visits in order to reinstate 2-year FEEE
 - Identified children for further discussion and/ or referral.
- 4.8.4 This work immediately identifies the children in the cohort who are the vulnerable learners, giving the settings direct access to the CCT for advice and support. Analysis of EYFSP data citywide led to a particular focus on Communication and Language. This had shown as a “red flag” on the citywide data and CCTs looked at possible actions to take citywide to address these areas of concern

4.9 Cluster Based Specific Delivery and Partnership Work.

- 4.9.1 There have been a variety of additional activities in clusters, organised according to need, staff expertise and opportunity, often in partnership with local schools, settings or other agencies. These include:
- Creative projects in conjunction with Spark Arts
 - Delivery of Forest School sessions
 - Purposeful Physical Play sessions with Goldhill Adventure Playground.
 - Contributing to the 0-2 pathway group
 - Planning and delivery of a citywide conference “Supporting Vulnerable Children in the Early Years”
 - Contributing to the Quality Improvement Partnership (QIP)

- Supporting settings across the city with moderation of EYFSP for individual children

4.10 Cluster specific data driven workshops

4.10.1 In one cluster FSP data analysis revealed EAL as the one major factor in low achievement. The CCT's identified the lowest performing school in the cluster at FSP and put on 4 workshops over one day in the summer term for parents, children and staff around supporting language development and had 172 attendees.

Focus of work/topics covered	<ul style="list-style-type: none"> • Communication and early language development • Music play
No. of attendees (incl staff and families)	<p>Entire Foundation 1 co-hort. Number of children: 85 and number of parents: 81.</p> <p>6 members of staff and 166 parents and children 172 attendees.</p>
Evaluation feedback	<p>FS lead: <i>It was great having you with us yesterday. The staff are very enthusiastic about taking it further and I have registered 3 people to go on the training on 26th June. Many parents repeated how much they enjoyed the session.</i></p> <p>Parents comments:</p> <ul style="list-style-type: none"> • <i>Very good fun for kids and good way to learn very excellent stuff</i> • <i>It was enjoyable to see the children interacting and using all the different toys</i> • <i>Very wonderful session for children and parents to help for future well done</i> • <i>Very interesting workshop children and parents really enjoyed this</i> • <i>Excellent way of learning for children</i> • <i>It was a very fantastic morning we learn so many things like how to play with our children</i> • <i>All the activities were really good, such small things like making different sounds can teach them so many things.</i> • <i>Even I as a parent learnt so many new things, thanks a lot</i> • <i>Is very good is very helpful to learn how to make music – lovely teach and staff</i> • <i>Very fun interactive and engaging workshop. Got everyone involved and busy. Kids had a wonderful time learning important things. Thank you very much</i>
Impact made	<p>Staff implementing the strategies we shared immediately after the workshop.</p> <p>Staff report they are changing the way they deliver their phonics programme to incorporate strategies we modelled.</p>

4.11 Creative Projects (see Appendix Seven Tiny Sparks overview)

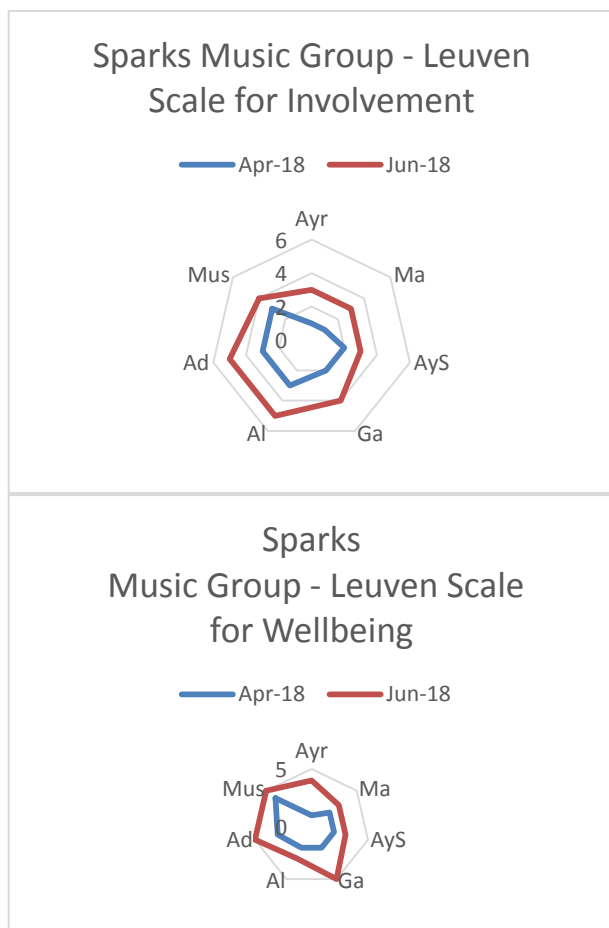
4.11.1 Two clusters are delivering creative projects in partnership with Spark Arts in the summer term 2018. They have involved 100 children and this work will be reported on in full at the end of the term.

4.11.2 In one cluster, the project involves delivering music sessions to two and three-year olds with a creative practitioner, in order to give children opportunities to access musical experiences, with the aim of supporting learning and school readiness in the Prime Areas and Creativity. The sessions take place in local preschool settings. So far, 59 children have attended across three settings. Sessions are evaluated using Johnson and Wintgens Stages of Confident Speaking (2001), and Leuven's scales for Wellbeing and Involvement, and good progress has already been made.

4.11.3 In another cluster, sessions are being delivered via a PEEP music play group for two-year olds,

also delivered within local preschool settings, and delivered by a creative practitioner. Targeted summer born children starting a local school's F1 in September 2018 have been invited. CCTs worked in partnership with F1 teachers in order to identify families known to school who would benefit from additional transition support. 41 children have attended sessions so far. Early evaluations demonstrate that children who are new to the group are quick to build the confidence needed to take part in music play activity.

4.11.4 Children were assessed in wellbeing and involvement using the Leuven scales and the evaluation showed progress in both aspects:



4.11.5 100% of families evaluated said - YES to ALL statements: I have a better understanding of how music play helps children to learn, has your child learnt anything new? Have you learnt anything new?

4.11.6 CPD is also being delivered to setting staff as part of these projects, and practitioner resource packs will be developed as the projects continue.

4.11.7 Exert from the Tiny Sparks 18 report:

“Children’s Centre Teachers have reported that all children have benefited from the project, with demonstrable impact on learning outcomes for children. Using the Leuven Scale for Involvement and Wellbeing in the North Cluster, 96 percent children assessed moved forward at least one scale point in both scales. In the Central Cluster, 100 percent children assessed moved forward at least one scale point in both scales. The evaluation findings suggest the project does improve outcomes for children in challenging circumstances, increasing participation and reducing the disadvantage attainment gap. Parents were asked if they felt the project had supported their child’s development – 97% said ‘yes’. Practitioners asked if they felt that their confidence levels had improved because of their participation. 100 percent practitioners responded they felt their confidence had improved.”

4.12 Forest Schools

- 4.12.1 This academic year we have been delivering targeted Forest School sessions to children attending Parkview Nursery in the city. Parkview was selected for the project as it offers two-year FEEE funding to a large number of children, and the sessions are targeted to specifically include children from this cohort who are either Looked After, have a communication delay or are at risk of developing one.
- 4.12.2 The sessions are delivered by a CCT who is also a qualified Forest School Practitioner. They are planned according to individual children's interests, and evaluated in conjunction with a member of staff from the nursery. The sessions began in January 2018 and will run until mid-July. Currently there are six children taking part in the sessions, which happen once a week for approximately 90 minutes, and are delivered at Highfields Adventure Playground. Over the two terms the sessions will be running, eight children will have accessed them.
- 4.12.3 There is a growing body of evidence that outdoor learning, and Forest School in particular, offers a highly effective method of raising children's levels of independence and self-confidence, allowing them to be more confident and ready to learn. The children taking part in the sessions from Parkview, so far, have shown accelerated development across the prime areas since beginning the sessions. Levels of Wellbeing and Involvement are measured each week using the Leuven Scales, and all of the children demonstrate consistently high levels in both scales during the sessions. Parkview staff have commented that the children appear more confident in the setting since beginning the sessions.
- 4.12.4 The sessions will be evaluated at the end of the year by measuring final levels of progress, gaining feedback from the nursery, and also from parents.

4.13 Purposeful Physical Play at Goldhill Adventure Playground

- 4.13.1 This project aims to increase parents understanding of the importance of physical activity for children's development. Through delivery of 4 one-hour long workshops for parents and practitioners it promotes the Chief Medical Officers recommendation that children should have access to energetic physical activity each day, offers practical tips for achieving this and time for discussion and reflection on potential barriers to achieving this. This was a session which was entirely targeted and attended by 10 children vulnerable to poor outcomes and their families.

4.14 Quality Improvement Partnership

- 4.14.1 The Quality Improvement Partnership meets regularly to organise and coordinate the support of PVI settings across Leicester City. All teams involved with supporting settings have a representative at the meetings including Children's Centre Teachers, Early Years Support Team, Early Years Quality improvement team and the Sufficiency and Sustainability team.
- 4.14.2 The meetings ensure that all settings are offered the right support at the right time and support is coordinated to ensure there is no duplication of work. The QIP group also manages the quality compliance process, when a setting needs to be supported and monitored following a less than good Ofsted judgement.

4.15 Early Years Foundation Stage Profile moderation

- 4.15.1 In 2018, the Children's Centre Teachers supported settings who have 5 year olds to attend EYFS Profile training. 14 practitioners from 10 settings attended the training.
- 4.15.2 35 children in total were identified initially across 28 city settings. 2 children are attending Pindar Nursery as part of a dual placement. 10 children then left the settings. 1 child was identified as

entering Foundation Stage. 23 children were then identified as needing their profile completing while attending a setting.

4.15.3 Children's Centre Teachers then visited 18 settings to have conversations with staff around the development of each child and supported them to make summative judgements and complete the EYFS Profile accurately. These supportive conversations enabled setting staff to demonstrate how well they know their children and the curriculum, and what evidence they have gathered to demonstrate the child's journey. CCTs were then able to build a picture of the provision and environment that is being provided for these school age children, and draw out the knowledge and practice of the setting staff and any common themes or areas for development.

5 Conclusion

5.2 CCTs continue to be uniquely placed in the community to provide early identification, intervention and tracking of vulnerable children. This report has shown the variety of interventions currently offered, alongside examples of impacts on the learning and development of children as well as the skills and confidence of parents.

5.3 With earlier identification of children, targeted interventions and a range of assessment and evidence based tools, this report is able to illustrate the progress made and distance travelled with our most vulnerable children from their starting point which is then reflected in overall EYFS scoring. It should be recognised that whilst this may not result in all children achieving the expected good level of development as per EYFS, they will have made progress from their starting point as a direct result of CCT and Children Centre intervention.

5.4

6 Recommendations

6.1 Schools Forum note the content of this report and direct any comments and/or observations to the Head of Service: Early Help: Children Centres, Youth and Family Support.

7 Details of Scrutiny

None

8 Financial, legal and other implications

Financial implications

8.1 CCTs and PVI workforce development training budgets have previously been funded from centrally retained Early Years' Block (EYB) DSG funding where it was affordable to do so. The total amount agreed was up to £800k but the actual claim was dependent upon the actual expenditure. Approval for the use of centrally retained funding is by Schools Forum and has to be done on an annual basis. This has always meant that there was a degree of uncertainty regarding the continued funding of the CCTs and this has been made clear to Schools Forum and the service.

Martin Judson, Head of Finance

13.2 Legal implications

None

13.3 Climate Change and Carbon Reduction implications

The CCT service as it currently operates will generate some carbon emissions as a result of the travel involved. These fall within the council's own carbon footprint.

Duncan Bell, Corporate Environmental Consultant. Ext. 37 2249.

13.4 Equalities Implications

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The report provides an update on the Children's Centre Teacher (CCT) activity over the 2017/18 academic year, and outlines the contribution that the service has made to improving school readiness as part of Leicester's 0 – 5 Strategy. The work of the Children's Centre Teacher Service has provided support to vulnerable families and children, which is likely to have had positive equalities impacts.

Although not relating to a recommendation, the report flags significant pressure on the High Needs block which currently funds all Early Years activity for children with SEND and outlines that options are being explored to consider what the 5% allocation for the Local Authority should be spent on going forward. Where it is identified that any of the proposals will impact on service provision, an Equalities Impact Assessment should be undertaken to understand the equalities implications of any proposal, in such a way that those considerations influence decision making and, ultimately, that any disproportionate negative impacts are mitigated.

Hannah Watkins, Equalities Manager ext x 37 5811

Background information and other papers:

References:

Leicester's 0 to 5 Strategy 2016 – 2019

Department for Education Statutory guidance for Local Authorities (Early Education and Childcare) March 2016

Guidance about Effective Interventions to Support Parents, Their Infants and Children in the Early Years
Scott, E. and Woodman, K. 2014

Early Intervention: The Next Steps: Graham Allen MP January 2011

Fernstein, L. 2007 *Reducing Inequalities: Realising the Talents of All* London: National Children's Bureau

Siraj-Blatchford, I. 2010 Learning in the home and at school: how working-class children succeed 'against the odds' *British Educational Research Journal* 36 (3) pgs 463-482

Tickell, C. 2011 *The Early Years: Foundations for life, health and learning* Runcorn: Department for Education.

Summary of appendices:

Appendix One: Outline of PAP/PAFT programme

Appendix Two: PAP/PAFT case study

Appendix Three: Early Home Learning Environment Index Template

Appendix Four: Working with Vulnerable Children in the Early Years evaluation

Appendix Five: Schools and Settings Transition events 2018

Appendix Six: Autumn 2017 LCC EYFS Network Meetings Evaluation

Appendix Seven: SPARK MUSIC PROJECT 2018

Appendix Seven: SPARK MUSIC PROJECT 2018

Appendix Eight: Children Centre Teacher Future Priorities (draft)

22. Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

No

23. Is this a “key decision”?

No

Appendix One: Outline of PAP/PAFT programme

Parents as Partners (PAP) and Parents as First Teachers (PaFT)

“A home teaching outreach program for children vulnerable to poor outcomes delivered by Children’s Centre Teachers”



Aims	<ul style="list-style-type: none"> - Early identification of children in Leicester city who are vulnerable to poor outcomes, using data and professional knowledge. - To ensure that parents/carers have access to the most appropriate service to meet the needs of their children. - To provide an evidence based home teaching service that supports parents/carers to provide a positive home learning environment and support their child’s developmental progress.
Strategic links (Leicester’s 0-5 Strategy 2016-19)	<ul style="list-style-type: none"> - To improve children’s lives by working in partnership to raise aspirations and build achievement, and protect the most vulnerable. - To reduce long term poor outcomes and the related impact on society by providing access to high quality early help and early learning opportunities. - To ensure that children are ‘school-ready’ in line with expectations for starting school based nursery in the year they turn 4. To ‘narrow the gap’ between the lowest 20% in the Early Years Foundation Stage Profile and the rest.
Key Messages to be delivered	<ul style="list-style-type: none"> - Parents are the primary and most influential educators.
Evidence base Tools used to focus the conversation.	<ul style="list-style-type: none"> - See http://www.parentsasfirstteachers.org.uk/ - When a development delay is picked up as part of a PAP visit using the 4Children, “What to Expect When” document the family may be offered the PAFT program which is a series of 8 plans delivered in the home or as workshops.
Target Audience	<ul style="list-style-type: none"> - Children subject of a Child Protection, or Child in Need plan - Children on the Priority Children’s List aged 18 months, with particular focus on those children who are not accessing other services and are not currently supported via either Health Visiting Universal plus or Partnership Plus or have been seen recently for a developmental assessment and Health report concerns. - Referrals from other agencies.
Visit Preparation	<ul style="list-style-type: none"> - Review the lone working policy - Check e-Start/ Liquid Logic and Health Visitor to see if the child’s family are already engaging with services, or have been seen and no concerns noted. - Prepare appropriate resources to use in the home for the purpose of modelling play and assessing the child’s development.
After the Visit	<ul style="list-style-type: none"> - Add record of visit with contact details in the Red book (notes pages-coloured blue in LCC books). - Record visit on e-Start under ‘PAP/ PAFT home visit’ adding notes to the ‘Notes’ box, and add information on the development section to indicate whether or not their development is age appropriate and if not details of their current development level. - For PAFT visits only, record the visit on Liquid Logic as a contact under CCT intervention. The contact should be open and then closed in the same session. - If a child is found to be engaged with other services (i.e. Health) please record this in the ‘Notes’ section of the PCL.
Children identified as not	<ul style="list-style-type: none"> - For all children identified as not yet reaching the expected level of development and for whom the development tracker has been completed on

<p>yet meeting developmental milestones</p>	<p>e-Start; the CCT completing the visit will, either;</p> <ul style="list-style-type: none"> - Refer to the appropriate agency for additional support/intervention e.g. health, speech and language; - Support parents to access appropriate groups e.g. Stay & Play, PEEP - Offer PAFT (8 plans)
<p>Measuring outcomes</p>	<p>The following methods must be used to demonstrate outcomes:</p> <ul style="list-style-type: none"> - Completion of parent questionnaire at the end of each visit and duration of the intervention. - Assessment of child's development and tracking of this over time - Assessment of the home learning environment and subsequent assessments - Case Studies - Increased access of Children, Young People and Family Centre services or other appropriate services. - Take up of specialist services referred to. - Narrowing the Gap and EYFSP.

<p>PAP Assessment Visit at 18 months old</p>	<ul style="list-style-type: none"> - Assess and record development (see scripts) using "What to Expect When". - Communication Strategies. - Behaviour guidance. - Discuss 2- year FEEE requirements. - Discuss Boys learning/PPP information if relevant. - Health- oral hygiene (register with dentist, regular brushing). - Identify any needs- signpost/ refer. - Record the visit on e-Start as an activity event and add notes.
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Appendix Two: PAP/PaFT case studies.

Case One: Mum reports that she is more confident now in interacting with her son. I have seen that mum is now observing her son's behaviour commenting on it and then modelling behaviour for him to follow.

I have been able to provide mum with resources that she can use and I have explained why and how they support that area of development.

Mum has said many things she didn't know and did not realise that they would help her child's development. Mum has expressed that she has benefited from having someone to whom she can express her concerns and this has helped her feel better about herself. Mum says that her son will ask when the next visit is. J now becomes very involved in the activities that we do; his play is animated.

This work is ongoing, but I anticipate that using the Leuven scales of involvement and wellbeing a considerable improvement will be seen.

Case Two: Outcomes so far.

- *Child C has improved in PSED and speech and language development through increased opportunities*
- *Child is now in 2yr FEEE*
- *Mum has welcomed taking part in the PaFT programme as she feels it will benefit all of her children.*
- *Mum has recognised many key points regarding her daughter's learning and has some strategies in place to encourage speech and language development*
- *Mum has recognised the need to make changes to the home environment to meet children's needs.*
- *Mum has made connections with other parents through attending the groups and this has improved her well-being*
- *Mum has a greater understanding of the different ways her children learn and that boys may need different approaches to support their learning.*

Appendix Three: Early Home Learning Environment Index example blank template

EHLEI (Melhuish et al 2001).	Never	1/week	2/week	3/week	4/week	5/week	6/week	7/week
Score out of 7	0	1	2	3	4	5	6	7
Sharing books- reading and oral								
Singing nursery rhymes								
Painting/ drawing/ craft/ messy play								
Visits- library, park, stay and play, friends								
Conversations at shared mealtimes								
Games with numbers								
Teaching numbers and letters (in a real- world sense)								

For 9 months/ 18-month visits use the first 5 criteria.

For 2 ½ year + visits use all 7 criteria.

Convert into a percentage by dividing the score they achieved by the total number of points available and x 100

E.g. 9-month visit- total score available is 5 x 7 = 35. Score of 23.

23 divided by 35 = 0.66.

0.66 x100= 66%

Appendix Four: Working with Vulnerable Children in the Early Years evaluation

96 practitioners attended

31 different settings represented

4 childminders

4 schools

1 sparks artist

1 Book Start worker

4 children's centre staff

11 children's centre teachers

Evaluations completed: 85	Excellent: 79 (2 "better than excellent")	Good: 6	Satisfactory: 0	Poor: 0
What will you do now in your setting as a result of training?				

- Make superhero outfits and bags (already ordered the masks!).
- Play the fish fingers game!
- Be even sillier with the children and consider how my mood affects them. I am also more aware of what makes children vulnerable and how I can help them.
- Share the information with my colleagues and read information on the shared link.
- That it is OK to be human and to fail but keep trying. Have fun and be more positive.
- Be more playful and funny. Be positive and silly as well as creative. Enjoy playful activities!
- More quick games with poses and voices. The power of play! Be nurturing, caring, curious, silly, fun and playful.
- Build the trust of vulnerable children.
- Take moments out if my stress levels rise.
- Let the children express themselves more.
- Collect resources that support silly imaginative play.
- Promote the 3 positive areas at all time (curiosity, nurturing, play)
- Positive language
- Possible workshop for parents
- Book in Ben for training with the whole team
- Consider more play opportunities in Year One
- Encourage more risk taking in nursery
- Stop using the word 'stop'
- Allow the children to lead the play
- Remind my colleagues "you are not like other adults!"
- Fortunately/ unfortunately play
- Dress up more- just because it's fun!
- More open-ended resources.
- Develop opportunities to support parents and children to play together.
- Be more child centred and aware when working with vulnerable children. Prioritise play based activities.

Other comments:

- Excellent training! Thanks Ben.
- Love this approach!
- Ben was excellent. The training had me well engaged and interested.
- Would love to have Ben to our setting.
- Really useful information on neuroscience to back up what we do in EYFS.
- Well done and different.
- Ideas for games were really useful.
- Just amazing, inspiring and insightful.
- Fantastic, I loved it...like being given permission to play!
- Loved the practical side and was very exciting.
- Engaging and interesting, would definitely recommend. Very good practical training.
- Great trainer, good presentation skills.
- Left me wanting to know more.
- Great course. Made you think about things in a different way.
- High energy presentation, getting across a great deal of information in a fun way.
- Presentation was lovely. Easy to follow and understand and not forceful at making us join in. Easy to take notes and got some amazing ideas and activities.
- Really enjoyed the silly activities!
- I really found this course useful in better understanding how the brain functions and especially why children are calmer when I am calmer. Have always wondered why this was!
- The video session was very powerful.
- The session went so quickly and was so affirming of the work we do and the value of the stuff we do every day.

- I can't wait to take this back to my setting.

LCC service satisfaction scale 1-10

1	2	3	4	5	6- 2	7- 2	8- 5	9- 11	10- 65
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Appendix Five: Schools and Settings Transition events 2018

The yearly transition events are organised by CCTs for representatives from cluster schools and settings to share key information regarding children transferring to school in the Autumn term. The information passed on is in addition to their development trackers and concerns children's general well-being, disposition to learning, family circumstances, safeguarding concerns, or any circumstances which may affect the child's future outcomes. Representatives from the Early Years Support team and the EED team are also invited to attend.

OUTCOME –ATTENDANCE

36 schools (58%) and 37 settings (47%) attended the event.

Reasons given for non-attendance included:

- Existing Transition arrangements with school as on site
- 1 setting and 1 school had Ofsted on the day.
- Ratios /holidays/sickness
- No children attending from the settings in cluster.

IMPACT

100% of representatives from schools and settings had found the event useful. Feedback showed that as a direct result of the information shared, school staff believe they could make suitable provision for each individual and this would facilitate transition and future learning opportunities. This was especially seen as important for the most vulnerable and those with any additional needs. The meeting was also praised for enhancing links between schools and settings. Contact details of all schools/settings in cluster were shared.

A few comments from evaluations:

- Making sure all children have a good transition
- To be able to directly share information/talk to the Teacher where the child is going, it makes the transition much easier
- Finding out more about a child so provision can be organised for the individual
- Being able to talk face to face, not just written information
- Opportunity to discuss children with practitioners
- Having networking time with local schools-better room this year.
- Talking about possible additional needs
- Brilliant! Saves time and works well.
- Excellent. Made lots of new links with feeder settings.
-

Cluster	Number of schools attending event	% schools attending event	Number of settings attending event	% settings attending event	Total attendees
North West	10/15	66%	9/14	64%	25
West	7/10	70%	8/15	53%	15
South	7/10	70%	6/18	33%	20

East	5/13	38%	3/8	38%	12
North	7/15	47%	10/21	48%	29
Central					
Total	36	Average 58%	37	Average 47%	101

Appendix Six: Autumn 2017 LCC EYFS Network Meetings Evaluation

Cluster	Settings attending	Attendees from settings	Schools attending	Attendees from schools	Childminders
Central	10	12	3	4	0
East	1	1	1	1	0
North	7	9	5	6	0
North West	8	8	8	9	0
South	9	11	8	14	0
West	8	12	4	5	0
City evening session	2	3	1	1	13
Total	45	56	30	40	13

Leicester has 147 settings, attendance was 31%.

Leicester has 125 childminders, attendance was 11 %.

Leicester has 82 primary schools including specialised SEND provision, attendance was 37 %.

Feedback from settings either as part of a phone chase-up, or an email reply to the original invite was that:

- the timing was quite bad as it clashed with their busiest time i.e. additional afterschool children which affected staff ratios, and inability to leave setting and attend
- it was also the time when staff needed to be there to do the catch up with parents collecting children

someone also mentioned that they wouldn't be coming because there were no Ofsted updates and they always found these useful in the past.

1. Do you find the EYFS network meeting useful?

Cluster	Yes			Mostly			Partly			No		
	PVIs	Schools	CMs	PVIs	Schools	CMs	PVIs	Schools	CMs	PVIs	Schools	CMs
Central	5	1		1	1		1					
East		1										
North	3	3		1	2		1					
North West	2						3					
South	4	4			2		3	3				
West	5	2		1								
City-wide evening		1	8									

Total	19	12	8	3	5		8	3				
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The below is anecdotal evidence reported from approx. 15 settings.

Feedback from childminders was mainly part of a phone chase-up, and many said they simply couldn't attend due to timing – they're still working at that time.

2. What aspects of the meeting did you find informative?

PVIs:

- UE and EE criteria
- Info about Grace Period
- The local figures of GW
- 30 hours recap (5)
- EYFS data 3
- The info about children's progress and that nurseries are providing majority of 30 hours
- Very precise and informative. Easy to understand.
- Extended/sole/blended delivery
- Listening to other providers & difficulties
- Input for Red Codes even though they are green on recheck
- New Declaration form

Schools:

- Info on data
- 30 hours – codes, grace period etc
- Accessing 30 hours and deadline
- 30 hours offer and blended offer
- Percentage of PSE & GLD outcome
- UE & EE – 30 hours entitlement, blended/sole offer
- Making links with other schools/CC
- 30 hours
- National & local data
- Models of delivery
- Finding out how my school compares to Leicester/North Cluster GLD 2016
- Finding out about sole/blended EE
- Leicester schools' stats and progress
- Great opportunity to network with preschools & other schools
- Data across the cluster

Childminders:

- EYFS data, Leicester statistics and how children are progressing in each area
- 30 hours presentation
- 30 hours discussion and preparation for delivery
- Meeting other professionals, to hear differences and look at how we could work together
- Meeting others and getting other points of view

Appendix Seven: SPARK MUSIC PROJECT 2018

Following on from our successful project in the East and West clusters of the city, we have continued to collaborate with Spark Arts to successfully bid for more funding from Youth Music.

This has resulted in a music project based in North and Central clusters of the city.

Our desired outcomes included a wish to engage children aged 0-3 years, their families and setting staff in developmental music making. Through the project, we have employed two outstanding professional musicians in residence (Arun Ghosh and Dave Stickman) for 10 weeks to co-lead sessions. Our aim has been to use music as a stimulus and means to:

- build language skills
- stimulate imagination
- encourage positive parent/child interactions.
- support the staff working with children to build their confidence to use what they have learnt with the children.

Creative music work has been carried out in Stay and plays, local nurseries and in smaller targeted groups. There has also been an opportunity for participants to go on a trip to the theatre to a concert of Arun's band. There have also been 4 CPD sessions concluding in a symposium about Music in the Early Years at the end of June.

100 children in Central Cluster have been involved in this project.

Outcomes are being measured on the Leuven scale of Involvement and Wellbeing: The project ends at the end of June. So far, we have seen some good child development and children making good progress up the scales.

Example of developing Self Confidence

A child in one nursery who does not engage in many activities, had the courage to say hello and managed to join in a music session independently and then helped to tidy away at the end. His Key Worker was amazed to see the level of his participation and exclaimed that he had achieved his Target.

Examples of Developing Language skills:

- Children help make up songs and begin joining in with songs words.
- Listening and looking in the right direction, following simple visual cues and verbal instructions
- Understanding/using conceptual language – fast/slow, loud/soft, high/low
- Mathematical language – counting, patterns, shapes
- Increase vocabulary – names of instruments. Helping to compose songs – making suggestions.

Examples of imagination:

- Children expressing their moods and emotions through making different sounds and rhythms with their instruments.
- Children dancing and moving to music
- Exploring different textures and how using different everyday implements and materials makes different music
- Listening to stories involving sounds and expressing themselves at appropriate moments
- Exploring and creating sound patterns.

Example of Positive parent child interaction:

- One parent was often seen to be directing their child's play. She found that she really enjoyed exploring music for herself and appeared to relax and allow her own child to play and make discoveries for himself. Their relationship appeared to relax a bit and the child seemed to enjoy his increasing independence and freedom to explore and also to play near her rather than trying to escape her attention.

Appendix Eight: CCT Priorities 2018/19 (Draft)

Children's Centre Teachers Priorities 2018/19

Leading Learning for 0-3s

Providing a pedagogic lead (the theory and practice of children's education and development) across the Children, Young People & Family Centre service for children in the Foundation Stage.

Lead on the Teaching and Learning for these focus groups

- Priority children aged 0-3
- Looked After Children (LAC)

Teacher Tasks (organised by the amount of time taken)

% of time FTE

- **Support EY settings** with practice in Teaching and Learning
 - When they receive an Ofsted judgement of Inadequate/ Requires Improvement
 - Those delivering 2yr FEEE, by offering bi-annual cohort tracking conversations
 - Completing support notes that contribute to the FEEE compliance process for settings identified through the QIP.

**1 day a week
20%**

- **Support smooth transitions for children into school based foundation stage provision**

- Facilitate termly meetings with local schools and settings in order to promote discussion and support school readiness and transition
- Support settings to hold transition workshops with parents
- Host a transition event in the summer term in each cluster where settings, schools and CCT's can share cohort transition information, these meetings aim to include Educational Psychologists, Health Partners and the special needs teaching service
- Offer transition support groups to priority children entering Foundation Stage provision in school with no previous Foundation Stage experience and not already engaged in services

**1.5 days a week
30%**

- **Deliver Parents as Partners (PAP) and Parents as First Teachers (PAFT) programmes**, completing development assessments and home learning environment assessments for Priority children aged 18 months
 - Home teaching for families depending on assessment outcomes
 - Support engagement with Stay and Play
 - Where delays are identified or referred in providing an evidence based 8 plan programme in the home and in groups.

<ul style="list-style-type: none"> • Attend city wide CCT meetings • Attendance of Cluster senior management and whole team meetings and service meetings • Attendance at Task groups – according to service need. Bumps to Babies only requires CCT input at this level. • Ongoing professional development opportunities 	<p>1 day a week 20%</p>
<ul style="list-style-type: none"> • Complete Early Years Personal Education Plans for all children “Looked After” who are placed within Leicester City aged less than 5 years who are <u>not</u> in school. These are compiled jointly with the child’s birth family - as appropriate -, carer, social worker and health visitor. <ul style="list-style-type: none"> - Provide support for PVI sector settings to complete EYPEPs with Looked after Children living in the city - Complete development assessments of Looked after Children and offer 1:1 teaching where necessary 	<p>½ day a week 10%</p>
<ul style="list-style-type: none"> • Teach families in short term targeted intervention groups, when teaching in stay and play is not sufficient <ul style="list-style-type: none"> - Families grouped into non-walking and walking (roughly) - CCT’s to lead PAFT groups and workshops 1 per cluster (across all CCT’s in cluster). 	<p>½ day a week 10%</p>
<ul style="list-style-type: none"> • Analyse EYFSP data and Baseline data during the Autumn term, use the information to direct teaching focus and setting support • Data broken down by city, cluster and ward as appropriate • % children expected/exceeding GLD • % gap of lowest 20% • Compare attainment of those accessing and not accessing Early Help • Assess Priority Children’s learning according to the Development Matters ages and stages of development and track progress through all services • Assess Priority Parents learning through use of individual evaluations; Impact statements and Home Learning Environment scale through all services • Contribute to quality assurance of Stay & Play, using existing Quality Assurance process 	<p>½ day a week 10%</p>