

A G E N D A

EARLY YEARS DEVELOPMENT AND CHILDCARE PARTNERSHIP

Date: 25th May 2005

Time: 7:00 p.m.

Place: **Education and Conference Centre,
Blackfriars, Hereford**

Notes: Please note the **time, date** and **venue** of
the meeting.

For any further information please contact:

Heather Donaldson, Democratic Services

Tel: 01432 261829

Email: hdonaldson@herefordshire.gov.uk

**County of Herefordshire
District Council**



HEREFORDSHIRE
COUNCIL

AGENDA

for the Meeting of the Early Years Development and Childcare Partnership

To: Representatives of the Early Years Development and Childcare Partnership.

	Pages
1. ELECTION OF CHAIR To elect a Chair for the ensuing year.	
2. APPOINTMENT OF VICE-CHAIR To appoint a Vice-Chair for the ensuing year.	
3. APOLOGIES FOR ABSENCE To receive apologies for absence.	
4. NAMED SUBSTITUTES (IF ANY) To receive details of any Members nominated to attend the meeting in place of a Member of the Partnership.	
5. LATE ITEMS / ANY OTHER BUSINESS To receive notice of any item it is proposed to raise under any other business and consider whether any item so identified may be so raised or should be deferred.	
6. QUESTIONS FROM MEMBERS OF THE PUBLIC To answer any written questions received from members of the public.	
7. MINUTES To approve and sign the Minutes of the meeting held on 10th March, 2005.	1 - 8
8. GOOD NEWS EXCHANGE To receive any important news from Members of the Partnership.	
9. CHILDREN'S SERVICES DIRECTORATE To receive a verbal presentation from Sue Fiennes, Director of Children's Services, on issues relating to the Children's Services Directorate.	
10. HEALTHY EATING IN EARLY YEARS To receive a verbal presentation from Julia Stephens.	

11. INCLUSION SUB-GROUP REPORT ON OUT-OF-SCHOOL SETTINGS FOR CHILDREN WITH SPECIAL NEEDS	9 - 10
To consider the attached report from Sue Peasgood, the Early Years Inspector, regarding proposals made by the Inclusion Sub-Group on supporting effective inclusion of children with special needs in out-of-school settings.	
12. CONSULTATION RESPONSE TO THE E.P.P.E. REPORT	11 - 18
To consider the attached report from George Salmon, Head of Policy and Resources, on the conclusions of the national research project and the implications for early years provision in Herefordshire.	
13. DEALING WITH FUTURE GRANT AWARDS	19 - 20
To consider a report from Carla Preston, Business and Finance Support Officer, on dealing with future grant awards.	
14. REQUEST FOR INCLUSION IN THE EYDCP PLAN	21 - 22
To consider the attached report about two early years settings that have applied to be included in the Herefordshire Directory of Providers and to receive Nursery Education Fund from the autumn term 2005.	
15. JOINT AREA REVIEW	23 - 28
To receive and consider endorsing a report from George Salmon, Head of Policy and Resources, about the Joint Area Review.	
16. CHILDREN'S CENTRE FUNDING	
To receive a verbal presentation from Ros Hatherill, Early Years and Childcare Manager, regarding Children's Centre Funding.	
17. QUARTERLY CHILDCARE REPORT	29 - 32
To receive an information report from Bryan Twitty, CIS Manager, about progress against the targets in the two-year plan for both disadvantaged and non-disadvantaged wards.	
18. BOOK START SCHEME	33 - 34
To receive a report from Bryan Twitty, CIS Manager, on the role out of the extended Bookstart scheme involving Libraries, NHS and other Partners.	
19. BUDGET 2005/06	
To receive a verbal presentation from Ros Hatherill, Early Years and Childcare Manager, regarding the Budget for 2005/06.	
20. DATES OF FUTURE MEETINGS	
To note that the next meeting of the Early Years Development and Childcare Partnership is scheduled for Thursday 13th October 2005 at 7:00 p.m. Future meetings are as follows:	
<ul style="list-style-type: none"> • Thursday 1st December 2005 	
21. ANY OTHER BUSINESS	
To consider any other items of business agreed at the start of the meeting.	

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LOCATION PLAN - Green Croft Centre, Redhill, Hereford.
SCALE 1:158,000/12,000/2,500
Map Ref: 2005_02



Green Croft Centre

Herefordshire Council
Green Croft Centre
Green Croft
Redhill
Hereford
HR2 7NT
Tel.: (01432) 271693

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COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

MINUTES of the meeting of the Herefordshire Early Years Development and Childcare Partnership held at the Education & Conference Centre, Blackfriars Street, Hereford on Thursday, 10th March, 2005 at 7.00 p.m.

Present:

Mary Baskerville	Diocesan Authorities (RC)
Gill Bilbrough	Herefordshire Special Needs Consortium
Hazel Blankley	Herefordshire Health Authority
Jon Dudley	Herefordshire Council (Social Services)
Sheila Dunsford	OFSTED
Joyce Elliott	Private Sector Providers
Diane Gibson	Herefordshire Homestart
Carol Jenkins	Sure Start
Tony Kew	OFSTED
Liz Lord	Independent Schools Sector
Lucy Mackie	Learning and Skills Council
Liv Moss	Voluntary Sector Providers
Andrea Payne	Jobcentre Plus
Pauline Platt	Local Parent Partnership
Sally Robertson	Herefordshire Council
George Salmon	Herefordshire Council (LEA)
Klaus Wedell	Chair of EYDCP

In attendance:

Lea Abbotts	LEA
Barry Ashton	Herefordshire Council
Rebecca Coultas	LEA
Elizabeth Davies	LEA
Heather Donaldson	Clerk
Sue Fiennes	Herefordshire Council (Children's Services Director)
Paul Haley	LEA
Alison Murphy	LEA
Sue Peasgood	LEA
Carla Preston	LEA
Don Rule MBE	Herefordshire Council
Ruth Sinfield	LEA
Bryan Twitty	LEA

496. APOLOGIES FOR ABSENCE

Apologies were received from Janice Greenow, Lynn Marsden, and Ailsa Robbie. It was also noted that a vacancy had occurred for a Youth Service Representative, following the resignation from post of the previous one.

497. NAMED SUBSTITUTES

None.

498. LATE ITEMS/ANY OTHER BUSINESS

The following additional items of business were reported, and it was agreed that they would be considered:

- Requirement for one setting to receive continued Nursery Education Grant following a change of management (this would be discussed as part of Agenda Item 12 – **QUARTERLY CHILDCARE REPORT – MARCH 2005**);
- Proposal for funding to continue the Fun2Talk programme (this would be discussed as part of Agenda Item 9 – **REVIEW OF GRANT TO SUPPORT SPECIAL NEEDS**).

499. QUESTIONS FROM MEMBERS OF THE PUBLIC

There were no questions from Members of the Public.

500. MINUTES

In response to a question about Minute 484 (**MINUTES**), the Ruth Sinfield referred to an earlier decision to seek assistance from the Inclusion Sub-Group with drawing up a service plan to enhance Special Needs provision in Herefordshire, and with identifying funding and voluntary organisations to support this. This decision had been taken following a request from Marches Family Network to provide support in out of school settings for older children with Special Needs. She reported that the Inclusion Sub-Group had considered the issue at length, and that further work was required. The Sub-Group would submit a report for consideration to the next EYDCP meeting.

In respect of Minute 486 (**LEARNING AND SKILLS COUNCIL CONSULTATION**), Alison Murphy reported that she had submitted the EYDCP's response to the Strategic Area Review Consultation (StAR). The Learning and Skills Council (LSC) had acknowledged receipt, and would be sending a formal response in the near future. Lucy Mackie, the LSC representative, added that all of the responses were being analysed and would form the basis of a full report in due course. This would be delayed slightly in order to take account of the recently published DfES White Paper: "14-19 Education and Skills".

Referring to Minute 489 (**SURE START OUT OF SCHOOL PROGRAMME**), Ruth Sinfield reported that Early Years Development Workers had produced an extremely helpful Good Practice Guide for out of school settings (breakfast clubs, after school clubs and holiday playschemes). Copies were available to anyone on request. Carla Preston informed members that the Guide would be constantly subject to review, and would be amended if there were any further issues which needed inclusion.

AGREED:

- that
- (i) the Minutes of the meeting held on 9th December, 2004 be approved as a correct record and signed by the Chairman; and**
 - (ii) a report from the Inclusion Sub-Group about support in out of school settings for older children with Special Needs, be considered at the next EYDCP meeting on 5th May, 2005.**

501. GOOD NEWS EXCHANGE

Members introduced themselves and exchanged items of recent news and events.

502. INTRODUCTION TO THE CHILDREN'S SERVICES DIRECTORATE

Klaus Wedell welcomed Sue Fiennes, Children's Services Director and Director of Social Care and Strategic Housing, to the meeting. She outlined the changes that were taking place within Herefordshire Council in response to the Children Act 2004 (the Act would take effect from 1st April 2005). One of the most significant changes had been the Council's shift away from being a Local Education Authority to being a Children's Services Authority, and this had led to the creation of a Children's Services Directorate, complete with her new Director role. The Directorate combined Social Services, Children's Services and all Education functions, and would necessitate significant changes to working practices. She outlined the next steps towards implementation of the Act as follows:

- The development of the Child Concern Model would continue, and would underpin all aspects of Children's Services;
- The integration of services would begin with formal arrangements being drawn up. Children's Centres and Early Years work would be an expanding area for integrated service delivery, and it was anticipated that up to eight Children's Centres would be established in the long-term. Although full guidance was not yet available, it was likely that the EYDCP would play a key role in integration and encouraging partnerships, and the Children's Services Director envisaged that it would be consulted on issues such as Commissioning and Planning Children's Services;
- The Children's and Young People's Partnership Board would begin its business the following week. This would run along the lines of a Children's Trust for Herefordshire, and included representatives from a broad spectrum, including Health;

- The Extended Schools Model would play a key role in service delivery, particularly in rural areas;
- Herefordshire Council would undergo numerous inspections in the coming year, including OFSTED, Adult Learning, 14-19 Year-Olds' Services, Youth Offending, Fostering and Adoption. It was inevitable that new priorities would emerge following the inspections;

Sue Fiennes suggested that the Cabinet paper listing priorities for Herefordshire, and the Outcomes page from the "Every Child Matters" website be circulated with the published minutes of this meeting, as useful further reading. She also referred members to the Public Health White Paper "Choosing Health", which could be found on the Department of Health Website, and set out national priorities for improving Public Health and tackling obesity.

The Partnership thanked Sue Fiennes for her presentation.

AGREED: that the report be noted.

503. EARLY YEARS REVIEW

Ruth Sinfield reported on an Away Day that had been held on 17th January 2005, with the purpose of considering the approach that would be taken to assess the EYDCP's effectiveness, efficiency and quality. The requirement to do this had stemmed from the DfES, who had created a self-assessment toolkit to help the process. Officers from Health and the Children's Services Directorate, Parents, Elected Members, Service Providers and EYDCP Staff had attended the Away Day to discuss the methodology to be used, and to make the assessments.

Ruth Sinfield outlined the strengths that had been identified in Early Years and Childcare Services (collectively called Sure Start by Central Government), and highlighted the various actions attached on a separate list, that were necessary in order to improve further. Members agreed that these actions would form part of the Sure Start 2 Year Action Plan with timescales set alongside them. In addition, members agreed that:

- Early Years work needed to be mainstreamed/be a central part of Children's Services;
- In order to build links with Housing, the EYDCP would ask for nominations for a service representative to become a Partnership member;
- A Diversity Impact Assessment would be either considered at the next meeting on 5th May 2005, or attached to the Minutes of today's meeting, whichever was most practical;

- It was agreed that more work was required on Travellers' issues. The Head of Policy and Resources (Education) reported that moves had been made to improve Sure Start provision on the Pembridge Traveller's site. Carol Jenkins added that her organisation had been very involved with Travellers. It was noted that a Service Level Agreement had been made between EYDCP and the Traveller's Support Group, and this had been very positive.

AGREED: that the Action Points contained in the report, plus the bullet points listed above, be incorporated into the Sure Start 2 Year Action Plan, with targets set against each one.

504. REVIEW OF GRANT TO SUPPORT SPECIAL NEEDS

Sue Peasgood presented her report on a review of Special Needs grants funded by the Children's Services Directorate, and the proposals made by the Inclusion Sub-Group on 22nd February 2005. In addition, she reported verbally on the Fun2Talk project, which required further financial support in order to continue. Members considered the following key points:

- **Inclusion Grant:** Funding in Herefordshire had been highly successful, helping 61 children in the previous financial year. The majority of these children had been referred through the Area SENCOs because of speech and language problems. In order to continue support, £43,000 was required from the LEA, and £10,000 from EYDCP. She added that in some instances, under 3s were unable to access a nursery place because no Nursery Education Grant was available for them, although wherever possible, Sure Start Leominster and Kington had funded places for children covered by its area.
- **Outreach from Child Development Centre (CDC):** Sue Peasgood provided information on this grant and what it was used for. The Inclusion Sub-Group had felt that this funding should continue for another year on the basis that there were still waiting lists.
- **Support for Under 5s with Sensory Impairments:** In 2004 there had been a significant increase in the number of children referred to the Physical and Sensory Support Service (PASS). Members acknowledged the importance of this service, and were asked to consider mainstreaming it to ensure its continuation in the long-term.
- **Fun2Talk:** This project supported 0-3 year-olds experiencing speech and language problems. Sue Peasgood said that she had received a request to continue funding, and she felt that the project would help to formulate a speech and language strategy for Herefordshire, because it formed part of the support pathway to primary school. She estimated that the project would require £12,000 over the next year, and she gave a breakdown of the costings.
- **Area SENCO:** Sue Peasgood highlighted the need for a fourth Area SENCO, which would ensure that children with Special Needs would have continued support through to their primary school reception year. There was no funding allocated to this at present, and it was estimated that it would require up to £35,000 with on-costs.

George Salmon said that he would assess funding priorities, depending on what resources were available.

AGREED:

- that (i) **Funding should continue for twelve months for (a) Inclusion Grant, (b) outreach work from the CDC, (c) PASS support for children with sensory impairments, and (d) Fun2Talk;**
- (ii) **A proposal be made to the Children's Services Directorate to fund the PASS Outreach Worker as a mainstream service rather than relying on the EYDCP grant;**
- (iii) **A proposal be made to the Children's Services Directorate to appoint a fourth Area SENCO, in order to support transition into reception classes.**

505. EXTENDED SCHOOLS UPDATE

Klaus Wedell welcomed Rebecca Coultas, Extended Schools Assistant, to the meeting. She provided information on current projects, which included a Film Club, and looking at ways to encourage young people and families to access the Sure Start bus in the Weobley area. In addition, she had conducted a very successful consultation and research on "Wrap-Around Childcare", and as a result, new provision would start in April. A Kid's Club and Holiday Club would follow this later in the year.

Ruth Sinfield reported that Rebecca's model would be duplicated elsewhere in Herefordshire. Members thanked Rebeca for her effective work.

AGREED: that the report be noted.

506. AMALGAMATION OF HUNDERTON INFANTS AND JUNIOR SCHOOLS TO CREATE A NEW PRIMARY SCHOOL

George Salmon informed the Partnership of the Council's proposals to merge Hunderton Junior and Infants' Schools. This had arisen from the retirement of the Infant's School Headteacher, and subsequent discussions with the two Governing Bodies. It was felt that there were significant benefits to the formation of a single school in new buildings on the same site, and staff and parents had supported the proposal.

AGREED: that the report be noted, and the amalgamation of Hunderton Infants and Junior Schools be endorsed.

507. QUARTERLY CHILDCARE REPORT – MARCH 2005

The Partnership noted progress made against Childcare targets in the Two-Year Plan for disadvantaged and non-disadvantaged wards. The targets covered a total number of places created within pre-school, Out of School and Childminding during 2004 – 2006.

In particular, it was noted that the targets for the first three periods of 2004/05 had been exceeded, and that the ration of childcare places opened to closed was still within the national targets.

In addition, the Partnership was asked to consider proposal to continue Nursery Education Grant for Cherry Trees Nursery in Bromyard. A new provider had taken over on 20th February 2005. The staff and the setting had remained the same. Sheila Dunsford of OFSTED reminded members of the importance of the general principle of continuity of care when a new provider was registered. She said that in such circumstances, it was necessary for the old provider to give written assent to remain responsible for provision until the new provider's registration certificate came through. The old provider was liable until this happened, and that this applied even if the business had been sold to the new provider.

AGREED:

that

- (i) the report be noted; and**
- (ii) continuation of the Nursery Education Grant for Cherry Trees Nursery in Bromyard, under the new provider, be endorsed.**

508. 2004 CHILDCARE AUDIT INITIAL SUMMARY CONCLUSIONS

Bryan Twitty informed members about the statistical outcomes of the 2004 Childcare Audit. The audit took the form of tables, which were submitted to the Sure Start Unit to complement the Implementation Plan and the Local Action Plan. It was used to plot changes and scope of childcare provision in Herefordshire.

Members noted the initial findings in the report, which covered cost of childcare, staff training and qualifications, age and ethnicity, vacancies, availability of childcare, etc.

AGREED: that the report be noted.

509. FUTURE ARRANGEMENTS FOR EYDCP

Geoarge Slamon reported on the changes being made in the management of the Early Years Unit. The focus for this had arisen following Ruth Sinfield's announcement that she was resigning to take up a new post with Blaenau Gwent Council. The new arrangements were outlined as follows:

- From April – September 2005, it was proposed to fill the post temporarily from existing staff. He reported that Ros Hatherill, Sure Start Leominster and Kington Programme Manager, had been appointed as a result. In addition, the line management responsibilities for the post, which were currently held by George Salmon, would instead be transferred to Jon Dudley.
- After September, 2005, permanent arrangement would be put in place.
- It was felt essential to give early years work a permanent voice within the Schools Forum, and to this end, an early years representative would attend future Forum meetings as an advisor.

The Chair expressed his and the Partnership's appreciation to the Early Years and Childcare Services Manager for leading early years work in an exemplary manner. He said that he had been impressed by her dedication, and her concern for transparency and accountability. The Head of Policy and Resources (Education) thanked her on behalf of Herefordshire Council, acknowledging all that she had accomplished. He said that she has played a key role in developing Children's Services amidst tremendous change, and it was now nationally and regionally regarded as a good Service.

The Partnership wished her well in her new post, in which she would be able to pursue her commitment to children and preserving and protecting their rights.

AGREED: that the report be noted

510. DATES OF FUTURE MEETINGS

The following dates of future meetings were noted, and all meetings would take place at 7.00 p.m.:

- Thursday 5th May 2005 (Note: After the meeting the Chairman agreed that this date would be changed because of the General Election);
- Thursday 13th October 2005;
- Thursday 1st December 2005.

511. ANY OTHER BUSINESS

There was no additional business.

The meeting ended at 9:00 p.m.

CHAIRMAN

INCLUSION SUB-GROUP REPORT ON OUT-OF-SCHOOL SETTINGS FOR CHILDREN WITH SPECIAL NEEDS

Report By: Sue Peasgood, Early Years Inspector

Purpose

1. To present proposals made by the Inclusion sub-group at their meeting on 26/4/05 on supporting effective inclusion of children with special needs in out-of-school settings, for consideration by the Partnership.

Background

2. Whilst support for children with special needs is strong in the early years, it has been recognised by EYDCP officers and the Inclusion sub-group that there is a need to support older children with additional needs to access out-of-school activities. There remains a sum of approximately £30,000 in this year's ring-fenced EYDCP/Sure Start SEN budget which could be used to facilitate this process. Currently money is used to support individual children when appropriate support is available. The difficulty is in finding people with the necessary expertise who are able and prepared to work at the times required e.g. an hour or so each day for after school clubs, or a few weeks in the summer holiday for summer play schemes. The Inclusion sub group decided to devote the major part of the agenda of their meeting on 26/4/05 to try and find a strategic solution to the problem.
3. Support for the inclusion of children under 5 years in early years settings is effective due to the Children's Services' excellent team of pre-school Area SENCOs who provide advice, guidance and training. However, there is no one available to provide a similar service to out-of-school settings such as after school clubs and holiday playschemes. The Inclusion sub-group supported the Early Years Inspector's suggestion that part of the Special Needs budget could be used to fund a co-ordinator to support the out-of-school settings in the same way as the Area SENCOs support the pre-schools and nurseries.
4. This would be a pilot project not only because the post would have to be temporary, due to funding being allocated on an annual basis, but also to ascertain need and the most effective means of support. Part of the role would be to consult children, families and practitioners in out-of-school settings, in order to assess and evaluate the type of support system required. The Out-of-School Area SENCO would be responsible for organising and/or delivering training for practitioners, providing groups with advice on effective strategies to support inclusive practice, and signposting them to appropriate services and resources. The Co-ordinator would need to work afternoons and twilight hours in order to cover the

after school club hours and also work during school holidays in order to support holiday playschemes. The post could be part time.

5. The pre-school Area SENCOs are able to signpost settings to an inclusion grant which allows pre-schools to apply for money to fund training, resources or one-to-one support for individual children. It was proposed by the Inclusion sub-group that the remainder of the Sure Start SEN grant would form an inclusion grant for out-of-school settings. This could support practitioners to attend or buy in training, purchase resources or one-to-one support. The Inclusion sub-group also raised other issues that may require funding, for example insurance and transport. Whilst the Out-of-School Area SENCO could co-ordinate the application process for the grant there would need to be an independent panel who would assess the criteria, eligibility and appropriateness of grant applications.

RECOMMENDATION

That the Partnership supports the recommendations of the Inclusion sub-group that the EYDCP/ Sure Start ring fenced SEN budget be used for the following:

1. The appointment of a temporary Out-of-School Area SENCO to assess needs and to provide advice and training to support inclusion in out-of school settings
2. To set up an inclusion grant for out-of-school settings.

THE EFFECTIVE PROVISION OF PRE-SCHOOL EDUCATION PROJECT

Report By: George Salmon, Head of Policy and Resources

Purpose

1. To inform the Partnership of the conclusions of this national research project and consider the implications for early years provision in Herefordshire.

Background

2. A paper is attached setting out the conclusions of this national research project. Although evidence was not collected in this county, the research findings are relevant for Herefordshire. It is to be noted that the Government is both amending existing and creating new policies/initiatives to reflect the outcome of this research. The study should be given serious consideration if the outcomes for children in Hereford are to continue improving. It is intended to use this paper for discussions within the Council and with the Children's Board to shape the early years services in Herefordshire over the next 5 years. The implications for Herefordshire are identified in more detail in the attached report, in light of the main conclusions which are:
 - All three and four year olds were found to benefit from attendance at an early years setting both in intellectual and social development, and pre-school experience has a critical role to play in combating disadvantage and giving children a better start to school.
 - Children, who benefited most, attended settings that were able to demonstrate good quality and good practice.
 - There is a close correlation between the beneficial impact of settings and the level of qualification of staff.
 - Beneficial outcomes for children depend on:
 - The quality of child/adult interactions
 - Staff knowledge and their understanding of the curriculum
 - Knowledge of how young children learn
 - Adults' skills in supporting children in resolving conflicts
 - Helping parents to support children's learning at home.
3. There are significant resource implications for implementing the proposals suggested in the attached report in full, and the aim at present is to seek opinions on the proposals with a view that they could be adopted in principle. Subsequent work would then concentrate on their implementation and identifying resources to put the proposals into practice.

RECOMMENDATION

THAT the Partnership's views of the conclusions of the study, and the resultant proposed strategy in Herefordshire be sought.

Background Papers

- The Effective Provision of Pre-school Education Project: Final report

THE EFFECTIVE PROVISION OF PRE-SCHOOL (EPPE) PROJECT

Background

The EPPE project undertaken by the University of London for the DfES on the effects of pre-school education for 3 and 4 year olds, began in 1997 and reported at the end of 2004.

The study set out to investigate the following main questions:

- What is the impact of the pre-school on young children's intellectual and social/behavioural development?
- Can the pre-school experience reduce social inequalities?
- Are some pre-schools more effective than others in promoting children's development?
- What are the characteristics of an effective pre-school setting?
- What is the impact of the home and childcare history (before aged 3) on children's intellectual and behavioural development?
- Do the effects of pre-school continue through Key Stage 1?

It did this by collecting a wide range of information on over 3,000 children, their parents, their home environments and the pre-school settings they attended. Settings (141) were drawn from a range of providers (local authority day nursery, integrated centres, playgroups, private day nurseries, maintained nursery schools and maintained nursery classes). A sample of 'home' children (who had no or minimal pre-school experience) was recruited to the study at entry to school for comparison with the pre-school group. In addition to investigating the effects of pre-school provision on young children's development, EPPE explored the characteristics of effective practice (and the pedagogy which underpin them) through twelve intensive case studies of settings with positive child outcomes.

The 5 key findings and the implications for early years provision in Herefordshire are set out below:

1. ATTENDANCE AT AN EARLY YEARS SETTING BENEFITS ALL CHILDREN.

- (i) From analysis of children's development during pre-school compared with 'home' children, EPPE found that pre-school attendance improves all children's cognitive development and aspects of social behaviour, such as independence, concentration, co-operation, conformity and relationships with other children (peer sociability). Moreover, individual settings vary in their effectiveness with some settings fostering better child outcomes than others.
- (ii) Children with no (or limited) pre-school experience (the 'home group') had poorer cognitive attainment, sociability and concentration when they start school. These differences show even when the study took account of differences between the pre-school and home groups in child, family and home environment characteristics.

- (iii) An early start at pre-school between 2 and 3 year olds was linked with better intellectual attainment and children having better relationships with other children (peer sociability) at age 3 years. These benefits continue when children start primary school. However, there was no evidence that full day attendance led to better development than half-day attendance.
- (iv) Pre-school can be effective intervention for the reduction of special educational needs (SEN), especially for the most disadvantaged and vulnerable children. One third of the pre-school sample was considered 'at risk' of SEN at the start of the study. By the start of the primary school the proportion had reduced to one fifth.
- (v) Disadvantaged children are more likely to have adverse social profiles at age 3 and school entry. The increased risk of anti-social/worried behaviour can be reduced by high quality pre-school.
- (vi) The longitudinal follow up of EPPE of children confirms that pre-school continues to show a generally positive impact on developmental outcomes throughout Key Stage 1. Overall the analysis of Year 2 children suggests that the early cognitive boost given by pre-schools on subsequent reading and mathematics attainment has not "washed out" by the end of Key Stage 1, nor have 'home' children caught up.

Implications for Herefordshire

The EPPE report does stress the importance of early years provision and the beneficial effects both on behaviour and intellectual development for all children.

The number of known 4,3, 2,1 and <1 year olds in Herefordshire as at 31.08.04 was 1872, 1645, 1660, 1706 and 1736 respectively, a total of 8,619 children.

There are approximately 2, 400 places for 3 and 4 year olds in the 106 private and voluntary settings. There are a further 598 places in nursery classes, and 2120 places in reception classes in school. NEF was offered to 1404 3 year olds and 512 4 year olds in the Spring Term, 2005. There were also 1700 4 year olds in county primary schools in January, 2005. There are fewer places for 0-2 year olds with 37 settings offering a total of 428 places.

It is reassuring to note that there are places available for the majority of children in Herefordshire, and only 7 out of the 103 private and voluntary settings have received a 1-2 year outcome on their inspection. A part-time qualified teacher has been appointed to support these settings. It is of concern that there are vacancies in school nursery classes, which one would assume from the study would be where quality should be higher.

Resource allocations and budget setting do need to recognise the importance of these years in each child's development, and allocations should be beyond the minimum required to meet statutory duties, if the outcomes for children in Herefordshire are to be improved.

Work is needed to reduce any outstanding barriers to 3 and 4 year places in all parts of the County and in all settings. The effectiveness of early intervention should also be recognised, and the DfES target of having 1 Area SENCO for every 20 settings should be given higher priority. This would involve the appointment of 2 additional Area SENCOs.

2. SOME SETTINGS ARE MORE EFFECTIVE THAN OTHERS IN PROMOTING CHILDREN'S DEVELOPMENT

The study found that integrated centres (these are centres that fully combine education with care) and nursery schools tend to promote better intellectual outcomes for children.

Similarly integrated centres and nursery classes tend to provide better social development even after taking account of children's backgrounds and prior social behaviour.

Disadvantaged children do better in settings with a mixture of children from different social backgrounds rather than in settings containing largely disadvantaged groups. This has implications for the siting of the centres in areas of social disadvantage.

Implications for Herefordshire

There are no nursery schools in Herefordshire. There are nursery classes at 13 primary schools, 4 of which open on mornings only. There are no plans to provide nursery schools or further nursery classes, but, given the observations of the study, the question of providing a nursery school or further nursery classes should be debated.

A less radical approach would consider how the existing provision involving schools, private and voluntary settings could be improved through continued and enhanced support for the foundation stage curriculum, the development of care provision around the 13 nursery classes, and the introduction of support for the Birth to Three Matters Framework.

It is also critical that the implementation of the 9 Children's Centres in the county does create a good distribution of effective integrated centres throughout the county.

3. THE MOST EFFECTIVE CENTRES PROVIDING CHILDREN'S DEVELOPMENTAL OUTCOMES (BOTH SOCIAL/BEHAVIOURAL AND INTELLECTUAL) WERE ABLE TO DEMONSTRATE CONSISTENTLY HIGH QUALITY AND GOOD PRACTICE.

Information from observations to assess the quality of each setting, using standardised rating scales, showed significant links between higher quality and better child outcomes.

Children in pre-school centres of high quality show reduced anti-social and upset/worried behaviour by the time they get to school.

Good quality pre-school education can be found in all kinds of settings irrespective of type of provider. However, the EPPE data indicate that integrated centres and nursery school provision have the highest scores on pre-school quality, while playgroups, private day nurseries and local authority centres have lower scores.

The quality of the interactions between children and staff were particularly important; where staff showed warmth and were responsive to the individual needs of children, children showed better social behavioural outcomes.

Positive relationships were related to greater pre-reading progress and boys in particular showed greater progress in early number concepts if they attended high quality provision. Raising the quality of pre-school may help promote boys attainment levels and possibly reduce the gender gap.

Implications for Herefordshire

The drive to continual improvement in voluntary and private settings is behind the establishment of the Quality Assurance Scheme of the 103 settings within the County 22 have achieved the Bronze Award, and 38 are in the accreditation process.

Further support should be given to this work, with consideration being given to appointing an additional member of staff to support settings with quality assurance, and to allocating additional resources to overcome barriers settings may encounter in working towards the broader silver and gold awards. Within the QA scheme greater emphasis should be given to ensure that the interactions between children and staff are 'warm and responsive to the needs of the individual child' and nurture 'sustained shared thinking'.

It would also be hoped that the new inspection regime from Ofsted could give prominence to assessing the quality of adult/child interactions.

4. THERE IS HIGH CORRELATION BETWEEN THE QUALITY OF THE SETTING AND QUALIFICATIONS OF THE STAFF

The higher the qualification of staff, particularly the manager of the centre, the more progress children made, Level 4 qualification showed increased impact, and Level 5 an even more significant impact. Having qualified trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the pedagogical leader) had the greatest impact on quality, and was linked specifically with better outcomes in pre-reading and social development.

Implication for Herefordshire

At present all nursery classes in schools have qualified teachers (equating to Level 6), 21 of the 103 private and voluntary settings have staff qualified to level 4 or 5. A further 11 have staff hoping to achieve that qualification in 2005, and 25 more by 2006.

This level of commitment from individuals and settings is impressive, and if all succeed it would represent significant progress in Herefordshire. However, there will undoubtedly be staff turnover, and the need to reach groups who have shown little interest remains.

The strategy for the development of children's centres should consider the appointment at each centre of a full time qualified teacher to support the work of that centre, and surrounding voluntary and private settings. Consideration should be given to how best to support staff in voluntary and private settings to achieve level 4 and level 5 qualifications to ensure that all settings have staff with higher level qualifications.

5. THE FOLLOWING FIVE ASPECTS WERE PARTICULARLY SIGNIFICANT IN DETERMINING THE QUALITY OF OUTCOMES FOR CHILDREN AGED 3 TO 5.

- **Quality of adult child interactions**
- **Staff knowledge and understanding of the curriculum**
- **Knowledge of how young children learn**
- **Adults skill in supporting children in resolving conflicts**

- **Helping parents to support children’s learning in the home.**
 - i. It was found that the most effective settings encourage ‘sustained shared thinking’ which was most likely to occur when children were interacting 1:1 with an adult or with a single peer partner. It would appear that periods of ‘sustained shared thinking’ are a necessary pre-requisite for the most effective early years practice.

Sustained shared thinking is where two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding.
 - ii. Pre-school workers’ knowledge of the particular curriculum area that is being addressed is vital. The study shows that early years staff may need support in developing their knowledge of curriculum content and ways of introducing it to children especially in the context of the Stepping Stones and the Early Learning Goals.
 - iii. EPPE concludes that in the most effective centres, ‘play’ environments were used to provide the basis of instructive learning. The most effective pedagogy is both ‘teaching’ and providing freely chosen yet potentially instructive play activities. It may be that extending child-initiated play, coupled with the provision of teacher-initiated group work, improves opportunities for learning. Qualified staff in the most effective settings provided children with more experience of curriculum related activities (especially language and mathematics) and they encouraged children to engage in activities with higher intellectual challenges. While the study found that the most highly qualified staff also provided the most direct teaching, it also found that they were the most effective in their interactions with the children, using the most sustained shared thinking.
 - iv. The most effective settings adopted discipline/behaviour policies in which staff supported children in being assertive, while simultaneously rationalising and talking through their conflicts.
 - v. The most effective settings shared child-related information between parents and staff, and parents were often involved in decision making about their child’s learning programme. What parents do with their children is more important than who parents are. Young mothers, with few qualifications can improve their children’s progress, and given them a better start at school by engaging in those activities at home that foster children’s learning.

Implications for Herefordshire

The proposals to provide qualified teacher support in the 9 children’s centres increased qualified teacher support to all settings, additional support for Q.A. and for training, especially that leading to level 4 and 5 reflects these conclusions.

Good practice guidance on engaging parents should be produced which identifies successful strategies adopted by Sure Start, schools, and private and voluntary settings in the county.

Consideration should be given to the means to ensure that the quality of child/staff interactions in all settings including reception classes in schools is of the highest standard.

Conclusion

The EPPE study is one of the most thorough systematic longitudinal studies undertaken and provides objective evidence of the benefits of pre-school experiences. Its conclusions that all children benefit both in intellectual and social development, that the benefit is lasting into Primary School, and that children from disadvantaged backgrounds or those with SEN gain from pre-school have laid the basis for Government policies.

The EPPE study findings mirror previous studies across the world.

To ensure better outcomes for the children in Herefordshire, the suggested action listed in this report is recommended.

PROCEDURE FOR DEALING WITH FUTURE GRANT AWARDS

Report by: **Carla Preston, Business & Financial Support Officer**

Purpose

1. To review the way decisions are made regarding the awarding of grants.

Background

2. New settings usually have opening dates that coincide with half term dates. Part of the condition of Out of School Programme funding is that the funding is not retrospective. Planning a new provision can take anything from 3 months to a year depending on the type of provision and places being created.
3. Projects can move very quickly and trying to link applications for funding with the Partnership meeting cycle can cause delays in opening.

Proposal

4. To speed up the decision-making process and prevent delays in opening up new provisions, it is proposed that the Partnership gives delegated authority for future decisions to be made on grants as follows:

Amount of Award	Decision made by
Up to £10,000	Early Years & Childcare Service Manager
Up to £25,000	Early Years and Childcare Service Manager
Over £25,000	Full Partnership

RECOMMENDATION

Members are asked for their views on the above proposals.

APPROVAL REQUEST FOR RECEIPT OF NURSERY EDUCATION GRANT

Report By: Sue Peasgood, Early Years Inspector

Purpose

1. To seek the approval of the Partnership for two early years settings that have applied to be included in the Herefordshire Directory of Providers and to receive Nursery Education Fund from the autumn term 2005.

Background

2. The first setting for consideration is *Noah's Ark Pre-school* at the Christian Life Centre on Edgar Street. Whilst this registered pre-school has been in existence for several years it is the only one in Herefordshire which is not currently included in the Herefordshire Directory of Providers to receive Nursery Education Fund. This was the decision of the pre-school providers who preferred not to register for Ofsted Inspection of their nursery education and parents were prepared to pay for their children to go there. The pre-school have had a mentor teacher since 1998, attended and hosted local early years partnership meetings regularly and have been enthusiastic participants on training courses.
3. The current supervisor is now looking for a change of direction and parents were informed that the pre-school would close at the end of the summer term. However, the parents and trustees were very keen that the pre-school should remain open and have found a new manager. They would now like to offer free Nursery Education and would like to apply for Nursery Education Fund. They have agreed to the conditions required of all settings who wish to receive Nursery Education Fund.
4. The second setting is *Bubbles* at Eastnor. This is a completely new setting which is preparing for opening in September and is going through the process of Ofsted registration. They have agreed to the conditions required of all settings who wish to receive Nursery Education Fund.

RECOMMENDATION

THAT the Partnership approves the inclusion of *Noah's Ark Pre-school* in the Herefordshire Directory of Providers, and also of *Bubbles* providing they have received their Ofsted certificate, in order to receive Nursery Education Fund in the Autumn term 2005.

INTEGRATED INSPECTION OF CHILDREN'S SERVICES – THE JOINT AREA REVIEW

Report By: George Salmon, Head of Policy and Resources

Purpose

1. To inform the Partnership of the Joint Area Review of Children's Services.

Background

2. In parallel with the drive to integrate the provision of services for children and families, an inspection regime has been created which combines the activities of the Audit Commission, the Commission for Social Care Inspection, Ofsted and the Health Care Commission.

Herefordshire has been included in the first wave of authorities to experience this new form of inspection, which has adopted the title of Joint Area Review Inspectors will be present in the County in September 2005.

The approach is set out in the attached document. The preparations for inspection have already begun, as the Inspection team require a local self-assessment to be returned to them in June 2005. There is greater emphasis on asking children and young people for their views on the services offered to them and this has already been instigated.

In terms of the services offered in early years, the self-assessment is very positive, but the potential for further improvement, particularly in terms of effectiveness of early interventions to minimise later problems in a child's life, is being noted.

RECOMMENDATION

THAT the Partnership is asked to note:

1. **the fact that a Joint Area Review is under way with "fieldwork" due in September;**
2. **the approach being adopted by the Inspection Teams; and**
3. **the intention to submit a further report to the Partnership when the outcome of the Inspection is known.**

Every Child Matters Change for Children



Integrated Inspection of Children's Services

The five outcomes for all children and young people

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being



Making Social Care
Better for People



What are Children's Services?

All publicly-funded provision for children and young people children and young people aged 0-19. These include:

- Universal services (e.g. nursery education, schools, health clinics & GP surgeries, youth centres and colleges).
- Targeted services (e.g. educational welfare services & detached youth work).
- Services for the most vulnerable children and young people (e.g. fostering for children in public care and CAMHS).

How will these be inspected?

Many providers will receive their own inspections or reviews.

- Early Years settings, schools and colleges will be inspected every three years.
- Inspections will continue of other education providers such as in prisons and young offender institutions.
- There will be thematic reviews of aspects of health service provision.
- There will be inspections of services such as support for young people in the judicial system.

So what's new?

A joint area review of provision for children and young people in each local area during 2005-2008 conducted, where possible, at the same time as CPA corporate assessment.

A report describing and analysing the outcomes for children and young people in the area, sometimes comparing this with other areas or with the national average.

The review team will:

- Pay particular attention to vulnerable groups, such as children and young people with learning difficulties and disabilities.
- Focus on at least one neighbourhood in the area to see how local policies are put into effect on the ground.
- Study case histories of a number of children and young people who have received particular support to see how effective this has been.

The report will:

- Judge how good local services are at improving life for children and young people and at working together to achieve this.
- Comment on the work of publicly-funded voluntary and community services as well as statutory services such as health, social care and education.
- Incorporate recent inspection findings (e.g. local schools and residential settings).

How will judgements be made?

The outcomes for children and young people will be measured using the same indicators in every area. They include, for instance, public health data, educational statistics and information about crime, leisure activity, and housing. Inspection teams will be sensitive to the local context when analysing the significance of various indicators and will identify trends where possible. Expectations of what local services should do to improve outcomes have been defined and an inspection toolkit www.ofsted.gov.uk/everychildconsultation specifies levels of adequacy in each of these. Inspection teams will form their own judgements, subject to a moderation process, about the quality of provision in each area.

Is this inspection being done to an area or done with an area?

The inspectorates and commissions have statutory powers to do this work and will pursue relevant issues as they think fit in order to arrive at objective judgements. However, they will take very seriously the self-assessment done in advance by the local area, and will try to ensure that the inspection forms part of the normal improvement process conducted by the local services. Local areas will be able to comment on the inspection findings, but after consideration of their response the inspectorates will come to a final view. Local areas and councils are expected to build the findings of Joint Area Reviews and Annual Performance Assessment into their own improvement processes. Where there is evidence of high standards and steady improvement in an area there will be less need for inspection.

How will children and young people get their say?

A sample of children and young people will be asked to respond to a questionnaire about life in their area. Where feasible, the review team will meet representative young people and will always take their views into account when coming to judgements. The review team will expect services in the local area to have discussed their provision with children and young people and to be able to show how they are meeting their needs.

What is meant by "integrated inspection"?

The participating inspectorates and commissions will use a common methodology which they have developed jointly. During each Joint Area Review the members of different inspectorates will work as a team and the findings will be agreed by all team members. They will draw on the evidence of all recent institutional inspections undertaken by all inspectorates or commissions. The team will produce a unified view of outcomes for children and young people, identifying the main issues according to their significance for the locality.

Does it mean council services will no longer be inspected?

No. Their services for children and young people will be assessed annually by an Annual Performance Assessment. Judgements will also be made annually about their educational and social care work respectively. As in the Joint Area Review, attention will focus on the effectiveness of services and their management will also be evaluated. In order to make efficient use of evidence the joint area review will be conducted at the same time as the corporate assessment. The grades will be included in the overall comprehensive performance assessment.

Sounds like more inspection!

There will be less inspection than in the past, because several current forms of inspection will be dropped to make way for Joint Area Reviews. Their function will be carried out more economically by these reviews. Also, the Joint Area Review itself will be very efficient because it will accomplish much by analysing existing data and there will only be visits or interviews where absolutely necessary.

The four judgement levels

Grade 4—delivers well above minimum requirements;
Grade 2—delivers minimum requirements;

Grade 3—consistently delivers above minimum requirements;
Grade 1—does not deliver minimum requirements

Overall purpose of the inspection

- to describe and analyse what life is like for children and young people in each local area
- to evaluate the effectiveness of local services in improving the outcomes for children and young people

The five outcomes	Activities contributing to outcomes
<p><u>Being healthy</u></p> <p>Children and young people are: physically, mentally, emotionally and sexually healthy; have healthy lifestyles; and choose not to take illegal drugs.</p>	<ul style="list-style-type: none"> • Parents and carers receive the advice they need to keep their children healthy • Children and young people recognise the risks to health • Environmental health risks are minimised • Children and young people's health needs are identified and assessed at an early stage • Children and young people are physically healthy • Children and young people are mentally healthy
<p><u>Staying safe</u></p> <p>Children and young people are: safe from accidental injury and death; safe from maltreatment, neglect, violence and sexual exploitation; are safe from bullying and discrimination; safe from crime and anti-social behaviour and have security and stability.</p>	<ul style="list-style-type: none"> • Children and young people and their carers are informed about key risks and how to deal with them • Steps are taken to provide children and young people with a safe environment • Steps are taken to minimise the incidence of child abuse and neglect • Child protection arrangements meet the requirements of <i>Working Together to Safeguard Children</i>
<p><u>Enjoying and achieving</u></p> <p>Children are ready for school; children and young people attend and enjoy school; achieve educational standards at primary school; achieve personal and social development and enjoy recreation; and achieve educational standards at secondary school.</p>	<ul style="list-style-type: none"> • Parents and carers are supported in helping children and young people to enjoy and achieve • Early years provision prepares children for school and helps them meet early learning goals • Children and young people attend and enjoy school • Children and young people are supported in developing personally and academically • Action is taken to ensure that settings provide good quality education • The needs of children unable to attend school are met
<p><u>Making a positive contribution</u></p> <p>Children and young people: engage in decision-making, and support the community and environment; engage in law-abiding and positive behaviour; develop positive relationships and choose not to bully and discriminate; develop self-confidence and successfully deal with significant changes and challenges; and develop enterprising behaviour.</p>	<ul style="list-style-type: none"> • Children and young people and their carers are helped to develop socially and emotionally • Children and young people are helped to manage changes and respond to challenges in their lives • Children and young people are encouraged to participate in decision making and to support the community • Action is taken to reduce anti-social behaviour
<p><u>Achieving economic well being</u></p> <p>Young people: engage in further education, employment or training on leaving school; are ready for employment; children and young people live in decent homes and sustainable communities; have access to transport and material goods; and live in households free from low-income.</p>	<ul style="list-style-type: none"> • Day care is available to meet the needs of parents in work or seeking work • Young people are prepared for working life • Action is taken to ensure that 14-19 education is planned in a coordinated way • Action is taken to ensure that settings provide good quality education • Community regeneration initiatives address the needs of children and young people and their families • Families and young people have access to decent homes.

QUARTERLY CHILDCARE REPORT – QUARTER 4 - 2005/6

Report By: Bryan Twitty, CIS Manager

Purpose

1. To inform the Partnership of progress against our targets in the Two year Plan for both disadvantaged and non-disadvantaged wards.

Background

2. Members will recall that approval has previously been agreed to give the scrutiny role re: progress against targets to the Early Education and Childcare Sub-group but that the report would be ratified by the full Partnership.
3. This quarterly report for the first four periods of 2004/05 indicates that the target is being exceeded. This total includes both places registered by OfSTED and unregistered places created in the county. The ratio of childcare places opened to closed is still within the national targets.
4. As stated previously the EYDCP is not required to report to the SureStart Unit on registered places opened in Herefordshire. OfSTED, based on their own database, now feeds this information direct to the Unit.

RECOMMENDATION

THAT the Partnership notes continued progress.

End Quarter 4 2004- 2005

Total targets (inc Childminders/Pre-school over 4 hours/Out of School)

	Disadvantaged Wards		Non-Disadvantaged Wards		Total	
	Target 04-06	Cumul. Actual at March 05	Target 04-06	Cumul. Actual at March 05	Target	Actual
Total 04-06	345	308	373	165	718	473

Ratio of places opened to Places closed remains at:

Childminder 10 : 6.5

OOS 10 : 1

Pre-school 10 : 2.5

BOOKSTART PROJECT REPORT

Report By: Bryan Twitty, CIS Manager

Purpose

1. To inform the Partnership of the role out of the extended Bookstart scheme involving Libraries, NHS and other Partners.

Background

- 2 The Partnership will be aware of the original Bookstart project which it has part funded in the past. The Sure Start Unit Nationally has now agreed to sponsor the scheme and as well as providing the initial free pack to babies aged 6-9 months this extended funding allows the provision of further packs at age 18months and 3 years.
- 3 Each year the scheme will now reach 1.7 million children and offers the opportunity to make every home a place where learning is fun. The SureStart Unit understands that Bookstart will contribute to many areas highlighting the following:
 - Promote the key role of parents in their babies social development and learning
 - Raise awareness of adult literacy issues and provide a point of entry to related services
 - Encourage parents to read with their babies from a very early age, supporting early communication and language development
 - Encourage and improve take-up of use of local library services
 - Support a number of other priorities including Arts for Everyone, Lifelong Learning, Basic Skills and DCMS 'Framework for the Future'
4. The scheme will offer the following packs to children:
 - Bookstart Baby pack - 0-12 months, canvas bag containing 2 board books a book of rhymes and a place mat.
 - Bookstart + Toddlers pack – 18-30 months, bright satchel containing 2 books, crayons and pad.
 - My Bookstart Treasure Box – 18-36 months approx, treasure box with secret compartment containing 2 books, coloured pencils and pad
 - Booktouch – 0-4 years, for visually impaired children aged 0-4 years

- Bookstart Book Crawl – a library joining incentive to include free materials
5. “Bookstart” and “Bookstart + Toddlers” Pack are accessed via Health Visitors and at Clinic and Health checks. However, the SureStart Unit hopes that the “Bookstart Treasure Box” could be accessed by parents when their children attend Early Years settings, including Children’s Centres and SureStart local programmes. Childminders would be encouraged to access the pack at libraries for the children in their care.
 6. To this end the EYDCP Newsletter, in an article and editorial has introduced settings to the scheme and the opportunity, which this affords parents and their children. The contact within the Library Service is Sarah Chedgyoy (Learning and Access Manager) who is able to provide the settings further information and will run “roadshows” shortly. Full background papers are available.

RECOMMENDATION

THAT the Partnership notes the extension of the scheme and offers encouragement to settings to participate.