
Childcare Sufficiency Assessment 2018-19

**A review of early childhood
education and care provision
in the London Borough of
Tower Hamlets**

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Foreword

The Childcare Sufficiency Assessment (CSA) is a statutory document that all local authorities in England are required to produce, as set out in the Childcare Act 2006, in line with the requirement for local authorities to 'secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children from birth to 14 (or up to 18 for disabled children)'.

Source: Early education and childcare, Statutory guidance for local authorities, March 2017

This report will focus on the sufficiency of early childhood education and care provision from birth to five. It forms an assessment of childcare demand and supply for those age groups in the London Borough of Tower Hamlets (LBTH). The provision of good or outstanding early childhood education and care is an important protective factor in the lives of families and children. It is a key part of the Early Help Offer and when well managed, may assist in preventing neglect and reducing adverse childhood experiences¹ (ACEs).

The London Borough of Tower Hamlets values early childhood education and care very highly. This borough has always prioritised the spend birth to five and continues to do so. This is for a range of reasons confirmed in the final report of the Munro Review² in relation to the provision of early help:

- Early intervention is both cheaper and more effective when addressing issues of poor health and low educational outcomes.
- This approach supports social mobility. We believe it is a moral imperative for all our children to have the best possible start in life – *Every child, every chance*. This year the council is providing extra hours of childcare for two year olds living in the greatest disadvantage. This is in addition to the 570 hours provided by government;
- National and international research tells us that children born in low socio-economic situations (SES) do better in key stages 1, 2, 3 and 4 if they have good early childhood education and care;
- We believe that early childhood education and care must be of the highest quality to ensure our children and young people do well and become successful as adults. It is expensive. It is neither “cheap” nor “free”;
- Other European countries have benefitted from long term political commitment to national financial support for early years. Early childhood education and care has to be valued and fully resourced in the long term by national and local government as a necessary part of our social infrastructure to fully achieve what is possible for all children;
- What we do locally and nationally will work best where it supports the outcomes for the child and for the parents. Early childhood education and care must address the needs of the whole family, especially families living in disadvantage.

¹ Also called allostatic load or toxic stress. See *How childhood trauma affects health across a lifetime*; Dr. Nadine Burke Harris [here](#) for a brief overview.

² The arguments for Early Help pre-conception to age 11 are three-fold:

- The moral argument for minimising adverse experiences for children and young people. This is endorsed by the United Nations Convention on the Rights of the Child (CRC) and the Children Act 1989;
- The argument of ‘now or never’ arising from the evidence of how difficult it is to reverse damage to children and young people’s development;
- It is cost-effective, when current expenditure is compared with estimated expenditure if serious problems develop later.

[Munro review: Final Report – A child centred system](#)

Why is early years important?

Early childhood education and care is vital. Leon Feinstein's research indicates that:

...early scores do matter but so does social class after early childhood. The lesson for policy makers is clear. There is mobility (as one would expect) after 22 or 42 months, but upward mobility is mainly for high or medium SES (socio-economic status) children. Low SES children do not, on average, overcome the hurdle of lower initial attainment, combined with continued low input. Furthermore, social inequalities appear to dominate the apparent early positive signs of academic ability for most of those low SES children who do well early on.....I find that pre-school, academic development does matter in the sense that it predicts final educational success. However, I also find that large social effects continue to impact on children's development after they have entered school. The benefits of good early development persist but can be substantially eroded by social class effects. This is a measure of the challenge facing the government in addressing inequality through the education system. It must intervene early to impact on these important features of early development but even having done so it must continue to intervene. The Sure Start programme is, therefore, to be welcomed but redistributive educational policy cannot stop at entry to school. Research on the effects of pre-school initiatives has shown that significant success can be had but not on the cheap. Staff must be well paid, highly motivated and able. The turnover of staff must be kept to a minimum. Most importantly, the effects of programmes that start pre-school but do not continue for at least the first two years of primary school are likely to be transitory. It is to be hoped that Sure-Start can reproduce the positive features of successful preschool programmes (on-going evaluation will report on this) but also that it will establish a platform for the continuation of policy into primary school. To address the social class attainment gap, programmes must be developed that confront the apparent disadvantages of children from low SES families even after they have entered school.

"Inequality in the Early Cognitive Development of British Children in the 1970 Cohort". Available [here](#)

Recommendations for action 2019 – 2020

- There has been an increase in the number of children who are eligible for early learning for two year olds (EL2) places. However, the take up in Tower Hamlets still remains relatively low compared to the national and London average. We will continue to focus on increasing the take up of EL2 by continuing the promotional campaign and linking in closely with children's centres and settings. The Council has allocated funding for 102 two year olds to access 10 extra hours per week of outstanding early education;
- Additional funding has been allocated to continue the EL2 capital project for the next few years. There is an identified need to develop more EL2 places across the borough generally. We will continue to focus on creating more places for two year olds by developing EL2 capital projects, with a particular focus on supporting primary schools with early years provision to take two years old. All six maintained nursery schools and an increasing number of primary schools have started to take EL2 children during 2018 – 19;
- In partnership with Asset Management, IEYS has secured approval for the ground floor of new builds to be prioritised for childcare. To take full advantage of this, the Community Cohesion Team will develop the EL2 marketing strategy to:
 - Provide new EL2 places by encouraging national chains and larger local networks to offer childcare in these areas;

- Continue to assist WorkPath in training people interested in working in childcare so that the new provision is properly staffed³;
- Strongly encourage early childhood education and care settings to adapt their business model to accommodate the additional hours scheme for working parents. More settings need to offer “stretched hours” instead of 30 hours a week to facilitate parental return to or entry into the workplace⁴. Further increase the take up of the additional hours by continuing to liaise with schools, Pupil Services, WorkPath, Economic Development, the School Business Admin Team and the Census Team;
- Improve the quality of settings, as measured by Ofsted inspections: at present there are 1 RI and 2 inadequate out of 82 settings. This work will be done in partnership with the Early Years Advisers. Community Cohesion will seek funding opportunities to run training to improve staff knowledge of the EYFS and their practice, in particular, the leadership and management of settings. The most crucial part of this is support for sessional care (playgroups) in relation to their financial and legal procedures;
- Liaise with the IEYS SEND/Inclusion team and EYAs to increase the rate of early identification of children with SEND by closely liaising with children’s centres, settings and health professionals. This will be linked to completion of Early Help Assessments (EHAs) and use of the neglect tool by funded settings;
- Continue to fully support the Early Help Offer to ensure that all the first contact early years services are fully engaged in all aspects, including the neglect tool. All children and young people will receive universal early years services, however, some children, either because of their needs or circumstances will require extra support to be healthy and safe and to achieve their potential. This will be provided through the Early Help Offer and speedy referral to the Early help Hub (EHH);
- Continue to offer support and training for early years’ practitioners and children’s centres staff.

Strategy recommendation 2019-2021

- Support for early language acquisition to improve the good level of development further, and to improve child well-being and later mental health;
- Three year plan for cost effective increase in childcare places, for example in co-operation with Place Directorate, through new builds;
- Three year plan with WorkPath and Economic Development to improve parents’ access to classes for English for speakers of other languages (ESOL), basic skills and national vocational qualifications (NVQs), including childcare NVQs, in order to provide sufficient staff for new settings;
- Three year plan with Public Health, Primary Care and the Clinical Commissioning Group through Born Well Growing Well, focussed on the Early Help Offer⁵ achieved 2015-18 through the Maternity and Early Years Working Group and the WorkPath Project Board;

³ The IEYS annual workforce development survey continues to indicate a severe shortage of local childcare workers.

⁴ This area of work, along with the children’s centre pathway for parents distant from the workplace, supports the work of Troubled Families/Supporting Stronger Families.

⁵ Tower Hamlets Together supported the Early Years Transformation Group (now the Maternity and Early Years Working Group, reporting to Born well Growing Well) in implementing programmes to improve wellbeing and parental mental health (Maternity and Early Childhood Sustained Health Visiting), reduce obesity, improve oral health and encourage healthy eating. These early help offers are part of the NE Early Help Pilot (April-August 2019). After evaluation and any necessary adjustments, they will be rolled out across the borough.

- Three year plan with Public Health, Primary Care and the Clinical Commissioning Group through Born Well Growing Well, focussed on improved weight management through the Maternity and Early Years Working Group.

Further detail is available in the IEYS Strategy 2018-2021.

How does early childhood education and care form part of the Early Help Offer?

Early childhood education and care provides the opportunity to prevent neglect through very early intervention. Research from the Early Intervention Foundation (EIF) and the Local Government Association (LGA) have given us a good understanding of the risk factors that can threaten children's development, limit their future social and economic opportunities, and increase the likelihood of mental and physical health problems, criminal involvement, substance misuse, or exploitation or abuse in later life.

These risk factors exist at different levels and interact in complex ways. Some, such as the effects of a premature birth, occur at the level of the individual child. Others work at the family level, or at the level of the local community or society as a whole. Poverty and economic stress, for instance, are extremely pervasive and can impact significantly on parents' ability to provide the calm, consistent, nurturing environment that best supports children's development. Other factors known to negatively influence children's development over time include genetically determined cognitive and physical disabilities, ongoing conflict between parents, violence in the community and limited employment opportunities. All these factors are present across Tower Hamlets and begin to affect children while they are still in the womb.

This Council provides an extremely high degree of support for children: "Every child, every chance." Support starts early in life, offered by a partnership of children's centres and health visitors. Although children growing up in LBTH may not be experiencing any specific problems during their first critical 1,001 days from conception to age two, support and interventions are offered to children and families during this period. This helps avoid the risks associated with living in disadvantage. A preventative approach of this type has the potential to prevent more serious problems from arising at later stages. Targeted selective interventions are offered to children or families based on demographic risks, such as low family income, single parenthood or adolescent parenthood. Targeted indicated interventions are for children or families identified or assessed by practitioners as having a specific or diagnosed problem which requires more intensive support.

In this case, early intervention has the potential to address these problems and stop them getting worse. It is the earliest form of early help – prevention very early in the life course.

All partners are fully aware of the impact of adverse childhood experiences (ACEs). Research into adverse childhood experiences has furthered our understanding of the long-term impact of multiple risk factors within a child's home environment. This is why the IEYS and partners are promoting the use of the neglect tool. ACEs include abuse or neglect, exposure to domestic violence, parental substance misuse and parental mental health problems. Studies have confirmed a strong association between the number of ACEs and the risk of mental health problems, chronic diseases, involvement in crime and other poor outcomes in later life. They also indicate that ACEs are highly prevalent: at least a quarter of the population have experienced four or more adverse experiences during childhood.

However, ACEs are not predictive at an individual level, and cannot tell us who might need early intervention or other support. An ACE score is retrospective, and because the impacts of early life adversity differ widely from person to person, it does not necessarily reflect a person's current situation, needs or risks. We therefore do not use ACEs to determine who should receive early intervention, and an ACE score is not a substitute for careful assessment of current needs. It is most effective for evaluation of impact at later points and as a shared working approach for partners whose statutory assessments are very different.

Section 1: Introduction

This childcare sufficiency assessment report is focused on two key elements of the childcare market in LBTH:

1. The supply and demand of free early education entitlement places for children aged two, three and four;
2. The supply and demand of places for children under two.

To assess childcare demand and supply and the predicted take up of places for each of these elements, the report compares current levels of supply in LBTH with the predicted population data for the borough to identify any potential shortfall in the coming years.

This report will also provide an opportunity to analyse how the council can provide strategic support to the childcare market in order to:

- Fulfil the council's statutory duty to provide sufficient high quality childcare;
- Support the Early Help Offer;
- Inform future place creation and overall infrastructure plan and create new places in identified area to increase the accessibility of the free early education entitlement offer;
- Support settings in adapting existing business models to facilitate a more flexible offer to parents;
- Look ahead to implement recent provision of an additional 15 hours free childcare for three and four year olds for eligible working families, as prescribed in the Childcare Act 2016

Having sufficient childcare means that families are able to find childcare that meets their child's learning needs and enables parents to make real choices about work and training. In this report, we will focus on children from birth to age five including children with disabilities. Sufficiency is assessed for different age groups. In this report, we have made an assessment of sufficiency using data about the need for childcare and the amount of childcare available.

We use information about childcare sufficiency to plan our work supporting the local childcare economy and form a base plan creating additional places. Please note that the borough is divided into different areas. The most common divisions are known as "localities": north east, north west, south east and south west (NE, NW, SE and SW.) These correspond to the children's centre reach areas known as "mini-clusters." There are six children's centres in the western cluster, three in each mini cluster and six children's centres in the eastern cluster, again with three children's centres in each mini-cluster. There is a map on page 91.

Section 2: Summary of findings

Some of the key findings of the LBTH Childcare Sufficiency Assessment 2018-19 are summarised below. More detailed analysis on key findings, demand and supply of childcare places for two, three and four year olds and between birth and two years can be found in borough wide childcare sufficiency assessment section.

2.1 Free early education for two, three and four year olds

Overall picture

- There is an estimated population increase of 1,400 for birth to four year olds between 2017 and 2021/2022, mainly in the east side of the borough. The east side of the borough already has a higher birth to four population than the west and there is more demand than supply in this area;
- The wards that will see the highest increase in the birth to four population are; Lansbury (+300), Canary Wharf, (+200) and Blackwall and Cubit Town (+700). Also these are the area where new housing development are planned, 52 % of new homes will be located in Canary Wharf and Blackwall & Cubit Town wards in Isle of Dogs. Relatively little housing and in the City Fringe area in the West of the borough. However this estimate is subject to change after Brexit is fully completed. The wards where population growth for children is predicted are in the financial district and surrounding areas;
- There is a fairly even spread of the free early education entitlement⁶ (FEEE) provision across the borough, with around a quarter of all of the providers offering FEEE places in each children's centre mini-cluster area.
- The lowest number of providers offering FEEE places is in the North East, with the highest number being in the South East.

Two year olds:

- The number of children eligible for early learning for two year olds has increased by 15% since last year (2,019 as of Jan 2019). There are around 269 more eligible children in the borough in 2018 compared to 2017.
- The borough has consistently had a very low take-up of Early Learning for 2 Year Olds places⁷; current take up is 52% meaning that over 1,000 families with an eligible 2 year old are not taking up the EL2 entitlement.
- There are more potentially eligible 2 year olds in the east of the borough than in the west although there are individual wards with:
 - Low numbers of potentially eligible children: St Katharine's & Wapping, Limehouse and Island Gardens being the 3 lowest.
 - High numbers of potentially eligible children: Lansbury, Mile End and St Peter's being the 3 highest.

⁶ There are a range of free early education entitlements, described in the appendices.

⁷ This is, as in other London boroughs and confirmed by the GLA report on take up, due to reasons related to parental choice. In LBTH these are compounded by lack of suitable D1 buildings, shortage of land, high cost of land and severe shortages of suitably qualified staff. Despite this, energetic marketing and development has improved take up.

Three and four year olds:

- The percentage of children able to access a universal entitlement for 3 & 4 year olds place in their own ward is higher in the West of the borough than the East.
- This percentage is especially low in the North East mini-cluster area specifically the Bow East and Bromley South wards, both of which have a relatively high population of 3 and 4 year olds but a relatively low number of available places.

The additional 15 hours for working parents of three and four year olds:

- Over the last twelve months take-up of the Additional (30) Hours has grown significantly with an increase of 200 places occupied which represents a 27% increase. Although it is not yet clear whether this represents 'new demand', i.e. parents opting to return to the labour market based on the availability of the Additional (30) Hours entitlement.
- There is a fairly even spread of occupied Additional (30) Hours places across all of the children's centre mini-cluster areas although there are specific wards (Bow East, Bromley South, Limehouse) with a relatively low number of occupied places.
- A significant potential future issue is that two-thirds of the Additional (30) Hours places being used by working parents are within schools on a term-time only basis, this may not be fully meeting parents' needs. It is also not clear what impact the ending of full-time funding of nursery places in schools from April 2019 will have on the supply of Additional (30) Hours places, specifically whether some schools may decide to no longer offer full-time nursery places due to logistical, operational and/or financial constraints.

2.2 Childcare for children under two

- Analysis of the demand and supply for birth to two year old childcare places to support working family's needs to be viewed with reservations:
 - The surplus/deficit measure used is relatively crude and makes no allowance for the fact that a number of Tower Hamlets families will access childcare provision outside the borough as the provider may be more convenient to where they work.
 - Equally a number of families from outside the borough will use childcare places within Tower Hamlets for the same reasons.
- The analysis undertaken suggests that overall there is a deficit of places across the borough to support working parents with children aged 0-2 years. Wards identified as having significant deficits are: St Peter's, Bethnal Green, St Dunstan's, Bow West, Mile End, Bromley South, Lansbury and Island Gardens.
- Canary Wharf ward is the only ward with a significant surplus of childcare provision for 0-2 year olds, as a major business and employment centre, it may be that a major proportion of this provision is used by families throughout the borough or who are resident in other boroughs and work in Canary Wharf.

Section 3: Background

3.1 Legal requirements – The Childcare Act 2006

Early childhood care and education must be provided in line with the Statutory Framework for the Early Years Foundation Stage (available [here](#).) This applies to children from birth to the end of the Reception Year and covers the statutory curriculum and its assessment. Early childhood care and education is a statutory service, but attendance by children birth to five at any early childhood education and care setting is voluntary. There is no requirement to attend school until the term after a child's fifth birthday. Settings delivering the Early Years Foundation Stage may be private, voluntary or independent organisations or maintained schools of various types. All this varied provision is funded either by government entitlements or by parents. Attendance at a setting is the choice of the parent.

3.2 Local authority statutory duties

The Childcare Act 2006 specifically requires the following actions and measures which formalise the strategic role local authority play through a set of duties. The local authority is required by government to support (not directly provide) the following:

- Early education places for two, three and four year olds including
 - Eligibility;
 - Flexibility;
 - Quality;
- Distributing the funding for early education places;
- Working in partnership with all early childhood education and care settings;
- Securing sufficient childcare so far as is practicable in a free market;
- Providing information to parents;
- Providing information to early childhood education and care providers.

The key sections of the Act that need to be considered when looking at the supply of sufficient childcare are as follows:

Section 6 - Duty to secure sufficient childcare provision for working parents

An English local authority must secure, so far as is reasonably practicable⁸, that the provision of childcare is sufficient to meet the requirements of parents in their area who require childcare in order to enable them (a) to take up, or remain in, work, or (b) to undertake education or training which could reasonably be expected to assist them to obtain work.

⁸ All these settings are private, voluntary or independent businesses, sole traders or organisations independent of the council. The council can support and advise the managers and leaders of these businesses and organisations, but it cannot require or direct them to open early learning and childcare places. Childcare is a free market. It can be influenced but not directed.

Section 7 – Duty to secure prescribed early years provision free of charge

An English local authority must secure that early years provision of a prescribed description is available free of charge for such periods as may be prescribed for each young child in their area who (a) has attained such age as may be prescribed, but (b) is under compulsory school age.

Section 10 – Duty to assess childcare provision

- 1) An English local authority must prepare assessments of the sufficiency of the provision of childcare (whether or not by them) in their area (“childcare assessments”);
- (2) The first childcare assessment must be prepared before the end of the period of one year beginning with the commencement of this section;
- (3) Subsequent childcare assessments must be prepared at intervals not exceeding three years;
- (4) The authority must keep a childcare assessment prepared by them under review until the childcare assessment is superseded by a further childcare assessment

Section 12 – Duty to provide information, advice and assistance

- 1) An English local authority must establish and maintain a service providing information, advice and assistance in accordance with this section.
- 2) The service must provide to parents or prospective parents information which is of a prescribed description and relates to any of the following - (a) the provision of childcare in the area of the local authority; (b) any other services or facilities, or any publications, which may be of benefit to parents or prospective parents in their area; (c) any other services or facilities, or any publications, which may be of benefit to children or young persons in their area.

Note: in LBTH the above duty is fulfilled by the Family Information Service. The FIS is not part of the IEYS.

Duty to secure an additional 15 hours free childcare available for working parents

- (1) The Secretary of State must secure that childcare is available free of charge for qualifying children of working parents for, or for a period equivalent to, 30 hours in each of 38 weeks in any year.

The above legal duties are met by this local authority through the Integrated Early Years’ Service (IEYS). The service was established in May 2017. Duties are delivered through early childhood education and care places, in a range of settings including children’s centres.

The council’s duties around inclusion are detailed in the following legislation:

- Children and Families Act 2014 (available [here](#));
- Special educational needs and disability code of practice: 0 to 25 years 2014 (available [here](#));
- Equality Act 2010 (available [here](#)).

The Integrated Early Years Service’s Inclusion Team is responsible for fulfilling above statutory responsibilities. There are additional legal duties relating to the moderation of the Early Years Foundation Stage Profile (EYFSP) and the Statutory Framework for the Early Years Foundation Stage (EYFS), which are also carried out by the IEYS.

Statutory duties in relation to children’s centres

The council’s statutory duties relating to children’s centres are as follows under the Children Act 2006:

Section 1: Duty on local authorities to improve the well-being of young children in their area and reduce inequalities between them;

Section 3: Duty on local authorities to make arrangements to secure that early childhood services in their area are provided in an integrated manner in order to facilitate access and maximise the benefits of those services to young children and their parents.

Section 4: Duty on commissioners of local health services and Jobcentre Plus (as 'relevant partners') to work together with local authorities in their arrangements for improving the well-being of young children and securing integrated early childhood services

Section 5A: Arrangements to be made by local authorities so that there are sufficient children's centres, so far as reasonably practicable, to meet local need. This section defines what a Sure Start children's centre is and what arrangements and services constitute a children's centre;

Section 5C: Duty on local authorities to ensure each children's centre is within the remit of an advisory board, its make up and purpose;

Section 5D: Duty on local authorities to ensure there is consultation before any significant changes are made to children's centre provision in their area;

Section 5E: Duty on local authorities, local commissioners of health services and Jobcentre Plus to consider whether the early childhood services they provide should be provided through children's centres in the area;

Section 98C (Part 3A of the Act): Duties on local authorities after receiving a report from Ofsted following the inspection of a children's centre. This includes preparing and publishing a written statement (an Action Plan) setting out the action to be taken in response to the report.

3.3 Securing sufficient childcare

The Early Education and Childcare Statutory Guidance (2014) published by the Department for Education details the duties of English local authorities under sections 6, 7, 11 and 13 of the Childcare Act 2006. To secure sufficient childcare places, local authorities **are required** by legislation to:

B1 Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged birth to 14 (or up to 18 for disabled children)

To secure sufficient childcare places, local authorities **should**:

B.2 Take into account what is 'reasonably practicable' when assessing what "sufficient childcare" means in their area and;

- the state of the local childcare market, including the demand for specific types of providers, in a particular locality and the amount and type of supply that currently exists;
- the state of the labour market; and
- the quality and capacity of childcare providers, including their funding, staff, premises, experience and expertise

B.4 Report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents. Local authorities are responsible for determining the appropriate level of detail in their report, geographical division and date of publication.

However, the report **should** include:

- A specific reference to how the council is ensuring there is sufficient childcare available to meet the needs of: disabled children; children from families in receipt of the childcare element of Working Tax Credit or Universal Credit; children aged two, three and four taking up early education places; school age children; and children needing holiday care;
- Information about the supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision; and
- Details of how any gaps in childcare provision will be addressed.

3.4 The impact of good quality early years provision

Good early years provision has a life-long positive impact on children from disadvantage background. It is a strong protective factor and a way of providing early intervention and early help.

“...few children from low socio-economic status (SES) families had the combined benefit of highly favourable early years HLE and excellent pre-school education. However, the relatively frequent occurrence of medium or high early years HLE with good pre-school experiences among the children “succeeding against the odds”, underlines the significance of this combination of experiences early on in children’s learning life-course.”

Source: Performing against the odds: developmental trajectories of children in the Effective Pre-school Primary and Secondary Education (EPPSE) 3-16 study, page 11

Tower Hamlets has invested in early years because good early years care and education helps children overcome the barriers to achievement caused by living in disadvantage. These benefits continue until after GCSEs as described in the national DFE funded EPPSE research.

What emerges strongly from national and international research into children and young people’s educational success is that there is no “one-size fits all” solution to early childhood education and care, that there are extreme variations in both the types of childcare required by individual families and the type of solutions that they opt for, and that whatever is offered must be of high quality to make the difference needed by children born into disadvantage.

3.5 Parental choice

Many factors contribute to the decisions parents make for their children, including:

- Family income;
- Housing;
- The interplay of benefits and work;
- The proximity of the setting to the parents’ home or work, or a family member’s home;
- Whether they prefer the carer to work in or outside of their own home.

Affordability is obviously an important issue when considering childcare options, and this can determine how many days a parent is able to work, the type of childcare they use, and if they also use a mixture of formal and informal arrangements (e.g. a mixture of nursery sessions and family care). The free entitlements will also determine the training patterns for parents who need to gain qualifications before entering the workplace.

Cultural factors may affect a parent's decision to use formal or informal childcare options, as there may be an expectation that children are cared for at home by the mother rather than attending childcare. There may also be reluctance to place children in the care of someone outside the immediate family.

Many parents will look at Ofsted ratings when choosing settings. Some may prefer to choose a setting based on its size, the number of children attending, the facilities available, or sometimes through their own personal links to staff or children (e.g. having friends or relative who work within or attend a setting may help a child settle). Some families may opt to choose childcare simply because it fits in best with their working hours, and the availability of places or hours offered by a setting can be a deciding factor in the take up of a place. Some families will prefer to use childcare that is attached to their child's school for reasons of familiarity or convenience, but others may prefer that the child has the opportunity to attend a different environment like a child-minder or after school club that is run at a venue separate from their school.

3.6 Inclusion and SEND

Tower Hamlets is an inclusive borough, and all childcare providers in the borough welcome children with disabilities and additional needs into mainstream settings. Support for children with special educational needs and/or disabilities (SEND) is provided initially by the IEYS Inclusion team for children attending childcare. SEND funds for children in school, age three to five, were delegated to schools in 2011 by the council.

The number of children with disabilities is rising and children's needs are becoming more complex, as seen by the cases which come before the council's Social Inclusion Panel. Combined with the two year old offer, this is creating a significant demand issue for the council as well as a cost issue, given the higher cost levels of childcare and education provision for this group. This is due to government requirements around adult to child ratios for younger children.

The new early learning for 2 year olds (EL2) agenda means that more two year olds from disadvantaged backgrounds are now eligible for funding to access mainstream provision, so settings have seen an increase in more vulnerable children attending. The increase in children from disadvantaged backgrounds has led to an increased need for support from the area inclusion co-ordinators, who have seen a 180% increase in demand for their services in recent years. There is further information on this area in section 7.8, pages 80-81.

3.7 What do we want for our children?

Parents, local authority staff and providers often perceive quality in a similar way, all agreeing that high quality staffing is a major aspect of quality provision. There is also general agreement that staff team in an early childhood education and care setting graded good or better by Ofsted would:

- Provide warm and nurturing relationships to make children feel emotionally secure;
- Plan activities which support children's learning and development, as well as encouraging imagination and independence;
- Provide for and respond to children's individual needs, planning activities accordingly;
- Support peer to peer interactions between children;
- Have a good understanding of child development, spot children who are falling behind and take action to ensure their progress;
- Form good relationships with parents and value them as partners in their children's learning; and
- Operate an effective key person approach (i.e. having someone ultimately responsible for each child, with whom the child can form a secure bond, and who would keep a record of their development and inform parents of any areas of concern);
- Early childhood services pay attention to young children's emotional and social needs, as well as to their mastery of literacy and cognitive skills. This approach has maximum impact on the development of sturdy brain architecture and preparation for success in school. This area is covered in more detail in the council advice on school readiness (available [here](#));
- When basic health and early childhood programmes monitor the development of all children, for example through the two year old check, then problems that require attention can be identified in a timely fashion and intervention can be provided early, effectively and economically. Locally this is known as "making every contact count" and ensures that the right support is given at the right time and in the right place;
- The basic principles of neuroscience and the technology of human skill formation indicate that later remediation for highly vulnerable children will produce less favourable outcomes and cost a great deal more than an appropriate intervention at a younger age;
- The essence of quality in early childhood services is embodied in the expertise and skills of the staff and in their capacity to build positive relationships with young children. The striking shortage, both nationally and locally, of well-trained personnel in the EYFS today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority locally and nationally;
- It is time to close the gap between what we know (from systematic scientific inquiry across a broad range of disciplines) and what we do (through both public and private sector policies and practices) to promote the healthy development of all young children. The science of early childhood development can provide a powerful framework for informing sound choices among alternative priorities and for building consensus around a shared plan of action. The well-being of Tower Hamlets' children and the security of its future would be well-served by such wise choices and concerted commitment.

Section 4. National context - what early childhood education and care is provided

4.1 Early education

All three and four year olds are entitled to 570 hours of free early education per year. This is often delivered as 15 hours per week for 38 weeks, as a term time only offer. Some settings provide a stretched offer, whereby the 570 hours are offered across the whole year. This offer is often preferred by working parents, but if spread over more than 38 weeks, their weekly entitlement is necessarily fewer hours. Children become eligible for a free education place from the September, January or April following their third birthday. They cannot receive this funding during the term when they become three.

Children remain eligible until they reach compulsory school age: the term following their fifth birthday. In practice most children start school before this, in the September following their fourth birthday when they enter Reception.

Free early education for economically disadvantaged 2 year olds was first piloted in 2009. It is generally known as early learning for two year olds (EL2). Despite the name, it applies to eligible children from the term after they become two until the term in which they become three. The offer aims to improve disadvantaged children's social and cognitive outcomes so that by the age of five they are as ready as their more advantaged peers to start and fully benefit from school. The programme aims to provide good quality early education and care combined with support for parents, for example, to improve their confidence in supporting their children's learning and to deal with other challenges in their lives, such as health problems and family difficulties.

Free early education places are available at a range of early years settings, including school nursery classes, day nurseries, pre-schools and registered childminders.

The government has published a range of consultations and studies relating to, or including the free early education entitlement. These include:

- *More affordable childcare* (available [here](#));
- *More great childcare - raising quality and giving parents more choice* (available [here](#));
- *Free early education for disadvantaged 2 year olds: an implementation study for local authorities and providers* (available [here](#));
- *Exploring the flexibility of the free entitlement to early education: research among parents* (available [here](#)).

To extend early education to those who need it most, and to give parents greater choice of childcare, the government have:

- Extended early learning places to around 40% of all two year olds (from September 2014);
- Helped parents to arrange more informal childcare by allowing them to pay a neighbour or relative not registered with Ofsted for up to 3 hours of childcare a day;

- Introduced new childminder agencies that will provide rigorous training and match childminders with parents. This has been difficult for independent commercial organisations to achieve in LBTH due to local economic circumstances;
- Encouraged more schools to offer nursery provision and extend provision from 8.00am to 6.00pm;
- Helped schools to offer affordable after school and holiday care, either alone or working with private or voluntary providers;
- Changed regulations to allow primary schools to extend provision to two year olds without the need for additional registration (from September 2015). Note that the higher adult to child ratios for this age group (1:4) must be observed by schools and will be checked by Ofsted during inspection.

4.2 Additional 15 hours free childcare for eligible working families

In March 2016 legislation was introduced to provide an additional 15 hours of free childcare to three and four year olds of eligible working parents. Piloting of the extension to free early education had taken place within 8 local authorities, known as 'Early Implementers' from September 2016. A further 25 authorities were 'Early Innovators' including Tower Hamlets with a focus on a particular areas of importance such as special educational needs and disability, flexibility, availability of places, and making work pay.

Tower Hamlets took part in the early roll out from April 2017-July 2017. 374 children took part from 44 different settings including the six maintained nursery schools. Roll-out of the scheme began nationwide September 2017. To support the sufficiency of the additional 15 hours the DfE will be allocating £40 million in capital funding. At present in LBTH we find that parents already in work welcome this additional benefit as it reduces their financial commitments. It has not yet however resulted in enabling parents to enter training or start work. The report contains an analysis of places for the additional 15 hours (section 7 pages 28-76). The assessment is not conclusive as there is limited information provided by national government at this stage and we have only completed the first term of the national roll out at the time of writing. However we will however continue to evaluate the need for further data and will publish a specific additional 15 hours addendum to this report should it be required prior to the next review of early education and childcare provision in Tower Hamlets in 2019. Appendix 4 provides an overview of the entitlements, both local and national.

4.3 Welfare reforms

To help parents with the costs of childcare, the government has:

- Provided £50 million extra funding in 2015 to 2016 to nurseries, schools and other providers of government-funded early education to support disadvantaged three and four year olds through the Early Years Pupil Premium;
- Increased the support available to lower-income families, as part of Universal Credit.
- Introduction of a new tax-free childcare scheme to support working families, worth up to £2,000 per child each year. This scheme was launched in early 2017 and rolled out to all families by the end of 2017

Early childcare and education can be either home-based, for example with registered childminders and nannies, or group-based e.g. primary schools, nursery schools, daycare nurseries and pre-schools, children's centres or out-of-school clubs. The individuals, groups and organisations providing early childcare and education can be private businesses, charities or schools – or a mixture, with different

organisations working together. Generically, these organisations and groups are called early childhood education and care settings. All must adhere to the Early Years Foundation Stage (EYFS) Statutory Framework. The council, through the Integrated Early Years Service must ensure that quality in early years settings is at the level required by law. Judgements about quality are made by Ofsted. Closure decisions resulting from inspection outcomes are also made by Ofsted in the form of suspension of registration.

Tower Hamlets is unusual because until April 2019 the LA part funded children attending primary school nursery classes from the term after their third birthday. This was known as the “LA top-up”. It covered children with medical and social needs attending primary school nursery classes and maintained nursery schools. There were strict criteria (admissions prospectus available [here](#)). With the changes to early years funding introduced by government in 2017, the funding that allowed this support has been removed from LBTH. The council has agreed a transitional plan supporting 80%, then 60% and then 40% of children in school nursery classes. This LA top-up funding will cease from April 2019. This decision was made by the DFE despite strong representations from London Councils. Parents can contact the Family Information Service for the information and advice they may need in relation to choosing childcare.

Section 5: Local Context

The 2016 – 19 Children and Young Families Plan sets out how local services will support children and families in Tower Hamlets over the next three years. The key priorities of the Tower Hamlets Children and Families Plan are:

1. Reaching potential
2. Living well
3. Playing a part and freedoms;
4. Free from harm

The Children and Families Plan does not exist in isolation. It is part of a series of key strategies in the borough which set out how local services will support and improve the lives of local residents. Sitting above this collection of strategic plans is the over-arching 2015 Tower Hamlets Community Plan. The Community Plan is based around four key themes:

1. A great place to live;
2. A fair and prosperous community;
3. A safe and cohesive community;
4. A healthy and supportive community.

In addition, the Community Plan contains four cross-cutting priorities:

1. Empowering residents and building resilience;
2. Promoting healthier lives;
3. Increasing employment;
4. Responding to population growth.

The Tower Hamlets CYFP continues to be used as an effective tool to ensure that high quality and flexible early childhood education and care provision remains a priority in Tower Hamlets.

Sources: Tower Hamlets Community Plan 2015 <https://www.towerhamlets.gov.uk/Documents/Adult-care-services/Community-Plan-2015-Final-Cabinet.pdf>

Tower Hamlets Children and Families Plan 2016 -19

http://towernet/document_library/adult_care_services/quality_and_performance/quality_and_involvement/TH_Childrens_Infographic_FINAL.pdf

Section 6: Population

6.1 An introduction to Tower Hamlets

A fast growing population

Tower Hamlets has experienced the fastest growing population in the country in recent years, growing almost 30% between the 2001 and 2011 Census. This growth has continued, with the population rising from 254,000 in 2011 to 272,000 in 2013, and projected to rise to 334,800 by 2022 and to over 365,200 by 2027 from borough profile 2018.

Figure 1: The location of Tower Hamlets within London



Tower Hamlets is made up of 20 individual wards, split into 4 geographical localities (children's centre mini-clusters).

Figure 2: Wards in Tower Hamlets



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Mini-clusters and wards

Table 1: Mini clusters (localities) and wards (new ward boundaries)

North west mini-cluster	Bethnal Green
	Weavers
	Spitalfields and Banglatown
	St Peter's
South west mini-cluster	Shadwell
	St Katharine's and Wapping
	Stepney Green
	St Dunstan's
	Whitechapel
North east mini-cluster	Bow East
	Bow West
	Bromley North
	Bromley South

	Mile End
<i>South east mini-cluster</i>	Lansbury
	Poplar
	Limehouse
	Canary Wharf
	Island Gardens
	Blackwall and Cubitt Town

6.2 The population of Tower Hamlets

We have used the population figures from the ONS 2015 mid-year estimate in order to obtain population figures at the current ward level (provided by DFE, December 2017). Based on the Office for National Statistics (ONS) 2015 census the estimated population of Tower Hamlets for 2018 is 307,964⁹.

The borough's population has doubled in the past thirty years, making Tower Hamlets the fastest growing local authority in the UK. Tower Hamlets is ranked 11th most populous out of the 33 local authority areas in London (32 LAs and the City of London). The borough previously ranked as the 14th largest London borough in mid-2015 Tower Hamlets is now the second most densely populated local authority in the country, next to Islington. Borough's fast population growth is partly as a result of the rapid housing development in the past 15 years. More homes have been built in Tower Hamlets than any other London borough. Over the next decade, around 40,200 additional new homes are expected which equates to about 11 new homes every day over the next ten years.

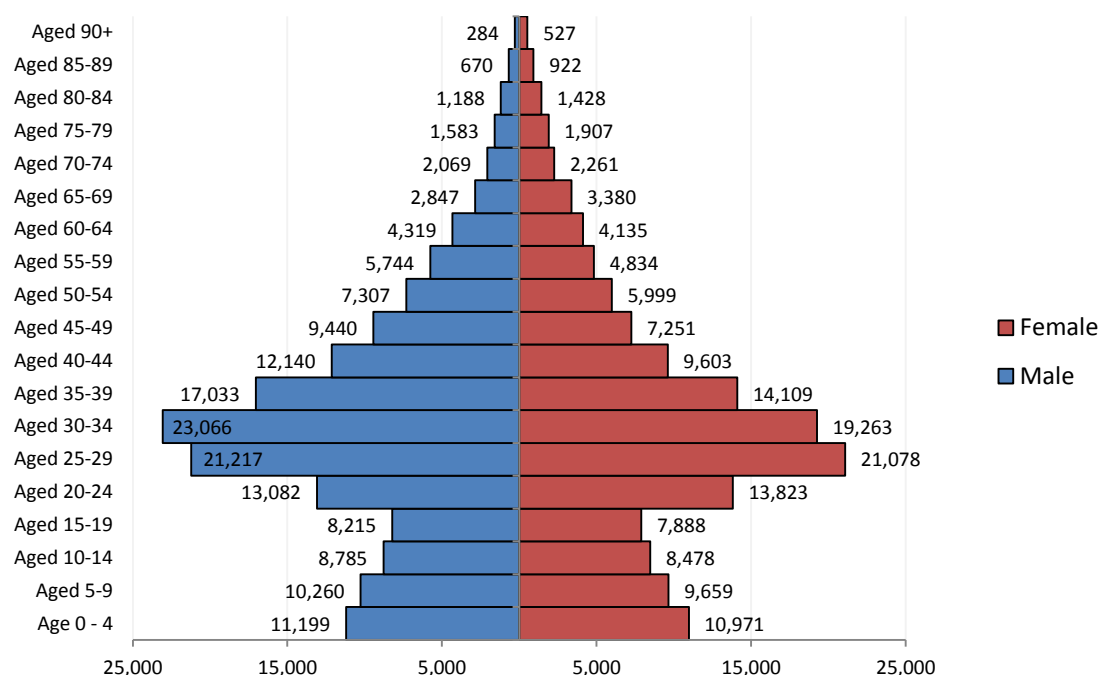
In addition, Tower Hamlets has high levels of population mobility. The population turnover rate for Tower Hamlets between June 2016 and June 2017 was 230 per 1,000 population. Internal migration to and from other local authorities in the UK contributes the majority of the population turnover, which account for 72% of all flows. Population turnover in Tower Hamlets ranks as the 11th highest out of 391 local authority areas in the UK.

Source: Office for National Statistics (ONS)

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/wardlevelmidyearpopulationestimatesexperimental>

⁹ Source: corporate research team LBTH January 2019

Figure 3: Population projections

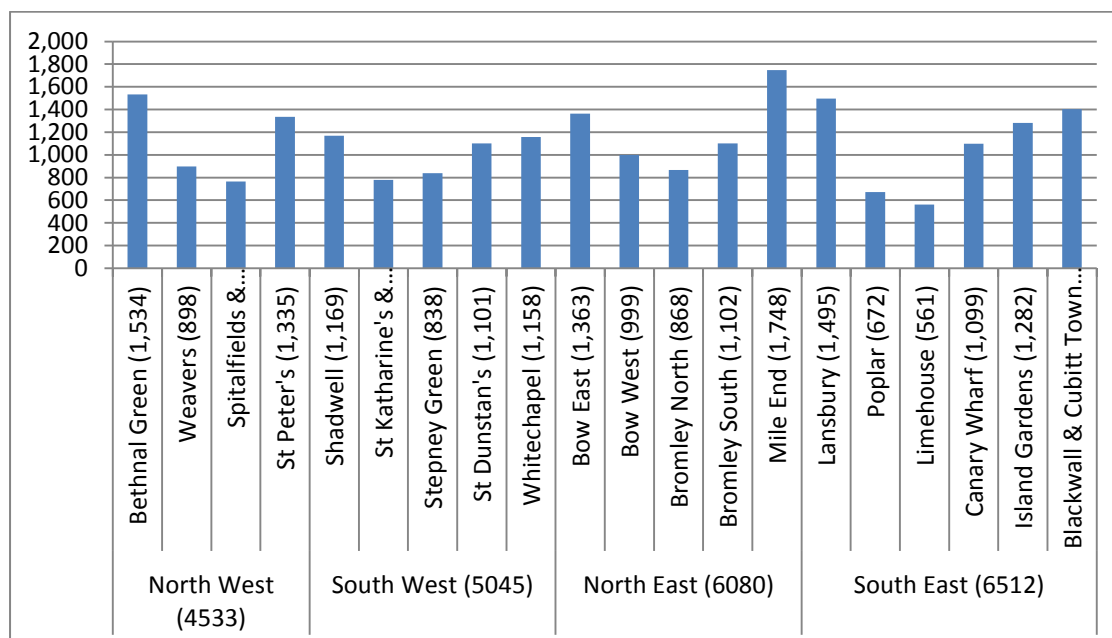


Source: Population projections for Tower Hamlets (March 2018)

https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Population/Population_Projections_for_Tower_Hamlets.pdf

6.3 Population of children aged birth to fifth birthday

The graph below shows the breakdown of population birth to four years old across the borough, grouped by mini cluster. The total population estimate for this age group is 22,170 in 2018, based on the ONS 2015 estimates. This represents 7.2% of the population.



Source: ONS Mid-Year Estimates 2017, produced by the cooperate research team, Tower Hamlets, January 2019

The wards of Mile End and Lansbury have the highest number of children birth to four years old. Limehouse and Poplar have the lowest numbers of these children Figure 5: Total birth to four year olds population 2017 by ward, grouped by mini cluster.

6.4 Projected additional population birth to four by ward

The chart below shows the predicted population increase of birth to four year olds old by ward from 2016/7 to 2021/22. North west, which includes the wards of Bethnal Green, Weavers, Spitalfields and Banglatown and St Peters will have a zero increase. South west, which includes the wards of Shadwell, St Katherine's and Wapping, Stepney Green, St Dunstans' and Whitechapel will have a decrease in population by 100. South east, which consists of Lansbury, Poplar, Limehouse, Canary Wharf, Island Gardens and Blackwall and Cubit Town will have a projected increase of 1,300.

Figure 5: Additional population birth to four

Additional population birth to four by ward, 2016/17 to 2021/22 (based on the new Ward boundary)		
<i>North west mini-cluster</i>	Bethnal Green	0
	Weavers	0
	Spitalfields and Banglatown	100
	St Peter's	-100
<i>South west mini-cluster</i>	Shadwell	-100
	St Katharine's and Wapping	-100
	Stepney Green	0
	St Dunstan's	-100
	Whitechapel	200
<i>North east mini-cluster</i>	Bow East	100
	Bow West	-100
	Bromley North	100
	Bromley South	100
	Mile End	0

<i>South east mini-cluster</i>	Lansbury	300
	Poplar	100
	Limehouse	0
	Canary Wharf	200
	Island Gardens	0
	Blackwall and Cubitt Town	700
<i>All wards</i>	Tower Hamlets	1,400

The wards names are based on the new wards.

Source: GLA 2015-based BPO projections using Local Plan & LLDC development trajectories (produced September 2017), based on new wards.

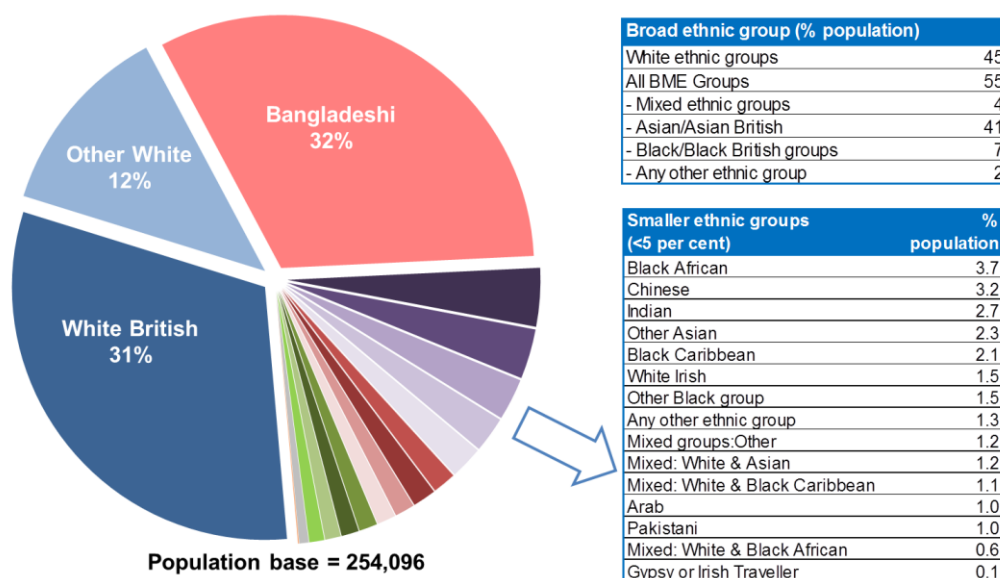
Note: Figures have been rounded to the nearest 100 as per ONS convention. Rounded figures do not sum to total

6.5 Ethnicity

The identification of the ethnic and community makeup of the borough is crucial when assessing childcare needs in relation to the use of formal and informal childcare. The preference for different types of childcare differs greatly between different communities, for example some are more likely take up support from their extended families rather than choosing more formal childcare.

The extracts below are taken from *Research Briefing 2013 01 February 2013, Ethnicity in Tower Hamlets Analysis of 2011 Census data* which was published in 2013 based on the 2011 census data.

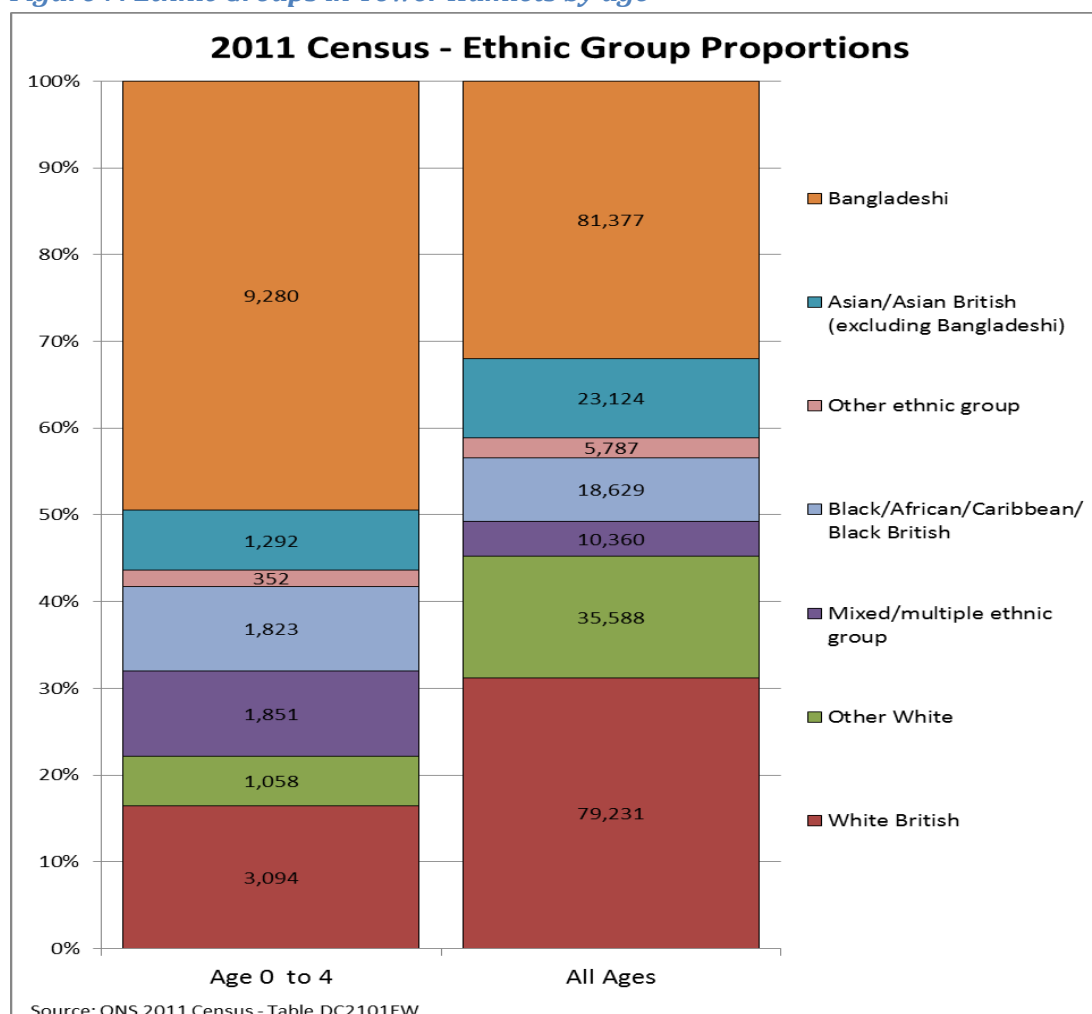
Figure 6: Population by ethnic group, Tower Hamlets, 2011 Census



Source: Office for National Statistics, 2011 Census (KS201EW)

Source: **Research Briefing 2013-01 February 2013, Ethnicity in Tower Hamlets Analysis of 2011 Census data**

Figure 7: Ethnic Groups in Tower Hamlets by age

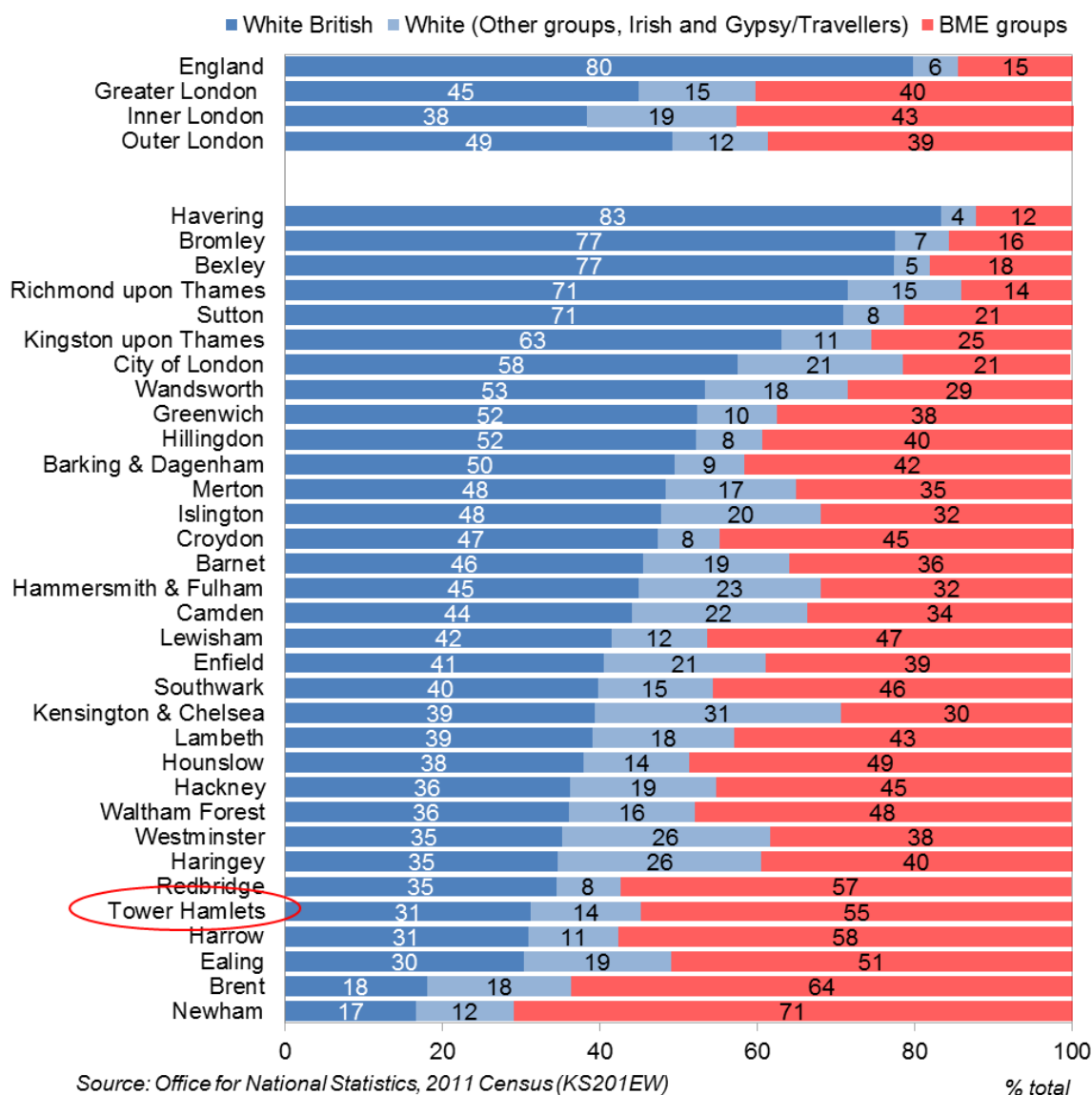


The key findings of the data are as follows:

- The borough's two largest single ethnic groups are the Bangladeshi and the white British populations who each comprise just under one third (32 and 31 per cent respectively);
- The borough's Bangladeshi population makes up almost one third (32 per cent) of the population – far larger than proportion across London (3 per cent) or England (< 1 per cent). Tower Hamlets is unusual in its large concentration of Bangladeshi residents and has by far the largest Bangladeshi population in England, in terms of both numbers and as a proportion of the population. The figure is even higher for the birth to four year old population (49%);
- The other white group is the third largest group comprising 12 per cent of the population. Considered together, people from these three ethnic groups make up around three-quarters of the Tower Hamlets population;
- The remaining quarter of residents belong to 15 different ethnic groups, which are smaller in size;
- Tower Hamlets has a high black minority ethnic (BME) population, in total 55%. This is the fifth highest in London.

- It is difficult to predict how the ethnic profile of the borough will change in future years. It is unlikely that the borough's White other population, which includes EU nations, will continue to grow at the same pace once UK leaves European Union.

Figure 8: Composition of population by ethnicity, London Boroughs, 2011



6.6 Deprivation

The Income Deprivation Affecting Children Index (IDACI) is the proportion of all children from birth to age 15 who live in income deprived families. Income deprived families are defined as families who receive certain means tested benefits or tax credits and have incomes below the national poverty line (60 per cent of the national median income). The following map is taken from the Indices of Deprivation 2015 and shows the distribution of deprivation across Tower Hamlets. The most recent employment rate figure in Tower Hamlets is 67.8%% (2018 -19, NOMIS <https://www.nomisweb.co.uk>) which is an increase of 3.7% from last year.

The key findings of the data are as follows:

In 2015, 39% of children in Tower Hamlets live in income deprived families, the highest rate in England. 31 % of children live in families below the poverty line, almost double the rate nationally.

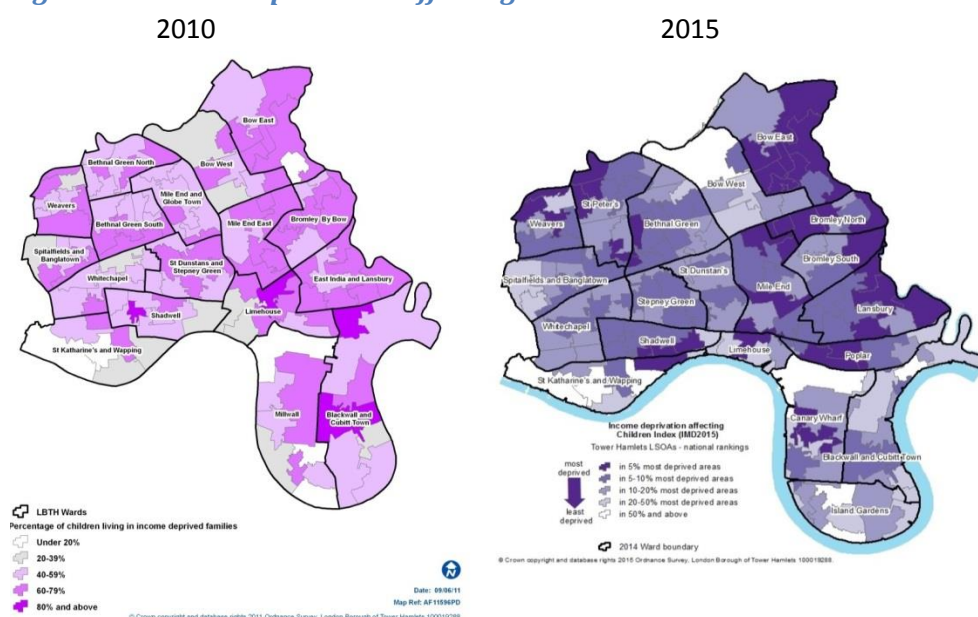
- The borough rate is almost double the England rate (20%) and well above London average (24%);
- The majority of borough's wards are in the most deprived 10% of wards in England on these measures. All wards have deprivation stats above the England average;
- Bow East is the most deprived neighbourhood in Tower Hamlets in terms of IDACI. 47.3% of children are income deprived in this ward;
- Some parts of Blackwall and Cubitt Town used to be the most deprived part of the borough however an improvement was seen in 2015;
- The least deprived ward is St Catherine's and Wapping, 23.5% of children in the ward are income deprived.
- Inequalities within the labour market persist and certain groups of residents continue to face a higher risk of worklessness than others, such as black and minority ethnic residents, particularly women, those who are poor proficiency in English, no qualifications.
- Almost four in five children in the borough live in families reliant on tax credits and this is the highest rate in Great Britain and is almost double the proportion who are technically below the poverty line. Six in ten tax credit families are in work which indicates there is an increase number of children living in poverty in a household where at least one parent is in work.
- The Institute of Fiscal Studies predicts that poverty rates will rise in coming years, especially among families with children as a result of the continued roll out of Universal Credit.

Summary extracted from *Deprivation in Tower Hamlets, Analysis of the 2015 Indices of Deprivation and Borough profile 5, Employment* 2018 https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Income_poverty_and_welfare/Indices_of_Deprivation_Low_resolution.pdf

https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Research-briefings/BP2018_5_Employment.pdf

The map below compares the change in IDACI across in Tower Hamlets between 2010 and 2015.

Figure 9: Income Deprivation Affecting Children Index



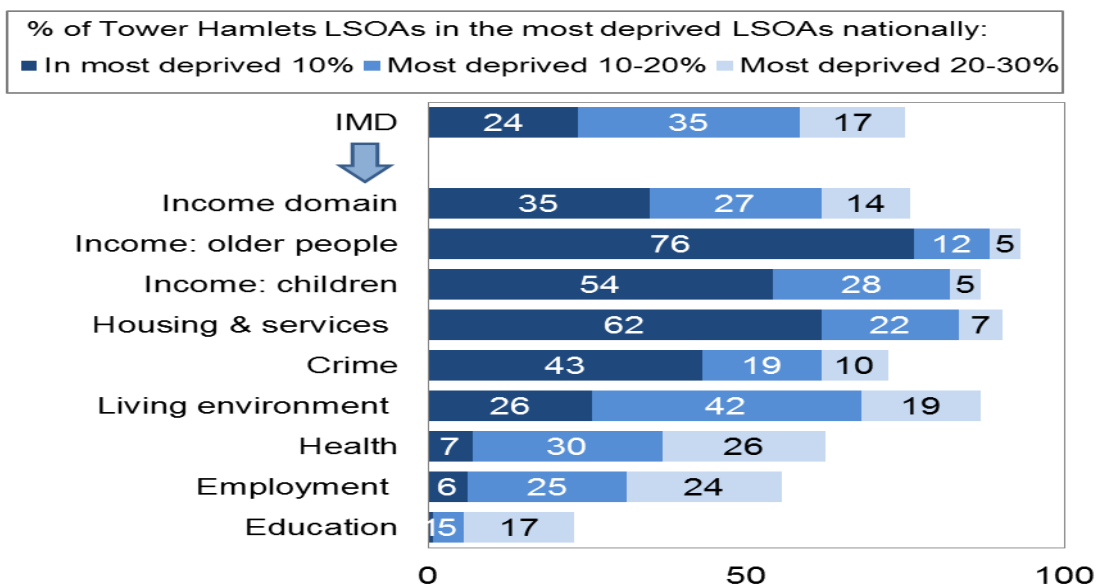
Source: London Borough of Tower Hamlets, www.towerhamlets.gov.uk

On the *average IMD score* measure – which reflects the average level of deprivation across all LSOAs in an area – Tower Hamlets is the **10th** most deprived area in England out of 326 local authority areas. This is a slight improvement since the 2010 IMD which ranked Tower Hamlets as 7th most deprived on this measure.

Figure 9: Proportion of deprived areas by domain.

Figure 10: Deprived areas by domain

Proportion of deprived areas in Tower Hamlets by domains (Indices of Deprivation 2015)



Source: DCLG, Indices of Deprivation 2015

Figure 11: Percentage of Tower Hamlets LSOAs by national deciles: Income deprivation affecting children index (ID2015)

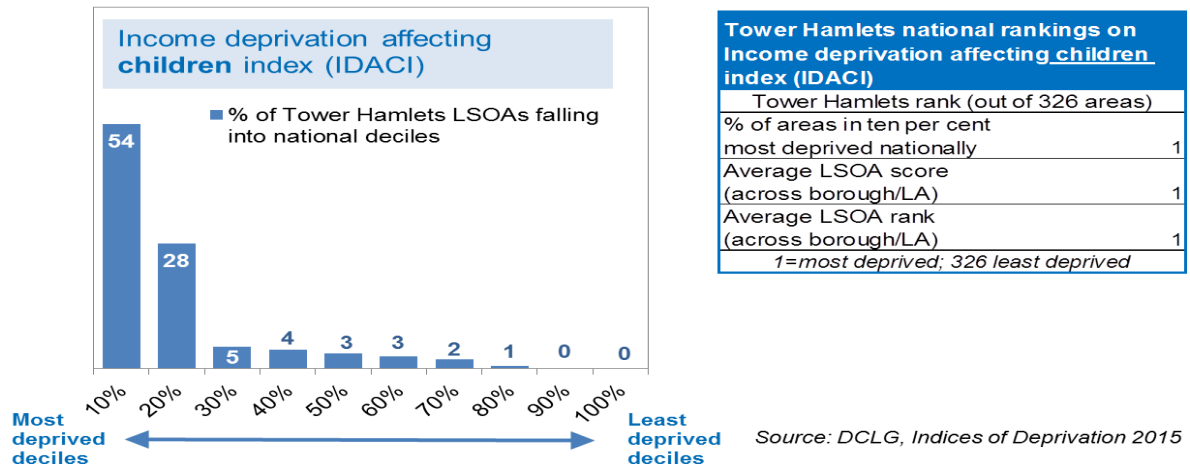


Figure 12: Employment and unemployment (July 2017 – June 2018)

Source: NOMIS, official labour market statistics, labour market profile – Tower Hamlets 2017 <https://www.nomisweb.co.uk/>

Employment and unemployment (Jul 2017-Jun 2018)

Employment and Unemployment (Oct 2017 – Sep 2018)

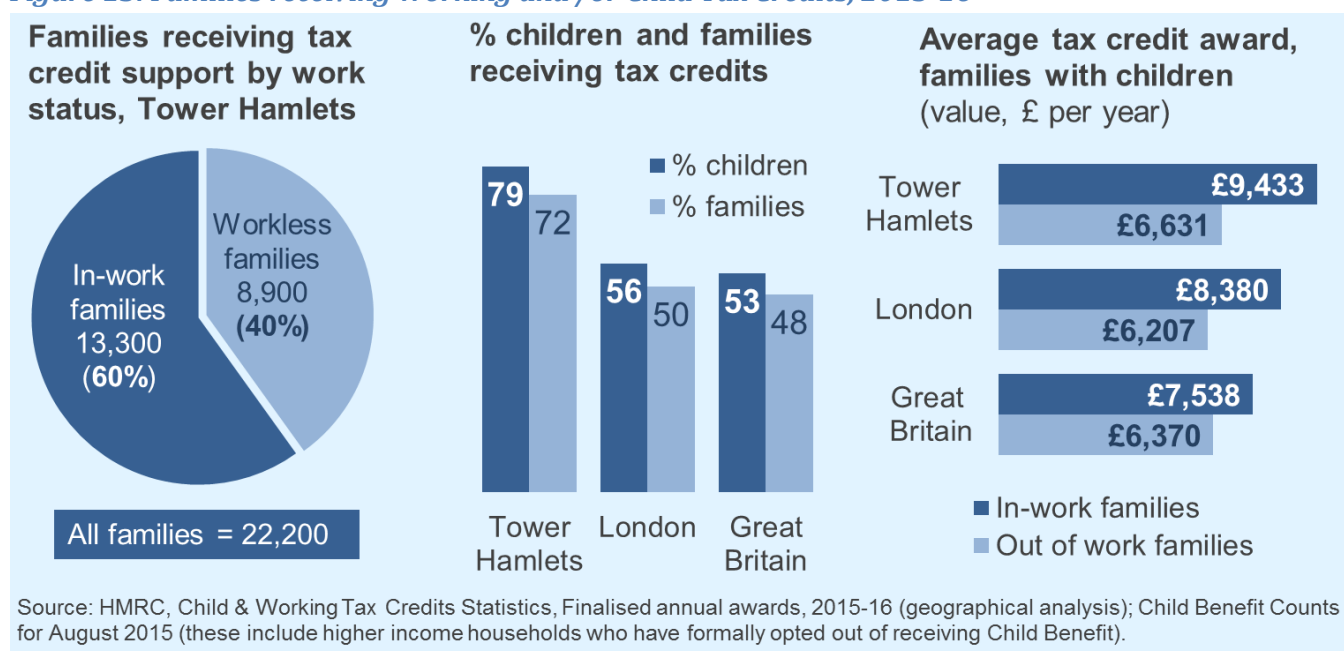
	Tower Hamlets (numbers)	Tower Hamlets (%)	London (%)	Great Britain (%)
Economically Active	164,900	72.0	78.1	78.0
In employment	147,000	64.1	73.7	74.4
Employees	126,700	55.6	59.8	63.4
Self employed	19,900	8.4	13.6	10.6

Unemployed	13,200	8.2	5.5	4.6
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Source: NOMIS, official labour market statistics, labour market profile: Tower Hamlets 2018 <https://www.nomisweb.co.uk/>

The table above shows a labour market profile of Tower Hamlets, London and the national. Tower Hamlets has a lower employment rate compared to London and national averages. However, inequalities within the labour market continue and certain groups of residents continue to face a higher risk of worklessness than others.

Figure 13: Families receiving Working and/or Child Tax Credits, 2015-16



Tax credits provide means-tested support to families in and out of work. The vast majority of claimants are families with children. In 2015-16, 48,700 children in Tower Hamlets lived in families reliant on either Working Tax Credit and/or Child Tax Credit. This represents around 79 per cent of all dependent children in the borough, far higher than the proportion in London or Great Britain (56 and 53 per cent) and the highest rate across all 380 local authorities nationally.

Source: Borough profile 2018 3. Poverty https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Research-briefings/BP2018_3_Poverty.pdf

Section 7: Sufficiency of early education and childcare for two, three and four year olds

Introduction

Early years education and care (ECEC) settings cover a very wide spectrum. All settings work to the same statutory curriculum and assessments. All are funded solely through the early education entitlements provided by the government. Definitions of the different types of setting are given in Section 11 Appendix 1: *Types of early childhood education and care*. More information is given about the universal and extended entitlements in Section 11 Appendix 5: *The universal offer and its extensions*. The table below indicates how many ECEC settings there are at present in LBTH.

Figure 14: Provision in Tower Hamlets (January 2019)

Setting Type	No. of Settings
Full daycare (including one LA run daycare settings)	43
Pre School Playgroups	37
Child minders	108
Primary Schools with nursery and reception provision	64
Primary schools with reception only	4
Maintained Nursery Schools	6
Total ECEC settings	262

Source: Quality Assurance Team, IEYS Jan 2019

The settings in the first two boxes above may be referred to as private, voluntary and independent (PVI) childcare. Child minders operate as sole traders or through a child minding agency. They are not included in the PVI definition. There are 74 schools (maintained, VCA, RC, CoFE, trust, free) admitting children before statutory school age. Independent schools inspected by the Independent Schools' Inspectorate (ISI) rather than Ofsted in relation to early years are included under PVI settings. There are six maintained nursery schools taking children from the term after their second birthday to the term in which they become five. Of the remaining 68 primary schools, 4 do not have a nursery class. This leaves 64 primary schools with Nursery and Reception classes.

7.1 Borough wide sufficiency of early education for two, three and four year olds

The table below shows the number of settings that are offering two, three and four year old free early education entitlement places in the borough by ward and by children's centre mini-cluster. A map of ward and children's centre mini-cluster boundaries is on page.

Figure 15: Number of settings offering the free early education entitlement

Ward	Full Daycare Providers	Playgroup/ Preschools	Child-minders	Private Nursery/ Primary Schools	Schools with Nursery Classes and Reception	Total

North West						
Weavers	2	1	0	0	5	8
St Peter's	5	3	0	0	6	14
Bethnal Green	1	2	2	1	5	11
Spitalfields & Banglatown	2	4	0	0	5	11
Mini-Cluster Total	10	10	2	1	21	44
South West						
Whitechapel	3	3	0	1	5	12
St Katharine's & Wapping	3	1	0	1	2	7
Shadwell	1	1	0	0	3	5
Stepney Green	2	1	2	1	4	10
St Dunstan's	1	0	1	0	7	8
Mini-Cluster Sub-Total	10	6	3	3	21	42
North East						
Bow East	2	2	0	0	1	5
Bow West	1	0	1	0	5	6
Mile End	1	5	0	0	5	11
Bromley North	2	0	2	0	4	7
Bromley South	0	1	1	0	2	4
Mini-Cluster Sub-Total	6	8	4	0	17	33
South East						
Lansbury	0	4	2	0	6	12
Poplar	1	1	1	0	2	5
Limehouse	1	2	1	0	2	5
Canary Wharf	7	0	0	0	2	9
Blackwall & Cubitt Town	6	1	4	0	1	12
Island Gardens	1	0	2	0	2	5
Mini-Cluster Sub-Total	16	8	10	0	15	48
BOROUGH TOTAL (All Mini-Clusters)	42	32	19	4	74	167

Figure 16: Current free early education entitlement places by children's centre mini-cluster area and type of provider

The table below shows the number free early education entitlement places available for two, three and four year olds in the borough by ward and children's centre mini-cluster. A map of ward and children's centre mini-cluster boundaries is on page

Ward	Full Daycare Providers		Playgroups / Pre-schools		Childminders		Private Nursery / Primary Schools		Schools with Nursery Classes		Total
	3&4 Yr	EL2	3&4 Yr	EL2	3&4 Yr	EL2	3&4 Yr	EL2	3&4 Yr	EL2	

	Olds		Olds		Olds		Olds		Olds		
North West											
Weavers	21	10	1	28	0	0	0	0	129	0	189
St Peter's	36	60	15	6	0	0	0	0	185	20	322
Bethnal Green	12	0	8	31	1	4	130	0	238	0	424
Spitalfields & Banglatown	16	5	23	73	0	0	0	0	174	0	291
Mini-Cluster Total	85	75	47	138	1	4	130	0	726	20	1,226
South West											
Whitechapel	11	0	34	33	0	0	22	0	122	0	222
St Katharine's & Wapping	39	8	2	0	0	0	18	0	56	0	123
Shadwell	17	0	16	92	0	0	0	0	183	0	308
Stepney Green	6	15	1	12	0	2	73	27	237	33	406
St Dunstan's	9	27	0	0	0	1	0	0	202	17	256
Mini-Cluster Sub-Total	82	50	53	137	0	3	113	27	800	50	1,315
North East											
Bow East	21	6	2	42	0	0	0	0	104	0	175
Bow West	2	0	0	0	1	0	0	0	136	0	139
Mile End	30	39	51	147	0	0	0	0	198	0	465
Bromley North	24	23	0	0	2	0	0	0	155	7	211
Bromley South	0	0	24	49	0	1	0	0	100	0	174
Mini-Cluster Sub-Total	77	68	77	238	3	1	0	0	693	7	1,164

Ward	Full Daycare Providers		Playgroups / Pre-schools		Childminders		Private Nursery / Primary Schools		Schools with Nursery Classes		Total
	3&4 Yr Olds	EL2	3&4 Yr Olds	EL 2	3&4 Yr Olds	EL 2	3&4 Yr Olds	EL2	3&4 Yr Olds	EL 2	
South East											
Lansbury	0	0	24	10	4	1	0	0	337	0	475

				9							
Poplar	8	19	8	28	0	5	0	0	104	0	172
Limehouse	8	15	12	17	0	1	0	0	50	0	103
Canary Wharf	166	14	0	0	0	0	0	0	82	0	262
Blackwall & Cubitt Town	43	47	3	22	4	3	0	0	89	0	211
Island Gardens	30	2	0	0	2	3	0	0	71	0	108
Mini-Cluster Sub-Total	255	97	47	176	10	13	0	0	733	0	1,331
BOROUGH TOTAL (All Mini-Clusters)	499	290	224	689	14	21	243	27	2,952	77	5,036

Figure 17: Analysis of the supply and take up of Free Early Education Entitlement (FEEE) Places

- There is a fairly even spread of FEEE provision across the borough, with around a quarter of all of the providers offering FEEE places in each children's centre mini-cluster area.
- The lowest number of providers offering FEEE places is in the North East, with the highest number being in the South East.
- In terms of the occupied FEEE places, this even distribution is largely replicated with around a quarter of all occupied FEEE places in each mini-cluster area; there are however some significant discrepancies in terms of the types of provision:
 - Almost half (44%) of all FEEE places occupied within full daycare provision is with providers in South East.
 - There is a relatively high number of occupied Early Learning for 2 Year Olds places in the North East of the borough.
 - There are more FEEE places offered by childminders in the South East of the borough.
 - Some schools have relatively recently started to offer Early Learning for 2 Year Olds places.

Figure 18: Population birth to four years

The following table shows the population of birth to four years old in Tower Hamlets, based on the 2015 ONS population estimates which are shown by ward and children's centre mini-cluster. A map of ward and children's centre mini-cluster boundaries is on page 95.

	0 yrs	1 yr	2 yrs	3 yrs	4 yrs	Total 0-4 yrs
North West						
Weavers	163	202	183	148	202	898
St Peter's	290	268	260	260	257	1,335
Bethnal Green	309	306	285	297	337	1,534

Spitalfields & Banglatown	157	154	147	150	158	766
Mini-Cluster Total	919	930	875	855	954	4,533
South West						
Whitechapel	235	239	240	224	220	1,158
St Katharine's & Wapping	187	163	144	132	153	779
Shadwell	245	219	238	233	234	1,169
Stepney Green	187	158	143	172	178	838
St Dunstan's	210	226	221	213	231	1,101
Mini-Cluster Sub-Total	1,064	1,005	986	974	1,016	5,045
North East						
Bow East	297	266	278	250	272	1,363
Bow West	218	204	181	191	205	999
Mile End	316	349	366	346	371	1,748
Bromley North	170	178	174	173	173	868
Bromley South	225	208	215	236	218	1,102
Mini-Cluster Sub-Total	1,226	1,205	1,214	1,196	1,239	6,080
South East						
Lansbury	284	275	312	305	319	1,495
Poplar	109	131	135	130	167	672
Limehouse	125	133	102	110	91	561
Canary Wharf	233	244	213	204	205	1,099
Blackwall & Cubitt Town	305	301	287	238	272	1,403
Island Gardens	276	263	242	238	263	1,282
Mini-Cluster Sub-Total	1,332	1,347	1,291	1,225	1,317	6,512
BOROUGH TOTAL (All Mini-Clusters)	4,541	4,487	4,366	4,250	4,526	22,170

Figure 19: Demand and supply for universal entitlement for three and four year old places

Key Findings – Borough wide demand and supply for the universal entitlement for three and four year old places

- The percentage of children able to access a universal entitlement for 3 & 4 year olds place in their own ward is higher in the West of the borough than the East.
- This percentage is especially low in the North East mini-cluster area specifically the Bow East and Bromley South wards, both of which have a relatively high population of 3 and 4 year olds but a relatively low number of available places.
- The South East mini-cluster area also has a low proportion of children who are able to access a universal entitlement for 3 & 4 year olds place in their own ward due to similarly high populations of 3 and 4 year olds despite a high provision of places.
- Across the borough less than half of 3 and 4 year olds are able to access a universal entitlement for 3 & 4 year olds place in their own ward.
- Stepney Green is the ward where the highest proportion of eligible children are able to access a universal entitlement for 3 & 4 year olds place in their resident ward.

7.2 Borough wide demand and supply for early learning for two year olds (EL2) places

Figure 20: Demand and supply for early learning for two year olds (EL2) places

The following table shows the demand and supply for EL2 places in the borough in 2017. A map of ward and children's centre mini-cluster boundaries is on page 71.

	Total Population aged 2	No. of Potentially Eligible 2 Year Olds	Potentially eligible 2 yr olds as a %age of population aged 2	Total EL2 Occupied Places	%age of Children able to access an EL2 place in their ward
North West					
Weavers	183	72	39%	38	53%
St Peter's	260	149	57%	86	58%
Bethnal Green	285	141	49%	35	25%
Spitalfields & Banglatown	147	74	50%	78	105%
Mini-Cluster Total	875	436	50%	237	54%
South West					
Whitechapel	240	124	52%	33	27%
St Katharine's & Wapping	144	21	15%	8	38%
Shadwell	238	139	58%	92	66%

Stepney Green	143	107	75%	89	83%
St Dunstan's	221	103	47%	45	44%
Mini-Cluster Sub-Total	986	494	50%	267	54%
North East					
Bow East	278	107	38%	48	45%
Bow West	181	83	46%	0	0%
Mile End	366	162	44%	186	115%
Bromley North	174	110	63%	30	27%
Bromley South	215	139	65%	50	36%
Mini-Cluster Sub-Total	1,214	601	50%	314	52%
South East					
Lansbury	312	224	72%	110	49%
Poplar	135	114	84%	52	46%
Limehouse	102	35	34%	33	94%
Canary Wharf	213	76	36%	14	18%
Blackwall & Cubitt Town	287	93	32%	72	77%
Island Gardens	242	66	27%	5	8%
Mini-Cluster Sub-Total	1,291	608	47%	286	47%
BOROUGH TOTAL (All Mini-Clusters)	4,366	2,139	49%	1,104	52%

- **Analysis of the Demand and Supply of Early Learning for 2 Year Olds (EL2) Places** The borough has consistently had a very low take-up of Early Learning for 2 Year Olds places; current take up is 52% meaning that over 1,000 families with an eligible 2 year old are not taking up the EL2 entitlement.
- There are more potentially eligible 2 year olds in the east of the borough than in the west although there are individual wards with:
 - Low numbers of potentially eligible children: St Katharine's & Wapping, Limehouse and Island Gardens being the 3 lowest.
 - High numbers of potentially eligible children: Lansbury, Mile End and St Peter's being the 3 highest.
- The number of EL2 occupied places is dependent on early education and childcare providers making places available for EL2 eligible children and varies greatly across the borough:
 - Some wards (Bow West, Island Gardens and St Katharine's & Wapping) have 0 to very low numbers of EL2 occupied places.

- Other wards have very high numbers of occupied EL2 places, for example Lansbury and Mile End wards together have 27% of the of the total occupied EL2 places in the borough.
- The impact of the variations of EL2 place availability has a major impact on the percentage of potentially eligible children that are able to access an EL2 place in their own ward, with some wards (Spitalfields & Banglatown and Mile End) having more occupied places than potentially eligible children, and others (Bow West, Island Gardens and Bethnal Green) having places for 25% or less of the potentially eligible children.

7.3 Borough wide demand for additional hours places

The following table shows the demand for additional hours places for three and four years old in the borough in 2017. A map of ward and children's centre mini-cluster boundaries is on page 95.

Figure 21: Demand for the additional hours

Estimated Demand for Additional (30) Hours Places

	Estimated 3&4 yr old population	Net of estimated on school roll (blanket 33%)	%age of CB claimants in work	Child population x % families working	% working families eligible	Est eligible population Children in working families x % eligible families	Est demand for an additional 15 hour place based on 60% take- up
North West							
Weavers	350	235	69%	162	45%	73	44
St Peter's	517	346	72%	249	41%	102	61
Bethnal Green	634	425	71%	302	43%	130	78
Spitalfields & Banglatown	308	206	70%	144	38%	55	33
Mini-Cluster Total	1,809	1,212		857		360	216
South West							
Whitechapel	444	297	72%	214	35%	75	45
St Katharine's & Wapping	285	191	78%	149	60%	89	54
Shadwell	467	313	70%	219	38%	83	50
Stepney Green	350	235	73%	171	40%	68	41
St Dunstan's	444	297	69%	205	38%	78	47
Mini-Cluster Sub-Total	1,990	1,333		959		394	236

North East							
Bow East	522	350	67%	234	56%	131	79
Bow West	396	265	71%	188	57%	107	64
Mile End	717	480	72%	346	40%	138	83
Bromley North	346	232	67%	155	36%	56	34
Bromley South	454	304	70%	213	39%	83	50
Mini-Cluster Sub-Total	2,435	1,631		1,137		516	310
South East							
Lansbury	624	418	67%	280	42%	118	71
Poplar	297	199	68%	89	45%	40	24
Limehouse	201	135	74%	100	55%	55	33
Canary Wharf	409	274	68%	186	53%	99	59
Blackwall & Cubitt Town	510	342	79%	270	55%	148	89
Island Gardens	501	336	78%	262	60%	157	94
Mini-Cluster Sub-Total	2,542	1,703		1,187		617	370
BOROUGH TOTAL (All Mini-Clusters)	8,776	5,880		4,140		1,886	1,132

Figure 22: Supply of Additional (30) Hours Places

	Additional (30) Hours Places Occupied			Total Additional (30) Hours Places Occupied
	Schools	PVI Settings	Child-minders	
North West				
Weavers	38	19	1	58
St Peter's	24	21	0	45
Bethnal Green	60	17	0	77
Spitalfields & Banglatown	23	16	0	39
Mini-Cluster Total	145	73	1	219
South West				

Whitechapel	19	17	0	36
St Katharine's & Wapping	19	6	0	25
Shadwell	28	14	0	42
Stepney Green	76	11	0	87
St Dunstan's	56	3	1	60
Mini-Cluster Sub-Total	198	51	1	250
North East				
Bow East	1	22	0	23
Bow West	61	6	3	70
Mile End	42	46	0	88
Bromley North	39	12	0	51
Bromley South	18	0	0	18
Mini-Cluster Sub-Total	161	86	3	250
South East				
Lansbury	46	3	0	49
Poplar	28	6	1	35
Limehouse	7	8	0	15
Canary Wharf	13	23	0	36
Blackwall & Cubitt Town	0	43	5	48
Island Gardens	18	9	2	29
Mini-Cluster Sub-Total	112	92	8	212
BOROUGH TOTAL (All Mini-Clusters)	616	302	13	931

Analysis of the demand and supply of additional (30) hours places

- Over the last twelve months take-up of the Additional (30) Hours has grown significantly with an increase of 200 places occupied which represents a 27% increase. Although it is not yet clear whether this represents 'new demand', ie parents opting to return to the labour market based on the availability of the Additional (30) Hours entitlement.
- The estimated demand for Additional (30) Hours places is higher in the east of the borough than in the west which may reflect the relative affluence of the areas, in particular the Island Gardens and Blackwall

and Cubitt Town wards which border each other have the two highest estimated demands for an Additional (30) Hours place.

- There is a fairly even spread of occupied Additional (30) Hours places across all of the children's centre mini-cluster areas although there are specific wards (Bow East, Bromley South, Limehouse) with a relatively low number of occupied places.
- Comparing estimated demand and the number of occupied Additional (30) Hours places suggests that there are a number of wards with a significant deficit of places in the ward, ie: St Peter's, St Katharine's & Wapping, Bow East, Bromley South, Lansbury, Limehouse, Canary Wharf, Blackwall & Cubitt Town and Island Gardens. The latter three wards comprise the Isle of Dogs which can be identified as in need of more Additional (30) Hours places.
- A significant potential future issue is that two-thirds of the Additional (30) Hours places being used by working parents are within schools on a term-time only basis, this may not be fully meeting parents' needs.

It is also not clear what impact the ending of full-time funding of nursery places in schools from April 2019 will have on the supply of Additional (30) Hours places, specifically whether some schools may decide to no longer offer full-time nursery places due to logistical, operational and/or financial constraints.

7.4 Borough wide demand and supply of childcare places for birth to two year olds

The following table shows the demand and supply of childcare places for birth to two year olds in the borough in 2018. A map of ward and children's centre mini-cluster boundaries is on page 95.

Figure 23: Demand and supply of childcare places for birth to two year olds

	Total Population 0-2 yrs	Estimated demand for Childcare (22%)	Projected Number of 0-2 yr old places	%age Occupancy 0-2 yr old places	Surplus/ Deficit places in ward
North West					
Weavers	365	80	48	92%	-32
St Peter's	558	123	52	81%	-71
Bethnal Green	615	135	18	100%	-117
Spitalfields & Banglatown	311	68	71	66%	3
North West Mini-Cluster Total	1,849	407	189		-218
South West					
Whitechapel	474	104	102	59%	-2
St Katharine's & Wapping	350	77	42	100%	-35
Shadwell	464	102	48	65%	-54

Stepney Green	345	76	25	60%	-51
St Dunstan's	436	96	16	100%	-80
South West Mini-Cluster Sub-Total	2,069	455	233		-222
North East					
Bow East	563	124	71	86%	-53
Bow West	422	93	0	0%	-93
Mile End	665	146	36	97%	-110
Bromley North	348	77	30	60%	-47
Bromley South	433	95	0	0%	-95
North East Mini-Cluster Sub-Total	2,431	535	137		-398
South East					
Lansbury	559	123	0	0%	-123
Poplar	240	53	12	83%	-41
Limehouse	258	57	55	45%	-2
Canary Wharf	477	105	220	81%	115
Blackwall & Cubitt Town	606	133	130	90%	-3
Island Gardens	539	119	28	100%	-91
South East Mini-Cluster Sub-Total	2,679	589	445		-144
BOROUGH TOTAL (All Mini-Clusters)	9,028	1,986	1,004		-982

Key Findings – Borough wide demand and supply of childcare places for birth to two year olds

Any analysis of the demand and supply for birth to two year old childcare places to support working families needs to be viewed with reservations. The surplus/deficit measure used is relatively crude and makes no allowance for the fact that a number of Tower Hamlets families will access childcare provision outside the borough as the provider may be more convenient to where they work. Equally a number of families from outside the borough will use childcare places within Tower Hamlets for the same reasons.

Analysis of the Demand and Supply of Childcare Places for 0-2 year olds

- Analysis of the demand and supply for birth to two year old childcare places to support working families needs to be viewed with reservations:
 - The surplus/deficit measure used is relatively crude and makes no allowance for the fact that a number of Tower Hamlets families will access childcare provision outside the borough as the provider may be more convenient to where they work.
 - Equally a number of families from outside the borough will use childcare places within Tower Hamlets for the same reasons.
- The analysis undertaken suggests that overall there is a deficit of places across the borough to support working parents with children aged 0-2 years. Wards identified as having significant deficits are: St Peter's, Bethnal Green, St Dunstan's, Bow West, Mile End, Bromley South, Lansbury and Island Gardens.
- Canary Wharf ward is the only ward with a significant surplus of childcare provision for 0-2 year olds, as a major business and employment centre, it may be that a major proportion of this provision is used by families throughout the borough or who are resident in other boroughs and work in Canary Wharf.

Sufficiency and next steps

- The market for childcare places for birth to two year olds has a tendency to look after itself, at the same time the impact of cross-borough use of childcare places is difficult to quantify. As a result it is felt that at this stage there is no significant need to directly increase provision for birth to two year olds. This was also confirmed by Family Information Service. To date they have not had any parents reporting not being able to find childcare for their children birth to two in the local area.

7.5 Take up of free early education for two year olds (EL2)

Tower Hamlets traditionally has a high number of children who are eligible for the two year old early education place (EL2) reflecting the high number of low income households in the borough. Currently there are children who are possibly eligible for the funding (DWP data January 2019).

The take up of two year old early education places has been low compared with statistical neighbours. This is due to number of reasons including unwillingness among certain communities to send their two year old to a setting. The reasons were investigated through independently commissioned research in 2014. This research, in consultation with the DFE, formed the basis of current policy and planning. It included a marketing plan, informed by visits to other more successful councils to access their knowledge and understanding. It emerged that the greatest practical barriers locally to opening new EL2 places are the cost and availability of land and the cost of wages, given that the council recommends all businesses offer the London Living Wage. More successful councils also have significantly more land available at significantly lower costs than is the case in LBTH. Significantly higher numbers of D1 properties that can be converted for childcare are also available in these council areas.

As a result of the ongoing marketing campaign and by working with local community groups to change perceptions, there has been a steady increase of take up of places 2014 to 2019. This CSA indicates that the council has reached the limits of the effectiveness of current approaches and should consider focussing more on the provision of EL2 places by schools. Some schools already offer these places. The maintained

nursery schools have a wealth of understanding of the practical issues schools wishing to follow this path will face. Further funding has been secured for 2018 – 2020 in order to create more places for EL2 children.

Figure 24: Total number of two years old by ward, grouped by mini cluster

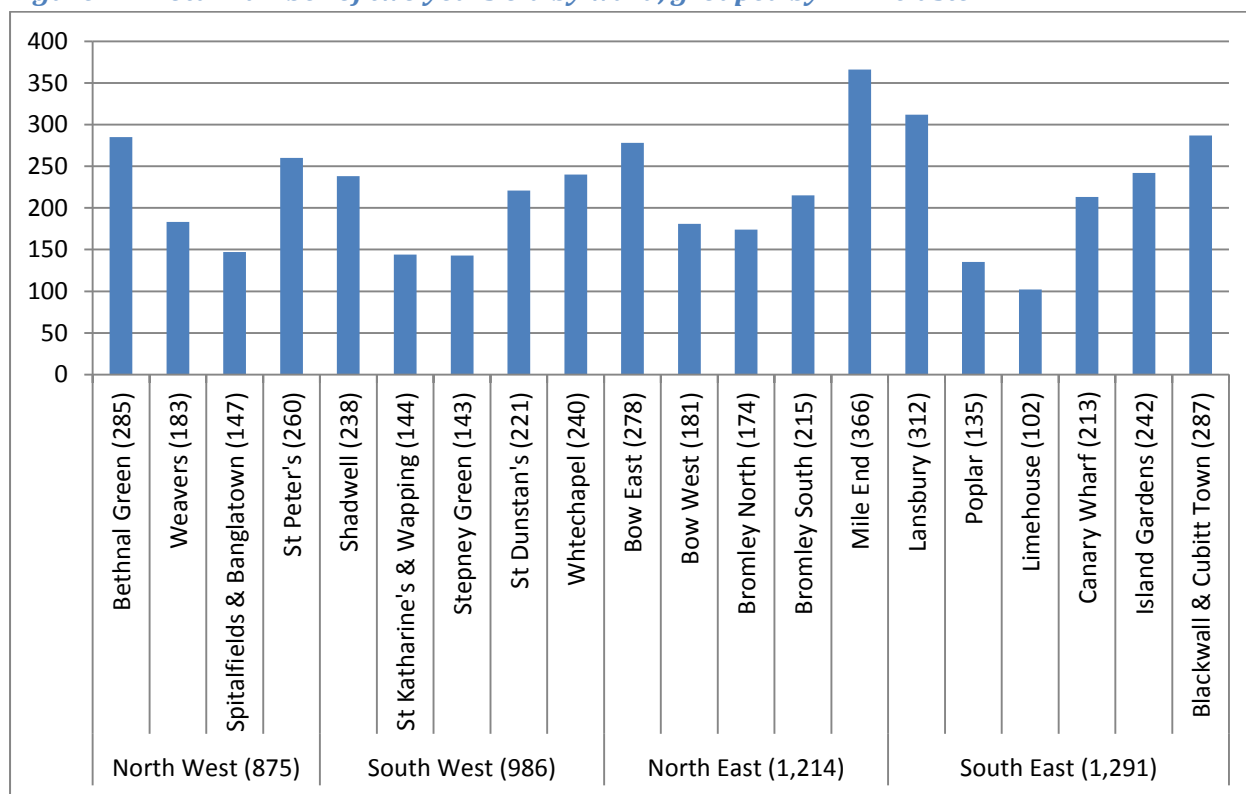
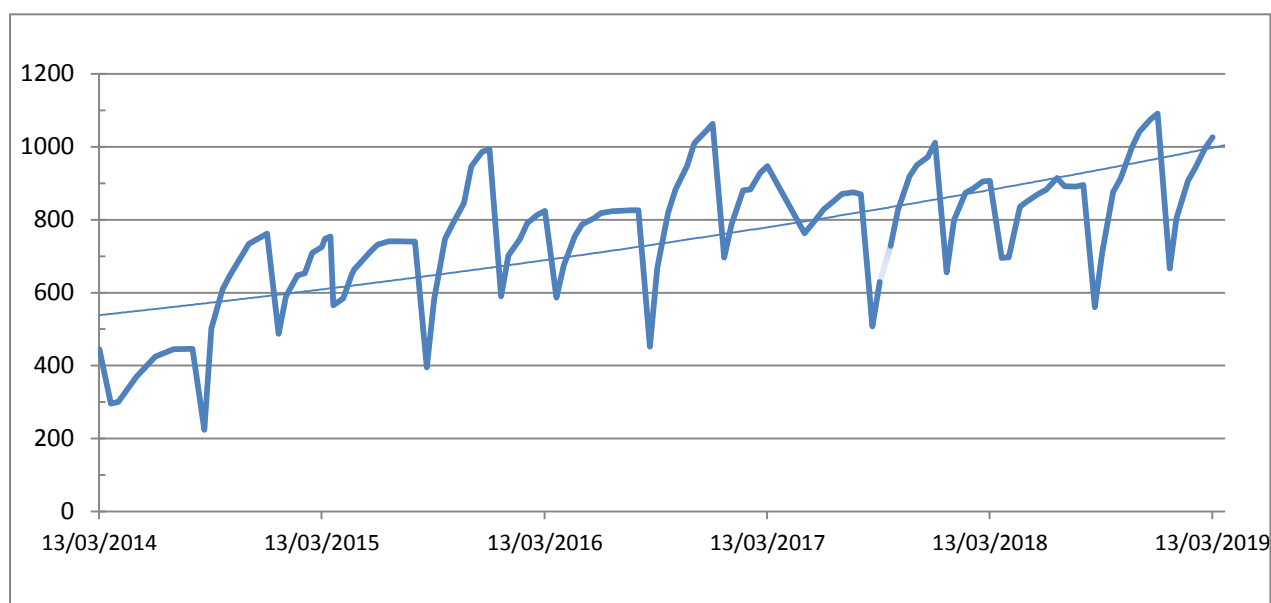


Figure 25: Take up rate in EL2 2013 to 2018



Note: The fluctuations in the table above are caused by children becoming ineligible as they enter the term after their third birthday. At this point, most children enter a maintained nursery school or a nursery class in a primary school.

Figure 26: Take up by term 2017-2018

Funded term	Percentage take up
Spring 2017	40.13%
Summer 2017	39%
Autumn 2017	48.95%
Spring 2018	45.53%
Summer 2018	39.95%

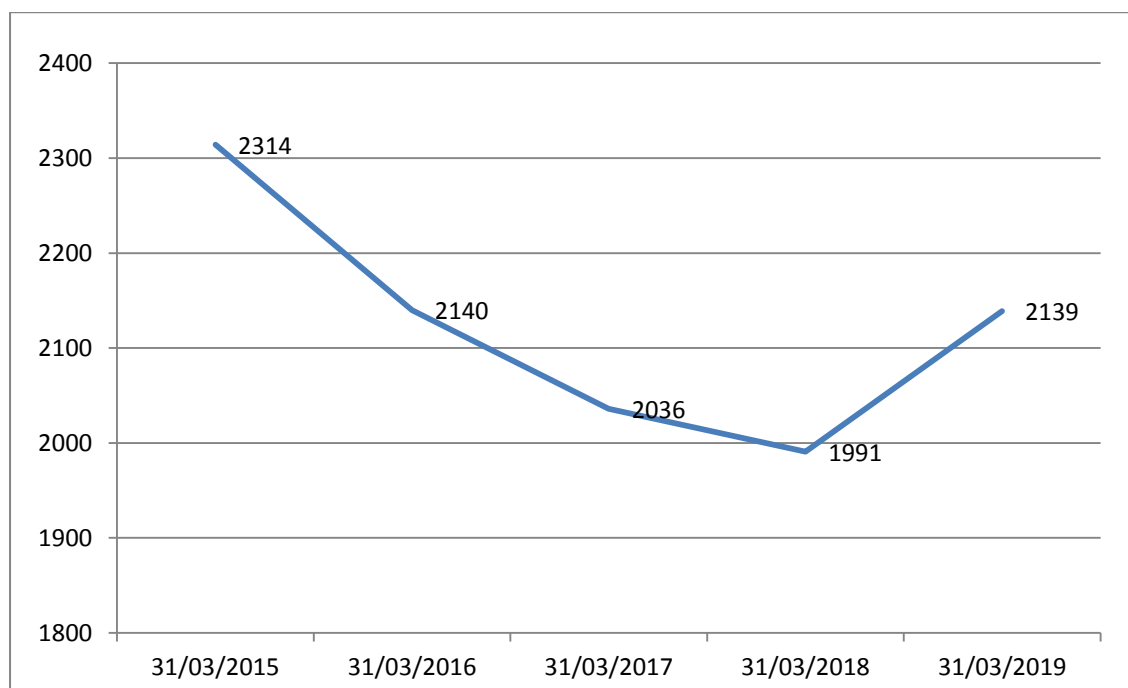
Although the take up figure has been increasing year on year, increasing the take up of places remains an ongoing challenge. Since the 2017 restructure, the IEYS is able to link more effectively with children's centres and private, voluntary and independent early education and childcare settings in order to increase take up. All 6 maintained nursery schools and few primary schools are now taking EL2 children. More primary schools have expressed their interests in taking EL2 children as they have more capacity in their nursery classes due to the fall in numbers in the nursery provisions.

EL2 placement is now carried out by children's centre staff. We believe this will improve the take up rate and promote closer working relationship between children's centres and early childhood education and care providers.

Change in demand for EL2

The following graph shows the change in the population of two year olds who are potentially eligible for free early learning places for two year olds. This can be interpreted as a positive sign. As family income increases, their children are no longer eligible for EL2. This is because eligibility is based on low income, minimum wage or less. There have been around 399 less eligible children (18% decrease) in the borough in early 2018 compared to 2015. However, since the mid-2018 to early 2019, there has been an increase and the number of children who are eligible for the scheme in 2019 is at the same level as 2016 and saw 15% increase compared to 2018.

Figure 27: Change in demand for EL2



EL2 capital projects

Through the EL2 programme all local authorities in England have a statutory duty to ensure the provision of free part-time early education for the 40% most disadvantaged two-year olds from September 2014 (*Early education and childcare: Statutory guidance for local authorities September 2014*). In LBTH, levels of disadvantage meant that places for 60% of the annual cohort of two year olds had to be created. The government offer is for 570 hours of free early education for each eligible two year old. If taken over 38 weeks in a year (term time only), this represents 15 hours per week. The policy is an extension to the existing universal entitlement for three and four year olds.

The council has a duty to support the development of new childcare places and was in 2013 awarded capital funding from the DFE for this purpose. In common with all other councils, trajectory funding was also provided to provide the required income stream for the settings as places opened. In 2014 with the agreement of the DFE, part of the trajectory funding was converted to capital funding.

Although 695 new places for two year olds have been created since the project begun, as indicated in this CSA, there are still insufficient EL2 childcare places in Tower Hamlets for the council to meet this sufficiency

duty because Tower Hamlets has high numbers of two years old who are eligible for the scheme. Therefore there is a need to extend the capital programme to increase provision across the borough. Further capital funding has been awarded in 2018 in order to continue the EL2 capital project with particular focus on creating more places within primary schools.

7.6 Free early years education for children with special educational needs and/or disabilities (SEND)

In Tower Hamlets SEND inclusion support is available to children accessing a free early education place at private, voluntary or independent early years settings. This support is to assist children with SEND to access early childhood education and care.

All maintained day nurseries and private, voluntary and independent (PVI) early years setting have an identified Inclusion Coordinator who is responsible for developing practice to ensure early support for children with SEND. These PVI early years settings can access support and advice from a link Area Inclusion Coordinator to support them in developing their inclusive practice and, with parental permission, assist in the identification, planning and review of children with SEND. Within the Integrated Early Years' Service there are four Area Inclusion Coordinators who work with PVI early years settings and their inclusion co-ordinators on a geographical basis which links to the four children and family centres and their related eight children's centres. This provides continuity of support for children and their families and ensures that support is available to families at the earliest opportunity.

A limited inclusion fund is also available to PVI early years settings to support children with SEND accessing provision. Funding is available to provide specific equipment, minor adaptations to the environment and/or a support worker to enhance the capacity of the key person and wider permanent staff group to meet children's needs.

Children accessing free early education in a school can access support from the school special educational needs co-ordinator (SENCO) and the Support for Learning Service (SLS).

Parents of children with SEND experience significant issues around accessing affordable and appropriate early education and childcare which ensures the flexibility these families need. Some of the issues for the council to consider around early childhood education and care for children with SEND birth to five are:

- The eligibility criteria for EL2 are very restrictive for children with SEND. Most children at this age are not in receipt of a education, health and care (EHC) plan or Disability Living Allowance (DLA). There should be local support to include children at SEN support and those undergoing assessments;
- Dedicated SEND access funding for children with SEND (both children at SEN Support and those with EHC plans) needs to be allocated to ensure that the council can plan and develop inclusion funding arrangement/procedures that are transparent and timely to ensure that children can take up childcare entitlement immediately;
- Flexibility is a priority for children where a combined provision is needed to meet the child's needs for example day nursery and access to childminder for children who would be overwhelmed with nursery for more than a few hours. This approach should be encouraged, possibly by financial benefits for providers agreed by the council;

- Children with SEND need the greatest flexibility in their access to early childhood education and childcare particularly when they are undergoing developmental assessments which may require a range of appointments with various services.

All these issues impact on employment opportunities for parents of children with SEND. A failure to address these challenges could have possible discriminatory impact in relation to restrictions in access to childcare locally. A further inclusion factor to consider is the impact of current extended entitlements (EL2 and the additional hours) for parents of children with SEND on families from minority communities.

7.7 Numbers of children accessing the entitlements

In LBTH schools and childcare settings are told that all parents are struggling to find high quality and affordable childcare. Business operating costs are high, land is at a premium for development and childcare businesses are often under severe financial pressure. Historically LBTH has involved primary schools in the provision of high quality early childhood education and care, using the government childcare funding to support nursery classes in 65 of the 68 primary schools and in the six maintained nursery schools. The government childcare funding cannot extend to funding teachers, so schools and the LA have historically ensured that funding is available for full time nursery education in schools.

Recent government funding changes have limited the provision of full time nursery education for the children who need it most, by removing the LBTH ability to “top up” nursery class provision in schools.

Nationally LBTH has the highest number of under fives living in poverty. Where parents are in work, this is often low-paid and parents have to rely on family members providing informal care. This has a depressive effect on the local childcare market in LBTH: demand for childcare is driven by family income, in disadvantaged wards (most of LBTH), childcare has to rely on the government entitlements. This makes their business model precarious and marginal. The funding of school nursery places through the current entitlements does go some way to addressing the lack of private childcare in the most disadvantaged areas. And, of course, the council is working to make sure that childcare provision on the ground floor is a priority in new builds. The government childcare funding in LBTH provides the following early childhood education and care places:

Figure 28: children attending early childhood education and care provision birth to five October 2018)

Type of Early Childhood Education and Care (ECEC) setting	Number of children	Percentage/total
Nursery provisions in Primary schools (64 schools)	2969	34%
Reception provisions in Primary Schools	3260	37.6%
Full day care (43 settings) and playgroups	1985	22.9%
Child minders (108)	32	0.3%
Maintained nursery schools	407	5%

(6 settings)		
LA day nurseries (2 settings)	17	0.2%
Total children	8670	100%

Increasing the provision of early childhood education and care will require capital and trajectory funding from the council as described previously. A deeper involvement of schools through the additional hours entitlement and EL2 will also require capital and trajectory funding, albeit at lower levels, given the overall suitability of school buildings.

7.8 Unintended interactions between the entitlements

There are approximately 4,000 children in each annual cohort birth to five in LBTH. Locally only 14% of parents of three year olds are eligible for the additional hours (DFE estimate.) 40% of low income parents of two year olds are eligible for EL2. The first entitlement is for parents on low incomes, the next two are for all (universal) and for working parents (additional hours). As LBTH parents cannot afford the costs of childcare they cannot access training or work when their child is three. Until April 2019 there was a degree of term-time full time nursery provision for three year olds in schools. This was funded by the council through the “LA top-up” (10 hours per week term time) and resulted in 25 hours early education for three year olds per week locally during term time. The council can no longer support this offer. This is due to the impact of the changes to Early Years National Funding Formula (EYNFF) beginning in April 2017.

Head teachers will therefore have to offer sessional care for three year olds funded by the universal offer (15 hours per week term time) unless they and their governors decide to support it from schools’ budgets locally. The interplay of the entitlements and the local economy has prevented parents from accessing training and from accessing work. In effect, there is no crossover between the government early learning and care entitlement schemes locally.

To address this, different parts of the council are working together. Initiatives extend across all local employment services and health services as well as education. Locally we have found that relatively advantaged parents already in work are the group benefiting from the extension of the entitlements as they no longer have to pay for the additional hours. There are plans to roll out an extra entitlement (10 hours a week term time) for two year olds eligible for early learning for two year olds.

7.9 The work with schools

‘Delivering Early Education and Childcare in Tower Hamlets’ event

In March 2019 schools were invited to an information and guidance session called ‘Delivering Early Education and Childcare in Tower Hamlets’ which was intended to enable attendees to learn more about the early learning and care services they can offer, and how they can maximize financial opportunities for their establishments. The session was organized by the Community Participation team, part of the Integrated Early Years’ Service (IEYS), in partnership with Childcare Works, advisers to the Department for Education (DfE). Approximately 80 attendees - school Head Teachers and business managers - represented over 40 nursery and primary schools from across the Borough.

Speakers shared updates on the latest national policy, reviewed the delivery of early years' entitlements, the Social Mobility Action Plan and praised local priorities in Tower Hamlets. Schools shared their expertise and discussed effective market management practices. They considered local demand, and also reviewed and evaluated delivery models. The IEYS shared information on local authority support for schools in the future.

The highlight of the event was hearing the DfE's priorities for ensuring that the second year of 30-hours provision runs smoothly. Schools were praised for contributing to the remarkable 96 per cent take up for children in Tower Hamlets currently in a 30-hours place for the Spring term 2019.

Other top priorities for the government are to support local authorities and providers with special education needs and disabilities (SEND) challenges; to ensure all universal and targeted early years entitlements for two-, three- and four-year olds work together; to promote take-up of all entitlements by the least advantaged families; and safeguard sufficiency of places and local authority childcare sufficiency assessments, as well as provide flexibility, change and sustainability.

The IEYS has been offering support to schools for increasing 30 hours take up and other entitlements that schools could offer, such as early learning for two year olds. In consultation with head teachers, the IEYS has created resources for schools: communication tools on 30 hours, early years' business advice and financial guidance.

The Integrated Early Years' Service strongly advises Head Teachers and Governors to carefully consider how they want to provide early learning and care places in their schools. It is important to carry out effective business planning, including a robust market analysis, which considers local childcare provision.

These resources can be found here: <http://www.towerhamlets.gov.uk/ieys> and here [https://www.towerhamlets.gov.uk/ignl/education and learning/childcare and early years educ/Information for schools/Early learning and Childcare information for Schools.aspx](https://www.towerhamlets.gov.uk/ignl/education%20and%20learning/childcare%20and%20early%20years%20educ/Information%20for%20schools/Early%20learning%20and%20Childcare%20information%20for%20Schools.aspx)

Section 8: Quality of childcare and education

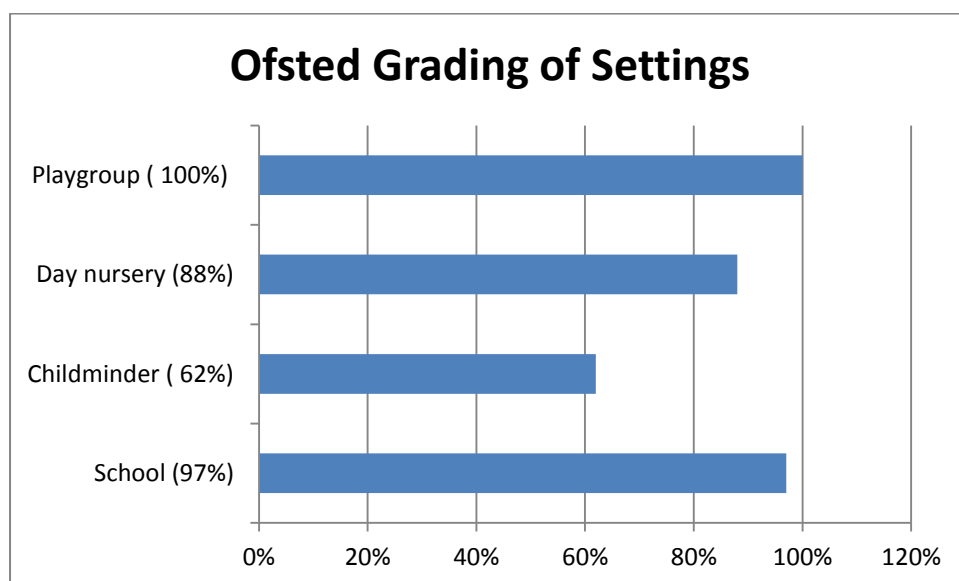
8.1 Ofsted inspections, the quality measure

It is a key priority for the Tower Hamlets Integrated Early Years' Service to support all early childhood education and care settings to improve children's outcomes as measured at age five at the end of the Reception class. Outcomes data is collected through the annual national statutory data collection: the Early Years Foundation Stage Profile (EYFSP). This measure is also used by health professionals and is a shared key performance indicator with employment.

Children's learning is strongly influenced the quality of the teaching and the quality of the indoor and outdoor environments provided. For this reason, like all other councils, we work hard to ensure that qualifications of staff and the quality of learning environments are as high as possible. The EPPSE research and other studies show that good quality early childhood education and care provision makes huge contribution to the improved outcomes later on in children's lives. There has been a steady increase of settings achieving good or outstanding OFSTED grading over the last few years.

Below is a table of OFSTED grading for early years settings in Tower Hamlets. Ofsted data on their website is collected in arrears and does not match the most up-to-date information held by the council. The IEYS keeps a "live" record of inspection outcomes. This is slightly different from the Ofsted results. This is because the council's record is continuously updated and does not include childcare for children after their fifth birthday. Ofsted updates its records at fixed time intervals. For this reason, figures may vary.

Figure 29: Ofsted gradings



88% of all the day nurseries and 100% of all the pre-schools (play groups) are rated as good or outstanding. This is an improvement from last year. 62% of childminders (15 % of them are inactive) are rated as good and outstanding. The IEYS is now focussed on supporting child minders, having made significant improvements in the other types of PVI childcare setting. There is clearly more work to be done to support

child minders to improve their quality of care. We will continue to support all settings to improve their standard of care and education and increase the number of settings achieving good/outstanding.

Source: Based on the latest Early Years Inspection by OFSTED, excluding settings registered but not yet inspected. January 2018

8.2 Qualifications audit

Major recent research¹⁰ indicates that one of the key factors contributing to good outcomes for children and good or better Ofsted outcomes is the experience and qualifications of staff. An important factor for ECEC settings is to develop a business model that enables at least the payment of the London Living Wage and ideally the employment of at least one qualified teacher in the setting. The strong public support for the LA run day nurseries is driven by residents' belief that good quality staffing is a basic entitlement required to ensure the best possible start for the young children of Tower Hamlets. The restructure of the early years services locally ensured that the children's centre services, so strongly supported by residents during the consultation, were preserved. The challenge for levels of staff qualifications is to find a way forward in a time of extreme financial stringency that ensures good quality staff are providing childcare to every family who wants it, with an emphasis on the children who need this most: children born into disadvantage, children with SEND, children with medical needs and children with social needs.

Below are extracts from the qualifications audit of the early years' practitioners, completed in June 2016. (*Early Years Qualification Audit Report 2016*, completed by the Early Years' Workforce and Development Team). The update qualification audit will be due to be produced in Spring/Summer term in 2019.

Figure 30: Response to qualifications audit

Borough wide

Data was obtained from 49% of childcare provision within the borough, of which:

Provision type	Number of contacted	Data obtained	Not obtained	% Responded
Childminders & Assistants	136	47	89	35%
Pre-School Groups	26	20	6	77%
Day Nurseries	49	36	13	73%
Totals	211	103	108	49%

¹⁰ *Researching effective pedagogy in the early years (REPEY)* available here: <http://dera.ioe.ac.uk/4650/> ; *Nutbrown Review – Foundations for quality*, available here: <https://www.gov.uk/government/publications/nutbrown-review-foundations-for-quality>

Figure 31: Overall response to audit

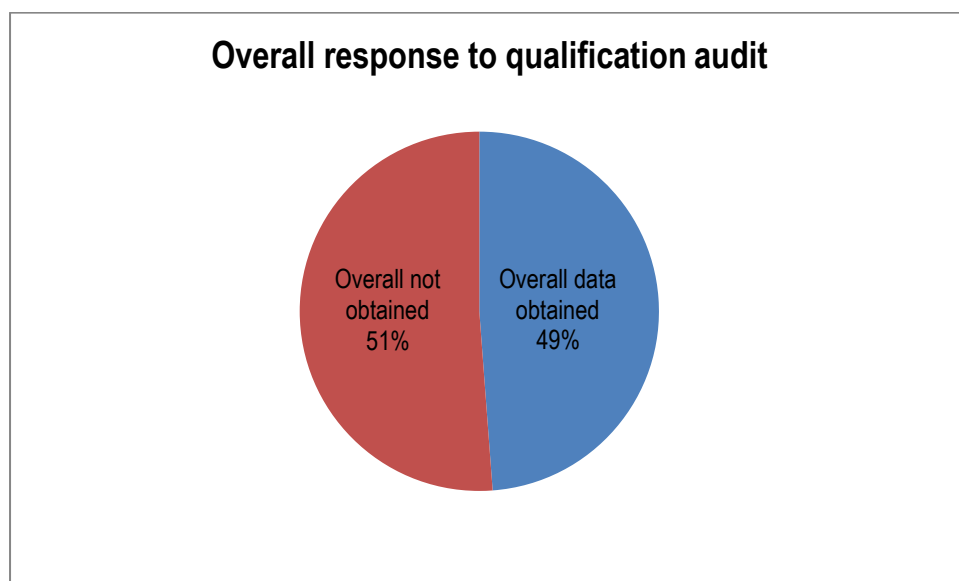


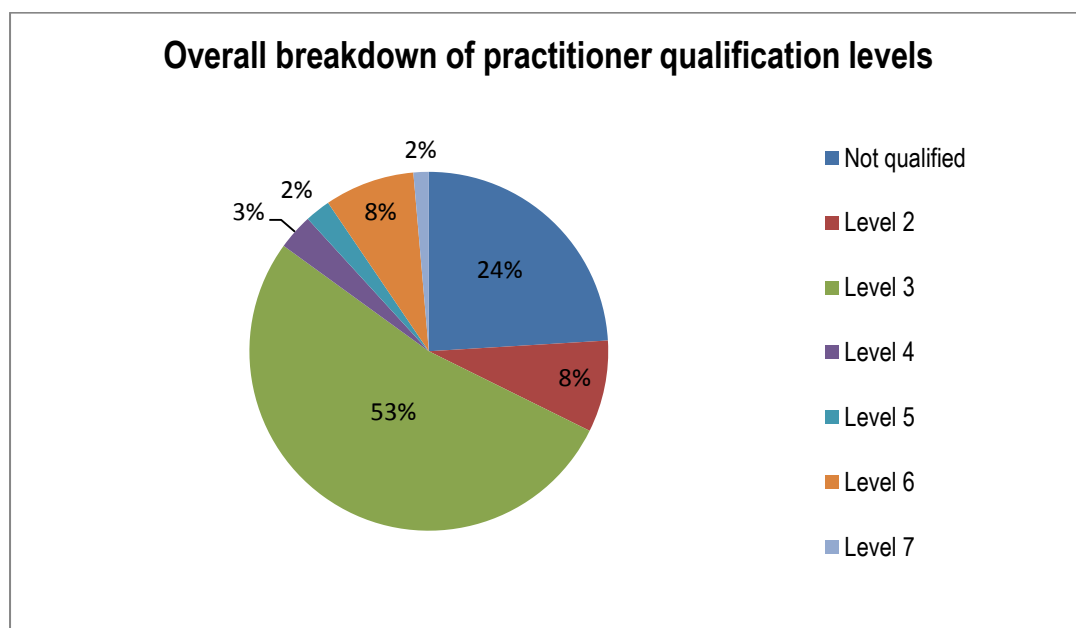
Figure 32: Breakdown of qualification levels identified

Borough wide

From the 49% return the data highlights 68% of practitioners have a Level 3 or above and 32% have obtained Level 2 or no qualifications.

	Not qualified	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Childminder	17	4	23	1	0	1	1	47
Day nurseries	108	42	247	18	13	37	8	473
Pre School Groups	30	8	72	3	2	17	0	132
Overall	157	54	344	21	15	53	9	653
%	24%	8%	53%	3%	2%	8%	1%	100%

Figure 33: Overall breakdown



The report concludes that in Tower Hamlets, there remain significant differences in qualification levels across the early years sector, borough wide 53% of practitioners have achieved Level 3 which is in accordance with the EYFS requirements. In relation to higher qualifications there is considerable variation in qualification levels between childminders, day nurseries and pre-school practitioners who have achieved or are working towards higher qualifications. The funding that encouraged early years practitioners to further their qualifications (Qualification Grants for Childcare Practitioners) is no longer available due to national budget constraints. The Integrated Early Years' Service will continue to seek funding opportunities for this and seek creative way to encourage practitioners to improve their qualifications.

Section 9: Childcare affordability

The table below shows the average prices in our local area for maintained (local authority run, state school, nursery provision) and PVI (private, voluntary and independent provision, including PVI provision in children's centres) nursery places for the following provision:

Figure 34: Prices for two year olds and under

	25 hours per week		50 hours per week	
	Maintained	PVI	Maintained	PVI
A place in a day nursery for children under 2 years	£72.50	£146.21	£145.00	£292.42
A place in a day nursery for children aged 2 (those who do not get the 15h free entitlement)	£72.50	£123.65	£145.00	£247.31

Note: Nurseries record their prices in different ways. Some have an hourly rate, while others have a weekly rate for 50 hours provision from 8am to 6pm. If the nursery does not have a 25 hour rate, please calculate the price of 25 hours provision by halving the 50 hour rate, or failing this, multiplying an hourly rate by 25.

Figure 35: Childcare prices for two, three and four year olds

The average prices of childcare **before the free entitlements have been taken into account.**

	Maintained	PVI
A place in a day nursery for 25 hours a week	£72.50	£143.65
A place in a day nursery for 50 hours a week	£145.00	£247.31

The price of 25 hours childcare per week for a child under two at:

The most expensive nursery that you are aware of in local area	£231.00
The cheapest nursery that you are aware of in local area	£100.00

The typical (average) price for a childminder in local area:

	25 hours per week	50 hours per week
Children under 2 years	£172.86	£345.71
Children 2 years and over	£172.86	£345.71

Children at school, for pickup and care up to around 6pm	£8.00 per hour	

Childminders record their prices in different ways. Some have an hourly rate, while others have a weekly rate for 50 hours provision from 8am-6pm. If the childminder does not have a 25 hour rate, please calculate the price of 25 hours provision by halving the 50 hour rate, or failing this, multiplying an hourly rate by 25.

The typical (average) weekly price for a place in an after school club for 15 hours per week:

£8.00 per hour = £120.00

Source: Information provided by Children's Information Services, December 2018

Figure 36: Proportion of providers in the local area that are offering the 30 hour extended entitlement for at least some children:

	%	Don't know or N/A
Childminders	2	
Private and voluntary nurseries	90	
Stand alone nursery schools	100	
Nursery classes in schools	80	

Section 10: Glossary

Additional hours

Some parents can access an additional 15 hours of free childcare. This is available for working parents. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

BME

Black and minority ethnic. An acronym used to refer to members of non-white communities in the UK.

DBS

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

DLA

Disability Living Allowance is a benefit that helps with the extra costs that disabled people face as a result of their disabilities. DLA is not means-tested, and it is tax free. You don't need to have paid any National Insurance contributions to claim DLA.

ECS

The eligibility checking system is a service provided to local authorities by central government. The site allows local authorities to perform queries for checking eligibility for:

- Free school meals
- Funded early learning for two year olds (this applies to England only)
- Early Years Pupil Premium (this applies to England only)
- 30 Hours Free Childcare (this applies to England only)

EHC plan

An Education, Health and Care plan is the document which replaces statements of Special Educational Needs and Learning Difficulties Assessments for children and young people with special educational needs.

EL2

Early learning for two year olds. Eligible two year olds can get free early education and childcare if the family is on a low income. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds-benefits>

EPPE

The Effective Provision of Pre-School Education (EPPE) project was the first major European longitudinal study of a national sample of young children's development between the ages of three and seven years. To investigate the effects of pre-school education, the EPPE team collected a wide range of information on 3,000 children. The study also looks at background characteristics related to parents, the child's home environment and the pre-school settings children attended. More information is available here: <http://dera.ioe.ac.uk/8543/7/SSU-SF-2004-01.pdf>

EPPSE

The Effective Pre-school, Primary and Secondary Education Project (EPPSE) was a longitudinal study (1997 – 2014) funded by the Department for Education . The main focus of EPPSE was to investigate the influence of early childhood education and care on children’s academic and social-behavioural outcomes. The research also studied the role of the home learning environment, the family, neighbourhood and other school experiences on children’s learning, progress and dispositions. More information is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/455670/RB455_Effective_pre-school_primary_and_secondary_education_project.pdf.pdf

ESOL

English for speakers of other languages.

EYFS

The Early Years Foundation Stage is a statutory key stage beginning at birth and ending at the end of Reception. It is also a document for early years providers, to help them support children's learning and development from birth to five years old. Although this is a statutory key stage, attendance at early childhood education and care settings is not legally required. Statutory school age starts in the term after a child’s fifth birthday.

EYFSP

The Early Years Foundation Stage Profile summarises and describes children’s attainment at the end of the EYFS. It gives the child’s attainment in relation to the 17 early learning goal descriptors and a short narrative describing the child’s three characteristics of effective learning. Practitioners’ assessments are primarily based on observing a child’s daily activities and events. More information is available here:

https://www.foundationyears.org.uk/files/2017/02/2017_EYFSP_handbook_v1.1.pdf

EYNFF

Early Years National Funding Formula. This changed significantly from April 2017. More information is available here: <https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance>

FEED

Free early education entitlement. Free childcare for three and four year olds. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Free entitlement

Free childcare for three and four year olds. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

IDACI

The income deprivation affecting children index is an index of deprivation used in the United Kingdom. The index is calculated by the Office of the Deputy Prime Minister and measures in a local area the proportion of children under the age of 16 that live in low income households.

IEYS

The Integrated Early Years Service started on 1 May 2017. Members agreed in 2016 that the previously separately run early years services (Early Years Service, Children's Centre Service and LA Day Nursery Service) should be restructured into a single service.

INCo

The inclusion co-ordinator develops and manages the implementation of the setting's inclusion policy including Child Protection. The role is to oversee the setting's inclusive provision and promote approaches that raise the quality and achievements of inclusive education for all pupils, including SEND, development and behaviour.

ISI

The Independent Schools Inspectorate is the body responsible for the inspection of schools in membership of the Associations that make up the Independent Schools Council. ISI is approved for the purpose of inspection under Section 109 of the Education and Skills Act 2008 and reports to the Department for Education on the extent to which schools meet statutory requirements.

NVQ

National Vocational Qualifications were work based awards in England, Wales and Northern Ireland achieved through assessment and training. The regulatory framework supporting NVQs was withdrawn in 2015 and replaced by the Regulated Qualifications Framework (RQF), although the term "NVQ" continues to be used as staff are more familiar with this acronym. NVQs may be used in RQF qualifications if they "are based on recognised occupational standards, work-based and/or simulated work-based assessment and where they confer occupational competence".

ONS

The Office for National Statistics is the UK's largest independent producer of official statistics and its recognised national statistical institute. The ONS are responsible for collecting and publishing statistics related to the economy, population and society at national, regional and local levels. They also conduct the census in England and Wales every 10 years.

PEP

The Primary Education Partnership is part of the Tower Hamlets Education Partnership. More information is available here: <https://the-partnership.org.uk/>

SENCo

A special educational needs coordinator is a teacher who is responsible for special educational needs in a school. All schools have a SENCo and they work with other teachers and with parents to make sure that pupils with special educational needs get the right support and help they need at school.

SEND

Special educational needs and disability. More information is available here: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

SES

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

“Stretched hours”

This refers to offering the 570 hours of free childcare across more than 38 weeks annually. In 'Next Steps for Early Learning and Childcare', published in January 2009, the Government set out plans to increase childcare flexibility by making it possible for parents to "stretch" their free provision, by having the same number of hours across more weeks of the year. Parents can continue to access their child's entitlement over 38 weeks per funded year and this 38 week 'standard' delivery will remain the minimum entitlement. However, giving parents the opportunity to access the free entitlement in a more "stretched" way could enable them to budget for additional hours and balance work or other commitments consistently across the year.

THEP

The Tower Hamlets Education PARTNERSHIP IS Led by schools, for schools, and builds on 20 years of excellence in Tower Hamlets and an existing culture of collaborative working to continue to raise standards. More information is available here: <https://the-partnership.org.uk/>

Universal entitlement

Free childcare for three and four year olds. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Universal offer

Free childcare for three and four year olds. More information is available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Section 11: Appendices

Appendix 1: Types of early childhood education and care

Care for disabled children

If a parent has a disabled child, they may find that they need more specialised care to meet their child's needs. Many providers offer care for children with special educational needs and/or disabilities (SEND), and there are some settings dedicated to the care of disabled children. No matter what setting a parent chooses, a solid understanding of children's development and how to provide for them is essential, so work with the provider to help them know and understand the child and their specific needs is a key council responsibility, fulfilled by the IEYS Inclusion Team. Schools hold their own delegated funds for early years SEND and do not access this offer.

Children's centres

From the late 1990s, a fundamental part of government strategy to improve outcomes for under-fives, particularly those who were potentially vulnerable to underachieving, was the introduction of children's centres. The Childcare Act 2006 established children's centres on a statutory basis and imposed duties on local authorities to ensure that such provision met the local need. The core purpose of children's centres as defined by the Department for Education (DFE) remains:

...to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers in child development and school readiness, parenting aspirations and parenting skills; and child and family health and life chances.

DFE "The Core Purpose of Children's' Centres"¹¹

Day nurseries

Day nurseries look after and educate children from three months to five years and generally open from 8.00am to 6.00pm, but some are open even longer hours. Most are open from Monday to Friday, but a few now open at weekends to help support parents' different working patterns. Day nurseries operate all year round, usually with the exception of bank holidays. Some nurseries close between Christmas and New Year, while others remain open. They cover between 48 and 50 weeks of the year depending on their operating policies. Most offer the free early education places that are available to two, three and four year olds.

In Tower Hamlets the LA is responsible for one of the 47 day care nurseries¹² operating in the borough: Overland Day Care Nursery. Overland Day Care Nursery is co-located with Overland Children's Centre. The day care provision will close as part of a phased closure plan in July 2019. The running and organisation of the two organisations on the Overland site are separate. The Ofsted inspection systems are different because the services offered are different and run separately. Children's centres are inspected under the Ofsted children's centre framework (currently under revision). Day nurseries are inspected under the Ofsted childcare framework. The framework is now the same for all early childhood education and care

¹¹ Information on LA duties in relation to Children's Centres available [here](#).

¹² A day care nursery is different from a maintained nursery school.

settings, although we await the new children's centre inspection framework and associated national consultation.

Independent schools

Independent schools are owned privately and cater for children aged from three to sixteen. The schools are registered with Ofsted or the Independent Schools Inspectorate ([ISI](#)) but make their own arrangements concerning staff numbers qualifications and curriculum. If the school offers the Early Years Foundation Stage (EYFS) curriculum, it will be inspected by Ofsted. Where children complete the EYFSP, the IEYS supports the early years department. Later key stages in this type of school fall outside both the Primary Education Partnership (PEP) and the Tower Hamlets Education Partnership (THEP), although the council retains its safeguarding duties in respect of the children attending these schools.

Nannies

Nannies are employed by parents to care for their children in the parental home. They care for smaller numbers of children (usually siblings) and can take care of all aspects of looking after the child or children including caring for their clothes and possessions and cooking their food. Many families work in a nanny-share arrangement, with one nanny providing childcare to more than one family.

Nursery and Reception classes

Almost all primary and infant schools, whether LA maintained, free schools or academies, in Tower Hamlets have nursery classes as part of their offer. All of them have a Reception year. Nursery can be an excellent introduction for a child to school and the group of children they will meet in Reception. Schools are not always able to ensure that this transition is smooth. Sometimes a child must change schools if there are insufficient places in the Reception class. Sometimes parental rights under the local admissions procedures mean that after the start of the school year, children move to their original first choice school.

Nursery classes accept children for the academic year before they would start in Reception. They are funded through the universal offer from the term after the child's third birthday. Schools may offer self-financed places if their governors agree. Such places may fall outside EL2 eligibility. Nursery classes operate during school hours, term time only, with a session in the morning and a session in the afternoon. The LA top-up enables schools to offer full time places to children in need. This offer ceases in 2019- 2020 due to national funding constraints. Some schools choose to run after school clubs and breakfast clubs. This is the choice of the school, not the LA, although Parent and Family Support will assist if a school wishes to start this provision.

Nursery schools

There are six LA maintained nursery schools in Tower Hamlets: Alice Model Maintained Nursery School, Children's House Maintained Nursery School, Columbia Maintained Nursery School, Harry Roberts Maintained Nursery School, Old Church Maintained Nursery School and Rachel Keeling Maintained Nursery School. All LBTH nursery schools have been and continue to be graded "outstanding" by Ofsted throughout many inspection cycles. Nursery schools operate during school hours, term time only, with some full time provision, a session in the morning and a session in the afternoon.

Parent and toddler groups

Parent and toddler groups are drop-in sessions for parents of young children. These sessions will be run by other parents, by the voluntary sector or associated with (though not run by) children's centres. They will not be registered with Ofsted, if they provide less than two hours care in a day.

Pre-schools and playgroups

Pre-schools provide play and education sessions for children between two and five years. Most pre-schools will be open five mornings a week, with some providing afternoon sessions as well. Some have flexibility around the sessions a child can attend, while others are more structured with children attending five full mornings or five full afternoons. Pre-schools and playgroups tend to run term time only, from around 9am to lunchtime or from lunchtime to around 3 or 4pm, depending on the sessions they operate.

Private nursery schools

Private nursery schools (private independent schools) are owned privately and can offer sessional or full day care to children aged two to five. Some schools can offer a particular educational approach, for example Montessori. They may operate only during term-time or could open all year. They could be registered with Ofsted or the ISI (Independent School Directorate).

Registered child minders

Registered childminders are self-employed childcare professionals who work in their own homes caring for other people's children. They operate as sole traders and care for small numbers of children in their home-setting. They often care for a range of ages. They are able to take easy advantage of real-life learning experiences like outings to the park and library. Just like other forms of registered childcare, childminders are regulated and inspected by Ofsted in England. Some childminders are able to offer free early education sessions for two, three and four year olds.

Wraparound childcare

Families with school age children sometimes need childcare at the beginning or end of the school day as well as during school holidays. This wraparound care can be provided by a range of different settings, from breakfast and after-school clubs or child minders to holiday schemes. These may be linked to the child's school or based in the local community. All after-school provision needs to be registered, either as part of the school it operates in or with Ofsted. The LA advises on this provision, it does not provide it, with the exception of a small number of summer holiday play schemes provided by the Parent and Family Service (not part of the IEYS).

The difference between registered and unregistered care

Registration of providers is the responsibility of Ofsted. If a setting fails to follow Ofsted's requirements they will not be registered or will be de-registered. For provision for under fives, Ofsted initially visit premises to inspect suitability and interview the lead applicant. Disclosure and Barring Service (DBS) checks are performed on all people that will provide any level of care and for child minders, and individuals living on the premises.

When registration is granted, a registration certificate is issued which providers must display when they are providing childcare so that parents can read it. The certificate sets out the conditions of registration. Conditions restrict or provide permission for the registration to operate in a particular way, such as limiting

the number of children a provider may care for or allowing overnight care. A provider may not legally care for children until they receive their certificate . If the registration certificate is withdrawn (“suspended”) by Ofsted after inspection, the setting must stop offering all childcare, however funded.

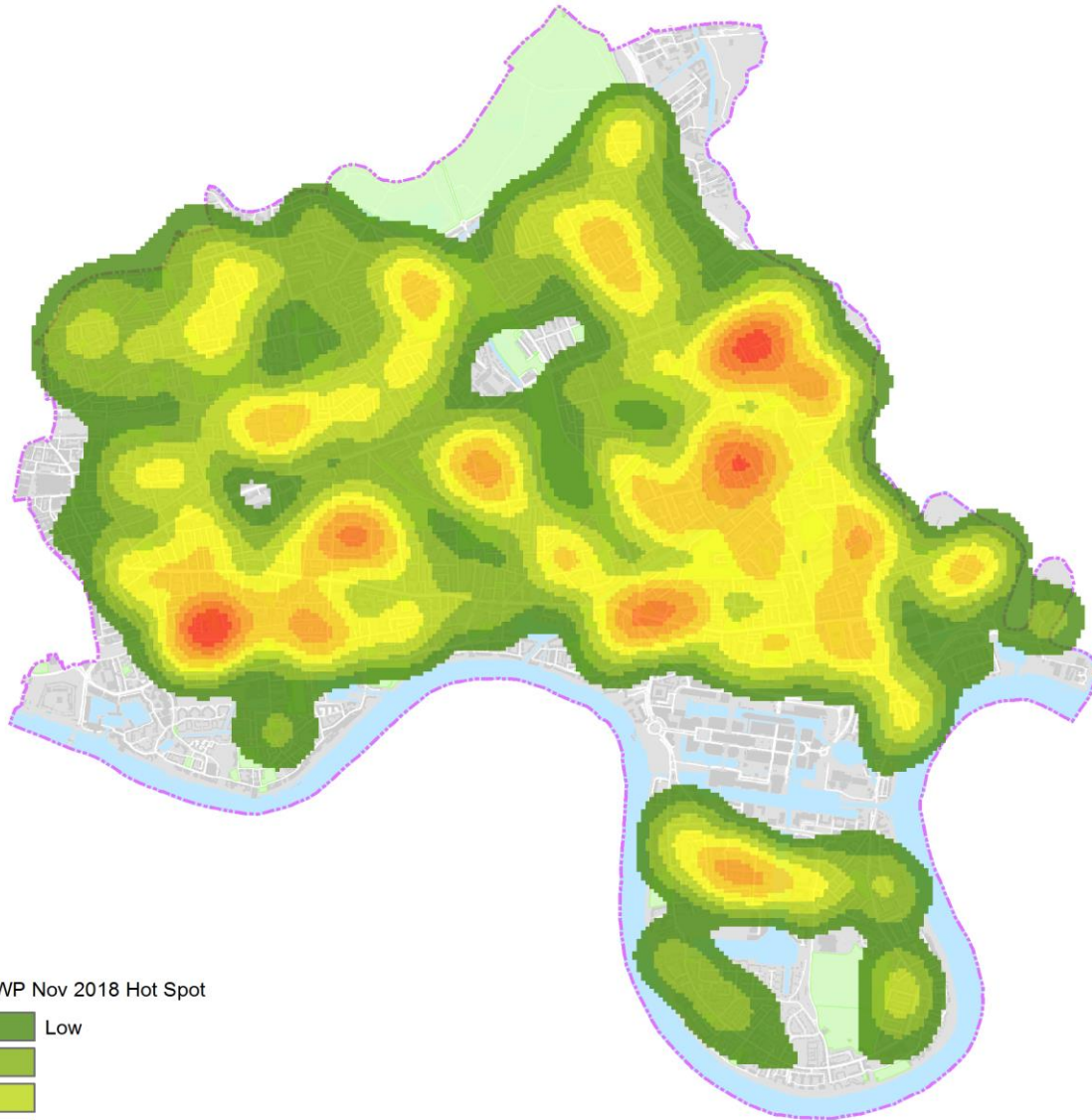
After a childcare provider is registered, Ofsted follow up with a first inspection within seven months of starting to care for children. Regular inspections of the quality of care follow this first inspection at least once in every three to four years and in some cases more often. During an inspection, a provider is checked to ensure it is meeting the minimum requirements for the Early Years Foundation Stage (EYFS). For over fives provision, there is no initial visit but upon registration Ofsted can inspect a provider at any time.

Unregistered provision will operate for under two hours in a day. Unregistered provision is typically toddler groups, crèches or other activities for children. DBS requirements continue to apply, along with council safeguarding duties. It is recommended that parents ensure that they take into account the safeguarding of their children. This can be done by checking if any staff/helpers have a current DBS, checking any references and ensuring parent and child feel comfortable at the setting.

Appendix 2: DWP list August (EL2 potentially eligible children) 2019



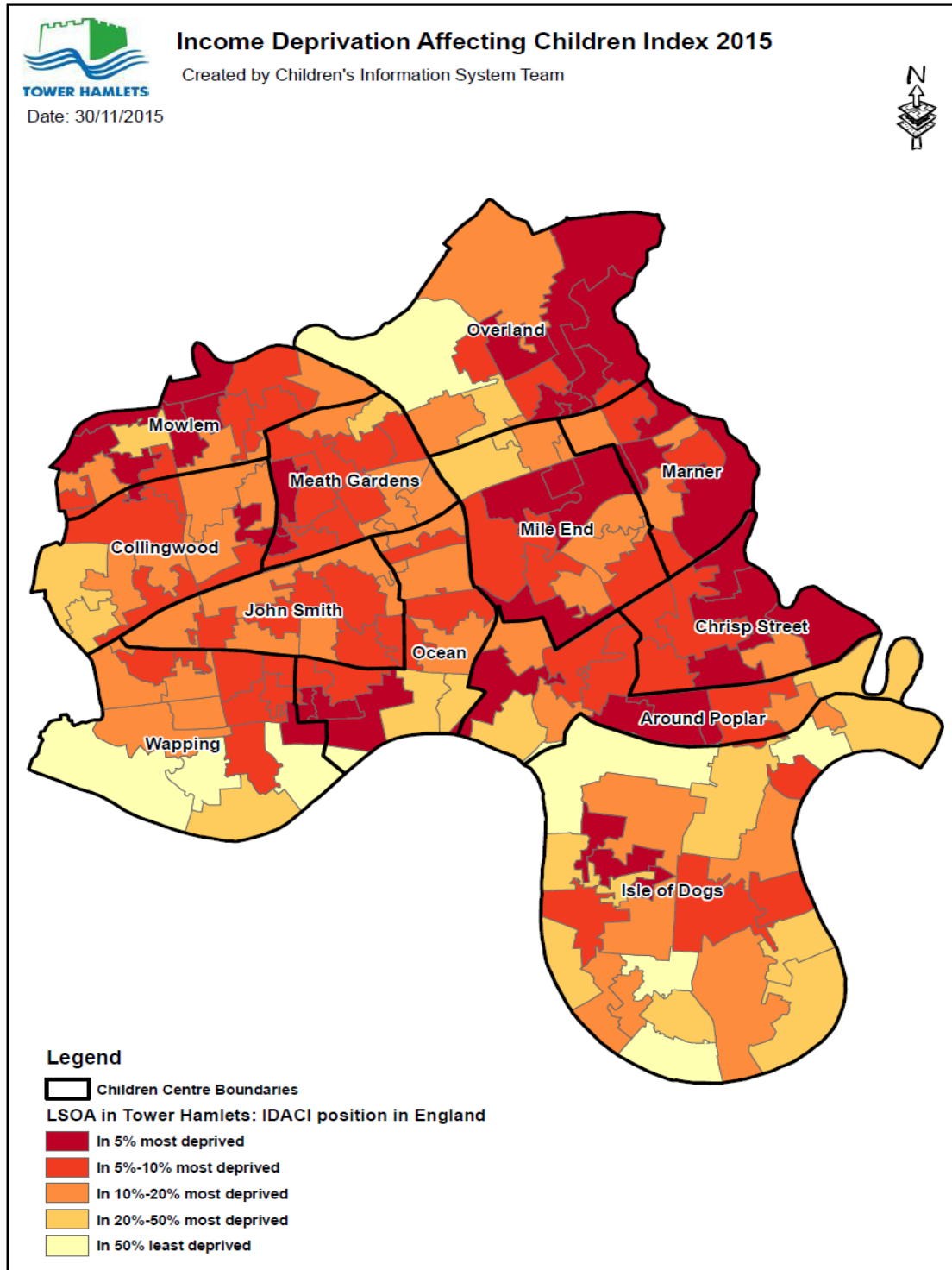
DWP Nov 2018 Hot Spot Map



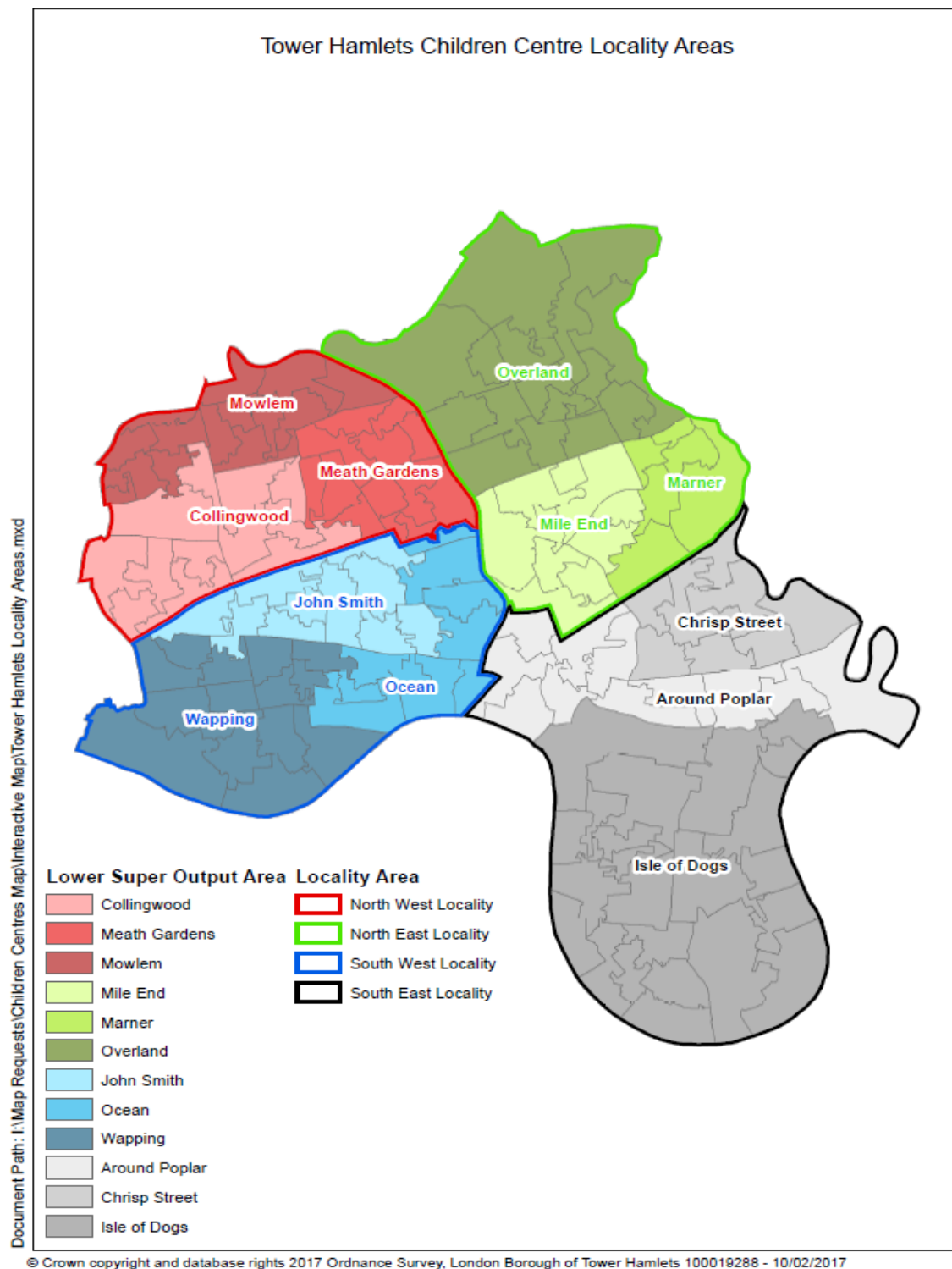
DWP Nov 2018 Hot Spot



Appendix 3: Income Deprivation Affecting Children Index 2015



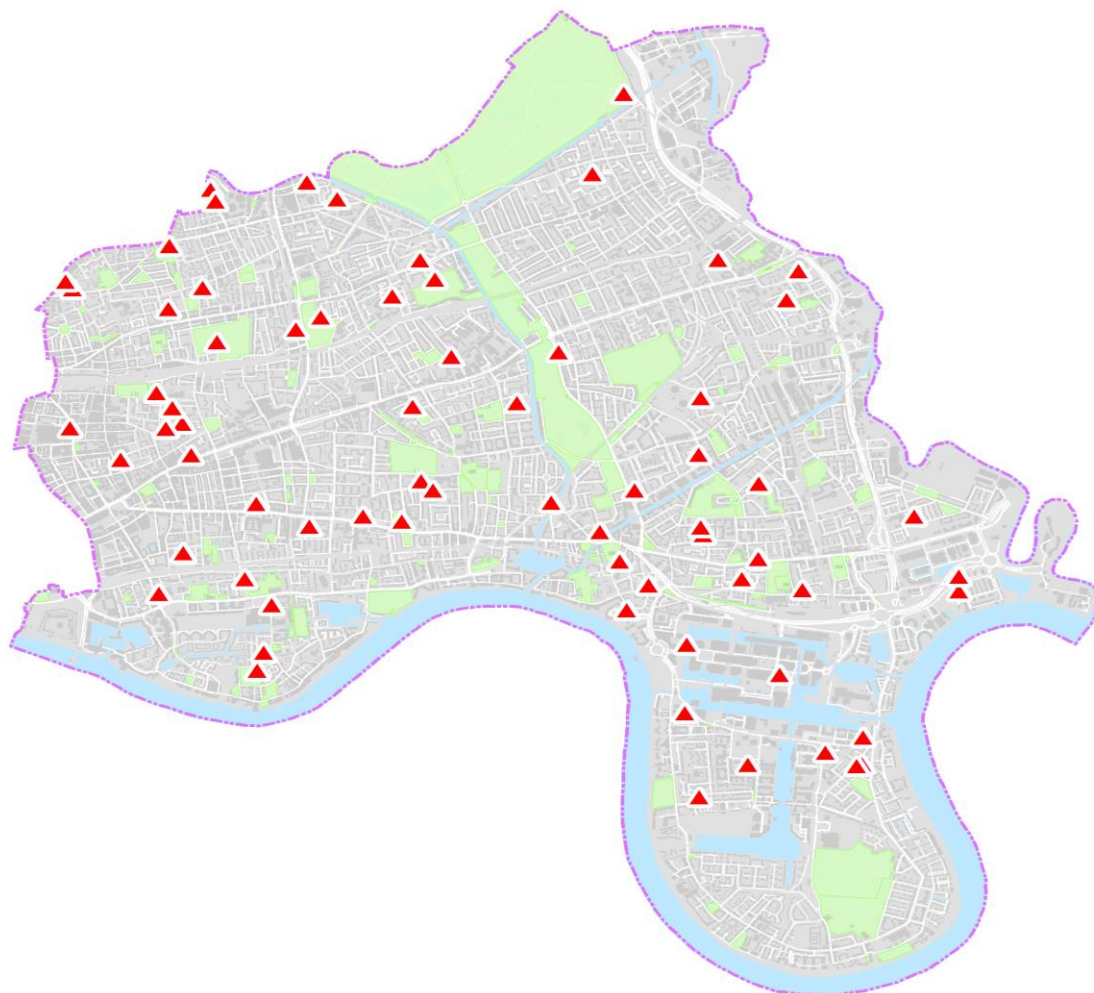
Appendix 4: Tower Hamlets Children's Centre Locality (mini-cluster) area



Appendix 5: Schools in Tower Hamlets



Tower Hamlets Providers

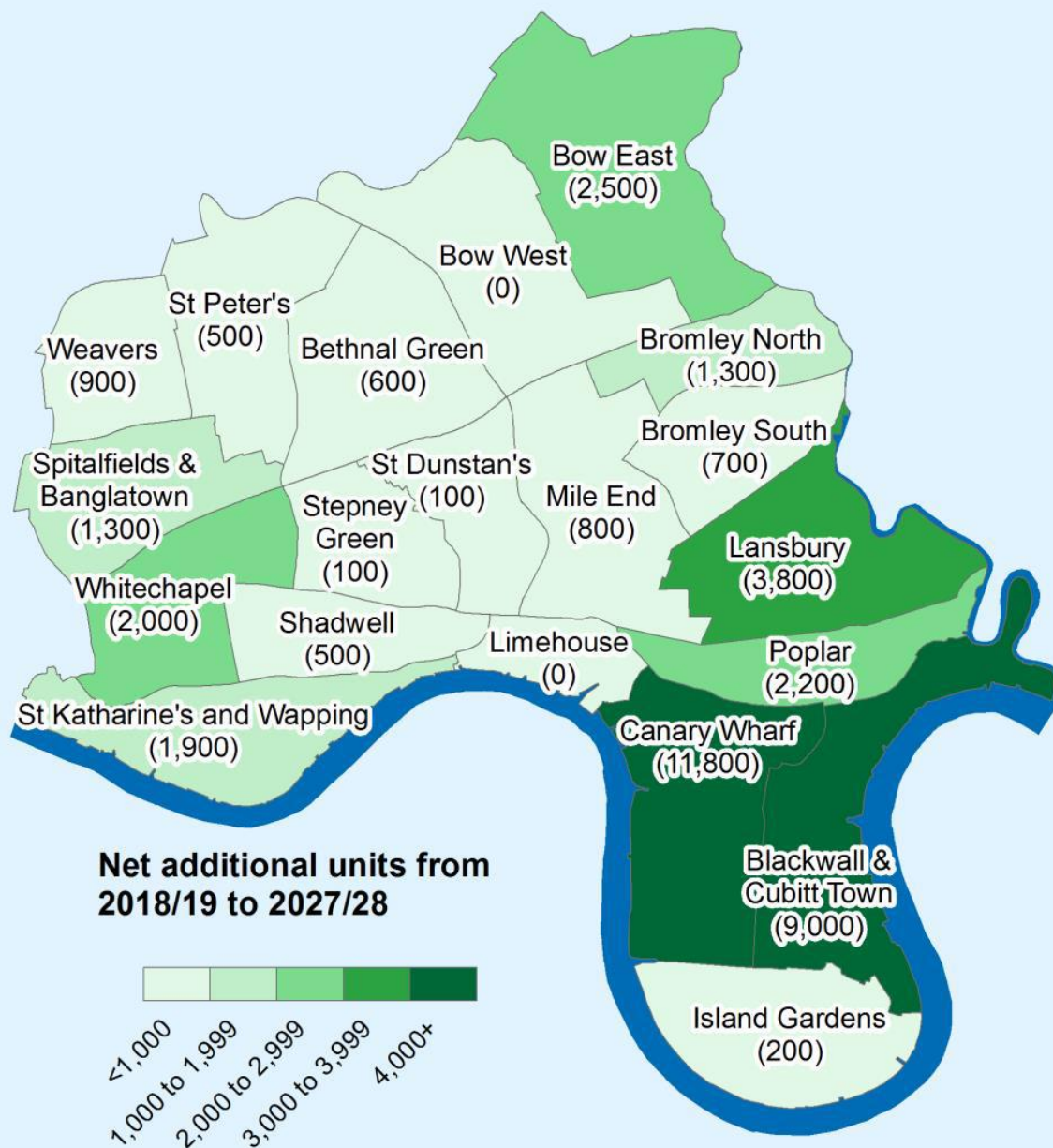


▲ Providers

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January 2019
Produced by: CIS Team
cis@towerhamlets.gov.uk

Appendix 6: Projected housing development by ward (current boundaries)

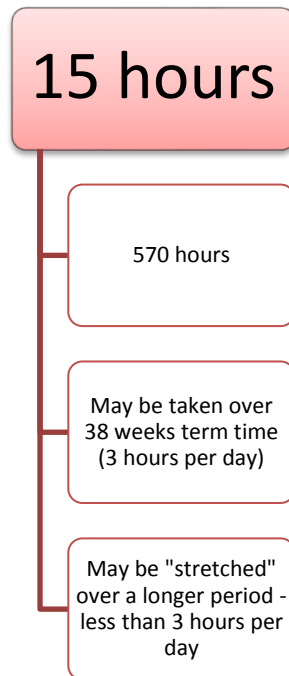


Source: Local Plan & LLDC Development Trajectory (January 2018). Figures rounded to nearest 100.
 © Crown copyright and database rights 2018 Ordnance Survey, London Borough of Tower Hamlets 100019288.

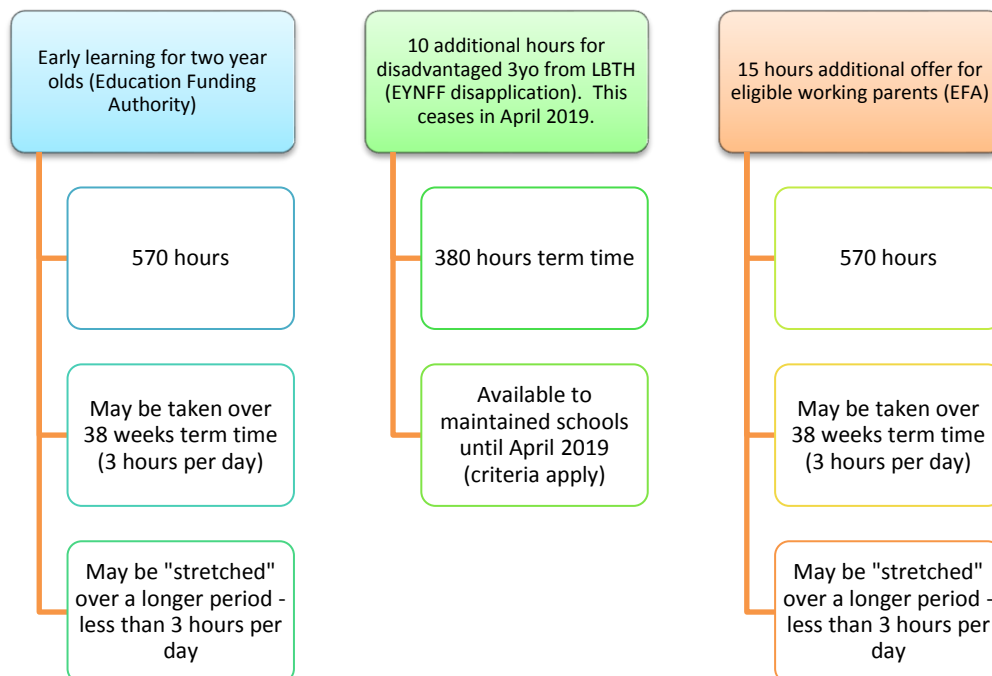
Appendix 7: The universal offer and its extensions

The diagram below includes the LBTH funded “top-up” for schools offering FT nursery provision. This system has to stop because of the removal of funds from LBTH by the changes incumbent on the Early Years National Funding Formula.

The universal offer for three year olds

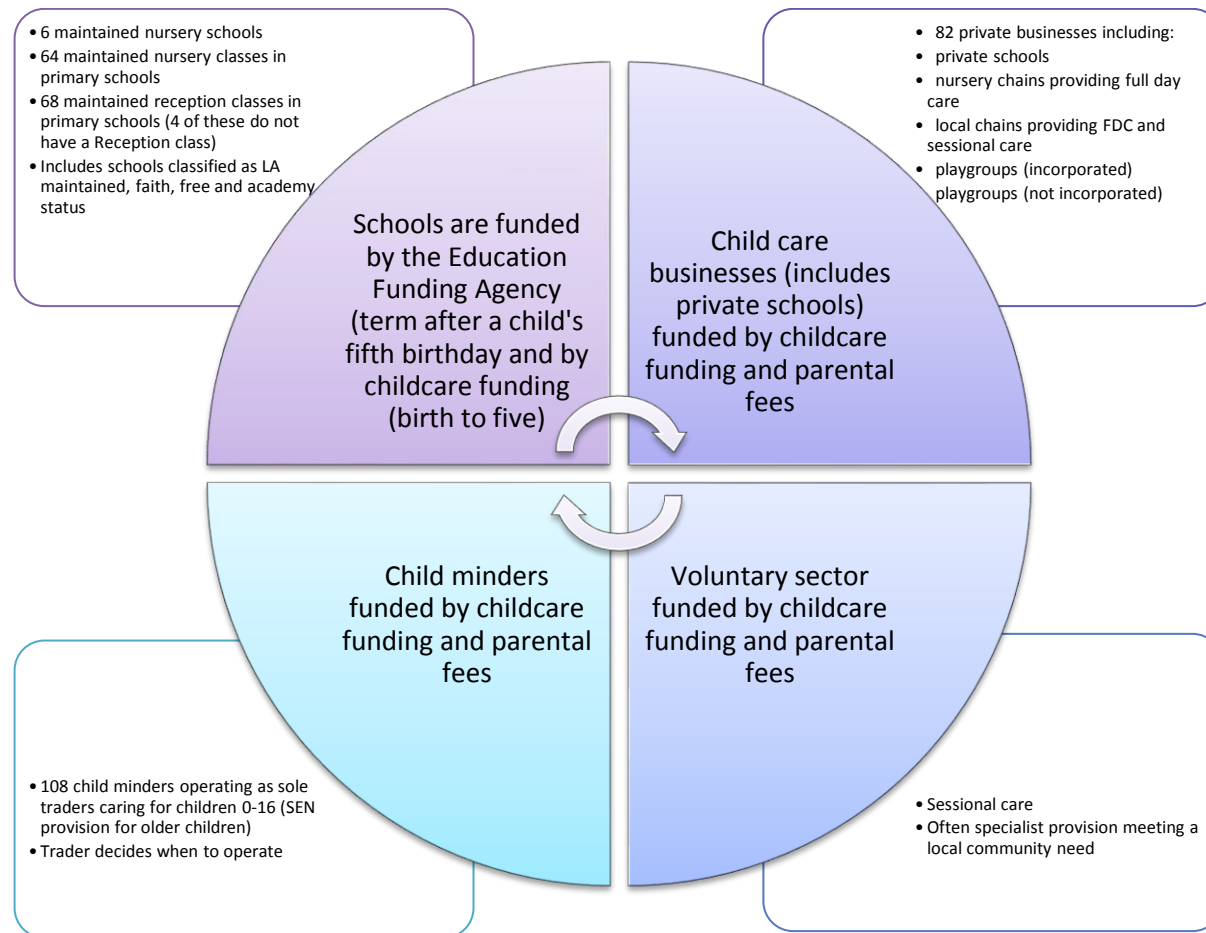


The extended entitlements



Appendix 8: Funding streams and inter-relationship of birth to five provision in Tower Hamlets

Below is the situation in LBTH. The financial and organisational complexity is typical nationally. It is due to the piecemeal nature of legislation introduced at different times.



Section 12: References and links

Early education and childcare, Statutory guidance for local authorities, March 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf

Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early Education and Childcare Statutory Guidance (Department for Education, September 2014)

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Special educational needs and disability code of practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Equality Act 2010

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study, page 11

<http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project>

School readiness in Tower Hamlets

https://www.towerhamlets.gov.uk/!gnl/education_and_learning/childcare_and_early_years_educ/School_readiness.aspx

More affordable childcare

<https://www.gov.uk/government/publications/more-affordable-childcare>

More great childcare - raising quality and giving parents more choice

<https://www.gov.uk/government/publications/more-great-childcare-raising-quality-and-giving-parents-more-choice>

Free early education for disadvantaged 2 year olds: an implementation study for local authorities and providers

<https://www.gov.uk/government/publications/free-early-education-for-disadvantaged-two-year-olds-an-implementation-study-for-local-authorities-and-providers>

Exploring the flexibility of the free entitlement to early education: research among parents

<https://www.gov.uk/government/publications/exploring-the-flexibility-of-the-free-entitlement-to-early-education-research-among-parents>

Primary admissions prospectus

https://www.towerhamlets.gov.uk/Documents/Education-and-skills/Admissions-and-exclusions/TH_PrimarySch_prospectus_2018_WEB.pdf

Tower Hamlets Community Plan 2015

<https://www.towerhamlets.gov.uk/Documents/Adult-care-services/Community-Plan-2015-Final-Cabinet.pdf>

Tower Hamlets Children and Families Plan 2016 -19

http://towernet/document_library/adult_care_services/quality_and_performance/quality_and_involvement/TH_Childrens_Infographic_FINAL.pdf

Office for National Statistics (ONS)

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/wardlevelmidyearpopulationestimatesexperimental>

Research Briefing 2013-01

February 2013, Ethnicity in Tower Hamlets Analysis of 2011 Census data

https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Ward_profiles/Census-

Income Deprivation Affecting Children Index *London Borough of Tower Hamlets*, www.towerhamlets.gov.uk

Making the case for universal childcare IPPR

<https://www.ippr.org/publications/making-the-case-for-universal-childcare>

Number of 3- and 4-year-olds benefitting from funded early education places by type of provider and local authority

Figures July 2018 from Family Information Service (Parental Engagement Team) and from Schools Finance (Resources Directorate) and Strategy & Performance. The Early Years Census and the Schools Census are being returned February 2019. These figures are not yet available.

Childcare affordability *Information provided by Children's Information Services, December 2018*