

Early Years Development and Childcare Strategic Plan 2001 - 2004

Introduction to the Plan

This is Telford & Wrekin's fourth plan, and perhaps one of the most difficult to write. The scale and the scope of the Partnership's work has increased dramatically over the last four years, as have the resources and the size of the team. Initiative follows initiative and each one requires both genuine partnership working and time. The Partnership welcomes the opportunity to have sight of the Government's "wider picture". This has enabled us to begin planning realistically for the longer term, The planning framework, we hope, will remain unchanged between now and the next Comprehensive Spending Review.

The key structures and the key ingredients are in place to build upon the successes of the last 3 years and to enable us to avoid the most obvious and predictable pitfalls. But the expansion of resources will also lead to future reviews of membership of the Partnership and the balance between the sub-groups of the Partnership and the Partnership itself.

The key goal of the Partnership is to co-ordinate and integrate services to promote the well being of all children and their parents/carers. It is only through a joint commitment of all partners to improving outcomes for all children, a commitment expressed through shared values and a shared language, that this goal can be achieved.

In order to work towards that goal, the Partnership will continue to assess the characteristics and local institutions of the communities that we seek to serve, to be mindful of the goals and targets established through the national framework and, with an understanding of the resource constraints, determine how to perform its role to best effect. Local solutions to local issues must be the way forward. To achieve this the Partnership has a responsibility to prepare early years settings and all childcare providers to best receive and respond to those initiatives.

The Partnership will continue to collect data and information in order to establish realistic and challenging targets, direct resources effectively and engender a consistent quality service. This information gathering will continue to be made through the formal mechanisms, (such as Partnership and Board meetings, the feedback from sub-groups, data collection through grant funding forms, the annual census and information from Regulation and Review and Ofsted) as well as through the feedback from individuals and groups and other informal routes.

Through these mechanisms we shall be able to demonstrate our commitment to providing quality service provision, based upon viability and sustainability that seeks not to disenfranchise existing providers.

At a time of reorganisation of local government structures, and the creation of new services, we are not assuming that existing methods of working and existing links will be sustained. Indeed, the proposed new structures should enhance the opportunities for closer partnership working within the authority. Much effort and emphasis will be placed on rebuilding those links within the new structure.

The Partnership too has a responsibility to celebrate its success, and it is this that will have to be achieved through all those who contribute to Partnership working. The recent Ofsted inspection highlighted the successes of our Early Years Development and Childcare Plan, its schemes and structures. Just as our settings have high expectations of the Partnership, the Partnership too has high expectations of itself. It will not be complacent but will, through both the strategic and the annual implementation plans, seek to further the goals that we have set for us and the goals that we set ourselves.

In this sense the Partnership has no predilection for anyone sector, only a preference for what works for children and their parents/carers. This is in line with the modernising agenda for local government.

By 2004, we aim to have made significant impact on the provision of community based childcare reaching the most disadvantaged communities, to have built a supportive infrastructure that sustains local, co-operative partnership working and planning and to sustain diversity and quality by quality providers focussing on the needs of children and their parents.

Partnership Working

The Early Years Development and Childcare Partnership in Telford & Wrekin draws together a variety of partners from the private, voluntary and maintained sectors. It also draws on a range of agencies from health, social care, leisure and education. The partnership promotes consultation with parents through the Partnership with Parent's subgroup. In bringing together this plan ideas have been developed through local forum meetings with providers, quantitative and qualitative consultation with parents. Each section has been developed through the subgroups of the Partnership and through a series of away days informing partners of the Planning Guidance and seeking ideas to develop strategies to attain the targets set out in the Guidance.

Both the Implementation and the Strategic Plans have been approved by the Authority and have been considered by the Partnership.

Achievements of the Partnership to date

- 115 settings are now registered with the Partnership and are eligible to claim grant funding
- £23 000 in childminder grants has resulted in 64 new childminders registering an additional 256 childcare places for children 0-11
- £117 513 has been successfully bid for from NOF to support the development of out-of-school care
- The creation of a new summer play and care scheme for children with profound and complex needs aged 3-5
- 249 new out-of-school care places have been created in the first 9 months of this year
- The extension of the Children's Information Service as a one stop shop for support and advice to service users and service providers
- The availability of CIS as an on-line service
- Providers in Telford & Wrekin currently provide places for all four year olds and 87% of children whose parents require a place from the term after they are three years and four months. All children in the Sure Start area are entitled to an additional term of early education as well as those with English as a second language, those with Special Educational Needs, those who have been referred for speech therapy and those in families experiencing family difficulties.
- Top slicing of three year- old funding has enabled children at stage three of the SEN Code of Practice to access educational psychologist and or learning support advisory teacher input. The outcomes of this additional input has given early years settings in all three sectors access to additional human resources to provide children with one to one support for up to five hours per week as well as access to specialist advice and agencies.
- The Qualified Teacher Support (SEN) scheme, which has been in place two years, offers one and a half days each year to support the identification and planning for children at stages one and two in order ensure that services are accessed efficiently.
- The Qualified Teacher Support (Curriculum) Scheme also offers private and voluntary settings support with planning for and implementing the Foundation Stage.
- Core training organised by the Partnership offers an integrated programme of eight sessions developing a common understanding with regard to equal opportunities, SEN practice, Child Protection.
- Equal Opportunities sub-group brings together a multi-disciplinary team to consider ways of best implementing the Partnership's strategy.

- The Partnership continues to develop its relationship with the Schools Multi-cultural Development Service in order to offer providers access to multi-cultural support materials, a telephone advice service and input into training packages for the Early Years Sector. This includes advice and guidance on supporting learners who speak English as an additional language, their assessment, and strategies to support them through the early stages of acquiring English.
- The Partnership worked with the Disabled Children's Team and the Telford Children's Centre at the Princess Royal Hospital, to provide a summer scheme for young children from the Bridge Special School Nursery
- The Partnership continues to develop links with voluntary agencies such as Homestart, the WEA, Springboard, Ladderbacks, Foster Carers Association, in order to assess needs and develop appropriate support services.

Early Education and Childcare Places

National Target 1: To provide a free part-time early education place for all 3 year olds whose parents want one by September 2004.

Position to March 2001

- At present there are 1,397 children eligible for three-year-old funding from the term after they are three years and four months
- 63 children in the Sure Start area from the term after their third birthday.
- 37 children for an additional term on the following priority criteria; children in the Sure Start Area referred for Speech and Language Therapy, with identified SEN, those for whom English is an additional language and families in social need. At present eighty seven percent of eligible children are utilising three year old grant funding
- All four year olds who require five sessions of grant funded pre-school education have access to a place and plans to move universal funding for three year olds will not jeopardise this position.

Local steps

2001-2002

From April 2001-2002 funding will be available to fund eighty five percent of three-year-olds from the term after their third birthday. It is anticipated that with an 85 percent take-up rate, 3821 places will be needed for three and four year olds. Three thousand nine hundred and twenty four places are currently available. Twenty five percent of those who utilise grant funding are not claiming five sessions so the match of provision to demand should be less difficult to manage than the above figure might indicate. All Private and Voluntary Settings will be able to offer grant-funded places to children from the term after their third birthday from April 2001. LEA Maintained Settings will offer three terms from September 2001 although there are a limited number of maintained settings that will be able to offer three terms to some children from April 2001. The LEA will make a decision about a proposed change from three points of entry to two points of entry to reception classes from September 2002 this would potentially create an additional 200 grant funded places across Telford & Wrekin. This together with some increased provision in under-provided areas and childminder networks will match the expected demand for early education places.

2002-2004

The level of demand for grant funded places is likely to remain constant overall and may increase slightly in some areas as new build housing developments continue to 2005. Only the Newport area is expected to see a slight decline in numbers. This is in line with national trends. At present fifty percent of children attending grant funded three year-old places are in LEA nurseries, twenty five percent in voluntary groups and twenty five percent in private pre-schools. Nine percent of available places for three and four year olds offer integrated education and childcare. The Early Years Development and Childcare Partnership will be seeking to maintain a balance of provision between sectors by supporting the development of group facilities, resources and training so that they are able to offer the quality of provision which is likely to ensure their sustainability. The Partnership will also act as an advocate for maintaining diversity and choice at a local level when organisations are seeking to alter the balance of what they offer.

National Target 2: To have set up at least 360,000 new out of school childcare places for 720,000 children by 2003.

Position to March 2001

- Developmental work within the Sure Start area has been successful, with a private provider setting up an after school club providing twenty - four places for children up to twelve years old.
- Recently announced successful NOF bid (round seven) to provide holiday, after school and breakfast club within the Sure Start area. Due to open Easter 2001.
- Successful bid for the Telford Women's Refuge, providing a breakfast club to support children and mothers living within the refuge.
- Following success in NOF round five, clubs included in this bid are currently opening, two already operational, and balance to follow in the near future, following completion of building work.
- A successful holiday scheme providing childcare for children with special needs operated on a school site during the holiday period. This will continue to be supported by the partnership.
- Madeley pre-school also successfully received funding from NOF, to providing holiday care for children within their area, to meet the needs of parents working part-time.
- An Information Pack for potential providers was launched on June, and has been well received. This has been designed as a guide through the registration process. This will be updated and revised with the introduction of the new daycare standards and inspection arrangements.
- Strong links have been formed with Land & Property, Telford & Wrekin Council, to identify suitable premises for providers within the area. This section also prepares letting agreements for school premises, and negotiates with providers, the Out of School Co-ordinator, and representatives of the school to ensure satisfactory agreements can be made.
- The announcements of the Community Nursery funding sparked a great deal of discussion at Partnership Forum meetings during the second half of the Spring 2001 term with several nurseries and providers expressing increasing interest in offering wrap around care for educational settings three settings are currently planning to extend the sessions they offer and at least three LEA settings are planning to develop facilities and or Partnerships to facilitate integrated care. These plans are likely to take time since adaptations and agreement will need to be funded, agreed and implemented
- The targets for Telford and Wrekin have been set as suggested by grant allocation letters from DfEE.
- Local research has shown that there is a shift from the way childminders have been perceived in the past. Our Childminding Development Co-ordinator has been informing parents who wish to choose care in a home environment of the service Childminders who belong to an accredited network can provide and they are responding to the opportunity of placing their children for care in a home environment
- The average Start Up Grant will be £300.00 awarded to support 50 childminders.
- In the three identified areas of disadvantage funding will be up to £600 for 14 childminders. Calculated upon a 1:4 ratio this will create 256 additional places to the 128 places created through recruitment of childminders without Grant support.
- The culture of Childminding in the area is to provide care predominantly for pre-school children. A strategy is being developed to extend provision to older children for before and after school places. Childminders will be recruited from the present workforce and new registrations to provide care for additional groups of children.
- Those with special needs, children with disabilities and children whose parents work shifts. It must be noted that as the Start up grant may be awarded to presently practising childminders to extend provision or change direction; the places created with this grant may not always tally with quarterly figures for new registrations.

Local steps

2001 - 2002

Set up of one, possibly two, Childminding Networks for Childminders delivering Early Years Education and achieve NCMA Accreditation.

Lay foundations for Community Childminding Networks in areas of disadvantage (see target 6)

Lay foundations working with Community Development Workers to recruit childminders from identified minorities (target 10)

Continue to deliver good quality pre-registration support.

Lay foundations to provide mentoring for teenage mothers, recruited from established Childminders.

Investigate opportunities for provision of training for Childminders to work with SEN and identify possible SENCOs to accommodate monitoring.

2002 – 2003

The target is for 200 new places with 50 childminders with grants of average £300

56 places with 14 childminders with grants of up to £600 in areas of disadvantage

128 places with 32 childminders without a grant

Continuation of above projects with an emphasis upon encouraging sustainability.

2003 – 2004

Targets are reduced proportionately with grant allocation

136 places with 34 childminders receiving average £300 Start Up Grant

40 places with 10 Childminders receiving maximum £600 Start Up grant in areas of disadvantage

88 places with 22 childminders receiving no grant.

Continuation of above project with an emphasis upon ensuring sustainability.

National Target 3: To ensure that a minimum of 80% of all NOF sponsored out of school childcare places remain viable and available five years after being established.

Position to March 2001

- To date only one out of school club has closed down within the Telford and Wrekin area.
- NOF funded clubs that are already operational, are currently on target with their projections for the take-up of places. The cash flow forecasts carried out by groups have shown that realistic targets were set.
- NOF require providers wishing to access the fund need to supply three-year cash flow forecasts. All providers wishing to develop single bids, or those wishing to be included within a consortium bid currently use a pro-forma on disk developed by the Early Years Team
- Information on cash flow forecasts as accurate as possible, and grant recipients will regularly update these records.

National Target 4: To ensure that on average, new childcare places created between April 2001 and March 2004 add significantly to the local level of stock for the relevant category: For every 10 new out of school childcare places that open, no more than 1 should close; and for every 10 childcare places for pre-school age children created, no more than 3 should close. On childminding, from the current position of on average 10.5 places closing for 10 that open. Partnerships should ensure that there is an improvement to at least a 10% positive turnover i.e. for every 10 new childminder places created, no more than 9 should close.

Position to March 2001

- Ensuring the sustainability of any provision will be through settings working in partnership with providers and the Business Support Officer. The Early Years Team will ensure that any provider, wishing to open within the area would have clearly identified the demand, and will work closely with the Early Years Team to meet the needs of the community.
- As Out of School childcare clubs are still relatively new phenomena within Telford and Wrekin we do not anticipate the loss of any places within the area. If losses occur, then it may be considered that the places were not meeting the needs of the particular area. It will be difficult to meet the needs of those who are on shifts which rotate, as places within clubs will have to be held open, unless parents working the opposite shift system place their children at the club.
- There are currently twenty Out of School Clubs operating in Telford & Wrekin, providing a variety of places, ranging from solely after school places, to others providing breakfast and holiday care. Encouragement will be offered to groups wishing to meet the needs of their communities. Thus NOF money may be applied for to create a more flexible service for the people of Telford & Wrekin. It must be noted however that, although new places will be created, this will not affect the actual number of places registered with Regulation and Review and therefore not feature on Quarterly returns as the creation of new places. The only circumstances that this will happen will be when a club previously offering just an after school service, then registers for full day care to provide a full day holiday service.
- At present a detailed survey is being compiled on a local level to identify why Childminders are closing places at the rate they are. It has been identified that workforce has a low morale and many childminders felt that their market was taken away from them with the introduction of 3 and 4 year old funded places. Also with the expansion of full day-care offering parents greater flexibility of hours available for childcare it has been difficult for the childminders to compete both with provision of service and charging a sustainable rate. Therefore strategy must be continued to consult with the Childminders to generate confidence and monitor their individual development with particular reference to business skills support and marketing support. This will be aided with the recruitment of business and, marketing posts.

Local steps

2001-2002

Sustainability budget of £30 000 has been identified to develop the services offered by settings to enhance their childcare facility and thus enhance their appeal. The Early Years and Childcare Officers will promote these options through contacts, newsletters, briefings and regular area meetings. Officers will receive training in Registration Criteria to help support Setting Change and Development. Services.

2001 –2004

Over the last three-quarters we have lost 1.75 places for every 1 place we have created but the rate of decline is decreasing.

To ensure retention of Childminders in the area Telford and Wrekin are actively implementing more individual support through continuation and expansion of one to one reviews with Childminding Development Co-ordinator, a strategy must be developed to offer support for self employed people with their business skills, continued expansion of training programmes available to this sector.

There will be good quality marketing promotion of Childminding as a Profession which will focus upon people already working in the sector and will include examples of those who represent the 4 identified groups, men, people over 40, ethnic minorities, and people with disabilities.

Continuing use of sustainability monies to enhance rather than prop up provision. Settings applying for sustainability monies will need to show how the money will be used to develop and enhance services.

Continuation of Development Co-ordinator working with officers from other agencies will be paramount. Continue support to newly registered people will be supported through pre registration advice and a strategy is being developed to ensure that all Childminders feel valued, reflecting that their contribution to childcare places is regarded as a profession

National Target 5: To have set up, by 2004, a minimum of 120,000 new childcare places with childminders across England in addition to the 25,000 places in areas of disadvantage referred to in target 6.

Position to March 2001

- So far this year there have been 40 Childminders recruited and there are another 37 waiting to be registered

Local steps

2001 –2002

Funding will be up to £600 for 14 childminders to create 56 places in areas of disadvantage identified in target 6.

There are already projects in development to recruit Childminders in areas of disadvantage. It will be necessary to identify exactly how and for whom Childminders can provide care in these areas.

2002 –2003

Funding will be up to £600 for 14 childminders to create 56 places in areas of disadvantage identified in target 6.

The Childminding Development Co-ordinator will set up a Community Childminding Network separately from the Grant funded network, which will be flexible enough to accommodate the changes in need.

Targets are reduced for 2003 –2004 proportionately with grant allocation

40 places with 10 Childminders receiving maximum £600 Start Up grant

As childcare and employment development makes progress in these areas the needs for childcare will change therefore it is difficult to target stages, as the need will evolve. Continued close working of The Childminding Development worker with Community Development Workers, Health Visitors and other agencies will ensure development of a Community Childminding Network or networks as required to provide childcare and respite care in the areas. The flexibility of a network identifying vacant spaces with Childminders can encourage use of places to extend childcare around places delivered by Neighbourhood Nurseries.

National Target 6: To have set up, by 2004, a minimum of 70,000 new childcare places for pre-school aged children in areas of disadvantage; this figure to broadly comprise 45,000 group-care based places (equivalent to 900 new 50 place nurseries) and 25,000 childminder based places

Position to March 2001

- At present the three most disadvantaged areas identified in Telford & Wrekin are:
- Arleston (No day care places, one childminder for fifty children).
- Malinslee (No day care places, three childminders for two hundred and ninety children).
- Woodside (No daycare, fourteen childminders for six hundred and fifty children under five). In addition these area have been identified as having the highest local rankings on the DETR index of child poverty.

Local steps

2001 - 2002

Between now and June establish local partnerships to seek local solutions to local issues and the use of NNI monies. This will link through to the business development officer, childcare promotion co-ordinator and CIS. Links with the re-organised community governance team will ensure that the promotion of childcare will reach communities through a number of different routes, but be consistent in message.

Woodside Establish a link between childminders, voluntary, pre-school, under fives forum, regulation and review, and two nursery schools to explore ways to develop wrap around childcare. Seek to consult on changes in the use of community buildings on the Woodside estate. Develop clear strategy by September 2001 in conjunction with Business Support.

Malinslee Will be a focus for the promotion of childcare as existing provision is under-utilised. It will also be a focus for audit work with focus groups to develop a strategy for childcare development and promotion specific to the Malinslee area. Partnership officers will need to work closely with the Children's Society (located in the Area), community development workers and existing providers to develop appropriate consultation groups. It will also be necessary to identify the most appropriate location for childcare and work towards a plan for developing provision in that location(s).

Arleston, and parts of neighbouring College Ward, will need a detailed consultation with the communities, particularly the Asian communities, to assess their childcare needs in more detail. This will be providing an excellent opportunity to promote childcare and raise awareness of possible options. The local school and community development workers as well as cultural and religious organisations offer valuable starting points for consultation.

2002-2004

Seek ways to establish better childcare on the Woodside Estate.

At Malinslee, promotion and information strategies will need continuing implementation. Provision development will need to be implemented.

In the cases of Malinslee and Arleston local school nurseries appear to be likely foci for the development of integrated services and family support networks.

Begin to develop business plans working towards community nursery based around schools.

National Target 7: To have set up, by 2004, a minimum of 450 additional childminder networks.

Position in March 2001

There are no Childminding networks in Telford and Wrekin. So far the idea has been introduced through publicity and informal networking, informing Childminders and parents. The Childminding Development Co-ordinator will continue to introduce the concept of funded places for 3 and 4 years olds in a home environment. There are 15 identified interested Childminders who wish to become network members and seek accreditation.

Local steps

2001 - 2002

Part of the childminding network grant will be allocated to employ a .5 network co-ordinator post. This post will be dedicated to setting up a network of 20 – 40 Childminders and gaining NCMA Accreditation. The post holder will be overseen by and work closely with the Childminding Development Co-ordinator to continue to build foundations that have already been laid. It will be necessary to identify routes of funding to secure the Network co-ordinators post for the following 2 years. It is extremely difficult to break down the development of the network into stages as the way a childminders places are used is forever changing and an unknown quantity.

2002 - 2004

It is the intention to set up a minimum of one network each year.

Part of the grant will be allocated to deliver training to 15 established childminders to provide mentoring to newly registered childminders and a percentage will be allocated to the promotion of the network, publicity and training of members.

A percentage of the grant will be allocated to the promotion of the network, publicity and training of members and investigating the most appropriate way to ensure quality assurance to reflect best value.

National Target 8: To have aided the conversion, by 2004, of at least 21,000 playgroup places to move to daycare/wraparound care provision.

Position to March 2001

Summary of present wraparound provision in Telford & Wrekin.

There are 130 extended places available at 6 pre-school groups

There are 90 places available through 30 Childminders offering collection from educational sessions

There are 691 places through 25 daycare providers

Local steps

2001-2002

There will be an information campaign to providers promoting further development of daycare provision matched to educational settings, and encouragement to settings to offer earlier drop and later collection opportunities. Together this will be supported by the Community Nursery initiative.

From reported plans it is anticipated that three or four settings will extend the services that they offer during the year 2001-2002 and that one possibly two new daycare facilities may open during the year.

It is also anticipated that at least one provider will be offering extended sessions linked to an LEA site.

LEA settings will continue to be encouraged to look for partner organisations to offer childcare provision on or, adjacent to school sites. Promotion of practice to LEA settings to support developing links to private/ voluntary – Forum meetings promoting links to private and voluntary sectors. Raise profile with governors of schools
publicise settings already making changes.
Provide training and support for officers and development workers on adapting settings for daycare.

2002-2003

Depending on the outcome of the LEA review of Reception admissions, develop a strategy for developing integrated provision within LEA nurseries but with other partners, where there is capacity. Through the PLA encourage settings to develop long term business plans.
Continue to provide wrap around care initiatives through publicising conversions

2003-2004

Offer advice and support settings implementing change, co-ordinate information on sources of support

National Target 9: To keep the childcare tax credit under review to ensure it provides affordable, accessible quality childcare for all low income groups and pre-school as well as after school care; and to ensure take up increases, with interdepartmental monitoring to start by December 2000.

Position March 2001

➤ Feedback from a recent parent survey indicates that 17% of parents had successfully claimed Working Families' Tax Credit, with 3% indicating that they were not aware of WFTC.

Local steps

2001-2002

CIS will continue to promote WFTC to callers to the helpline, they are advised of the number to ring for advice and sent a leaflet, which explains how they may benefit.

A section has been added to the grant funding forms which goes out to all settings termly asking settings to record the number of families accessing WFTC.

The Partnership will continue to monitor take up of the WFTC through audit and consultation surveys.

Responsibility of Early Years and Childcare settings to promote through leaflets, posters and face to face contact with parents (see information strategy target 24)

Information updates from CIS and Business Support Officer

LWE: information for new and existing employers.

WFTC is built into strategies for sustainability for Out of school provision. All providers supported by Out of Schools Co-ordinator are encouraged to promote the tax credit with both existing families and those wishing to enrol children with a provider.

2002-2004

Monitoring the outcomes in the first year will inform the targets and the strategy for the second and subsequent years by identifying areas and groups where take up is particularly low. These areas and groups will then become a focus for poster, area events and provide focused campaigns

Recruitment

National Target 10: To boost recruitment at national and local level so as to expand significantly the workforce for early years, childcare and play workers to meet the demand of expanding services.

Position in March 2001

- The Making Choices Orientation programme was run in January to coincide with national and local press campaigns to enable potential childcare workers to make an informed decision concerning their career development. This model of information followed by training opportunities will continue to be developed throughout the Telford and Wrekin Area.
- All enquiries from potential childcare workers will be followed up with suitable written information to show qualifications and progression routes through training. The publication of a comprehensive training directory will enable both new recruits and employers to have a clear picture of qualifications and skills required.
- The Orientation programme will be followed by basic level training and then Level Two/Three training which will be delivered by a range of training providers in the area. Funding through Shropshire Learning Skills Council will be sought to ensure students/candidates are able to access training at nominal costs wherever possible.
- One of the identified barriers to recruitment and training is the availability of suitable practical placements. Action plans with the Careers Service/Connexions Service, The Employment Service and training providers will be developed to address this problem.
- Although there is no shortage of pre-school places overall in the Telford & Wrekin area for 3 and 4 year olds, there are particular wards such as Malinslee and Donnington Wood where there is local under provision. The nature of the young population and the new buildings within the area may result in shortages within localities. This may mean that new settings need to be established or existing settings need to be extended, which will mean the recruitment of new / further staff. New workers will be identified through college based childcare courses, careers/ Connexions, Employment Services and local publicity campaign. Replacement staff because of people leaving the sector or changing settings is estimated as 15% of the workforce. In 2000 the Telford & Wrekin Registration and Review team carried out police checks of some 500 people which gives an indication of the staff recruitment numbers required.
- Regular meetings of Training, Recruitment & Quality Sub-Group to review recruitment and training opportunities.

Local steps

2001 - 2002

Complete audit of current workforce.

Recruit 96 Childminders, 49 Out- of- School Workers and 50 Pre-School/Day Nursery Workers through local colleges, training providers, Careers/Connexions Service and Employment Service, video campaign, newspaper advertising, and playbus campaign.

Run Making Choices / or similar orientation programme once in each term. Ensure level 2/level 3 training opportunities are available for those completing orientation programme and who wish to proceed into childcare work.

Produce Training Directory / Training Information to provide clear progression routes for a career in childcare.

Develop action plan concerning work based training placements - work with all training providers to agree procedures and practices.

Training, Recruitment and Quality Sub-Group to meet regularly and review recruitment and training opportunity available.

The Training subgroup will approach providers with request to offer faster sessions to potential childcare workers

2002 - 2004

Recruit 98 childminders, 50 Out-Of-School Workers and 50 Pre-school/Day Nursery workers.

Promotions as above.

Monitor workforce through an annual training survey and an annual visit to providers.

Annual Training Survey to establish levels of training and qualifications.

Meetings with providers – individually and through area forums.

Update information in training directory to show training opportunities and clear progression routes.

Continue to run Making Choices or similar orientation programme once each term or as required and follow up with level2/3 qualifications training.

Training, Recruitment and Quality Sub-Group to meet regularly and review recruitment and training opportunities available.

In 2004 recruit 66 Childminders, 60 Out-Of-School Workers and 50 Pre-School/Day Nursery Workers – promotions as previously.

Run Making Choices / or similar orientation programme once in each term or as required, and follow up with level 2/3 training qualifications.

Continue to monitor workforce through annual training survey - new recruits, leavers from settings and movement between settings.

Update information in training directory to show training opportunities and clear progression routes.

Training, Recruitment and Quality Sub-Group to meet regularly and review recruitment and training opportunities available.

National Target 11: To increase the recruitment of the following under represented groups to the level of the following national targets by 2004:

Men – 6%

People with disabilities – 15%

Ethnic minorities – 6%

People aged 40 and over – 40 %

Position March 2001

- A detailed audit of existing childcare workers is underway to establish the make up of the childcare workforce to find out the representation of males, people with disabilities, ethnic minorities and people over 40.
- Once the baseline is established strategies will be put into place to target each specific group, data collected indicates so far.
- Partnership work with the Employment Service, Careers/Connexions Service, lifelong learning and voluntary agencies will enable more workers from the under-represented group to be recruited and trained.

Local steps

2001 – 2002

Establish database of childcare workforce.

Complete audit of workforce.

Annual training survey to monitor changes. Meetings with individual providers.

Set targets for each under-represented group.

Monitor take up of training by each under-represented group through training database.

Set up action plans with Careers/Connexions Service and Employment Service for recruitment of under represented groups.

Set up action plans with training providers such as WEA and NACRO who work specifically with under represented groups.
Liaise with Culture, Community and Leisure to access and recruit from specific communities.
Production of recruitment/training video which will ensure positive images of under-represented groups.
To develop community to access and recruitment.

2002 – 2004

Monitor childcare workforce through annual training survey.
Set new targets for each under-represented group. Monitor take up of training through training database. Continue to work with a variety of agencies to specifically target under represented groups.

Raising Quality and Standards Training

National Target 12: To raise the quality of childcare by raising training levels with specific targets for the level of qualifications to be achieved by 2004 to be set by September 2001. A national indicative target is being set for the LSC of helping 230,000 young people and sector workers to gain qualifications.

Position in March 2001

- A detailed audit of the workforce is being undertaken presently to find out the level of qualification and training currently held in relation to the National Qualifications Framework. Although all settings at present involved in the delivery of the Foundation Stage have sufficient suitably qualified staff, turnover of staff, and recruitment of many new childcare workers particularly within childminding and out-of-school workers will mean that a comprehensive programme of training will be required.
- Traditionally in the Telford & Wrekin Area workers wishing to gain qualifications have used Telford & Wrekin College of Arts and Technology for college based training and work based training has been available from a range of private training providers, through the M.A/N.T/Jobwise Schemes. Over the last two years money has been available through the Shropshire T.E.C. to enable mature students already working in the childcare field to access NVQ Qualifications. During the past year, Registration and Review have carried out some five hundred police checks for new childcare workers in the area. Although this figure includes movement between settings, and potential workers who do not proceed further, this gives an indication of the amount of training that may be required. The national target set would indicate that locally there will need to be about seven hundred workers by 2004 in need of qualifications. It is also noted that Level Three Qualifications would usually take at least two years to obtain / Level Two Qualifications one year to eighteen months.

Local steps

2001 – 2002

Complete audit of qualifications and training already held.
Set local targets for new and existing workers to gain qualifications, and to progress through the qualification framework at different levels.
Train twelve 'trainers/assessors' to enable wider range and quantity of necessary training to take place.
Work with Shropshire LSC to secure appropriate funding to be available for training.
Two hundred new and existing workers to undertake Level Two/Three training.

2002 – 2003

Three hundred new and existing workers to undertake Level Two/Three training.
Twenty workers to undertake Level Four qualifications.
Train twelve trainers/assessors.

2003 – 2004

Three hundred new and existing workers to undertake Level Two/Three training.
Twenty workers to undertake Level Four qualifications. Train twelve trainers/assessors

National Target 13: To ensure that all practitioners delivering Foundation Stage education as part of their EYDC plans have access to an average of 4 days relevant training and development per year, by 2004.

Position to March 2001

- At present practitioners in the maintained sector have access to training from the Shropshire Advisory Service. Practitioners in the private and voluntary sector are able to access training through the Pre-School Learning Alliance, Private Day Nurseries Association, the local college and training providers. The Early Years Development and Childcare Partnership has now employed a Foundation Stage Advisor who will be involved in direct delivery of training on the Foundation Stage Curriculum. The FSA is liaising with and developing strong links with the S.A.S. to ensure that there is consistency within the training provided across all three sectors.
- The Training Development Worker and the Training/Quality and Recruitment Sub-Group are developing links with a range of training providers, and Telford College of Arts and Technology to ensure that suitable and sufficient training opportunities will be available for all practitioners across all three sectors, and that childminders who form part of new childminding networks will be included. There are one hundred and fifteen settings who are involved in the delivery of the Foundation Stage across all three sectors. An estimate of the number of staff involved is eight hundred. Training offered to practitioners will be relevant to the Foundation Stage Curriculum. Routes to accredit training offered directly by the FSA will be sought to enable practitioners to progress to H.E./Professional Development. The TDW will work with other providers/colleges to ensure training offered will be on the qualifications framework or will enable practitioners to work towards it.

Local steps

2001 – 2002

Audit of staff and present training levels and qualifications will be completed to determine both accurate numbers of staff and level of qualifications already held.
Produce training direct.
All practitioners will have access to one day's equivalent training in the first year through a variety of providers.
Database to be established to monitor training undertaken by practitioners in every setting.
Liaise and collect information from S.A.S, T.C.A.T. and other providers to track practitioners attendance at training
Develop core training, both widening participation i.e. childminders and Out of School workers, and start to develop more advanced levels of core training.
Pilot NVQ Level Four to start.
Train trainers/assessors.
Training, Quality and Recruitment Sub-Group to ensure qualifications on offer relate to National Qualifications framework.

2002 - 2004

All practitioners to have access to two days training through a variety of providers.
Carry out annual training survey to update database and monitor the take up of training by individuals and setting.
Accredit training/courses held to secure CATs point towards professional development/H.E. Update training directory.
Develop second level core training, particularly for advanced practitioners, supervisors and managers of settings.
Use DFEE core competencies when they are available for staff training.
Develop Level Four NVQ for a further 20 practitioners to start.
Train 10 trainers/assessors.
Update training directory.

All practitioners to have access to four days training from a variety of providers.
Secure accreditation of courses on offer, and show clear progression route.
NVQ Level Four – First candidates to complete from pilot. Another 20 practitioners to start award. Through annual training survey update database and monitor take up of training by individual and setting.

National Target 14: To ensure that, by 2004, all settings that deliver a Foundation Stage curriculum have access to the input and advice from a QTS teacher. The target ratio for involvement is 1 teacher to every 10 non-maintained settings, by 2004.

Position to March 2001

- A Q.T.S. support scheme for the Foundation Stage was established in September 2000. This scheme provides each registered setting in the non-maintained sector access to one day of support per term from an existing Early Years practitioner with Q.T.S. Initially all settings have reviewed existing curriculum provision and its match to the principles of the Foundation Stage and the Early Learning Goals, and have been required to draw up an action plan. Notes of each visit are sent to the Early Years and Partnership Manager, and the Foundation Stage Advisor. The Q.T.S. (Foundation Stage) scheme is managed by the Foundation Stage Advisor, who links with the Shropshire Advisory Services to ensure a consistent message is available to all settings across all sectors. Where additional support is required, this will be provided by the Foundation Stage Advisor, and negotiated with individual settings. This QSE (Foundation Stage) will also take responsibility for the implementation and monitoring of Equal Opportunities.
- Based on the success and effectiveness of the Partnerships QTS (SEN) scheme which was put in place to give the non-maintained sector advice, support and access to a qualified teacher with suitable SEN experience, the Partnership adopted the same model to support developments within the Foundation Stage.
- This established scheme works on a ratio of 1 qualified teacher to every eight settings, each of which receives 3 days advice / support per year.
- In addition to this support, the Foundation Stage Advisor (who manages the QTS (Foundation Scheme) monitors the notes of visits generated by each QTS, and is able to give further support as flagged up in the notes of the QTS or will give further support at the direct request of the setting itself.

Local steps

2001 – 2002

To deliver equality of access to the curriculum, the Partnership has recognised that settings should be given appropriate equal opportunities training. This presently is being broached through the core training. However during this next year it is necessary for all QTS to receive in depth equal opportunities training which will enable them to support curriculum development in its entirety.

To continue Q.T.S. visits, giving each setting access to 3 days advice and support a year.

2002 - 2004

To review/adapt the QTS system, enabling teachers to respond on an inverse proportion to need basis. The Partnership recognises that the imminent merge of Regulation & Review and Ofsted, and the constant drive to raise standards may result in alterations to the Ofsted Inspection framework. As all settings will have had regular support over a two-year period from both the Q.T.S and the Foundation Stage Advisor, the current system will be reviewed and adapted to best support the needs of individual settings and providers.

National Target 15: To ensure that, by 2004, all qualified teachers involved in delivering the Foundation Stage have undertaken appropriate training and development to improve their specialist knowledge of early education.

Position to March 2001

➤ Historically, the Partnership has made the 'core' training mandatory for all sectors. Initially this was in the areas of SEN, equal opportunities and child protection. Running alongside this is the training offered by the Advisory Service for the maintained sector and the 'curriculum' training offered by the Partnership which supports the Foundation Stage.

Local steps

2001-2002

During the next 12 months the Foundation Stage Advisor working in partnership with the Advisory Service will be impressing upon headteachers the importance of appropriate training for early years practitioners to support recent curriculum developments. This will be broached through forum meetings and briefing the heads and Governors.

At these briefings the heads and Governors will have access to course information from various different sectors, enabling them to make appropriate choices for staff members (inclusive of ancillaries).

The Partnership's curriculum training will continue to be developed, giving practitioners within the maintained sector, access to specialist early years training.

The Foundation Stage Advisor will continue to liaise with the Advisory Service in order to recommend appropriate early years training to settings.

The responses from Heads and Governors will be monitored, as will the up-take of training.

2003-2004

The brief of training will be widened to ensure that practitioners can access professional development at various levels 50% of which will be accredited or hold CAT points.

Heads and Governors will be approached to participate in an exchange visits programme, enabling early years practitioners to widen their knowledge and experience of the Foundation Stage

The Foundation Stage Advisor will identify funding enabling early years practitioners to visit other settings and benefit from experiencing first hand the practice of others.

Quality Assurance

National Target 16: To ensure that at least 40% of providers have been accredited by a quality assurance scheme by 2004

Position to March 2001

- No providers currently hold Quality Assurance Accreditation
- The Partnership has arranged two presentations to help inform Partnership members of the nature of quality assurance schemes and to gather feedback on the type of quality assurance scheme which would best serve the needs of the Partnership.
- The Training Sub-Group and Partnership Board have decided to develop a partnership with Birmingham and Shropshire Early Years Development and Childcare Partnership to implement a system of cross border mentoring and verification in support of the Birmingham Quality Assurance Scheme. It is anticipated that this scheme will provide a format, which is accessible to both practitioners and parents.
- It should also offer, on a local basis, a scheme where mentors and assessors can easily share ideas of good practice. The Partnership will have further publicised the scheme by April 2001 distributing copies of the scheme to all settings and interested childminders as a self-assessment tool to use in self-review. A pilot group of settings will be recruited for a pilot to commence during the summer term 2001.
- It is anticipated that the pilot scheme of approximately 10 providers will operate on an area cluster basis with support from Partnership Officers to broaden perspectives on good practice. Cluster members will meet to exchange ideas and settings prepare self-assessment portfolios.

Local steps

2001-2002

Early Years Officer to take responsibility for co-ordination of quality assurance scheme and monitoring of pilot involving partnership working with Birmingham and Shropshire Early Years Development and Childcare Partnerships.

Identify training programme for Quality Assurance mentors including Aiming High

Pilot of three modules with a cluster of ten providers and first phase mentors

Funding available for cover time to facilitate:

Joint work with the EAZ project on promotion of Parent relationships

Work on promotion of Aiming high to Out Of School Clubs

Identify quality assurance programme for childminders and research most appropriate approach for implementing NCMA Accreditation with current workforce.

Move towards accreditation for pilot scheme settings

Evaluation recording and publicity of pilot scheme working identify two groups

For second phase clusters:

Seek to recruit additional mentors from pilot group

Initial phase of Aiming High

Phase two cluster groups to start

Ongoing promotion

Planning for year two including assessment of demand

2002 – 2003

Rollout Quality Assurance scheme, reviewed and adapted in the light of pilot project

Promote the scheme to parents

50 providers involved in 3 cluster groups through the year

Mentor training for a broader group of at least 6 mentors

Initiate regular cross partnership sessions to review expectations of portfolios and quality.

2003 – 2004

50 providers involved in 3 cluster groups through the year.

Encourage initial group of providers from to 2001-2002 pilot to consider renewing accreditation or to adopt national QA schemes

Do a Best Value review of the QA scheme include cost, support, officer time, improvement and consumables.

National Target 17: To ensure that 94% of all Foundation Stage settings inspected by Ofsted are satisfactory or better, by 2004.**Position to March 2001**

- In the last twelve months, 100% of settings across all sectors inspected by Ofsted have been judged to be satisfactory or higher.
- The qualified teacher support on curriculum matters and SEN, together with support from the Foundation Stage Advisor, and the comprehensive training programme will ensure the continued maintenance of this high standard.

Local steps**2001-2002**

Partnership to audit OFSTED reports highlighting areas for further development, which will inform QTS visits and the curriculum training programme.

To liaise with PLA, PDNA, LSAT and SAS to exchange information, share concerns and successes, develop appropriate strategies, give consistent advice and support to providers and co-ordinate visits to stop duplication and utilise all agencies effectively.

New settings or settings falling below satisfactory will be targeted and necessary support and training will be given to ensure that the setting reaches a satisfactory standard within a six month period. This will be in addition to the termly visit from the QTS (SEN & Foundation Stage).

In addition to local forum meetings regular practitioner updates will be held to keep settings abreast of any changes to OFSTED's framework, practice, policy.

2003-2004

As at target 14 – to review/adapt the present QTS system giving the flexibility to respond to individual need.

To continue to identify settings needing support and liaise with all involved agencies to ensure a co-ordinated effort to give the provider the most appropriate support.

Special Educational Needs

National Target 18: To ensure that by 2001-2002, all settings delivering the Foundation Stage have identified and trained a SEN Co-ordinator (SENCO), responsible for establishing and implementing the setting's SEN policy, with a target that setting-based SENCOs should have benefited from an average of 3 days relevant training by 2004.

Position to March 2001

- All registered settings have a nominated SENCO.
- QTS SEN scheme set up in January 1999, to provide all non-maintained settings three days per year support on the implementation of the Code of Practice.
- Core Training has a six-hour module on SEN. Basic core training is already available to all settings, with reference to SEN.
- Work of QTS SEN co-ordinated by LSAT to ensure consistency of support.
- Retained three year olds grant funding yielded £37,000 to provide access to specialist advice for settings with children at Stage Three, and one to one support for individual children when recommended by Learning Support Advisory Teacher / Educational Psychologist.
- An audit of settings' experience and training needs in SEN has been undertaken to inform the training strategy.

Local steps

2001-2002

Review Code of Practice

Training for QTS to develop their role as area SENCO

Further levels of SEN training to be developed and implemented to ensure that supervisory staff, managers and SENCOs are able to fulfil the role appropriately.

2002-2004

Current QTS to be fully functional as area SENCOs

Advice, support and guidance provided to all settings

Link with training data base, see target 12

National Target 19: To put in place a network of area SENCOs, with a target ratio of 1 area SENCO to 20 non-maintained settings delivering funded early education, by 2004.

Position in March 2001

- 8 QTS SEN practitioners already offer half a day per term to each setting to support the identification and development of learning programmes for children entering the SEN code of practice.
- This target is currently being achieved.

Local steps

2001 - 2002

Continue to support QTS (SEN), half a day per term.

Continue to co-ordinate the work of QTS & (SEN) with the work of QTS curriculum, (14.2.4).

Provide access to LSAT for children at Stage Three of the Code of Practice.

Provide additional support for individual children at Stage Three

Provide additional training to settings with children with Speech and Language or Occupational Therapy needs.

Provide additional support and guidance for children with Emotional or Behavioural Difficulties in the Early Years.

Support and follow through all children attending T.C.C. Assessment Unit, through Area, Educational Psychologist, provide advice support and guidance.

Support and follow up children with Portage needs SLA with Portage Team.

Support and follow up children with cerebral palsy through SLA with Ladderbacks.

Support and follow up children with diverse cultural and/or EAL needs.

2002 - 2004

Monitor numbers of children on SEN Register

Differentiate support in line with levels of need

Equal Opportunities

National Target 20: To ensure all sectors of the community have equal access to childcare and early years services, regardless of their gender, age, special educational needs, disability, background, religion, ethnicity or competence in spoken English.

Position to March 2001

- At least one staff member from each setting registered with the partnership before April 2000 has attended a core training programme giving an overview of equal opportunities issues. The Equal opportunities sub-group continues to meet once each half term. This group has been expanded to include Health visitor representation a Sure Start representative. The terms of reference for the group have evolved such that the group now monitors the activities undertaken by the partnership to suggest ideas to enhance the inclusivity of events and information. The group has worked to collect and share information on supporting children with special needs and has worked to develop user friendly leaflets and is working on adapting advice on tackling racist incidents for early years settings on the partnerships behalf. The group is monitoring reception Baseline information to develop a strategy for addressing the differences identified between different groups of pre-school children on entry to reception.
- All local businesses survey on their use of work-life balance practices. Worklife balance information sent out to potential targets identified from initial audit

Local steps

2001-2002

The Partnership will continue to promote Equal Opportunities through: -

Initial training to childminders, out of school groups (see target eleven) and Early Education & Childcare providers through the core training scheme to promote socially inclusive practices.

Promotion of childcare opportunities through CIS through video, leaflets posters in variety of languages (see target twenty three).

Monitor of children's ethnic pre-school experience and assessment through Reception Baseline assessment forms.

Development of recruitment strategy to target minority groups to be monitored by CIS annual survey.

Continue to work in partnership with Health, Education and Social Services to develop services to support Inclusive practices for grant funded education and support Inclusive Childcare through the sharing of information and good practice.

The Partnership with parents subgroup and neighbourhood nursery consultation will seek strategies to provide services appropriate to the needs of local communities

Appoint Childcare Promotion Worker to develop packages and materials to promote childcare across Telford & Wrekin particularly in disadvantaged areas

2002-2004

Through consultation with parents in disadvantaged areas the partnership will develop a strategy for provision and promotion of local childcare.

Continue to develop a network of consultation groups of parents to gather feedback and participation in Partnership Policy.

CIS to promote childcare through 'road shows' (see Information Strategy)

Continue to promote Childminding Networks to childminders

Continue to gather opinion the Partnership with parents focus groups

Continue to monitor baseline assessment, provide self assessment, Grant Funding census of Equal Opportunities

National Target 21: To ensure that Partnerships have effective equal opportunity strategies which are monitored at least annually and that they ensure all settings identify and train someone to take responsibility for establishing and implementing the setting's equal opportunities strategy by 2004.

Position to March 2001

- The Equal Opportunities sub group continues to meet on a twice-termly basis takes an overview of the partnership's working to ensure that partnership policy and practice with regard to equal opportunities are effective and up-dated.
- The equal opportunities sub-group continues to develop and recommend guidance materials and training for practitioners and parents in order to promote equal opportunity and anti-discriminatory practice.
- The Partnership will continue to monitor the assessment of pupils from different ethnic backgrounds and with identified special needs through the Reception Baseline assessments in 2001-2002 the Partnership will review the collection and analysis of information with Shropshire Advisory Service

Local steps

2001-2002

A working party will establish an advanced core training package designed to identify a process of self review and monitoring with regard to equal opportunities practice to link in with the Quality Assurance package. Quality Assurance Scheme to be distributed to all settings as book for self-review. The Partnership will develop a training package for the Qualified teacher support scheme in order to support lead practitioners for Equal Opportunities. Initial training for QTS (Foundation Stage) in relation to equal opportunities and evaluation of materials.

Settings will be asked to identify members of staff who will lead on Equal Opportunity issues.

2002-2003

First round of more advanced core training for designated Equal Opportunities Co-Ordinators.

Quality Assurance Scheme will offer support to fifty providers to review equal opportunities practices.

2003-2004

Second round of more advanced core training for designated Equal Opportunities Co-Ordinators

Quality Assurance Scheme will offer opportunity for self review to a further fifty settings.

National Target 22: By 2004, to significantly increase the amount of support employers give their employees on childcare, working through Partnerships and other organisations.

Position to March 2001

- A joint scheme established with Shropshire to identify and promote the family friendly employer of the year.
- Question included in the Telford business survey distributed to all employers being processed March 2001

Local steps

2001-2002

A Service Level Agreement is being negotiated with the Telford Development Agency, to fund a post to develop links with employers.

Review information collected from employers survey and use as baseline data for review in 2003

Links with Employers Co-ordinator to promote access to CIS at the work place and through recruitment process

Business Partnership co-ordinator to develop a strategy for more in depth promotion and data collection of selected employers.

Support Worklife balance enquiries and hold an event to promote the scheme to 'interested' employers

Develop a pack of local good practice from a variety of employers

Continue the family friendly employer of the year scheme in partnership with Shropshire Early Years Development and Childcare Partnership.

Organise meeting to promote work-life balance policies and the work of the Partnership recording details of attendance and follow-up

2002-2004

Links with Employers Co-ordinator to establish targets and ways of achieving these, as part of an evaluation of the first six months in post and audit outcomes.

Partnership to monitor and evaluate outcomes and process

Work towards employers and CIS accessing and exchanging information

Choice and Diversity

National Target 23: To ensure Partnerships review information for parents on early education places at least annually and to ensure that parents have the information they need to enable them to express clear preferences for an early education place from amongst the settings available.

Position to 2001

- Information leaflets for parents have been developed on pre-school provision and out of school places in consultation with parents, providers and the equal opportunities subgroup. These leaflets have been distributed through health visitors, children and families social care team, libraries and providers. The children's information service has been promoted through newspapers the above sources and through a town centre activity weekend as a telephone information service.
- The partnership has an updated leaflet to promote enhanced funding arrangements, available in a variety of languages, which will be distributed as before. The partnership's information subgroup has been established and has developed an information strategy to support each element of the Partnership's work. This group will continue to support and review the information strategy meeting on a half-termly basis.
- The Information subgroup has developed a set of outline documents for welcoming and informing parents for whom English presents a barrier.

Local steps

2001-2002

The partnership will continue to promote information on early education in the following ways as

A leaflet explaining children's entitlement and early education options available distributed through health visitors, social workers, community development workers, libraries, early years retail outlets.

Newspaper spread explaining the Partnerships activities and revised funding eligibility

CIS promotional materials balloons, fridge magnets

At least two Town centre leafleting sessions and promotional stand for CIS

In addition the partnership will promote information on early education in the following ways

Information packs on the foundation stage will be provided to settings

A video on childcare choices from Coventry Early Years Development and Childcare Partnership will be available for loan in four languages

At least one CIS promotional session using a playbus in each of the ten audit areas

The partnership will develop a strategy to promote childcare and early education place options through employers

The partnership will monitor the effectiveness of the messages through; parent consultation groups run by the Partnership with parents subgroup

Feedback from provider forum groups, the annual childcare questionnaire sample.

At Forum meetings in the Autumn term we will hold practical workshops to ensure we are meeting the needs of parents.

2002-2004

Promote Network to provide respite for parents in areas of disadvantage.

CIS will review all information annually. This will continue to update information on vacancies at all settings on a termly basis via the grant funding forms.

Information via CIS for parents offers a full range on the diverse choice of early years places available.

Leaflets are readily available in a wide number of public places; these explain the full range of options available to parents.

Development Co-ordinators visit setting regularly to collect additional information.

Ensure CIS team is aware of all new developments.

Review staffing levels on CIS following review of calls to the service, community responses.

Review parental feedback. Ensure leaflets provide the information they want.

National Target 24: To significantly boost integrated services for 0-5s by 2004. To set specific targets for 2004 by September 2001 for the number of early education places for 3 and 4 year olds which have (a) wrap around facilities and (b) fully integrated facilities for 0-4 year olds.

Position to March 2001

➤ During 2000-2001 Two new daycare facilities have opened in Telford & Wrekin and two voluntary groups have extended their provision to daycare. One school governing body has established a voluntary management committee to manage daycare provision on the school site. Several schools and voluntary groups are exploring options for developing provision on or close to school sites to develop wraparound provision.

➤ The announcements of the Community Nursery funding sparked a great deal of discussion at Partnership Forum meetings during the second half of the Spring 2001 term. Several nurseries and providers expressing increasing interest in offering wrap around care for educational settings three settings are currently planning to extend the sessions they offer and that least three LEA settings are planning to develop facilities and or Partnerships to facilitate integrated care. These plans are likely to take time since adaptations and agreement will need to be funded, agreed and implemented.

Local steps

2001 – 2002

The audit of current provision of hours and extended provision will be completed and maintained by the CIS.

There will be an information campaign to all providers promoting further development of daycare provision matched to educational settings, and encouragement to settings to offer early drop and late collection opportunities together. This will be linked into the grant to provide support for day care service expansion

It is anticipated that at least three or four settings will extend the services that they offer during the year and that one possibly two new daycare facilities may open during the year. It is also anticipated that at least one provider will be offering extended sessions linked to an LEA site.

LEA settings will continue to be encouraged to look for partner organisations to offer childcare provision on or adjacent to school sites.

Depending on the outcome of the LEA review of Reception admissions, develop a strategy for developing integrated provision within LEA nurseries where there is extra capacity.

Complete Baseline audit of integrated provision

2002-2003

Longer-term strategy is dependent upon targets to be set in September 2001.and further grant support.

Officers and development workers for each sector will continue to publicise developments and good practice in relation to expansion of services.

Childcare promotion officer and CIS will support the audit and promotion of services to parents.

Different models of integration are being developed by the Neighbourhood Nursery Initiative, Sure Start Centres and Early Excellence Centres will be shared within the Partnership and encouraged to link with other services. These different models will be encouraged to reflect on their practice in order to share ideas with each other and other providers.

2002-2004

Different models of integration developed within the Partnership will be shared and developed to encourage further service expansion and development

Information Strategy

National Target 25: To ensure all CIS's meet the 14 minimum service standards, which include accuracy and confidentiality, and are integrated with the national regulatory system set up by OFSTED's Early Years Directorate by September 2001.

Position to March 2001

- CIS will build on the process and procedures already in place to ensure continued development, and accessibility, will be working to increase substantially the levels at which the 14 minimum standards are delivered. We will be proactive, looking to develop the service to meet the needs of parents, carers and children. The service will be continually advertised and the seeking of new avenues for promoting the Service will be on going.
- At present on a quarterly basis we are receiving 300 calls to the CIS helpline, half of these are dealt with immediately and the other half require information to be posted out to the enquirer.

Local steps

2001 – 2002

Increase the customer base by 20% increase the number of hits to the Website.

Increase the range and quality of information available to enquirers – expand details of non-registered provision, seek to improve the detail held on providers – if they can support children with disabilities or learning difficulties, do they offer a service outside of the normal working day to support shift workers or lone parents.

Increase accessibility of CIS – develop internet opportunities, work closely with the Business Development Officer and Telford Development Agency to link with employers.

From the Autumn term to work with settings to help promote their service – information booklet and support material.

To ensure a good working relationship is established with Ofsted's Early Years Directorate

2002 – 2004

Increase the customer base by 15% per annum and monitor to ensure a percentage of these are from the hard to reach community.

Increase accessibility; link in with the Telford & Wrekin Information Strategy to ensure CIS is delivered both within the Local Authority and the Community. To continue to create contacts with the hard to reach areas.

Continue to establish links with employers.

Review staffing levels in CIS

Continue to improve accessibility, to have information kiosks in key areas.

Build significantly on links already made with employers.

Seek funding streams

Better Partnership Working

National Target 26: To ensure Partnerships keep membership, working practices and progress under review so that they are successful in the delivery and evaluation of their Strategic Plans and key objectives.

Position to March 2001

- Partnership members challenge, through Partnership meetings, sub-group meetings, forum meetings, and individual feedback, the assumptions underlying the proposals, the implementation of the Plan
- This strengthens Partnership working
- Working relationships are strong, based upon an openness
- Links, and consultation, with outside agencies further informs and strengthens the planning process and the outcomes

Local steps

2001-2002

Review Partnership Protocol and SLAs

Review terms of reference of each working and sub-group

Monitor attendance at sub-groups and respond appropriately

Improve the flow of information from the Partnership to providers

Timetable the planning and review process to involve a greater number of Partnership members

Appoint a Partnership Administrator

Monitor the complaints procedures, feedback from local forum meetings, sub groups and from individual registered settings, the Early Years Development and Childcare Partnership will continue to review its practices to ensure there are increasing opportunities to engage with providers

2002-2004

Maintain the process of continuous self-review

Broaden partnership membership

Invite members to engage in activities at a range of different levels suited to their needs

National Target 27: To ensure Partnerships work closely with other strategic partnerships, including the Local Strategic Partnership where this is appropriate, to ensure consistency, sensible community planning and efficient use of resources and to contribute to other plans as appropriate, for example, Education Development Plans, Sure Start and Children's Services Plans.

Position to March 2001

- Membership of local working lunches, planning groups, Senior Management Group within Education Culture Portfolio. Joint Strategic Group, Children and Young People's Strategy, Sure Star Board, Disabled Children's Team
- Membership of Springboard and Homestart Management Boards
- Informal networking with Foster Carers Association
- Joint and shared funding arrangements to achieve shared targets, for example, Portage
- Link in with the main partners, both through third party payments supported by Service Level Agreements

Local steps

2001-2002

To continue to link in with the main partners, both through third party payments supported by Service Level Agreements, through formal attendance at joint meetings, and through informal networking.

To tie in the targets of other agencies, Sure Start, Quality Protects, Connexions, the EDP performance indicators, to ensure targets are mutually supported.

To continue to seek joint and shared funding arrangements to achieve shared targets.

To work with private and voluntary agencies, and Social Care, in the development of practices to support parents and families.

All proposals within the Plan to be subject to best value review.

Openness of planning process—engaging providers and informing them of other or new initiatives

2002-2004

As above

National Target 28: To ensure that Partnerships work with local councils to derive benefit from Best Value for young children and parents in their communities and apply the principles of Best Value to their own activities and processes.

Position to March 2001

- The Early years and Childcare team is linked into the council Best Value review through the Education and Training Quality team, the Children and Young Peoples strategy group and is working with a cross sector children's consultation group.
- The Partnership has identified key information points throughout the council through which it gathers audit information

Local steps

2001-2002

Continue to develop the Partnership with parent subgroup as a consultation route for parents
Identify a settings and consultation to carry out a working consultation project with children at Partnership settings as to the type of provision children enjoy and how they would like to see their settings develop.
Identify key issues which will be used for comparison to other Partnerships.
Negotiate with other partnerships to clarify Best Value comparison criteria- benchmarking information from DfEE
Gather identified data.
Record decision making and basis for decisions more effectively
Each sub-group to use best value principles to evaluate its own performance and report back to the Partnership
Registration of new providers with the Partnership to be subject to best value review
Applications for sustainability money to be subject to best value review

2002-2004

Best Value review to be undertaken in the Early Years in 2002.
Conduct Best Value Review
Establish systems to evaluate quality early years and childcare provision. gathering data, evaluation of data, and conversion of data to information.
what would PI look like?
Work with statistical neighbours to look at comparative information.
Evaluate the process of Best Value
Publicise finding of the review to the Partnership and make recommendations for development
Set in place monitoring for next Best Value review
Develop systems and structures for Best Value in partnership with providers, council and other services

National Target 29: To ensure Partnerships, together with Ofsted's Early Years Directorate, Children's Information Services and appropriate Local Authority Staff, develop a clear protocol for working together effectively so as to deliver coherent training, advice, and information services that build capacity and strengthen the quality, choice, accessibility and diversity of provision locally.

Position to March 2001

- The Early Years Development and Childcare Partnership in Telford & Wrekin draws together a variety of partners from the private voluntary and maintained sectors. It also draws on a range of agencies from health, social care, leisure and education.
- The Partnership promotes consultation with parents through the partnership with parents subgroup.
- In bringing together this plan ideas have been developed through local forum meetings with providers, quantitative and qualitative consultation with parents.
- Each section has been developed through the subgroups of the Partnership and through a series of away days involving informing partners of the Planning guidance and seeking ideas to develop strategies to attain the targets set out in the Guidance.

- Recent LEA OFSTED inspection commented very favourably on the extent to which the Partnership has built links with other agencies and the extent to which consultation and support is available to providers.
See also target 23

Local steps

2001-2002

Review existing protocols and SLAs

The Partnership will continue to hold termly forum group meetings with early years providers, it will also hold at least termly sub-group meetings and continue to develop practices through working parties as this is seen as the key to genuine partnership.

Continue to develop the Subgroups of the Partnerships particularly with regard to involving the childcare sector in subgroup working. Each subgroup should include childminding and out of school and play representatives. To establish that protocol, to ensure that local targets for registration of childcare places, are achievable by Ofsted, to inform Ofsted of those targets.

The Partnership will continue to work with the Joint Services Group and the Children and Young People's consultative groups to develop integrated services for young children. It will be particularly important to map out Best Value review practices with other services.

The Partnership is working closely with local Regulation and Review in preparation for the transfer of inspection to OFSTED joint training of Partnership and Regulation and review Officers will help identify potential problems

The CIS service will need to develop a working relationship with the new regional OFSTED office and agree on information exchange procedures.

2002-2004

The Best Value review of early years provision will provide an important opportunity to review services across sectors and the Partnership will need to set aside time to support this review.

Develop strategies as a result of the Best Value Review

Review Care Standards on a local basis

Continue to monitor Partnership working particularly sub-group and partnership composition and functions

Funding sources

Target 29	CUDG
Target 28	CUDG
Target 27	CUDG, QP, SS
Target 26	CUDG
Target 25	RSG, CUDG
Target 24	NNI, CUDG
Target 23	RSG, CUDG
Target 22	CUDG
Target 21	CUDG
Target 20	CUDG
Target 19	RM
Target 18	RM,
Target 17	SF, CUDG
Target 16	CUDG
Target 15	SF
Target 14	RM, ESF
Target 13	CUDG, SF
Target 12	CUDG, LSC
Target 11	CUDG
Target 10	CUDG
Target 9	CUDG
Target 8	CUDG
Target 7	CUDG
Target 6	CUDG, NNI
Target 5	CUDG
Target 4	CUDG
Target 3	NOF, RSG, CUDG
Target 2	CUDG,
Target 1	CEG, SSA
	Funding source

CUDG Childcare Unit direct grant
 ESF European Social Fund
 LSC Learning and Skills Council
 NNI Neighbourhood Nursery Initiative
 NOF New Opportunities Fund
 RM Retained monies
 RSG Revenue Support Grant
 SF Standards Fund
 SS Sure Start