

Herefordshire Early Years Outcomes Duty
January - December 2010

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Working together for the people of Herefordshire



A Lasting Legacy for Early Years in Herefordshire

The Herefordshire Early Years Team works with others to build a learning community that will embrace and lead change in educational practice in order to raise standards and improve outcomes for all children under five.

We aim to build a community of people who will work together in early years to create a context for learning that is...

- Not limited by physical boundaries
- That promotes passion, curiosity and collaboration
- A place of meeting, dialogue and interaction

That will ensure every child enjoys their childhood, and leaves school with the knowledge, skills and experience to enjoy and achieve in adult life.

Herefordshire Early Years Outcome Duty

- To increase the proportion of children achieving 6+ in all scales in Communication, language and literacy in the Early Years Foundation Stage.
- To increase the proportion of children achieving 6+ in all scales in personal, social and emotional development in Early years Foundation Stage Profile.
- To establish high quality provision and practice across the Early Years Foundation Stage in order to raise attainment and reduce the inequalities gap.
- To improve the quality of the workforce, and improve the quality of leadership and management in early years settings and schools.
- To establish effective, sustainable strategic local authority leadership and management for early years settings and schools in Herefordshire.

National Indicator 72

National Indicator 92

The Herefordshire Early Years Team (School improvement Service)

Central team:

General Inspector for EYFS – Louise Jackson lmjackson@herefordshire.gov.uk

Senior Early years Consultant (Workforce Development and Quality) – Alison Murphy Amurphy@herefordshire.gov.uk

Quality Improvement Support Officer – Anne Boyle Aboyle@herefordshire.gov.uk

Senior Childminding Coordinator – Ruth stallard Rstallard@herefordshire.gov.uk

Inclusion Facilitator – Glenys Stocker (Home based 12.5 hours per week)

North team

Early years Consultant – Sue sharp Ssharp@herefordshire.gov.uk

Early years Consultant – Deborah Ball Dball@herefordshire.gov.uk

Childminding Coordinator – Di Woodbridge Dwoodbridge@herefordshire.gov.uk

Children's Centre Teacher (Hope ad Coningsby) – Jackie Tweedale jtweedale@herefordshire.gov.uk

South Team:

Early Years Consultant – Bekki Miller BMiller@herefordshire.gov.uk

Early Years Consultant – Elisabeth Mason Emason@herefordshire.gov.uk

Childminding Coordinator – Tammy Moss TMoss@herefordshire.gov.uk

City Team:

Early years Consultant – Catherine davenport Cdavenport@herefordshire.gov.uk

Early years Consultant – Sarah Wallace Swallace@herefordshire.gov.uk (maternity leave)

Early Years Consultant – Georgia Pritchard Gpritchard@herefordshire.gov.uk (2 days per week)

Childminding Coordinator – Emma Hughes Ehughes@herefordshire.gov.uk

Children’s Centre Teacher (Green Croft and Springfield) – Paula Stearman Pstearman@herefordshire.gov.uk

The Herefordshire Early Years Team has recently moved to locality teams to improve access and efficiency. It is envisaged that the current localities will change in line with LA recommendations in the No Wrong Door Consultation Document during 2010.

During the past year the team has adopted a model of graduated support and challenge across all settings and schools delivering EYFS. In this action plan universal, targeted and intensive actions have been identified (colour coded) for each objective.

The Lead officer for the Early Years Outcomes Duty is the Inspector for EYFS – Louise Jackson

All actions identified in the plan will be led by members of the Early Years Team working in partnership with Children's Services from Education, Health, Social Care and Voluntary Agencies. Key partners for each objective have been identified and links are already established to ensure continuity and progression.

The priorities included in the plan were identified at a 'Solution Focus Meeting' with the Early Years team. The team considered the targets set by DCSF, the different aspects of the Outcomes Duty and identified barriers to success. The action plan represents the key priorities of the Early Years Team during the next year. All actions will be evaluated and the measure of impact has been identified. Targets have been set for some actions but where outcomes are more general, targets have been left open ended. Ultimately, the Early Years Team will measure the success of their work by the impact it has on children under five in Herefordshire. We aim to make Herefordshire the best place for children under five to grow and learn, and this remains the focus of any action included in the plan.

The Early years Outcomes Duty and Action Plan will form part of the Early Years and Primary Team Plan, the Early Years and Extended Services Plan and the Childcare Sufficiency Plan. For more information please contact Louise Jackson at lmjackson@herefordshire.gov.uk

To increase the proportion of children achieving 6+ in all scales in Communication, Language and Literacy in the Early Years Foundation Stage.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
1. To address low entry profiles of children starting school in areas of rural isolation and social deprivation.	Improve partnership working across EYFS to support information sharing, continuity and progression.	Work together to devise consistent LA transition documents for PVI settings.	Effective information sharing between PVI settings and schools.	100% PVI settings will provide information for schools to support a smooth transition.
		Deliver a range of programmes to support speech and language in children's centres, LA nurseries, Neighbourhood Nurseries and PVI settings <ul style="list-style-type: none"> • 'Lets Talk' • 'Play and Say' • 'Fun with Sounds' • 'Elklan' • L+S Phase 1 	Parents, practitioners, CCs, SaLT and EYCs working together to give consistent messages and support children's early language.	Reception Teachers better informed, note improved standards and record higher CLLD scores on entry into school. (EYFSP) Accurate early identification and intervention (SLT)
		'Making Waves' Partnership Project in South Wye.	Recognition of the importance/impact of information sharing, EY partnerships and working together to improve outcomes for all children.	Raised standards across EYFSP. Understanding and respect of each others roles, and an exchange of expertise.

Key Partners: Early Years Team, Early years and Extended Services, Heads, EYFSP Moderation Network, Music Pool, Speech and Language Therapists, Artists, CLLD Consultant Leaders and managers.

Evaluation July 2010:

- **New LA transition documents produced and distributed to all PVI (hard copies and by email) Advice on good practice transition sent to 100% schools and settings.**
- **Introduction of ECAT monitoring tool in Herefordshire - piloted in 25 settings (including childminders, PVI and children's Centres) and due to positive feedback now being rolled out universally.**
- **Making Waves Project successfully completed and evaluated. Response from children " The best thing was making new friends" – outcomes presented at Leaders and Managers meeting. Three requests for further projects next year in South Wye, Leominster and Broadlands areas.**

Self Evaluation: Green

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
2. To improve the pace and progression in the teaching of phonics across EYFS	To ensure all staff (Teachers and TAs) are trained and equipped to deliver and understand importance of effective phonic programmes within EYFS.	Extension of the CLLD programme, CLLD Consultant and EYCs working together to share good practice in observation and assessment and tracking tools.	EYFS teams across the county delivering effective phonic programmes, tracking children's progress and consistent key messages.	100% Reception teachers tracking children's progress in phonics and using assessments to make decisions -next steps, early intervention and progression.
		Establishment of an EYFS TA Network in each locality to promote sharing of good practice, meet training needs and to recognise and value the work of TAs.	Network of lead practitioners who are able to support and deliver phonic programmes in reception classes, deliver training and support in linked settings/schools.	Increase in % of children secure at Phase 3 Letters and Sounds by the end of EYFS. Use of tracking tools and resources to support delivery of phonic programmes in R/Yr1 classes.
		CLLD Programme targeting EYFS/Year 1 in schools (x10) with low CLLD scores. CLLD Consultant working with teachers, practitioners and children across early years/primary phases.	Improved outcomes for children in EYFS and KS1 across CLLD scales. Raised standards in the quality of provision and practice in the teaching of phonics.	Phonic tracking collected throughout project already showing the impact of the project on raising standards particularly in CLLD across EYFS.

Key Partners: Early Years Team, CLLD Consultant, Primary English Consultants, TA Workforce Development Officer, NS CLLD Regional Advisor Primary Heads and English Coordinators.

Evaluation July 2010:

- **Phase 1 of CLLD programme completed and data collected to show impact.**
- **Letters and Sounds training for reception/year 1 classes delivered by joint Primary/EY teams.**
- **Initial analysis of EYFSP data for CLLD schools shows significant improvement in standards across CLLD scales in all 10 schools. CLLD Consultant leaving post in August 2010. EY Consultants to cover vacant post and continue project in 10 new schools – they will have limited capacity to deliver but see it as an opportunity to extend their role into KS1.**
- **Case Study Example : Broadlands Primary School**

Self evaluation: Green

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
3. To engage children, practitioners, SaLT, Libraries, Health Visitors, Children's Centres, childminders, EY settings and EYFS in Primary schools with the 'Every Child a Talker Programme' in Herefordshire.	To work together across children's services to promote young children's speech and language through active participation in storytelling.	ECaT launch event on May 22 nd to raise awareness of 'Learning language through play', the ECaT programme, provide resources and deliver key messages.	Involvement of agencies across children's services in recognising importance of play and language for children in early years. Establish shared vision, goals, key messages to parents, practitioners.	Numbers/ range of practitioners who sign up at launch event to receive newsletters, take 'Communicating Matters DVD' and commit to ECaT key messages.
		Elklan Speech and Language Support for Under Fives Training for Trainers in Herefordshire. All EYCs, CCTs and locality SLTs become accredited trainers and able to deliver locality training to practitioners and parents.	Range of training programmes offered across Herefordshire Early Years. Every EY setting to have staff trained in speech and language support, early identification/ intervention	Increase in EY settings supporting speech and language, identifying children with speech difficulties and implementing effective early intervention.
		Speech and Language Consultant to work with targeted preschool settings using the ECaT programme. EYCs to work alongside to ensure sustainability of ECaT programme.	Raising the quality of adult/child interactions, child participation in storytelling and improved outcomes in CLLD for children in target settings.	Collection of data, analysis and evaluation carried out throughout year long ECaT project.

Key Partners: ECaT Consultant, Bookstart, Early Years team, CLLD Consultant, EYES, Play Strategy Team, Speech and Language Therapists.

Evaluation July 2010:

- **Early Language Consultant seconded to the EY team from PCT.**
- **ECaT launch included representatives from most services working with under fives in Herefordshire (80+) with everyone signing up to participate in the project.**
- **25 Early Language Lead Practitioners have committed to programme. Audits, initial child monitoring and action plans completed. Initial analysis of data indicates confidence ratings for staff, and highlights areas of need for early intervention.**
- **Universal plans to engage every child under five in local library.**
- **Baby room project on 'The musicality of speech'**
- **Child initiated 'Story telling and talk' in PVI Settings**
- **Chatter boards in all Herefordshire EYFS settings.**

Self Evaluation: Green

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
4. To recognise and value the role that parents/carers have in supporting speech and language in the early years, and provide them with effective strategies.	To provide parents /carers with support, advice, tools and skills to support their own child’s speech and language development.	EYFS open training and events <ul style="list-style-type: none"> - Discovery Day - So you want to Read a Story - A Celebration of Play 	Parents understand the themes and principles of EYFS, the importance of learning through play and are engaged in supporting learning and development in the early years.	Evaluation reports after each event assessing impact collated from feedback from parents/carers/practitioners and children.
		Elklan ‘Lets Talk’ courses delivered in all children’s centres and offered to schools. Mark making with parents Getting Started Baby sign and Rhyme. Stay and play sessions	Parents/carers are able to recognise the importance of high quality interaction, good practice in speaking and listening skills, and engaged in high quality EY education and care.	Parental engagement in CC groups and training programmes. Feedback from course evaluations.
		ECaT programme in targeted settings. Delivery of training to parents of children in those settings.	Parents are equipped with knowledge and skills to support speech and language development. Vulnerable children’s speech and language skills are consistently supported at home and in EYFS.	Raised standards in CLLD for vulnerable children. Narrowing of the gap, and improved outcomes for all children.

Key Partners: Early Years team, Music Pool, Artists, Speech and Language Therapists, Play Strategy team, EYES, CIS ECaT Consultant

Evaluation:

- **During the year 5000+ people have attended EY events – ‘Discovery Day’, ‘Be Heathy, Be Playful’ with opportunities to find out about how children learn in EYFS. Feedback from children, parents and practitioners was collected and documented.**
- **Many schools/settings used model presented by EY team to set up their own ‘Discovery Days’ to demonstrate the importance and value of learning through play.**
- **Following course on ‘So you want to read a story’ a children’s centre and PVI settings in each locality held further training for parents.**
- **‘Getting Started’ courses delivered in all children’s centres. Training of Children’s Centre staff to deliver courses to parents.**
- **Piloting ‘The Journey to big school’ for parents and children in the children’s centres.**

Self Evaluation: Amber

To increase the proportion of children achieving 6+ in all scales in Personal, social and emotional development in the Early Years Foundation Stage.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
1. To establish emotionally enabling environments across EYFS in Herefordshire.	To set up an exhibition of high quality early years emotionally enabling environments and share good practice collated from The Herefordshire Good Childhood Research Project.	Two week exhibition focusing on emotionally enabling environments for early years using easily accessible resources from Worcester Resource Exchange.	Sharing of good practice ideas and resources that can be easily adapted in a variety of EY contexts.	No and range of visitors to the exhibition. Evaluation report on impact.
		Publication of The Herefordshire Good Childhood Research Project - Good practice Guidance on emotionally enabling environments.	Identification and publication of key elements of an emotionally enabling environment.	Increase in PSED EYFSP scores across EYFS. Verbal feedback and response.
		'Making Waves' Partnership Project in South Wye.	Recognition of the importance/impact of information sharing, EY partnerships and working together to improve outcomes for all children.	Raised standards across EYFSP. Understanding and respect of each others roles, and an exchange of expertise.

Key Partners: Early Years Team, Early years and Extended Services, Heads, EYFSP Moderation Network, Music Pool, Speech and Language Therapists, Artists, CLLD Consultant Leaders and managers.

Evaluation July 2010:

- **Publication of 'The Good Childhood Research Project' disseminated across all early years settings.**
- **Revised plans for two week exhibition. Membership of Worcestershire Resource Exchange offered and modelled in training but very few settings/schools were willing to travel to Worcester. Reviewed priorities.**
- **Identified key settings/Children's Centres. EYCs work alongside staff to set up model emotionally enabling environments. Current projects include Green Croft CC, Dolly Mixtures Day Nursery, Credenhill, Reception/Year 1 class at Bosbury School**
- **Making Waves Project successfully completed and evaluated. Response from children " The best thing was making new friends" – outcomes presented at Leaders and Managers meeting. Three requests for further projects next year in South Wye, Leominster and Broadlands areas.**

Self Evaluation: **Amber**

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
2. To establish emotionally enabling attachment and interaction between children and adults across EYFS in Herefordshire.	To support the social and emotional aspects of development through high quality interaction and relationships.	Values Conference on 26/01/10 with Neil Hawkes from Values UK.	Raising awareness of values education and the impact it can have on adults and children in EYFS settings and schools.	Implementation of values education in Children's Centres, EY settings and schools.
		Values Schools buddying Scheme. An invitation to see values education, peer massage and P4C in practice at Ledbury Primary School. Supply cover paid for Leaders and Managers.	Practitioners/Teachers sharing ideas and implementing good practice in their own settings and schools.	Monitoring of practice in EY settings, CCs and Schools. No of schools/settings implementing Values.
		Solihull Approach to working with families. Training for EYFS practitioners working with vulnerable children.	Recognition of the importance/impact of containment and reciprocity when working with families.	Raised standards across EYFSP. Engagement and participation of parents/carers in children's learning and development.

Key Partners: Early Years Team, Early years and Extended Services, Heads, Leaders and managers.

Evaluation July 2010:

- Publication of 'The Good Childhood Research Project' disseminated across all early years settings.
- One day conference on 'A Place to Be Me' including presentations from local schools and children. 60+ settings/schools attended.
- Follow on visit for practitioners to see a 'Values based' school in practice.
- Exhibition from Herefordshire on 'A Place to be Me' included in national two day conference.
- Led to further action research on: Peer Massage in Early Years Settings.
- Solihull training for all practitioners involved in 2 year old pilot project. Feedback very positive. Highlighted need for family support/Learning Mentor role in early years.

Self Evaluation: **Amber**

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
3. To establish 'Creative Connections' across EYFS in Herefordshire – making the learning relevant, building on children's interests, encouraging independence child initiated learning and good practice in EYFS.	To pilot 3 locality based creative learning projects that will be documented and shared on the 'Creative Connections' website.	To establish online sharing of good practice and Solution Focused Inquiry Groups (independent CPD) on the Herefordshire Creative Connections Website.	Establish the 'Creative Connections' website as a source for CPD, sharing good practice and as a tool for documenting the learning journey in EYFS in Herefordshire and nationally.	Launch of 'Herefordshire Early Years Zone on the Creative Connections website'
		Identify three pilot projects (in each locality) for a SEAD project working alongside Dance Consultant. Each project will build on high quality EYFS practice and explore new ways of documenting the learning journey.	Children, practitioners, parents working together with a dance consultant to promote an emotionally enabling environment, high quality interaction, participation, expression and shared thinking skills.	Creative Connections Learning Journey of each project.
		Training in 'Observation and assessment in EYFS' for TAs to establish a consistent approach across the EYFS team.	TAs equipped with knowledge and skills to carry out accurate observation and assessment and support the documentation of the learning journey.	No. of TAs contributing to accurate observation and assessment in EYFS monitored by EYCs. Quality of observations in the Learning Journey.

Key Partners: Early Years Team, Julie Leach – Independent Dance Consultant, Creative Connections Team.

Evaluation July 2010:

- **Pilot project completed at Merry Go Round Nursery. Documentation of project recorded and shared nationally using 'Creative Connexions' website.**
- **Establishment of Herefordshire Early Years Zone for CPD on Creative Connexions Site. Meeting with IT in May 2010 raised some concerns which cannot be overcome in order to meet corporate policies. We are not able to continue with this exciting project which would have provided opportunities for national exemplification of good practice in early years and online CPD.**
- **Focus is now on 'Active Evidence' and the training and exemplification of learning journeys across EYFS. Exhibitions alongside training in observation and assessment offered to all TAs/Practitioners/Childminders and Teachers.**

Self Evaluation: Amber

To raise the quality of learning and teaching in order to raise attainment across all EYFSP scales and reduce the inequalities gap in the Early Years Foundation Stage.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
1. To ensure all practitioners across EYFS are trained in themes and principles of EYFS. Leaders Managers, Heads, SIPS, Assessment Coordinators, TAs, Inspectors and Consultants.	To ensure that everyone on the EYFS team is trained, has ongoing support and is challenged to deliver high quality consistent provision and practice.	All EYCs equipped with training materials to deliver centrally and locality based training . Training programmes delivered termly and accessible to anyone working within EYFS.	Staff new to EYFS access two day training course and follow up training from EYCs. 100% staff trained in EYFS.	100% practitioners/teachers trained in EYFS. Roll out of follow up INSET training and monitoring visits recorded in Notes of Visit.
		Establishment of an EYFS TA training network in each locality. Audit of training needs for TAs working in EYFS.	TAs participate and engaged in delivery of EYFS and establishment of strong EYFS teams in each setting/school.	Attendance at TA Network Meetings. CPD record for TAs.
		Engagement of Heads, Leaders and Managers with EYFS Teams through: - EYQISP - Creating the Picture - Making a Big Difference. - Making Waves	Engagement of Heads/Leaders and Managers in EYFS.	Participation in programmes. Evaluation of Focused Improvement Plans, Action Plans and impact on EYFSP.

Key Partners: Early Years Team, Early years and Extended Services, NS Regional Advisor.

Evidence July 2010:

- Training programmes audited and evaluated in December 2009 to identify best practice.
- As a result a new training programme will be launched in September 2010 ‘ J2O – The Journey to Outstanding’
- Early Years Consultants are able to offer EYFS training to targeted settings/clusters and in Children’s Centres.
- Increasing engagement of Heads and Leaders in EYFS training and Quality Improvement Programmes.
- Increase in Ofsted judgements of good/outstanding.

Self Evaluation: Amber

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
2. To raise awareness of importance of learning through play in early years foundation stage.	To ensure that everyone working with children under five has an opportunity to explore and value the importance of learning through play.	‘A celebration of play’ on King George V Playing Fields, South Wye. May 22 nd . Joint public event with Play strategy team and launch of ECaT.	Sharing of good practice ideas and resources that can be easily adapted in a variety of EY contexts.	No and range of visitors to the event. Evaluation report on impact.
		EYFS Forums and locality meetings. Focus for discussion and professional dialogue – ‘What is Play?’ Use of NS publications and resources.	Exploration of the importance of play in early years. Better understanding. Practitioners and Teachers become strong advocates for learning through play.	Each locality EYFS Forum to produce a statement about the importance of Play in EYFS.
		Action Plans written at end of every EY course and follow up monitoring visits by EYCs to ensure that all EY training is made relevant and can be practically applied.	All EY Training has impact which can be monitored and recorded by EYCs.	Notes of Visit. EYFSP scores.

Key Partners: Early Years Team, Early years and Extended Services, Heads, Leaders and Managers. NS Regional Advisor.

Evidence July 2010:

- ‘Be Healthy, Be Playful’ held on May 22nd. 4000+ people attended. 100+ children under five participated in activities in EY tent. Activities included ‘Musical Stomping’, ‘Drum making’ and Early Writing.
- Workshops and discussions on play incorporated into training and Heads Conference. The ‘value of play’ given as a key message to underpin all training.
- Year 1 teachers ‘Building Bridges’ Action Plans reflect growing understanding of the way children learn (pedagogy)
- Action research projects led by Foundation Stage Students/EYPs on ‘Super Hero Play’, Play Outdoors.
- ‘Take time to talk, take time to play’ slogan used at ECaT launch and in all displays to emphasise this key message.
- ‘The best resource is YOU!’ slogan used at ECaT launch and in all displays to emphasise this key message.
- ‘Getting Started’ Courses in all children’s Centres to engage parents, Practitioners in play.

Self Evaluation: **Amber**

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
3. To improve communication with and between settings, schools across EYFS and with children's Services.	To develop and implement an early years 'Communication Action Plan' for LA.	Establish a Herefordshire Early Years Web Page which will include information on the team, training opportunities, updates and information.	Sharing of information, good practice ideas and resources that can be easily accessed in a variety of EY contexts.	Development and use of web page.
		Contribute to a School Improvement Early years and Primary Newsletter.	Sharing of information, good practice ideas and resources that can be easily accessed in a variety of EY contexts.	Development and response to a regular School Improvement Newsletter.
		Explore potential for celebrating good practice in EYFS in local newspapers with LA Communication Department, improving communication links and booking system for all EY courses.	Sharing of information, good practice ideas and resources that can be easily accessed in a variety of EY contexts. Improved communication links.	Improved communication links. Reduction in no. of complaints and errors in course bookings and communications.

Key Partners: Early Years Team, Carla Preston – Communications Manager.

Evaluation July 2010:

- **Monthly newsletter launched in January 2010.**
- **Meetings with Andy Churcher to discuss web page for Early Years.**
- **Meeting with Carla Preston to plan communication of ECAT project. Articles published in local newspaper in June 2010.**
- **Plans to create an ECaT logo for Herefordshire dropped due to corporate guidance.**
- **Online booking system for courses to be launched in September 2010.**

Self Evaluation: Amber

To improve the quality of the workforce, Leadership and Management in early years settings.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
1. Use of CWDC Workforce Tool by Leaders and Managers in EY Settings. Effective self evaluation, reflective practice and audit of training needs.	To work across LAs to promote and demonstrate the use of the workforce tool.	Senior EYC to work together with West Midlands LAs to share ideas to promote use of the workforce Tool. Pilot programme with EYPs.	Sharing of good practice ideas and tools. Identification of EYPs/ Ambassadors / Leads who will be trained in use of workforce tool.	Increased use of Workforce Tool to record CPD and audit training needs.
		Leadership and Management Conference in Summer term with focus on new training developments and CPD Framework for settings.	Training in different styles of Leadership and Management. Establishment of Leaders and Managers Network.	Improved quality of EY Leadership and Management recorded in Ofsted Reports/Notes of Visit.
		Creating the Picture for Leaders and Managers in Children's Centres. How to use EYFSP data to inform your practice and provision.	Use of data in CCs not as a judge of performance but to identify gaps in provision and audit training needs.	Raised standards across EYFSP. Action Plans/FIPs in place.

Key Partners: Early Years Team, Early years and Extended Services, Workforce Development Team. Quality Improvement team.

Evaluation July 2010:

- **CWDC filming for promotional DVD for Early Years Workforce Tool with EYP Childminder in Herefordshire. No release of this as yet for promoting tool more widely.**
- **Leaders and Managers conference 6th July 2010 with focus on changing financial climate and different training and support highlighted from September 2010. Greater emphasis on retention of staff and using a CPD Framework to embed this. Impact statements for use of Capital Grant for ICT and outdoor provision such as improved delivery of framework for boys, including greater opportunities for learning and development outdoors. Also raised challenges around staff knowledge and parental engagement.**
- **Creating the Picture delivered to Children's Centre staff and EYC input into 'ready for Children's Centre inspection' session.**

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
2. To improve recruitment and selection of Leaders and Managers in EY settings to raise standards in the quality of leadership and management.	To support and advise on selection and recruitment of all new managers/leaders.	Safer recruitment courses to be offered to all Leaders and Managers led by Workforce Development Team.	All those involved in recruitment are equipped with statutory guidance and employment law.	Participation on courses. Course evaluations.
		All EYCs to attend corporate training on recruitment so that they are able to offer advice and guidance. EYCs not expected to take part in recruitment process unless under special circumstances.	Leaders and Managers receive support and challenge throughout the recruitment process to ensure they get the best candidate for the post.	Recruitment and retention figures in EY settings. EY Audit returns. Confidence levels of leaders and managers from setting visits and Ofsted reports.
		Focus on Heads Cluster Meetings. EYCs to offer input on EYFS (as a team rather than as individuals) to raise awareness of statutory requirements of EYFS.	Heads are better informed on their statutory requirements and know who to contact on the EY team.	Attendance at cluster meetings. Involvement of Head in EYFS.
		Raise level of qualifications of leaders and managers through Early Years Foundation Degree and graduate leader programme. Work with HEI to ensure EYFD is suitable and relevant to current agenda for EY.	Graduate leaders in full daycare settings extending to all group settings and childminders. Ensure level 3 training is available to all staff as a stepping stone to graduate programmes.	Graduate and EYP numbers increasing. BVPI 222a outturns. Re-validated degree course to reflect quality improvement in EY settings.
Key Partners: Early Years Team, Corporate Training Team at Castle Green, Primary School Improvement Team. University Of Worcester EYFD team and EYP team.				

Evaluation July 2010:

- Safer Recruitment offered to leaders and managers of settings. Four courses each with 20 delegates delivered to date. More planned alongside schools for Autumn Term 2010.
- EYCs have either attended or are booked onto corporate recruitment and safer recruitment training.
- Input into head teacher briefings, induction for new head teachers and links at head teacher conferences.
- 22 settings currently have an EYP, 12 settings with QTS and 10 working towards EYPS. 3 childminders have EYPS and all lead through peer support and leading training.
- LA input into new Foundation Degree to focus on quality improvement and raised confidence in leading practice.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
3. To launch use of the Quality Mark in EY Settings and schools	To launch the Quality Mark and pilot the programme with a group of selected EY settings	Workforce Development team with EYCs to organise launch event with guest speaker and free resources to selected groups.	Early years Workforce familiar with Early Years Quality Mark Programme in Herefordshire.	No. of schools settings who achieve the Basic Skills Quality Mark for Early years in Herefordshire.
		Promote use of Quality Mark Tools to support self evaluation and audit strengths and areas of need.	Quality Mark Tools published and used regularly across Herefordshire Early years Settings and Schools. E.g. Welfare Action Plan.	Published materials and Notes of Visit record usage.
		Early Years QA Mentors and Assessors to work with selected settings to achieve the Early Years Quality Mark.	At least 10 settings/Schools engaged in Quality Mark Programme .	Registration, participation and achievement.

Key Partners: Early Years Quality Improvement Team, Mentors, Assessors, EYCs, Basic Skills Quality Mark Regional Advisor.

Evaluation July 2010:

- Quality Mark scheme promoted through EYFS training events and to settings where previous QI award required updating. Pilot settings working on Welfare Requirements Action Plan (WRAP) prior to Quality Mark scheme. One setting has achieved QM. Others in pilot are working towards WRAP.

To improve the effectiveness of strategic Local Authority leadership and Management for Early Years settings and EYFS classes in primary Schools.

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
1. To network with Early years teams in other Local Authorities, sharing good practice, overcoming barriers, and establishing network groups.	To establish strong inter- LA links which will challenge and support the Herefordshire Team to meet statutory requirements and raise standards in the quality of provision and practice in EYFS across Herefordshire.	Early Years Inspector to be seconded part time to work with statistical neighbours (Gloucestershire, South Gloucestershire, Swindon, Dorset etc) with National Strategies.	Links established with strategic leads in other LAs and between Early Years Teams.	Attendance at inter LA moderation groups/working parties/Regional Forums.
		Clarity of roles and responsibilities in Early Years team. Publication of Early Years Outcomes Duty, Policies and guidance to DLT and Improvement and Inclusion Manager (Feb 2010)	Information used to inform strategic vision for Herefordshire, restructuring and reorganisation of early years.	All members of EY Team clear about roles, responsibilities, line management and confident in 'change' process.
		To establish continuity and progression across the Early Years and Primary team. All Inspectors, SIPS, Heads, Consultants and Advisers engaged and informed about Early years education and Care.	Consistent support and challenge in Herefordshire schools and early years settings to promote high quality provision and practice across the county.	Raised standards in EYFS, KS1 and KS2. Smooth transitions. Improved Ofsted judgements.

Key Partners: Early Years Team, School Improvement Service, DLT, National Strategies.

Evaluation July 2010:

- **4 month secondment to National Strategies (Jan – May) provided valuable opportunities to share good practice and gain LA perspectives from across South West and Nationally.**
- **Regular links established with Gloucestershire. Plans to visit Devon to look at sustainability in EY depts. Cross LA Moderation with South West. Regional Workshops with West Midlands.**
- **Consultation process in May 2010 caused unnecessary distress and confusion. Highlighted the lack of understanding of the roles and responsibilities of EY team. Changes to line management, increase in roles and responsibilities is impacting on the team.**
- **Engagement of Heads and Year 1 teachers has improved. Training in EYFS given to subject coordinators. EYCs joining some inspectors in carrying out reviews in schools. Issue around inspector/consultancy role. Primary Team/Early years have a very different approach. This needs to be explored as an LA – in terms of impact on children.**

- **EYFS training for SIPs (1/2 hour slot) Piloted EYFS training delivered by a SIP – feedback highlighted the lack of understanding of the SIP and lack of in depth knowledge of EYFS.**
- **Programme of regular training for SIPs planned from September 2010.**
- **School/ Children’s Centre data packs planned for September.**

Self Evaluation: Amber

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
2. To manage workloads within current capacity of the Early Years Team in Herefordshire.	To ensure the Early Years Team meets statutory requirements and remains focused on key priorities that will make a difference to children.	Recruitment and induction of new Early Years Consultants, Children's Centre Teachers and Team Building.	Locality Early Years Teams including EYCs, CCTs, Childminding Coordinators and links with partner organisations in each locality.	Effective locality Teams which are impacting on children under five in each locality.
		SIS Early Years Team and EYES Team working together across Early years to make an impact. Coordinated approach with clarity of roles and responsibilities.	Shared vision and values, Delivery of consistent key messages, shared workloads and more effective/efficient working practices.	Procedures/systems in place. Efficient working. Value for money. Impact on children.
		Establish an enabling work environment for staff in early years. Current facilities inhibit effective working.	Early years Central Office, locality hubs in children's centres and home working established.	Recruitment and retention. Effective communication.

Key Partners: Early Years Team, DLT, Facilities Manager, EYES.

Evaluation July 2010:

- **The locality role of Early Years Consultant established and valued. The importance of the EYC role was highlighted at the EYFS Emergency Forum (June 2010) and at The Leaders and Managers network in July 2010.**
- **Procedures and systems in place for SIS EY team, and consistent across schools, Settings and childminders.**
- **Progress had been made with alignment across EY team and EYES team but this has been damaged by lack of clarity about line management and therefore roles and responsibilities. This is having a negative impact on the development of a shared vision and values. Joint team awayday planned for 12th July to address this.**
- **Office space reorganised and cleared to provide improved working environment for all. The EYCs/ECaT Consultant/CLLD Consultant share desks (3x to a desk).**

Self Evaluation: Amber

<i>Objective</i>	<i>Aim</i>	<i>Support and challenge</i>	<i>Outcome</i>	<i>Impact measure</i>
3. To raise the profile of Herefordshire Early years locally and nationally. Celebrating good practice, and sharing expertise with others.	To highlight good practice and share with others through training programmes, the Creative Connections website, Regional Forums and national events.	To contribute to national publications and websites <ul style="list-style-type: none"> - Refocus - Nursery World - Speech and Language Therapy - NCETM - Worcester University Publications 	Herefordshire Early Years to gain a national reputation for good practice, innovation and creativity.	Collection of publications.
		Launch of Herefordshire Early Years Portal on the Creative Connections website. Sharing good practice, documenting learning journeys, and celebrating the impact of high quality provision and practice.	Herefordshire Early Years to gain a local reputation for good practice, innovation and creativity.	Access to the Herefordshire Early Years portal on the website.
		Aspect Early Years National Conference – ‘The Gender Agenda’ at Puckrup Hall on June 25 th /26 th 2010.	Herefordshire Early Years to gain a national reputation for good practice, innovation and creativity.	Attendance at the conference. Conference evaluations.
Key Partners: Early Years Team, Creative Connections, Worcestershire Early Years Team, Communications Dept, DLT.				
Evaluation July 2010:				
<ul style="list-style-type: none"> • Articles highlighting successful work of Herefordshire Early Years published in 2009/10 : Bercow Report, Speech and Language Therapists Journal, National Centre for Excellence in Teaching Maths, Values Education UK, Open University, Herefordshire Journal, Ross Gazette and C4EO. • Exhibitions/Workshops highlighting successful work in Herefordshire Early years delivered nationally in 2009/10: Aspect Early Years Conference 2010, National Strategies Regional Workshop 2010. • Work on the Creative Connexions Portal has stopped due to corporate constraints. 				
				Self Evaluation: Amber

Emerging priorities for 2010/11:

- Appointment of a strategic lead for early years in Herefordshire at senior management level.
- Emotional development of children under five is a priority for Herefordshire and will impact on learning and development.
- CLLD continues to be a priority.
- Alignment of early years teams and services.
- Sustainability and cuts in line with government priorities.
- Streamlined more effective services for children under five in Herefordshire.

Key message: There is still work to be done