

# Oxfordshire Early Years Development & Childcare Partnership Plan

2006-2008

Be Healthy

Enjoy & Achieve

Achieve Economic Wellbeing

Make a Positive Contribution

Stay safe



**SureStart**

Making life better for children and families in our county

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## Introduction to the Early Years Development and Childcare Partnership Plan 2006 – 2008

The past two years since the last Early Years Development and Childcare Partnership (EYDCP) Plan was approved have seen many changes. We have made good progress in increasing both the quantity and the quality of early years, childcare and family support provision in the County (see 2004 – 2006 review). New legislation and new investment in particular via the children's centre programme will ensure we do not rest on our laurels but continue to support children and families in Oxfordshire with improved services and greater access to these services, particularly for vulnerable families and in areas of highest need.

Oxfordshire County Council has realigned its services and created a new Children, Young People and Families Directorate, bringing together education and children's social services. The Early Learning and Childcare teams within the new Early Years and Family Support Service work with partner organisations represented on the EYDCP to enable the Council to fulfill its statutory duties to:

- Plan universal services for publicly funded nursery education and the development of childcare as set out in the Government's ten year strategy
- Monitor and support and raise quality standards and educational attainment of young children through advice, support to schools and settings and ensuring provision of professional development opportunities
- Provide advice and support for childcare providers
- Ensure provision of an effective children's information service
- Contribute to statutory functions around provision for children in need
- Work with partners to develop integrated health and family support services in areas of greatest need through the children's centre programme.

Oxfordshire is meeting the new requirement to produce a single plan for all services for children and young people in Oxfordshire. The Children and Young People's Plan (CYPP) covers the age range 0-19 years.

Children and families access services in different ways at different times of their lives. The EYDCP recognises the need to have a clear action plan about how services for the very youngest families are organised to most effectively provide the aspirations and outcomes of the Children and Young Peoples Plan

This CYPP describes the areas where we want to improve outcomes for our children and young people of all ages and sets out what we are going to do to make these improvements.

In this strategic action plan the EYDCP sets out in more detail what this means for early years and childcare services in particular.

**Throughout the plan the term "Parents" is used to refer to both "Parents and Carers"**

## ***Vision***

Oxfordshire's Children and Young People Plan sets out a vision for Oxfordshire to be a place where every child and young person receives the help they need to:

- enjoy good physical and mental health;
- be protected from harm and neglect and grow up able to look after themselves;
- achieve educational success and develop self-confidence and life skills for a creative and positive adulthood;
- make a positive contribution to the community and society;
- achieve their potential and make the most of their lives.

### **The EYDCP is committed to the following principles relating to young children and their families:**

- Upholding Children's Rights according to the UN Convention on the Rights of the Child – in particular that children have the right to:-
  - Say what they think and be listened to by adults when adults make decisions that might affect them (Article 12)
  - Get information and express what they think, unless it is against other people's rights (Article 13)
  - Play and free time (Article 31)
- Keeping the interests of children central in planning and delivering services.
- Adopting a whole family approach when working with parents/carers and children.
- Working towards continuous improvement in the \*quality of services available for children and families
- Consulting with parents, children and other stakeholders as partners and encouraging their participation in the planning, delivery and evaluation of services.
- Promoting inclusion through ensuring equality of opportunity, challenging discrimination, celebrating diversity and removing barriers to access of services.
- Promoting the value of play as a vital part of children's development and learning in all childcare settings.

In Oxfordshire, the "quality" of a service is judged according to the following criteria:-

Whole staff team, management, parents, children and community working together to achieve common aims and objectives

A focus on children's wellbeing

Commitment to inclusion

Partnership with parents and carers

Leadership and professionalism of staff

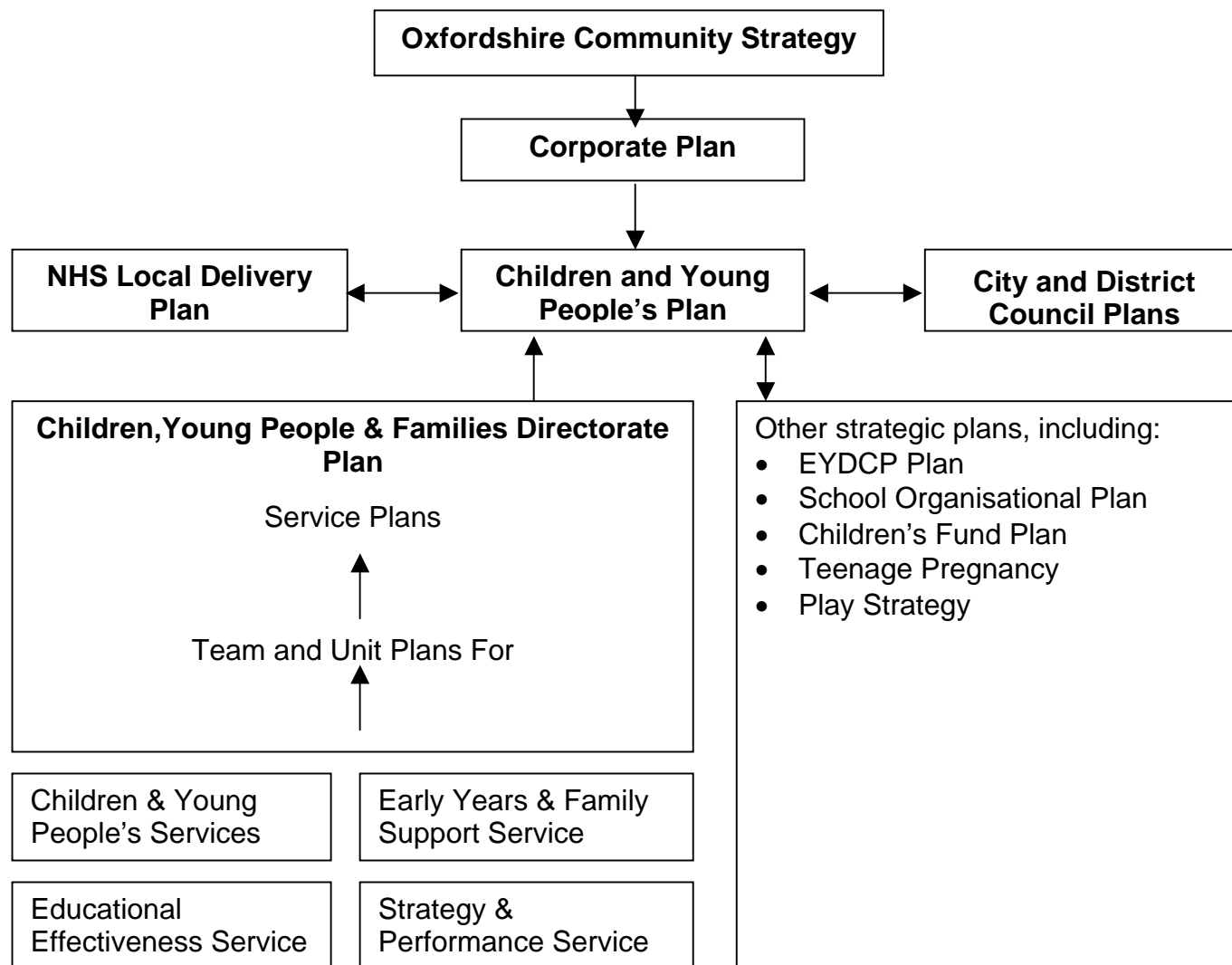
Appropriate and well-resourced indoor and outdoor environments and experiences

**Ongoing self-evaluation towards improvement in provision and practice.**

### **Engagement of children, young people and their families**

There is real commitment to securing the involvement of children and young people and parents and carers at all levels in the development of services for children and young people in Oxfordshire. There is much good practice in Oxfordshire in consulting and engaging children and young people. We have used quotes from children, parents and the settings themselves to set the context for each section of the plan.

## Links Between the EYDCP Plan and other Plans



The EYDCP Plan will link with the Children and Young People's Plan which links with the Oxfordshire Community Strategy and works in collaboration with Local Strategic Partnerships.

## What we need to do next, based on current achievements

- Support for early years and childcare in Oxfordshire is considered to be good by Ofsted. The Early Learning and Childcare Service funds early education sessions for 3 and 4 year olds in over 600 different settings in Oxfordshire. These include 350 private and voluntary sector providers as well as primary and nursery schools. We have a target to ensure that universal entitlement is increased from 33 to 38 weeks in PVI settings from April 2006. We also plan to increase the percentage of children achieving an at least 6 outcomes in the 3 scales of PSE and 4 scales of CLL by 2% each year to reach 52.6% by 2008.
- Childcare development workers have helped to create over 3000 new childcare places in the County during the past six years – an increase of more than 25%. Trio Childcare Connections have continued to exceed targets set for them in relation to recruitment of childminders to Approved Childminder Networks. We have a target to create a further 2.7% childcare places over the next 3 years (6% for out of school and 2% for full daycare places from a baseline of 5,500 and 9,000 places respectively).  
There will be challenges in the next few years in improving the quality and sustainability of existing provision and in ensuring that we can meet our statutory duty from 2008 to ensure the adequate supply of childcare places to meet demand.
- In Oxfordshire we currently have 4 children's centres. Earlier this year the DFES announced new funding for Oxfordshire for development of 25 centres between April 2006 and March 2008. In total we are asked to reach 20,553 children under five. Our target is to increase the number of families accessing children's centres from 2600 in 2005/6 to 4650 in 2008/09. Challenges for this work include the development of leadership and integrated models of practice and reaching out to involve the participation of cultural and social minorities.
- The Early Years and Childcare workforce in Oxfordshire continues to grow in size and staff are increasingly better qualified, although settings continue to find it hard to recruit qualified staff. We have a target to increase the percentage of leaders of integrated early years settings to be qualified to at least level 4 from 8% (2005) to 10% (2006), 15% (2007) and 20% (2008) (BVPI 222a). We have achieved our target of 100% of integrated early education and childcare settings to have input from staff with graduate or postgraduate training in teaching or child development. (BVPI 222b). Oxfordshire has a diverse and valued set of in-service training programmes and, through the development of a new training unit, we hope to make access to this training easier.

<b>Registered Childcare Provision</b>			
	<b>Registered childcare places</b>		
	<b>Oxfordshire</b>	<b>South East</b>	<b>England</b>
Childminders	4,700	61,900	321,200
Full day care	9,000	96,100	553,100
Out of school day care	5,500	65,300	361,400
Sessional day care	3,300	53,100	241,100
Creche day care	700	6,900	45,700
<b>Total</b>	<b>23,200</b>	<b>283,300</b>	<b>1,522,500</b>
Population aged 0-14	111,100	1,477,600	9,104,800
<b>No. of places per 100 children aged 0-14</b>	<b>20.9</b>	<b>19.2</b>	<b>16.7</b>

Sources: Ofsted registered childcare provision (December 2005)  
ONS mid-year population estimates (July 2004)

- OCIS provides information about childcare and other family support services to assist families in making choices about returning to work or beginning training. From April to September 2005 OCIS received 5331 enquiries ( 888 calls per month). They plan to increase this figure by 2% year on year to 941 calls per month in 2009. Visits to the OCIS website are recorded separately and do not count as enquiries. OCIS are planning “Impact assessment” research to establish how they can better support hard to reach groups, such as minority ethnic parents, to access the service. They have also been commissioned to manage the Oxfordshire Services Directory on behalf of OCC, which will have a broader range of more specialised services than is currently available on line to professionals and families.
- Over the past four years we have trained and supported settings to implement SEN, Disability and Racial Equality legislation. 81% of EY settings have a trained SENCo and 62% a trained ECo. Emphasis has been placed upon developing a positive ‘can do’ attitude to inclusion. Disability awareness training by a disabled trainer has contributed significantly. Use of the Language Line telephone interpretation service is now being offered to all EYDCP settings. Challenges continue to include the levels of resourcing available to take forward the inclusion agenda, although realignment into the EL&CC team, along with countywide plans for multi agency working systems offer the opportunity for more efficient and joined up use of existing resources. The twin challenge is to build strong universal systems that support early identification and intervention for vulnerable children and families alongside acceptable and effective targeted support systems for those in most need. Ongoing high quality training and support for settings, schools and centres will be important in achieving this, as will further implementation of multi agency working including the Common Assessment Framework, and the lead professional role. Children’s Centre developments give us an ideal opportunity for providing, monitoring and revising service use, and for listening to and meeting the needs of young children and families.

## EYDCP Priorities 2006– 2008

The following tables show the key priorities for the EYDCP and how these link to Oxfordshire County Council Corporate priorities and to the Children and Young People's Plan (CYPP) /Children Young People and Families (CYPF) Directorate priorities which are as follows:

### **Corporate priorities**

- CP 1. Help the economy to grow as fast as possible with a real choice of access to jobs, homes, leisure and services and in a way that does not prejudice the future of our environment
- CP 2. Give all of us - throughout our lives - the opportunity to enjoy effective teaching and learning
- CP 3. Safeguard our communities and maintain our rural character
- CP 4. Help our disadvantaged residents to live fulfilling and independent lives
- CP 5. Keep improving our services by listening to users' views
- CP 6. Make Oxfordshire - its City, towns, villages and countryside - welcoming, safe and exceptional places to live, work, learn and visit

### **CYPP/ CYPF Directorate priorities**

- CYPP 1. To improve educational achievement at all key stages
- CYPP 2: To improve support to schools and communities to reduce anti-social behaviour including bullying
- CYPP 3: To increase the number of children and young people participating in leisure activities
- CYPP 4 To provide early practical support for vulnerable families and keep children safe from harm
- CYPP 5 To improve the life chances of looked after children
- CYPP 6. To improve services for disabled children
- CYPP 7: To promote healthy lifestyles for children and young people
- CYPP 8: To provide high quality integrated business support to meet the needs of children, young people and families.

## The Areas of the Plan

The priorities are grouped under the 5 outcomes from Every Child Matters. A final section looks at the underpinning improvements - for example in planning and in workforce development – to support all the other outcomes for children and families

Strategic Action	Leads
1. Be Healthy	Alison Burton/Jane Bell
2. Enjoy and Achieve	Maggie Smith/Tessa Elliot
3. Achieve Economic Wellbeing	Amanda Powell
4. Make a Positive Contribution	Amanda Smith
5. Stay Safe	Chris Sewell
6. Better ways of working	Annie Davy/ Marion Evans/ Barbara Slatter

# Be Healthy

Popular suggestions for snacks tend to be healthy choice including melon, kiwi fruit, whole bread and carrot sticks.

(s)

Every day Doorstep serves a home-cooked healthy, low-cost meal to families. We provide recipe sheets and encourage parents to try our dishes at home.

(s)

“Swimming pool- one very interesting thing about my school because not all schools have one”

(C)

“..no pinching, no sticking tongues out, no picking of noses...”

(C)

“The children liked lots of different types of fruit but it was a thumbs down for pineapple.”

(s)

“I like playing on the climbing frame”

(C)

C=Child P=Parent S=Setting

## Children, Young People & Families Priorities 2006-08

### **Be Healthy**

Overall, children in Oxfordshire are generally healthier than in other areas of the country. However, there are some particular areas of concern:

- children and young people tell us that there are not always enough fun things for them to do in their spare time;
- it can be difficult for young people to get the right kind of help when they feel anxious or depressed;
- childhood obesity is on the increase;
- drug and alcohol misuse is a worry;
- teenage conception rates are below the national average, but rising.

### **From the Children and Young People's Plan**

#### **Priorities for Improving Outcomes**

- To promote healthy and active lifestyles for all children and young people.
- To improve the emotional and mental health, self-esteem and self-confidence of children and young people.
- To improve the co-ordination, availability and accessibility of child and adolescent mental health services.
- To reduce the use of harmful drugs, encourage safe drinking among young people and increase access to drug/alcohol treatment services.
- To reduce teenage conceptions and sexually transmitted infections.

#### **Targets**

- Increase the percentage of school children spending a minimum of 2 hours a week on sport and PE.
- Increase the number of accredited healthy schools.
- Reduce the percentage of children who are obese.
- Reduce under 18 conceptions per 1000 by 50% by 2010 (national target).
- Increase participation of young people under 18 in drug treatment services by 50% by 2008 (national target).
- Reduce waiting times for CAMHS Tier 3 services.

#### **For Early learning and Childcare Services this means:**

- Supporting pregnant women and new parents to stop smoking
- Increasing the number of mothers who start to breastfeed and encouraging them to continue
- Improving emotional and mental health, self-esteem and self-confidence of children and young people
- Reducing numbers and inequalities in emergency hospital admissions for children 0-4 years
- Increasing access to the outdoors for young children including outdoor learning areas and Forest Schools.

## EYDCP Priorities 2006-08

The link to Directorate & CYPP priorities – see page 4

### Be Healthy

EYDCP Priority	Corporate Priorities	CYPP/Directorate Priorities	Measures of success	Timeframe	Delivered by
<p>To reduce the rates of smoking both ante and post-natally</p> <p>Reduction in rates of smoking during pregnancy in most disadvantaged areas (Nat. Govt. PSA1 &amp; PI7)</p>		CYPP 7	<p>Parents have access to smoking cessation support in localities and children's centres.</p> <p>Reduction of smoking in pregnancy by 1% per year</p>	Ongoing	Alison Burton/Jane Bell
<p>To increase the number of mothers choosing to breastfeed their babies</p> <p>Increase in number and proportion of mothers breastfeeding their babies at 6 weeks (Nat.Govt. PSA1 &amp; PI9)</p>			<p>Breastfeeding is promoted in localities and in children's centres by weekly breastfeeding café</p> <p>Visits to all children in the catchment's area within 2 months of birth</p>	Ongoing	Alison Burton/Jane Bell
<p>To improve the emotional and mental health, self-esteem and self-confidence of children and young people</p>		CYPP 7	<p>Support for work of Social Inclusion Team and PCT services in improving understanding of emotional wellbeing and access to CAMHS.</p>		Amanda Smith/Emma Leaver

EYDCP Priority	Corporate Priorities	CYPP/Directorate Priorities	Measures of success	Timeframe	Delivered by
Reduce emergency hospital admissions, and inequalities in these admissions, of children aged 0-4	CP4	CYPP 7	<p>Reduction in admissions by 1% - Oxfordshire target</p> <p>Information provided in children's centres on health and safety in the home</p> <p>Safety/Home accident prevention included in all 1:1 developmental contacts/ reviews</p> <p>Oxfordshire Infection Control guidelines available in all CC's</p> <p>Training for all CC staff on:</p> <ol style="list-style-type: none"> <li>1. hand hygiene</li> <li>2. allergies</li> <li>3. home safety</li> <li>4. sign posting where to go for help</li> <li>5. hygiene in the home</li> </ol>		Alison Burton/Jane Bell
Increase the number of FS children accessing outdoor provision, ensuring children have access to outdoor learning areas and including Forest Schools provision	CP2	CYPP 1 & 7	<p>Children in all schools and settings have access to a dedicated Early Years Foundation Stage outdoor area for learning.</p> <p>An increase in the number of schools and settings participating in the Oxfordshire Forest School Project by at least 15 every year as shown in the Annual Report</p> <p>Outdoor provision included as a priority in plans for Children's Centres</p> <p>All CCs with well planned and resourced outdoor areas.</p> <p>Individual project budgets for outdoor provision protected as a priority in plans for all new EYFS builds/extensions</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Dec 2007</p>	<p>Kris Tutton</p> <p>Kris Tutton</p> <p>Amanda Smith</p>

# Enjoy and Achieve

The child was really pleased to see her name printed onto the display and would run back to make sure it was still there.

S

*"I would like my child to go university."*

P

As a result of listening to their babies, parents get to know their child's likes and dislikes and preferred learning styles.

S

All courses for children and parents are aimed at raising self-esteem and confidence.

S

"Best about school is learning."

C

"I like it best because I have most of my best friends here."

C

"I don't like singing or falling off the climbing frame."

C

*"I have learnt countless new skills...and most definitely become a better parent."*

F

The 'learning stories' are exciting to read and celebrate the child's achievements.

S

C=Child P=Parent S=Setting

## Children, Young People & Families Priorities 2006-08

### Enjoy and Achieve

Standards of educational achievement in Oxfordshire schools are in line with the national average, though below similar authorities. There was a significant improvement in results in 2005. However, not enough schools have good “value added” scores. The achievement of vulnerable groups is a particular concern. This includes children on free school meals, from some ethnic minorities, with special educational needs, or who are looked after by the Council. Levels of school attendance in Oxfordshire are good and have improved over the last four years. Feedback from teachers and young people highlights the importance of promoting children’s enjoyment and emotional health and wellbeing both in its own right and as a key way of raising self-esteem and achievement.

There is a need for a concerted effort to promote educational success and enjoyment from the earliest stage and to ensure that young people leave school with the skills required for further education, employment or training.

### From the Children and Young People’s Plan

#### Priorities for Improving Outcomes

There is a need for a concerted, joint agency/partnership focus on:

- raising standards of educational achievement and enjoyment at all key stages, with a particular focus on;
  - the needs of young children so that action is taken to promote educational success from the earliest stage;
  - ensuring that children and young people enjoy their education and are actively encouraged to participate in decisions and activities in the school and community;
  - ensuring that all schools are successful in helping pupils to make progress in line with their potential;
  - ensuring that all pupils leave school with a good standard of education and the qualifications, including vocational qualifications, needed for further education, employment or training;
- increasing the number of children and young people accessing sport, play, leisure, youth, out of school, community, cultural and arts activities;
- supporting schools so that they are successful in meeting the creative learning, personal development and wellbeing needs of pupils and staff;

## Targets

- Increase the percentage of children achieving a score of 78 or above on the Foundation Stage profile.
- Increase the percentage of children achieving a score of 78 or above and at least 6 in each of the 13 scales in the Foundation Stage profile.
- Increase the percentage of children achieving Level 2 at KS1 in English, Maths and Science.
- Increase the percentage of children achieving Level 4 at KS2 in English, Maths and Science.
- Increase the number of schools with value added (KS2-KS4) in the top 50% of all schools nationally.
- Increase the percentage of pupils achieving 5 GCSEs A-C and 5 GCSEs A-G.
- Increase the percentage of children attaining 5 GCSEs A-C and 5 GCSEs A-G from black and minority ethnic groups.
- Increase the percentage of children looked after achieving 5 GCSEs A-C and 5 GCSEs A-G.
- Reduce the percentage of unauthorised absence at secondary level.
- Reduce the percentage of children looked after missing 25 days' education a year.
- Increase the percentage of schools where overall personal development and wellbeing needs of learners is good or better.
- Increase the number of young people accessing sport, play, leisure, out of school, youth, community, cultural and arts activities.
- Increase the percentage of residents who think, over the last three years, the following have got better:
  - activities for teenagers;
  - facilities for young children

## For Early Learning and Childcare Services this means:

- Providing effective support and challenge to schools and settings offering foundation stage provision and those offering integrated childcare
- Ensuring that there are sufficient places for all 3 and 4 year olds to access their full entitlement for free foundation stage education from the age of 3
- Developing the quality of out of school provision – links to play strategy
- Providing early identification and support for disabled children and families and those with special educational needs
- Providing additional support targeted at particular groups of families – i.e. travellers, minority ethnic families and those living in areas with highest levels of social and economic deprivation (**In Make a Positive Contribution**)
- Improving the life chances of looked after children
- Involving parents and carers in supporting their children's learning

## EYDCP Priorities 2006-08

The link to Directorate & CYPP priorities – see page 4

### Enjoy and Achieve

EYDCP Priority	Corporate Priorities	CYPP/Directorate Priorities	Measures of success	Time-frame	Delivered by
Raise percentage of schools achieving good or outstanding outcomes for Foundation Stage provision in Ofsted inspections	CP2	CYPP1	Baseline established for % of schools achieving good or outstanding against new Ofsted criteria for the quality and standards in the Foundation Stage CPA grade improves from 52.2% good or better to 55%  Schools where inspection outcomes are not yet good or outstanding targeted  Ofsted grades improve 2% year on year	Establish new baseline from 2006/07 results	Maggie Smith     Tessa Elliott
Raise percentage of PVI Settings achieving good or better against new Ofsted criteria	CP2	CYPP1	Baseline established for % of settings achieving good or outstanding against new Ofsted criteria Outcomes improve by 2% year on year  A differentiated support programme implemented	Ongoing	Maggie Smith     Tessa Elliott
Improve Children's communication; social and emotional development so that by 2008, 52.6 per cent of children reach a good level of development at the end of the Foundation Stage (national PSA 1a)	CP2	CYPP 1	A seamless Foundation Stage from birth to 5 and into Key Stage 1 promoted The percentage of all children achieving at least 6 in the 3 scales of PSE and 4 in the scales of CLL by 2% each year, to reach 52.6% by 2008 (1a) (2005 baseline for Oxfordshire 46.6%)  Support to primary schools continues in developing FS partnerships with PV providers  Better information and training available for primary schools on the needs of young SEN children entering schools for the first time.	2008	Maggie Smith Tessa Elliott   Maggie Smith   Amanda Smith

<b>EYDCP Priority</b>	<b>Corporate Priorities</b>	<b>CYPP/Directorate Priorities</b>	<b>Measures of success</b>	<b>Time-frame</b>	<b>Delivered by</b>
Reduce inequalities between level of development achieved by children in 20% most disadvantaged areas and the rest of England.	CP 2 & 4	CYPP 1	<p>Baseline established for children in the 20% most disadvantaged areas achieving same level.</p> <p>Access provided to additional intervention and support for example PEEP, parental involvement in children's learning.</p> <p>Percentage of children in 20% most disadvantaged areas achieving at least 6 in the 3 scales of PSE and in the 4 of CLL raised by 3% each year, to reach 40.5% by 2008. (2005 baseline, schools only, 34.5%)</p>	2008	<p>Maggie Smith</p> <p>Amanda Smith</p> <p>Tessa Elliott</p>
Ensure capacity to meet statutory duty around sufficiency of places including increasing universal entitlement to 38 wks	CP1 & 2	CYPP 1	<p>Level of grant agreed</p> <p>Sufficiency of places monitored</p> <p>Grant agreement form revised</p> <p>Sufficient funded places are available for all 3 and 4 year olds</p>	2006	Maggie Smith
Improve the quality of out of school provision	CP1 & 6	CYPP 3 & 8	<p>Contribution made to the development and implementation of a co-ordinated play and recreation strategy across children's centres, extended schools, childcare, recreation, youth service, diversionary activities etc.</p> <p>Strategy developed which identifies key elements of high quality, inclusive, out of school childcare.</p> <p>Action plan developed from strategy, implemented and disseminated to OOS childcare providers.</p>	2007	Amanda Powell
Early identification and co-ordinated intervention for disabled children/ children with SEN	CP 2	CYPP 1	<p>CAF Implemented</p> <p>Key working/lead professional role introduced and implemented</p> <p>Multi agency co-ordination re planning and transition extended</p> <p>Range of support for young children with autistic spectrum disorder and their families increased</p> <p>All disabled young children/ children with SEN who are in receipt of sustained multi agency support</p> <ul style="list-style-type: none"> <li>• have a lead professional</li> <li>• receive co-ordinated planning</li> <li>• have successful transitions</li> </ul>	<p>Autumn 2006</p> <p>By Spring 2008</p> <p>By Spring 2007</p> <p>By Spring 08</p>	Amanda Smith

<b>EYDCP Priority</b>	<b>Corporate Priorities</b>	<b>CYPP/Directorate Priorities</b>	<b>Measures of success</b>	<b>Time-frame</b>	<b>Delivered by</b>
Improve the capacity of schools and EY settings to make appropriate provision for young children with SEN	CP 2	CYPP 1	<p>Guidelines for EY settings on identification and support of young children with SEN published and disseminated Schools &amp; settings express confidence in identifying and providing for young children's needs</p> <p>Delegation of statementing budget implemented</p> <p>Training provided for PVI settings and foundation stage teachers and school SENCOs on including young children with SEN 50% schools attended training by April 2009</p>	<p>Pilot Summer 2006</p> <p>Summer 2006</p> <p>Ongoing</p>	Netta Buckett
Development of young children's speech language and communication with a focus on those children at risk of not achieving national averages on FS profile	CP 2	CYPP 1	<p>Early speech and language groups running across county targeted to identified needs with 3 groups running each term Continued roll out of Oxon Speech Language and Communication training with 80% of settings to have attended training by April 2008</p> <p>Coherency in provision of communication support systems-signing, PECs &amp; establishment of joint training with 50% FS settings confident in use of signing by April 2009</p>	<p>Sept 2006</p> <p>Ongoing</p> <p>Ongoing</p>	Netta Buckett and Liz Shaw
Improve the life chances of looked after children	CP 2	CYPP 1 & 5	The work of the Looked After Team supported	Ongoing	Amanda Smith
Access to childcare for parents of disabled children	CP 1	CYPP 4 & 6	Strategy in place to ensure sufficient supply of childcare to meet demand as set out in the government's 10 year strategy, with particular attention to the needs of disabled children		Amanda Powell

EYDCP Priority	Corporate Priorities	CYPP/Directorate Priorities	Measures of success	Time-frame	Delivered by
To increase the level of qualifications in the early years and childcare workforce (BVPI 222a)	CP 2	CYPP 1	<p>BVPI 222a: % of leaders of integrated early years settings qualified to at least level 4 to increase from 8%(2005) to 10%(2006), 15%(2007), 20%(2008)</p> <p>Set baseline for the % of leaders of early years settings with “Early Years Professional Status”</p> <p>% of staff in all registered childcare settings qualified to at least level 3 to increase from 58% (2005) to 65% (2009)</p> <p>% of childminders qualified to at least level 3 to increase from 23% (2005) to 30% (2009)</p>	Measured through workforce surveys in Q4 each fin. year	Marion Evans
To provide support through relevant and accessible in-service training, seminars and conferences to the early years and childcare workforce	CP 2		Number of days training opportunities offered to the workforce to increase from 2.9 days per head (2005) to 3.5 days per head (2009)	Annual training monitoring report	Barbara Slatter

# Achieve Economic Wellbeing

"I like being in the toyshop but not going real shopping because I'm always bad."

We have supported a number of parents with their Tax Credit applications.

(s)

"I'm going on holiday to play in the sand. I will lay down and watch the shapes in the clouds."

(C)

An annual seaside trip is the highlight of the Summer for many users.

(s)

Parents offer services such as Thrift Club and Hair Cutting.

(s)

*"I hadn't worked for a number of years and this (volunteering) was my way of getting back into the swing of things."*

P

C=Child P=Parent S=Setting

## **Children, Young People & Families Priorities 2006-08**

### **Achieve Economic Wellbeing**

Unemployment rates in Oxfordshire are about half the average for England. However, four wards (Blackbird Leys, Northfield Brook, Littlemore and Barton) have jobless rates over 10%, more than double the Oxfordshire average.

About one in ten children in Oxfordshire live in low income households. Blackbird Leys and Northfield Brook feature in the top 10% of income deprived wards in England. These wards have more than one in every ten people living on low income. Three out of five districts (South, Vale and West) are in the top 10% least deprived local authorities in England. Oxford City has a rate of child poverty 0-4 years (24%) and 5-19 (19%) that is double that for any other district and higher than the national average.

### **From the Children and Young People's Plan**

#### **Priorities for Achieving Outcomes**

The priority is to tackle some of the county's marked economic inequalities, with a particular focus on their impact on children and young people. This will require concerted action, targeted to areas of high need and vulnerable groups of children, to:

- ensure sufficient supply of childcare to meet demand, especially for low-income families and families with a disabled child;
- increase access to affordable housing for families and reduce the number of families in temporary accommodation;
- reduce the number of young people who are homeless or in temporary accommodation and ensure that all care leavers have access to accommodation;
- reduce the percentage of young people not in education, employment or training or in jobs with no training'
- ensure sufficient transport to enable children and young people to access services, particularly in rural areas;
- ensure that young people with learning difficulties and/or disabilities are properly prepared and supported for transition to post 16 education, training or employment; that there is appropriate provision which meets their needs and they received impartial information, advice and guidance.

## Targets

- Increase the percentage of registered childcare places (6 months - 16 years).
- Reduce the percentage of 16-18 year olds not in education, employment or training.
- Reduce the percentage of 16-18 year olds in jobs with no training.
- Increase the percentage of 19 year olds achieving L2+ in NVQ or equivalent.
- Reduce the number of care leavers without appropriate accommodation.
- Reduce the number of families in temporary accommodation.
- Reduce the percentage of homeless young people.
- Increase the number of teenage mothers in education, employment or training (national target).
- Increase the number of young offenders attending 25 hours' education, employment or training.

### For Early Learning and Childcare Services this means:

- Providing support for childcare business planning and sustainability to potential and existing childcare providers
- Ensuring sufficient high quality affordable childcare especially for low income families and families with disabled children
- Linking with regeneration projects, employers and district councils
- Linking with job centre plus and promoting childcare tax benefits
- Working with the Learning and Skills Council and further and higher education providers and OCIS to develop effective recruitment, qualification and training routes (**In Better Ways of Working**)



EYDCP Priority	Corporate Priorities	CYPP/Directorate priorities	Measures of success	Timeframe	Delivered by
Ensuring sufficiency of childcare places – especially for low incomes families and families with a disabled child	CP 1 & 4	CYPP 4 & 6	<p>Strategy to ensure sufficiency of childcare places developed and implemented</p> <p>Regular ongoing collection and analysis of childcare sufficiency data in order to inform future development</p> <p>Mechanism for childcare needs analysis established for low income families, analysis completed and used to inform developments and respond to specific need</p> <p>Childcare needs analysis established for families with a disabled child</p> <p>Availability of inclusive childcare places increased and support given to providers to become more inclusive</p> <p>Childminders have access to training on meeting the needs of disabled children</p>	2006	Amanda Powell
To increase affordability of childcare for parents/carers	CP 1 & 4	CYPP 4	<p>Access to the childcare element of Working Tax Credit increased</p> <p>The take up of childcare element of Working Tax Credit monitored and links made with regeneration projects, Jobcentre Plus and employers</p>		Amanda Powell/ children's centres programme board

# Make a Positive Contribution

Children will show new children around the centre and introduce them to adults.

S

“I really, really like the garden.”

C

The children were asked what they wanted for the garden. Looking through a catalogue they selected a range of bikes, scooters and cars. One of the bikes would take a passenger and they said it would be fun to have two on a bike.

S

Children from eighteen months upwards evaluate all activities. Their views are then fed back to staff to inform planning.

S

You learn something new every day. It's the children who are teaching you.

S

“Put your lunchbox in the rack, put your bookbag in the box, put your name in the box.”

C

C=Child P=Parent S=Setting

## Children, Young People & Families Priorities 2006-08

### Make a Positive Contribution

The vast majority of young people in Oxfordshire are making a positive contribution to their schools and communities. Young people have a huge amount to offer their communities if we can harness their energy and potential. There is already much good practice in Oxfordshire in consulting and engaging young people, but more can be done to do this in a co-ordinated way across agencies.

The incidence of youth offending has reduced over the last four years. However, there are still areas, for example in Oxford City and Banbury, where youth offending levels are high. Schools continue to express concern about behaviour difficulties of young people, both in and out of school.

### From the Children and Young People's Plan

#### Priorities for Achieving Outcomes

- To increase the effective participation of children and young people in decision-making at all levels and ensure that it is well co-ordinated across the agencies. This needs to include children of all ages, backgrounds and ability levels.
- To support schools, parents and communities in promoting positive behaviour and wellbeing of young people, thereby reducing the incidence of behaviour difficulties and bullying.
- To support the development of young people as active citizens, making a positive contribution within their communities, thereby reducing levels of young offending, particularly in areas of high need.

#### Targets

- Increase the percentage of schools where learners' contribution to the community is good or better.
- Increase the percentage of young people involved in volunteering.
- Reduce the percentage of young people involved in offending.
- Reduce the percentage of permanent exclusions.
- Reduce the percentage of fixed term exclusions.
- Reduce the percentage of young people admitting to bullying or racial harassment.

#### For Early Learning and Childcare Services this means:-

- Ensuring access to our services by all children and families by improving support for children with SEN and Disabilities and for families from black and minority ethnic families to access services
- Improving targeted information and outreach to families currently not participating in services (**in Achieve Economic Wellbeing**)
- Ensuring that the youngest children's responses are acknowledged and used to inform practice, by training managers of settings for children under 2 years in techniques such as observation/tracking which are appropriate for use with this age group.
- Encouraging and supporting our developing children's centres to enable children, parents and the local community to participate in the planning, delivery and evaluation of services.
- Participating in the work of the Children and Young People's Sounding Board.
- Supporting parents, children's centres and early learning settings in promoting positive behaviour strategies.

## EYDCP Priorities 2006-08

The link to Directorate & CYPP priorities – see page 4

### Make a positive contribution

EYDCP Priority	Corporate Priorities	CYPP/ Directorate Priorities	Measures of success	Timeframe	Delivered by
Young children of all abilities and backgrounds make informed choices	CP 5		<p>A forum established within each children's centre for engaging children in the development of services Evidence gathered of engagement of children in planning services- eg photos, drawings, documented work</p> <p>Mechanisms for involving young children with SEN in review processes further developed</p> <p>Annual review sampling evidences child participation</p>	<p>Commencing April 2006 and ongoing as CC programme is rolled out</p> <p>From Sept 2006</p>	<p>Children's Centres and monitored by CC Management Team</p> <p>Netta Buckett</p>
Train and encourage staff in the use of appropriate methodologies to enable the youngest children to participate in the planning, delivery and evaluation services	CP 5		<p>'Listening to Children' reviewed, developed and extended across EL&amp;CC</p> <p>Continued participation in future arrangements for the CYP Sounding Board</p> <p>Continue to train managers of settings for children under 2 in use of observation/tracking technique In use in 80% of existing NN and CC integrated care settings</p>	Sept 2008	Barbara Slatter
Growth in percentage of black and ethnic minority families accessing children's centre services	CP 4	CYPP 4	<p>Baseline and target established, along with effective monitoring system. Returns completed on time</p> <p>Targeted outreach work established, use of language line encouraged</p> <p>Positive staff recruitment in place</p>	April 2006	Children's Centres and monitored by CC Management Team



# Stay safe

Every single child who has consulted said they wanted to hold hands with an adult while learning to cross the road

(s)

“Our lollipop lady talks to us”

(C)

“We hold hands so we don’t get lost, squashed, killed and to keep safe.”

(C)

We provide one to one support to families in transitional housing (often as a result of domestic violence.

(s)

First Aid and Food Hygiene remain popular and essential choices for parents.

(s)

*“I recognise that I can give him the opportunity to play with what he wants, unless it’s not safe.”*

“There are to be no spiders in the toilets.”(C)

C=Child P=Parent S=Setting

## Children, Young People & Families Priorities 2006-08

### Stay Safe

#### From the Children and Young People's Plan

Child protection and care arrangements in Oxfordshire generally work well and there is good work between the agencies. However, feedback from families suggests that there is a need to increase and co-ordinate the early, practical support available to them when problems start to arise. Families tell us that they particularly value the support they receive from the voluntary sector. There are worries about support for particular groups of children and young people. Services for children looked after have improved considerably over the last few years, though there are still too many children placed outside Oxfordshire.

Children and young people and their families tell us that there is more that we could do to make them feel safe, for example by addressing the problem of bullying, providing fun things to do in safe environments and giving better help with transport.

#### From the Children and Young People's Plan

##### **Priorities for Improving Outcomes**

- To improve early, practical support for vulnerable families to prevent abuse, violence, neglect and family breakdown.
- To ensure consistent and adequate response to child protection referrals across the county.
- To develop greater local placement choice for children looked after, so that more children's needs can be met effectively in-county.
- To increase the proportion of young people who say that they feel safe from bullying, crime and anti-social behaviour in and out of school.

##### **Targets**

- Increase the number of families accessing support through children's centres, extended schools and locality teams.
- Increase the number of children looked after in foster placements or placed for adoption (B7).
- Increase the percentage of young people who say they feel safe from crime or antisocial behaviour.
- Reduce the percentage of young people who say that they have been bullied in the last 12 months

##### **For Early Years and Childcare Services this means:**

- Access to information about support services through children's centres (**In Achieve Economic Wellbeing**)
- Targeted outreach and support to groups and individuals within universal provision
- Clear and secure arrangements for the recording and sharing of information on children and young people at risk, including those who move frequently (**In Better Ways of Working**)
- Ensure that all early years settings have attended CAF training
- To enable early intervention for vulnerable families by strengthening links between social work, health, family support teams and family/children's centres.
- Increase the number of families accessing support through children's centres and extended schools.
- Monitor the effectiveness of increased provision of parenting education and seek new opportunities for joint commissioning.
- More rigorous data collection is required in family and children's centres to ensure that vulnerable families are accessing centre services (**In Better Ways of Working**)

## EYDCP Priorities 2006-08

The link to Directorate & CYPP priorities – see page 4

### Stay Safe

EYDCP Priority	Corporate Priorities	CYPP/ Directorate priorities	Measures of success	Time-frame	Delivered by
Growth in proportion of poorest children aged 0-4yrs in Oxfordshire with access to children's centre services and increase the overall number of families accessing support through children's centres.	CP 4	CYPP 4	Develop 25 new children's centres  Increase from 2600 parent/carers in 2005-06 to 3350 (2006-7) 3500 (2007-8) 4650 (2008-9)	2008  Annual increase	Amanda Smith
Increase take-up and effectiveness of newly commissioned parenting education and seek further joint commissioning opportunities		CYPP 4	500 parents participate per year each year from 2006-2009 Data collection through monitoring of contracts  Positive feedback from parents through evaluation process Parents report more confidence in their parenting First returns provide valuable data		Chris Sewell
Ensure more effective support for vulnerable children by targeted work and strengthening collaboration and working practices between children's centres and social work/family support teams and health	CP 4	CYPP 4	Each children's centre has a coordinator of family support for vulnerable families and a named link with social work, health and mental health teams to ensure access to support when help is needed  Induction process for new early years social work/ family support staff includes explanation of role and core services  All centres demonstrate range of strategies set up for 1:1, group work and outreach with vulnerable families	2007	Chris Sewell
Ensuring an adequate supply of training to be available to all early years and childcare staff in the use of the Common Assessment Framework and appropriate training for safeguarding children		CYPP 4	Each early years and childcare setting to have one member of staff trained.	Annual monitoring by work-force survey	Andy Couldrick

## Children, Young People & Families Priorities 2006-08

### Improve Ways of Working

We know that, in order to achieve the improvements we want, we will need to change some of the ways we work together across the statutory and voluntary agencies and in partnership with children, young people and their families.

### From the Children and Young People's Plan

#### Priorities for Achieving Outcomes

To take forward the development of integrated services for children and young people within the new Directorate for Children, Young People and Families, including:

- integrated workforce development;
- integrated children's information systems;
- the development of local, multi-disciplinary teams;
- the development of extended schools and children's centres;
- a Children and Young People's Commissioning Trust;
- greater involvement of the voluntary, community and business sectors;
- a co-ordinated approach to the participation of children, young people and families in the development of services;
- the development of co-ordinated directories of information about services
- a clear focus on equalities.

Success in improving outcomes for children and young people depends in large part on the skills and capacity of the people who manage and deliver services at the front line. The early years and childcare workforce is critical to supporting one of the key aims of *Every child matters* – that of giving children the best start in life.

From 2006 the Government will make available a Transformation Fund (nationally £125 million per year) to help bring about change. Money will be allocated via local authorities to settings that have staff working towards Early Years Professional status (level 4 & 5) by September 2008.

The bringing together of all early years and childcare services within the new Children and Young People's Directorate of the County Council provides us with a new opportunity to develop greater coherence and clarity in the way we deliver our services and support to settings. Early Years and childcare provision in Oxfordshire is provided by a mixed economy of county council funded services and services provided by the private, voluntary and independent sectors. This offers tremendous diversity and choice for parents and continuous opportunities for partnership working.

The EYDCP has existed since 1997 and has a proven track record in effective partnership working. It is also the body, which advises the County Council on the planning and commissioning of services, and for monitoring progress against targets in the EYDCP plan.

**Priorities for ensuring continued performance management and value for money include:**

- Reviewing the terms of reference, membership and task groups of the EYDCP
- Support for integrated workforce development
- Reviewing contracting arrangements and partnership agreements
- Ensuring effective performance management of targets in plan – including improved ICT and data collection systems where appropriate
- Contributing to a county-wide information strategy for children & families
- Ensuring effective links with other services around cross cutting developments such as children's centres, extended schools and locality working, family support and family learning
- Ensuring effective systems are in place to support planning, communication and resource management across the service
- Effective guidance, support and project management for the children's centre programme
- Refocusing family support in line with children's centre planning
- Workforce planning

## EYDCP Priorities 2006-08

The link to Directorate & CYPP priorities – see page 4

### Better Ways of Working

EYDCP Priority	Corporate priorities	CYPP/Directorate priorities	Measures of success	Timeframe	Delivered by
Ensure the EYDCP and its task groups is reviewed in relation to the emerging children's trust so as to effectively deliver the CYPP outcomes for early years			<p>EYDCP 2006-2009 shows links to CYPP and Corporate priorities</p> <p>Performance Management Framework for EYDCP is regularly updated and targets in the plan are regularly monitored and reviewed</p>	<p>April 2006</p> <p>June 2006</p> <p>Quarterly reports and annual review December 06,07,08</p>	<p>PLG</p> <p>Marion Evans Barbara Slatter/ PPW</p>
To recruit new staff to match the expansion of the sector and increase the diversity of the workforce		CYPP 4	<p>The size of the workforce increased from 7428 (2005) by 2.7% (2009)</p> <p>% of settings that find it "very difficult" to recruit staff reduced from 16% (2005) to 12% (2009)</p> <p>% of the non-white workforce increased from 5.3% (2005) to 6% (2009)</p>	<p>Reports from annual workforce surveys in Q1 each calendar year 07,08,09</p>	<p>Marion Evans/OC IS</p>
Establish an integrated workforce strategy and training programmes for all early years and childcare workers			<p>All training delivered by OCC is needs led and linked to statutory requirements, quality monitoring reports or accredited training outcomes.</p> <p>Training programme provides accessible and affordable training county wide</p> <p>Effective partnership and commissioning strategy in place</p> <p>BVPI Targets 222a &amp; 1222b achieved (<b>in Enjoy and Achieve</b>)</p>	<p>Scope training project by July 2006</p>	<p>Marion Evans/ Barbara Slatter</p>

EYDCP Priority	Corporate priorities	CYPP/Directorate priorities	Measures of success	Timeframe	Delivered by
<p>Improve services through effective support for capital developments, ICT and data collection systems where appropriate</p>	<p>CP 1,2,4 &amp; 5</p>	<p>CYPP 8</p>	<p>Capital programme and ICT programme established as separate projects with effective project management</p> <p>Projects completed on time and centres open to provide services</p> <p>Centres have systems in place to effectively monitor take up of services</p> <p>EMS project for administration of Nursery Education Funding is effectively implemented</p>	<p>Costed capital plan in place and full brief to Mouchel Parkman by end April 2006 Programme delivered by end March 2008</p> <p>Data Project Management group established April 2006</p> <p>EMS piloted in June 2006</p>	<p>Clare Abolins and Property and Assets Manager</p> <p>Chris Sewell/ Marion Evans</p> <p>Janine Foulkes-Williams</p>
<p>Contributing to a county-wide information strategy for children &amp; families</p>			<p>Oxfordshire Services Directory developed</p> <p>A one stop shop approach to early years and childcare services developed, supporting schools and settings within the County</p> <p>Use of OCIS increased and quality standards maintained and evaluated</p>	<p>April 2006</p> <p>April 2007</p> <p>Level of enquiries increases by 2% year on year from a baseline of 888 per month to 941 in 2009</p>	<p>Barbara Slatter</p>

EYDCP Priority	Corporate priorities	CYPP/Directorate priorities	Measures of success	Timeframe	Delivered by
Ensuring effective links with other services around cross cutting developments such as children's centres, extended schools and locality working, family support and family learning			<p>Joint commissioning of services increased (eg parenting education/family support)</p> <p>Children's Centre heads contribute to implementation of common assessment framework, information sharing and locality working</p> <p>5 children's centres/ extended schools piloted with pooled capital funding</p>	<p>Year on year</p> <p>As projects develop</p> <p>March 2008</p>	Annie Davy
Ensuring effective systems are in place to support planning, commissioning, communication and resource management across the service			<p>Senior manager appointed</p> <p>Sufficient capacity available for financial planning and sustainability of childcare</p> <p>School based childcare provision has delegated budgets</p> <p>Newsletters and communications from ELCC services reviewed with a view to single newsletter and greater use of website and OCIS</p> <p>Contract procedures reviewed re new EU regulations and in light of Children's Trust arrangements and the new commissioning team and scope for joint commissioning.</p>	<p>September 2006</p> <p>September 2006</p> <p>April 2007</p> <p>Summer 2006</p> <p>Spring 07</p> <p>Plans for next round of commissioning September 2007</p> <p>Tenders October 2007 for Mar 2008</p>	<p>Annie Davy</p> <p>Barbara Slatter</p> <p>PPW manager</p>

<b>Finance – Provisional figures Only Feb. 2006</b>		
<b>Sure Start Unit Allocations 2006 - 2007</b>		
Main Revenue ( Includes children centres main and rural, extended schools & Neighbourhood Nurseries)		
<b>06/07 Allocation</b>	<b>5,973,043</b>	
Children Centres Main Allocation	2,193,100	
Children Centres Rural Allocation	134,000	
Extended Schools Allocation	219,434	
Neighbourhood Nurseries Allocation	103,767	
Current Services (new childcare places, partnership and communication, Early Years and Childcare support, information services, grant etc	3,115,330	(proposed £40K transfer from general childcare place sustainability to Childminder networks attached to children's centres)
Total Available for expanded duties around ensuring sufficiency of childcare & support to extended opening hours of PVI sector	207,412	
<b>Oxfordshire County Council Funding (06/07 Funding – Changes Proposed (Funding from Direct Schools Grant)</b>		
Universal early years and childcare services/partnership and workforce		
Extended Support for 38 weeks	349,990	
Nursery Education Funding		
£8 per session		
£40 per week (5 sessions)		
£1520 per year (assuming 38 weeks)	9,245,338	
Forest Schools pick up of grant funded work	50,000	
<b>Early Intervention/Support to Children &amp; Families</b>		
Support for Children Centres programme management	163,770	Capacity for expansion
SEN & Inclusion	300,000	(pick up of Sure Start funded SENCOs)
PEEP	80,000	- pick up of grant funded work
<b>Total</b>	<b>10,039,108</b>	

## Index to the audit of the range and quality of Early Years, Childcare and Family Support Services – April 2006

This Index is evolving as new data becomes available. For the latest updates please contact the Information Projects Officer, Early Learning and Childcare service.

	Description of data	Source of data	Geographical area	Date	Current folder location (may be moved to one audit file in due course)
<b>Population data</b>					
1	District population forecast summary	Oxfordshire CC ward projections	Ward, district & county	Oct 05 (2006 forecast)	Lifelong\Earlyyrs\Datastore\Population\2006 population data (EY ages)
<b>Indicators of disadvantage</b>					
2	Index of Multiple Deprivation 2004 Index of Multiple Deprivation 2004 (affecting children)	Social Disadvantage Research Centre at the University of Oxford.	Super Output Area (SOA)	2004	Lifelong\Earlyyrs\Datastore\Indicators\IMD 2004\FULL Index of Deprivation 2004 Lifelong\Earlyyrs\Datastore\Indicators\IMD 2004\Index affecting children
3	Children's Centres Needs Index	Census 2001 and Social Disadvantage Research Centre at the University of Oxford.	Super Output Area (SOA) and Ward	2001/2004	Lifelong\Earlyyrs\Datastore\Indicators\ Children's Centres Needs Index
4	Take-up of Free School meals data	PLASC (schools annual return)	School	Jan 2005	Lifelong\Earlyyrs\Datastore\Education\Free school meals data
5	Children in Need Census	Annual Children in Need census	Post code	2005	Lifelong\Earlyyrs\Datastore\Children in Need
<b>Support to Children</b>					
6	Area SENCoS – service use figures – individual children and settings	PSTC and Area SENCo service review and plan (annual)	County	May\June 2005	Pstc on 'shc-data-svr\learning&culture'\whole service\whole service overview
7	PSTC service use figures – caseloads and referrals by SEN\ethnicity\referral source	PSTC and Area SENCo service review and plan (annual)	County	May\June 2005	Pstc on 'shc-data-svr\learning&culture'\whole service\whole service overview
<b>Early Education</b>					
8	Early Education Participation Rates	NEG funded 3&4 year olds & 3&4 year olds in school	County	Autumn 05	Lifelong\Earlyyrs\Statistics\Autumn05\reports

	Description of data	Source of data	Geographical area	Date	Current folder location (may be moved to one audit file in due course)
9	Sufficiency of Early Education Places (district & county)	2005 Early Years Census	Ward & district	Jan 05	Lifelong\Earlyyrs\Datastore\Sufficiency Project\Sufficiency 2005
10	Numbers of children in State School and PVI sectors	Early Years Monitoring Quality Review (2004-2005)	County	Sep 05	Lifelong\Earlyyrs\DATASTORE\EarlyEd\ Quality of early years settings
11	Quality of Nursery Education Provision	Ofsted	County	Mar 05	Ofsted portal
12	Foundation Stage Profile scores	Data Analysis Team – Emma Holdaway	County	Yearly	
13	Monitoring Quality Review	Early Years Monitoring Quality Review (2004-2005)	County	Sep 05	
<b>Childcare</b>					
14	Sufficiency of Childcare Places summary	Ofsted registered places, iChis database	Ward & district	May 05	Lifelong\Earlyyrs\DATASTORE\Sufficiency Projects\ Sufficiency 2005
15	Sufficiency of Childcare places (ward & district)	Ofsted registered places, iChis database	Ward & district	May 05	Lifelong\Earlyyrs\DATASTORE\Sufficiency Projects\ Sufficiency 2005 Cherwell, City, South Oxon, Vale, West Oxon
16	Comparison of sufficiency of Childcare places	Ofsted quarterly statistics	County, regional & national	Sep 05	Lifelong\Earlyyrs\DATASTORE\Childcare\Ofsted quarterly statistics\ quarterly comparison sufficiency summary
17	New childcare provision	OCIS monthly reports	Postcode	Monthly	Lifelong\Earlyyrs\DATASTORE\Sufficiency Projects\
18	Childcare provision on school sites	Ofsted data and Childcare Dev. team input for non-registerable provision	School	July/Sept 05	Lifelong\Earlyyrs\DATASTORE\Childcare\Childcare on school sites
19	Neighbourhood Nurseries – profile of children attending	NN quarterly returns (for sure start)	Neighbourhood Nurseries	2004-5	Lifelong\Earlyyrs\Surestart Quarterly Returns
20	Quality of Childcare	Ofsted	County, regional & national	Mar 05	Ofsted Portal
<b>Family Support</b>					
21	Family Centres – attendance by type of support	Family Centre monthly returns	Family Centres	Monthly	Lifelong\Earlyyrs\Family Centre Data collection\2005-6 Monthly Data returns

	Description of data	Source of data	Geographical area	Date	Current folder location (may be moved to one audit file in due course)
22	Family Centres – profile of users	Family Centre Annual Census	Family Centres	March 05	Lifelong\Earlyyrs\Family Centre Data collection\Census 05
23	Family Centres – postcode mapping of attenders	Family Centre Annual Census	Family Centres	March 05	Lifelong\Earlyyrs\Family Centre Data collection\Census 05
24	Family Centre attendance breakdown (04-05)	Family Centre quarterly returns	Family Centre	Apr 05	Lifelong\Earlyyrs\Family centre data collection\Census 05\Summary\0405
<b>Workforce</b>					
25	Early Years & Childcare Workforce Survey 2005 - summary	Workforce survey	County	May05	Lifelong\Earlyyrs\Workforce survey\ Workforce survey 04-05\ Reports\ Summary - overall
26	Training participation rates & QTS support in Foundation Stage	SureStart Annual return	County	April 05	Lifelong\Earlyyrs\ SureStart quarterly returns\ Annual returns\ SS annual return final version
27	External Training Providers Quality Reports	Annual Training Quality Report 2005	County	Jan 06	Lifelong\Earlyyrs\DATASTORE\Workforce
28	Learners' attainment of qualifications	LSC data reports	County		Lifelong\Earlyyrs\DATASTORE\Workforce
<b>Customer service</b>					
29	OCIS enquiries (by type of enquiry)	OCIS enquiries summary report 2004-05	Children's Centre areas	Dec 05	
30	OCIS customer satisfaction	OCIS customer satisfaction summary report 2004-05			
31	Area SENCOs – summary of feedback from settings re service provision	PSTC and Area SENCO service review and plan (annual)	County	May\June 2005	Pstc on 'shc-data-svr\learning&culture'\whole service\whole service overview
32	PSTCs – summary of feedback from parents\carers re service provision	PSTC and Area SENCO service review and plan (annual)	County	May\June 2005	Pstc on 'shc-data-svr\learning&culture'\whole service\whole service overview

## Early Learning and Childcare Risk Register

Category of Risk	Area of Risk/ Uncertainty	Description of risk/ uncertainty	Description of outcome on the service if risk occurs	What processes or controls are in place to mitigate risk/uncertainty ?	What evidence is there that this control/ process is in operation?	What further action or controls are needed and by when?	Offi-cer	Prev-ious Risk Status	Outcome of risk on Council incl. level of certainty		Qrtly Review
									Out-come	Cer-tainty	Note Outstanding action & changes in risk status/ outcome
Financial and sustainability of core services	Uncertainty over future resources. Large external grant funding finishes March 08. Further funding dependent on 07 Spending review	Approximately £5m funding for core services such as central staffing and SLAs with partners finishes in March 06. Continuation funding subject to Spending Review in 07	Significant overspend, staff redundancies, inability to meet statutory duties or service delivery targets	Clarity Government funding intentions for 08 and beyond	Correspondence with DfES. This is outside our direct control and all LA are in the same position	Review position quarterly pending funding announcements. Partners contracts for 2 years with option to renew	AC/AD	Medium			<b>Medium</b>
Extension of services (sufficient childcare)	Schools' capacity to extend/integrate services.	Primary schools in particular are not able to take on the new childcare agenda.	Children and families are not able to access their new entitlement from 2008 onwards.	Guidance and support for schools are being planned. Need to ensure that childcare is high on the extended schools' programme agenda	Notes of ISMT meetings and Extended schools Strategy Group	Quarterly reviews. Increased development support for childcare in schools	AD/AP	Medium			<b>medium</b>

Sustainability of childcare services in disadvantaged areas	Viability of new neighbourhood nurseries.	Most of the nurseries are finding it hard to fill all their places.	Unviable nurseries may have to close. Families will not be able to access local childcare.	Intensive business support being provided by Childcare Development Team (CDT). Additional funds earmarked to provide centres with additional funds to support income from fees. Stimulate demand side through marketing campaigns	CDT documentation.	Incorporate into Children's Centre proposals for full core offer centres	AD/AP	Medium			<b>medium</b>
Extension of services (roll out of children's centres)	Council's capacity to support roll out of Children's Centres.	Council needs to develop the capacity to meet ambitious Government targets for rollout (29 centres in total by 2008). May adversely affect Council's APA rating.	Roll out of phase 2 of Children's Centres programme	Programme Board established (July 05). Rollout strategy being prepared. Additional funds earmarked from carry forward in 05/06 to create additional staff capacity.	Project plan and more detailed risk analysis and exit strategy prepared for Cabinet March 06	Reallocation of direct schools grant to meet pressures to establish ongoing central support for this programme and maximise grant funding to be distributed to frontline services	AC/AD	High			High due to scale of capital project management and audit required in very tight timescale.

## Glossary

BVPI	Best Value Performance Indicator
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CC	Children's Centres
CP	Corporate Priorities
CPA	Comprehensive Performance Assessment
CYP	Children, Young People
CYPF	Children, Young People and Families
CYPP	Children, Young People's Plan
EL	Early Learning
EL&CC	Early Learning and Childcare
EU	European Union
EY	Early Years
EYDCP	Early Years Development and Childcare Partnership
EYFS	Early Years and Family Support
FS	Foundation Stage
FSP	Foundation Stage Partnership
GCSE	General Certificate of Secondary Education
KS	Knowledge Seeking
NEG	Nursery Education Grant
NN	Neighbourhood Nurseries
OCIS	Oxfordshire Children's Information Service
OLDT	Oxfordshire Learning Disability Trust
OSD	Oxfordshire Services Directory
PLG	Planning Leads Group
PCAMHS	Primary Child and Adolescent Mental Health Services
PEC	Picture Exchange Communication
PECS	Picture Exchange Communication System
PEEP	Peers Early Education Partnership
PEP	Personal Education Profile
PSA	Public Service Agreement
PSTC	Pre School Teacher Counsellors
PV	Private Voluntary
PVI	Private Voluntary Independent
SENCos	Special Educational Needs Coordinators