

NORTH LINCOLNSHIRE COUNCIL

PEOPLE CABINET MEMBER BRIEFING

EARLY YEARS EDUCATION STRATEGY – SCHOOLS AND EARLY YEARS SETTINGS

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 This report asks the People Cabinet Member to approve the publication of the North Lincolnshire Early Years Education Strategy for Schools and Early Years Settings
- 1.2 The strategy document has been informed by consultation with head teachers, school governors, early years' managers, early years committees, early years' providers, child-minders and early years services leads.

2. BACKGROUND INFORMATION

- 2.1 North Lincolnshire Council has a crucial role in ensuring that the needs, aspirations and potential of our children and young people are fulfilled. It is an exciting time to be involved in early education with change occurring across every level of the system in the way that early education is organised, delivered and valued. To ensure this phase of early learning and development is maximised across North Lincolnshire as a whole we must be ambitious, challenging and demanding of ourselves and our partners
. *'The Early Years Education Strategy'* demonstrates how North Lincolnshire Council will fulfil its legal duty under the "2006 Childcare Act for Early Years education.
- 2.2 The overwhelming evidence from early years' research shows that high quality early learning and development is essential to giving children the solid start they need to achieve better outcomes which will continue to impact upon a young person's progress in school.
This translates into the three broad aims of:
 - **Recognising the "Unique Child"**
 - **Narrowing the learning and development gap between the most and least advantaged**
 - **Ensuring that families have access to high quality early years provision, advice and information.**
- 2.3 North Lincolnshire has many strengths to build on, particularly the high levels of engagement, strong relationships and a desire to provide a high quality early education. In the academic year 2013/14, the proportion of children being taught in early years provision judged good or outstanding by Ofsted increased significantly: from 64% to 78%

2.4 **The Early Years Foundation data set for 2014 places North Lincolnshire in the top 25% quartile of English local authorities.**

North Lincolnshire Council expects outcomes to be even better and that all groups of children reach a good level of development and are ready for their school education.

Given our starting points, our ambition is to

- exceed national average outcomes by all measures within two years
- maintain top quartile performance within four years

This document sets out the overarching strategy that will help achieve these outcomes for the youngest children of North Lincolnshire, focusing our efforts on increasing parents' engagement in early learning and child development; integrating approaches around the child to ensure all their need are met and supporting a self-improving Early Years sector.

3. **OPTIONS FOR CONSIDERATION**

3.1 To approve the Early Years Education Strategy – Schools and Early Years Settings.

3.2 Not to approve the proposed strategy.

4. **ANALYSIS OF OPTIONS**

4.1 The preferred option is to approve, adopt and publish the Early Years Education Strategy – Schools and Early Years Settings. This recognises the involvement of stakeholder groups in the development of the strategy and the subsequent consultation processes. The strategy sets out a vision for early years education in North Lincolnshire, the overarching drivers that are required to deliver the improved outcomes and actions for delivery.

5. **RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

5.1 The delivery of the strategy will be met from within existing resources.

6. **OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)**

6.1 The proposals are within existing arrangements for procurement, risk management and legal duties of the local authority. The potential risk to the Council is failure to deliver on the commitment, leading to loss of reputation and possible failure at inspection.

6.2 The strategy is expected to impact positively on groups by narrowing achievement gaps for children and young people by gender, ethnicity, relative deprivation and special educational need and disability. Rising attainment will narrow the gap for each age cohort against national and regional performance measures. The strategy reaffirms expectations on early

years' settings, schools and academies for ensuring that children are safe and feel safe, and the expectations for improving outcomes for children in care.

- 6.3 The Early Years Education Strategy – Schools and Early Years Settings is expected to make a positive impact on employment in North Lincolnshire by promoting skills development and participation in life-long learning. Higher prevalence of good and outstanding settings and schools over time will support the continued regeneration of the local area, encouraging inward investment.

7. OUTCOMES OF CONSULTATION

- 7.1 Consultation was undertaken during and after the construction of the draft version of the Early Years Education Strategy – Schools and Early Years Settings. This included ongoing discussion and presentations to head teacher groups, early years cluster groups, early year's managers, governing bodies and management committees and early years services. The draft strategy was circulated to all early years' settings, head teachers and chairs of governors for open response.

Amendments throughout the process included: making more explicit the key role of parents, especially in children's early development; including *celebrating success* and *building on strengths* in the vision for success; ensuring that *creativity* and *imagination* were seen as important; increasing the level of ambition so that outcomes *exceed* national. Some minor changes were made to language.

Consultation was undertaken through discussion with the Early Years Matters Partnership. This led to further amendments: strengthening the *prominence of integrated working and a focus upon parental engagement and our most vulnerable children and families.*

8. RECOMMENDATIONS

- 8.1 The recommendation is to approve the Early Years Education Strategy – Schools and Early Years Settings

DIRECTOR OF PEOPLE

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Background Papers used in the preparation of this report: None

North Lincolnshire

Early Years Outcome Duty Plan 2015

‘All our children’

Version	Date	Author	Review date
Final	December 2014	S. Simmons	December 2015

The overarching aims of the Early Years Outcome Duty Plan

North Lincolnshire Council's Strategic Plan sets out the aim of increasing skills and improving education outcomes, within the context of making our communities safer and stronger. Within the People Directorate of the Council, the overarching ambition for children and adults is captured within the vision of **safe children and vulnerable adults; supported families and carers; transformed lives.**

This plan sets out how the statutory requirements of the Early Years Outcome Duty are being met.

The overwhelming evidence from research shows that high quality early learning is essential to give children the solid start they need to achieve better outcomes which will then impact upon young person's progress in school.

This commitment translates into three priorities for the current Early Years Outcome Duty Plan of:

- **recognising the "Unique Child"**
- **narrowing the learning and development gap between the most and least advantaged**
- **ensuring that families have access to high quality early years provision, advice and information**



Introduction

From the moment of birth to the end of the Foundation Stage is an extraordinary period for children and their parents/carers. It is the time of life during which the essence of every child emerges and unfolds. Evidence tells us that the first few years of a child's life are fundamentally important: they shape children's future development; influence how well children do at school; their ongoing health and wellbeing, and their achievements later in life. **All young children, whatever their background or current circumstances,** deserve the best possible start in life and must be given the opportunity to fulfil their potential.

It is an exciting time to be involved in early education with change occurring across every level of the system in the way that early education is organised, delivered and valued.

To ensure this phase of early learning and development is maximised across North Lincolnshire as a whole **we must be ambitious, challenging and demanding of better outcomes.** While our youngest children typically achieve a higher level of development compared to that of children across England, we want to see all groups of children reaching at least a good level of development. **Overall we expect North Lincolnshire to be amongst the highest achieving areas in the country; sustaining top quartile outcomes into the future.**

This document sets out the overarching plan for realising our duty for improving Early Years Outcomes. We will focus our efforts on three main driving forces:

- **increasing parent's engagement in early learning and child development**
- **ensuring the needs of individual children are met**
- **enabling a self improving Early Years sector**



The role of the Local Authority

The Local Authority retains a range of statutory duties related to delivering improved outcomes within the Early Years, which sit alongside the Council's strong commitment to learning, development and safeguarding.

In summary, the role of the local authority is to act as a:

Strategic commissioner

- understanding the needs of our population and our communities
- setting the local priorities
- providing strategic direction and leadership
- ensuring sufficiency of places that meets the needs, aspirations and potential of all children and young people
- ensuring area wide standards and educational excellence
- jointly commissioning services with partners to meet local need
- ensuring sufficiency and sustainability of places that meets the needs, aspirations and potential of all children and young people

Champion for the disadvantaged child

- ensuring all children are known and are kept safe
- as Corporate Parents, demanding high quality outcomes for our looked after children
- providing direct services for some vulnerable children and young people
- ensuring fair access to education, and intervening when required

Systems shaper

- setting national policy in the local context
- bringing together system leaders from across agencies and organisations to work in partnership
- liaising with and influencing the agencies of national government
- enabling structural reform
- ensuring area wide accountability
- capacity building



Partnership matters

To implement the statutory elements of the Early Years Outcomes Duties Plan requires contributions across health, children's centres, schools, private, voluntary and independent early year's providers, children's services, voluntary sector, libraries and other local authority representatives.

The Early Years Outcomes Duty (Childcare Act 2006) places a statutory duty on North Lincolnshire and its partners to:

- improve outcomes for all children and reduce inequalities
- provide information, advice and training to ensure North Lincolnshire has a high quality, well trained early years workforce to achieve the best provision and outcomes for young children and their families
- ensure a sufficient range of high quality early years places to enable parents to access a flexible childcare offer which meets the needs of their families and lifestyles
- provide a range of approaches to support early intervention; supporting early learning and parental engagement
- implement the requirements of the Early Years Foundation Stage (EYFS) which sets the standards for the development, learning and care of children from birth to five and to monitor and assess children's ongoing progress throughout the Early Years Foundation Stage
- report on the outcomes of the statutory assessments completed at the end of the Foundation stage



What will success look like?

- **Our children will be confident, articulate and active learners who will have a sense of self with well-developed communication and literacy skills. They will have a positive disposition towards learning and a thirst for knowledge and skills.**
- **Our children will achieve at least a 'good level of development' with many exceeding. This means we will sustain top quartile performance**



Recognising the Unique Child

The recognition that every child is a competent learner from birth is resilient, capable, confident and self assured who has positive relationships with their parents and/or a key person.

All our children will have access to a wide range of inspirational, high quality, early learning opportunities, underpinned by:

- stable relationships and interactions with sensitive and responsive adults
- a focus on play based learning and routines which allow children to take the lead in their own learning
- expert and informed support for communication and language
- opportunities to move and be physically active
- a safe and emotionally support learning environment

Our young children must have time to become teachers themselves and to be able to share their sustained thinking with others.

Children need to become active learners and have extended periods of time to discuss ideas, develop cooperative projects, research ways of doing things and to try things out. In this way they develop their own sense of self and test their own boundaries. It is important to give time for children to reflect and transform their words and images.

This will help them develop a sense of self and the social skills to interact confidently with their peers and adults. Critically, they will have increasingly well developed communication, language and literacy skills that will form the bedrock of future learning. They will have positive dispositions towards learning and a thirst for knowledge and skills acquisition that drives them to investigate through play and more structured learning.

This will provide a strong foundation upon which children can build and develop as they progress into the next phase of their learning, ensuring they will develop further as independent learners, confident readers and communicators in a range of media, including writing. They will become secure in the essential mathematic functions and the methodologies of investigation. Children will explore their own creativity and express their own ideas and thinking, drawing on their cultural heritage and individual talents.



They will demonstrate reflective learning and be aware of their strengths and next steps to further their learning. Our children will have strong emotional well-being, resilience, self-esteem and confidence which will underpin and support positive outcomes in life.

Children's interest and motivation to learn is most effectively nurtured through child-centred, play based activities, which support both cognitive and emotional processes.

Narrowing the learning and development gap between the most and least advantaged.

In North Lincolnshire we need to further **address disadvantage and inequalities** by securing sufficient high quality early years provision and **championing the needs of vulnerable children and families**.

Health services, children's centres, libraries, early year's provision and schools are key partners in supporting a 'holistic approach' in delivering and supporting effective early help and support to families.

Our focus must be on the factors that we know affect children's development, particularly for children growing up in disadvantaged families who may not have the same level of support or benefit from the same opportunities as others. Children's experiences in the foundation years can either embed disadvantage, or provide the opportunities to enable children and their families to be empowered to break free from cycles of disadvantage.

Of all the areas for intervention, it is in the combination of early year's development, including language and communication skills, and parenting support, attachment and relationships that has the most potential to make a significant impact on children's life chances. The majority of our parents are highly motivated to learn and care well for their children, but we know some parents will need more support, at times, than others.

Our looked after children and those on the edge of care are particularly vulnerable to having poor outcomes. We know effective Early Help for families can lead to more children being able to stay within their family home. Our goal is to enable more children to be able to do this or to be able to return home to their family more quickly. This will ensure more positive early learning outcomes and support stronger transitions as they move into their next phase of education.



All children should be able to enjoy their childhood, in a supportive and nurturing environment, and be protected from harm. Children's emotional, language, physical and cognitive development from pregnancy to age five are the foundations of the rest of their lives, influencing what and how they learn, their physical and mental health, friendships and relationships, and later vocations and careers.

The moral imperative is clear and the economic cost to society of failing children in the foundation years is well understood.

Therefore, our resources must focus upon:

- recognising that families are the most important influence on children in the foundation years
- promoting effective and evidence-based early intervention
- working with employers to continue to improve the quality of the workforce

Ensuring that families have access to high quality early years provision

High quality early childhood education and child care is one of the most important determinants of every child's life chances.

We will promote seven key dimensions of quality within Early Years settings:

1. relationships between practitioner and children
2. pedagogical practices
3. stability and continuity of child care
4. the physical environment
5. family-practitioner relationships
6. practitioner qualifications
7. adult-child ratios and group sizes



Young children in good and excellent childcare have better outcomes than those in mediocre or poor childcare especially in terms of cognitive and language development, behavioural development and relationships with peers. Effective provision offers children warm and positive relationships, a safe healthy environment and opportunities to learn.

No child should be denied access to a high quality early education because of their family circumstances. This critical stage in a child's education is every bit as important as later stages of schooling, and helps to ensure that children are able to make the transition to school successfully. During 2014 there has been a further extension of free childcare for two year olds linked to parental income and family support needs. The uptake in North Lincolnshire has been high and case studies demonstrate the positive impact of free childcare on children's lives and early learning outcomes.

Within North Lincolnshire, Early Year's provision will be delivered in **high quality environments** supported by a **high quality workforce** who will understand and promote the characteristics of effective learning, including sustained shared thinking.

We will have high expectations and **ensure that the entire Early Years workforce understands the importance of Early Years pedagogy** in terms of:

- high quality practice
- practitioner reflection
- scaffolding of young children's learning
- supporting children's emotional development through positive relationships.

We will use evidence based practice and research to inform 'Best Practice', developing a deeper understanding of babies and toddlers in Early Years settings. We know **sensitive, responsive care giving, attuned reciprocal interactions and positive, secure attachments are essential** for quality provision and outcomes for very young children in childcare. Therefore, we will model and share how important it is to develop consistent, sensitive and responsive relationships with babies and young children.

Secure attachments are essential for child development in later life. At least one loving, sensitive and responsive relationship with an adult caregiver reduces the risk of children facing disruptive issues in later life.

The **engagement with families is vital.** Early childhood settings that combine good quality early learning with strong parental involvement make a significant difference for children and families in terms of outcomes in later life. High quality early years practitioners recognise the importance of the parents' role as a child's first and continuing educator and work hard to ensure the parents' unique knowledge of the child is incorporated into the learning experiences of their children. Early Help is a vital approach which enables practitioners, working with our more vulnerable families, to ensure there is a connected and focused level of support which meets the needs of the family and child.

The Early Years Foundation Stage Framework (EYFS) outlines the principles of high quality practice. It describes what a good nursery, pre-school or child-minder should be doing to support children's learning and outlines the levels of development that most children can be expected to reach at certain ages. The framework supports a coherent approach to learning and care, covering the period from birth to age five, with continuity for children as they move from the foundation years and into key stage one.

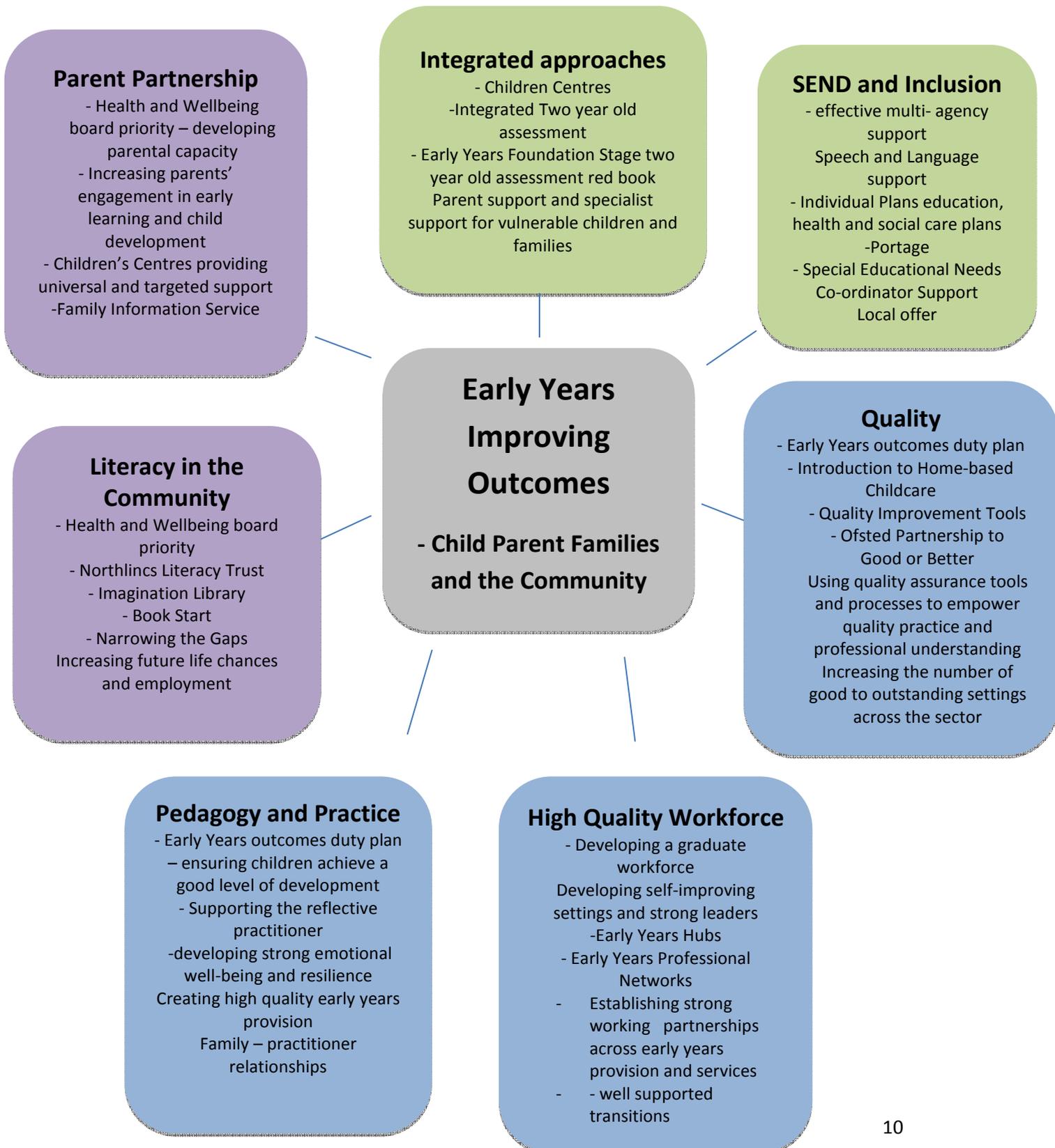
The Family Information Service provides a 'one stop shop' to support guidance and advice to support parent's choice and selection of childcare to suit the needs of their child and life patterns. Early Years providers work closely with parents to ensure the childcare offers that are available to each family will be both flexible and meet the needs of the individual child.



Driving forward – how we get to where we need to be

We will focus our efforts on three main driving forces:

1. **Increasing parents' engagement in early learning and child development.**
2. **Ensuring the needs of individual children are met**
3. **Supporting a self-improving Early Years Sector**



Increasing parents' engagement in early learning and development

We recognise, acknowledge and **value the importance of parents and carers involvement in children's learning and development.**



We will ensure that the Child and parent voice in the Early Years is recognised as essential to engaging families and their young children; ensuring that the needs and aspirations of groups of children and families are provided for.

We passionately believe parents are their children's first and most important educators. From the moment of birth, the relationship, between parents and their child, and the activities

they do together affect later development, giving children the trust, attitude and skills which help them to learn and engage positively with the world.

What happens in this home environment has more influence on future achievement than innate ability, material circumstances or the quality of pre-school and school provision. We will provide high quality, interactive, learning opportunities to support and develop parents and carers understanding of child development and early learning.

We know parental involvement in reading is the most significant factor in literacy success. There is a huge commitment and investment within North Lincolnshire to promote 'Book sharing' between children and their parents. **Book Start and the Imagination Library are two key programmes** that support our ambition to provide a holistic approach, across services, to support the sharing of books as a whole family and as a community. Children who start school as confident speakers with good language skills become successful learners and achieve in life. **Vocabulary at age five is the best predictor of later social mobility for children from deprived backgrounds.**

As a partnership, we will continue to strengthen our collaborative approach and use our work within early years to develop a sustainable approach to developing children's literacy across North Lincolnshire.

As partners, we are keen to develop pathways to support information sharing between parents, health and early year's settings. North Lincolnshire has been forward thinking in developing a shared approach to the statutory EYFS **progress check at age two years**. It is a summary of development, which is shared with parents and is an assessment of children's progress towards the early learning goals and informs 'The Healthy Child Programme'. The agreed assessment outcomes are recorded in each child's Red Book, an individual health record held by the family, which then provides a 'shared resource' for all partners to support and promote children's early learning and child development.

Open and transparent sharing of information between parent and provider is essential to supporting the home learning environment and ensuring that learning and development opportunities are promoted.

Ensuring the needs of individual children are met

Our partnership work will strive to **develop coherent working across agencies**; clarifying how information sharing in the foundation years can work better to improve outcomes for young children and their families.

It is vital, as professionals, that we **make the most of all interactions with families** to identify any additional needs of both parents and other key family members. Children and families will be supported to ensure that individual children's needs are met particularly at key transition points in their early learning journey. We need to **promote effective, evidence-based early intervention** so that families receive the right help as soon as possible.

Prevention and early intervention begin in pregnancy. By using Health outcome measures to support our **partnership working will ensure we have an increasingly integrated approach to supporting positive outcomes from conception to five.**

In North Lincolnshire we have **a strong track record of collaboration.** We already work together with early years providers to support and deliver the two-year progress check. We will use this partnership approach to develop the 2015 Integrated Child Assessment and support the delivery of the Single plan through Early Support for children with Special Educational Needs and Disabilities.



Children's centres have a crucial role to offer early help to families with young children, particularly those in greatest need, as envisaged by Professor Eileen Munro. (A Child Centred Approach - May 2011). Their unique value lies in their **ability to integrate universal and targeted services, working across a spectrum of need** (including families with multiple problems and children who may not meet social care thresholds), so those services are greater than the sum of their parts. We will be ambitious about the role Children's Centres play in collaborative working and in early intervention, and how they can use their resources to improve outcomes.

Health visitors and children's centres have **an important role in identifying families and encouraging them to take up their free childcare entitlement from the age of two through to four.** This is especially important for families of disabled children and those with more complex needs as they are less likely to access services or be confident that the services can meet their children's need. Families with disabled children may require support from more than one service and **effective multi-agency support through the Early Support Programme approach** puts families at the centre of any discussion ensuring their views are listened to and respected.

Our Early Year's providers are a **key universal service** in the lives of children and young people. Early Years providers will remain an essential interface with wider services for children such as health, social care, police, the local safeguarding children board and the local authority. Moreover, **children will feel safe and be safe.**

Supporting a self-improving Early Years sector

The sharing of good practice and embedding of collaborative partnerships will be promoted across all Early Years settings to raise standards and improve outcomes for all children and their families.

We will do this by: -

- Developing strategies for challenge and support that are proportionate and defined by need.
- Supporting all our settings through through Focused Improvement Plans, bespoke development plans and quality assurance processes to achieve at 'least good' in relation to Ofsted outcomes and increasing the number of settings working towards and aspiring to become outstanding.
- Working with, and challenging all our settings to demonstrate the impact they have on children's early learning and 'school readiness'.
- Ensuring settings are aware of the learning and development needs of their most vulnerable children and can readily identify, source and implement strategies to support each individual child's needs.
- Supporting settings to fully understand and maximise the use of Early Help Assessments processes to ensure the needs of our most vulnerable children and families are met.
- Promoting close and collaborative partnerships with Children's Centres, schools, health and specialist services to develop a localised mutual understanding of children's needs in their community.
- Raising the awareness of practitioners understanding of the value of strong parent partnerships in supporting children's learning and transitions as they move into school.
- Supporting the development of a graduate led workforce where reflective practice and action research is the norm.
- Creating empowered Early Years Networks to provide and share expertise as lead professionals, working collaboratively together to develop and share resources to support and improve standards and outcomes for all young children.



The Local Authority will work with settings and Ofsted to assess the overall effectiveness of all settings. A programme of support and future development will be determined in partnership with each setting. Settings requiring improvement will be both challenged and supported to achieve essential improvements. Settings moving towards good and outstanding will also be supported to achieve the highest quality of practice and outcomes for all of our young children. Ofsted benchmark descriptors will remain the touchstone for determining actions for and the monitoring of improvement.

The Early Years Workforce is a significant and valued factor in ensuring high quality outcomes for our young children within North Lincolnshire.



Early Years practitioners need an in depth understanding and awareness of child development. Early Years staff must understand and observe each child's development and learning and be able to assess progress to plan for each Child's next step. Practitioners need to be able to support babies and children to develop a positive sense of self, of their own identity and their culture. Staffs need to be able to identify, for all children, any additional support, ensure they can keep children safe and build respectful relationships with the child and their family.

North Lincolnshire values its Early Years workforce and strives to work closely to develop the skills and expertise across the sector.

North Lincolnshire has committed a resource to developing and supporting a highly qualified graduate workforce. This is exemplified in the development of the role of the Early Years Professional / Teacher – a graduate status - is seen as a significant driver for increasing the quality and status of the early year's workforce in North Lincolnshire and a key resource to support:-

- Collaboration
- The sharing of expertise
- Modelling of outstanding practice,
- Celebrating achievement and
- Establishing a forum for professional dialogue and reflective practice.

The **Early Years Professionals** have a transformational role to play as system leaders to secure consistently high-quality provision and better outcomes and will be instrumental in developing and supporting Early Years Hubs.

Early Years Hubs will be utilised to develop and support the deployment of the future role of the 'Specialist Leader in Early Years', securing strong leadership across the sector and provide peer challenge to drive improvement and innovation.

This concept has already be used to develop a Network of Locality Childminder Co-ordinators who work closely with local childminders to share and role model good practice and inform training and professional support needed. The Network works closely in partnership with the LA to support practice, providing a valuable contribution to 'The Childminder Development Framework' which makes a significant impact on quality and inspection outcomes.

Appendix A – Overview of activity for April 2014 to August 2015

We will focus our efforts on three main driving forces:

- **Increasing parents’ engagement in early learning and development**
- **Ensuring the needs of individual children are met**
- **Supporting a self-improving Early Years sector**

Increasing parents’ engagement in early learning and development
To continue to embed and develop a holistic approach to the delivery of the Imagination Library programme.
Develop a North Lincolnshire Literacy Trust with a focus on the whole community. (Health and Well-being Priority)
Continue to develop an integrated approach to Book Sharing and the promotion of early communication and language in partnership with libraries, children’s centres, health services, settings, schools, childminders and community volunteers and organisations.
Identify ways in which partners can work collaboratively to work with our more vulnerable families. To support their roles as a child’s first and continuing educator.
Develop a coordinated offer of early learning support for children, families and carers 0 to five.
Raise the awareness of ‘Leadership teams’ of the research and evidence based practice to ensure practice and pedagogy meets the needs of the child and their family.
Develop the Single Plans for young children and their families to support universal access to childcare and early learning for SEND
Establishing and enhancing practitioners and parents understanding of the importance of emotional well-being. (Wave report, 1001 days manifesto)
Communication Strategy - To support parents understanding and skills in terms of promoting children’s language and communication skills.
Family Nurse Partnership – to develop and share key findings linked to the FNP in North Lincolnshire
Strengthen Parental capacity for vulnerable parents.
Support parents and practitioners understanding of the child development and early learning needs of young children.

Ensuring the needs of individual children are met
Developing the Integrated Two Year Old assessment
Children's Centres - Promote parental engagement in children's early learning as part of the universal offer across children's centres
Provide regularly reporting of EYOD duties through the democratic processes
Strengthen partnerships through the Early Years Matters group
Continue to work across services, settings and schools to increase the number of children achieving a 'good level of development' in North Lincolnshire.
Regularly review Safeguarding pathway in respect of parents, providers, early years services, children and young people to ensure children are keeping safe/feeling safe
Support the development of the sufficiency plan and work in partnership to support early education funded provision including increasing the number of two year old places good and better.
JSNA linked priorities – reducing pre-conception and antenatal risk factors, improving the health, and reduce risk factors in women of childbearing age, continue to increase the proportion of woman starting to, and continuing to breast feed.
Staff working with pregnant women to encourage early relationships with baby during pregnancy as per UNICEF Baby Friendly Practice
Physicality – working in partnership with health and leisure to support 'active lifestyles. Decrease maternal obesity – 4% higher than the national average in North Lincolnshire.
Review and consider the implications of 'Sound Foundations – Sutton Trust to inform and develop best practice and a shared ownership of high quality services and workforce – conception to five.
Create 'shadowing opportunities' for the early years' workforce to work across sectors and services to raise awareness of core skills and practice.
Continue to develop partnership working with adoption and fostering services to share pedagogy and practice.
Develop shared pathways of support across specialist teams for children with SEND
Assessing and meeting the needs of children with disabilities and complex health needs.

Supporting a self-improving Early Years sector
Consult stakeholders on the 'Education Strategy for Early Years 0-5 years' and seek Council approval through the democratic processes
Develop the 'Satisfactory to good' pilot with Y&H regional HMI
Inclusion – roll out and support awareness raising of the Families Bill and SENC/SEND for EYFS 0 to 5yrs.
Raise the awareness of practitioners and managers of the potential gap for more vulnerable groups of young children. Identify ways in which services can work together to minimise the potential for 'gaps' and target resources to support the most vulnerable groups.
Continue to support and develop the graduate workforce via evidence based learning.
Consider and develop a strategic support plan for the development of potential two year old placements within the school environment.
Develop 'high quality leadership opportunities for staff working within the early year's sector.
Continue to develop and promote 'peer support' via EYPs and support from Outstanding settings.
Continue to develop and promote 'peer support' through Childminder networks
Introduce a safeguarding audit to support "the provider" in discharging their statutory duties
Support further development of Early Help across services and early year's provision.
Develop a systematic approach to providers sharing their strengths and areas for development to ensure good or better outcomes
Develop partnerships to support a self supporting, high quality early years workforce
Ensure there is a focused trajectory of Quality provision for all two year old childcare places
Evaluate the impact of the EYFSP moderation process and consider the implications for transitions into KS1
Monitor and evaluate the workforce qualifications and identify any gaps to focus provider and FE engagement to develop appropriate scaffolding of early years qualifications.
Develop focused support, pedagogy and practice for birth to two practitioners. Develop opportunities for a 'Baby Room Forum'.
Promote and deliver ITERS and ECERS training, evaluation and support
Increase the links between education and care providers and local businesses and industry to support parents and carers back into education and/or employment.
To promote and further develop the Family Information Service

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