
Technical Notes

Background
information for
delegates to the
Mayor's Early Years'
Summit 30th
November 2018

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Introduction

Parents raised many questions at the Summit that require detailed answers. They also asked for explanations of some of the specialist terms used by professionals. These technical notes aim to provide answers or a direction of travel as well as the requested explanations.

1. Questions and reflection points

What is early years?

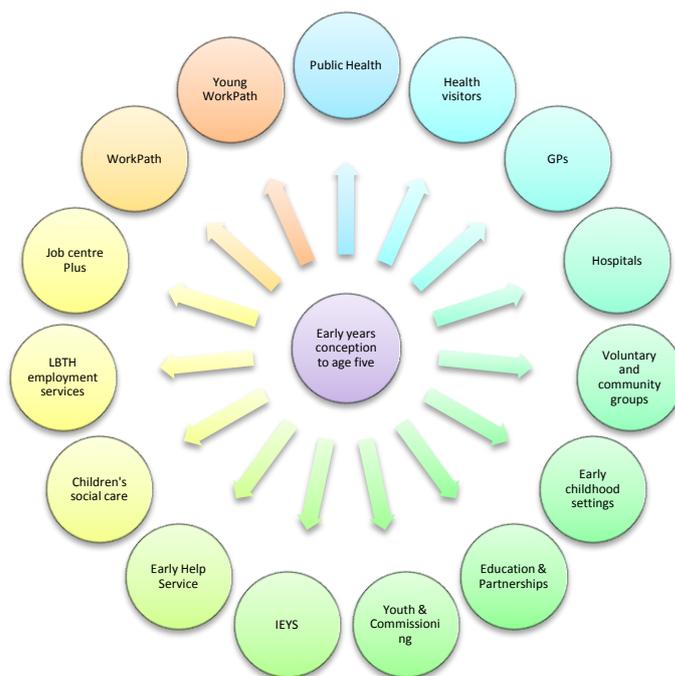
Early years is the time between birth and age five, when children do not have to attend school. Councils have to provide the legally required services, but parents don't have to use them. Recently, the definition has been extended to include pregnancy. It is defined as conception to age five. We know that high quality early education and childcare impacts greatly on outcomes for disadvantaged children in later life. Research¹ tells us that children who thrive in their early years achieve more success at school. As adults they are likely to have higher employment and earnings, better health and lower levels of welfare dependence and crime rates than those who don't have these early opportunities. This is why joint working between all services and organisations who support families and children is so important locally.

Conception to the term after a child's fifth birthday (statutory school age) is a distinct time period. It has statutory force in England and is called the Early Years Foundation Stage. This is "early years" in England. However, in terms of partnerships and service provision in LBTH there needs to be a subdivision into two distinct parts. The rationale for this is the research on the developmental stages and needs of the young child. The early years falls broadly two areas: the first critical 1,001 days from conception to age two, and from age two to age five and beyond.

The "First 1,001 critical days" from conception to a child's 2nd birthday needs to be fully recognised and validated as a period of immense importance. This is a magical time, currently documented in the BBC series being aired, characterised by a baby's need for attachment. We need to do MUCH more to ensure all people (politicians, policy makers, parents, practitioners – locally and nationally) really understand just what IS going on in babies' brains and how crucial it is. Locally, the Sure Steps programme parameters need to be extended up to a child's second birthday, not merely up to the first birthday. This was a clear message from colleagues and parents representing the voluntary sector, which is where Sure Steps sits.

The early years involves many different partners within and beyond the Council: Public Health, the Health Visiting Service, the GP Care Group, Royal London and Barts, all the many early childhood education and care settings, Education and Partnerships, Youth and Commissioning (Integrated Early Years' Service, the Youth Service and Early Help), Children's Social Care, LBTH employment services (WorkPath, Young WorkPath and Job Centre Plus).

¹ <https://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project>; <https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>; <http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>



What does the IEYS do?

The Integrated Early Years' Service improves child outcomes, increases levels of early learning provision and raises the quality of that provision. The IEYS also works closely with employment colleagues to enable parents to access training and enter employment. Both these very different functions are important parts of early identification, early intervention and the Early Help Service. The IEYS also operates the children's centre services for the Council. The IEYS supports the regeneration of Tower Hamlets by encouraging the opening of childcare businesses for the children (birth to five) of parents and carers at work or in training, as well as helping to bring parents closer to job opportunities.

The IEYS has two aims:

- i. To ensure high quality provision to support learning to narrow the gap between the most and least advantaged families in the borough in order to break the link between poverty, low outcomes and poor health; and
- ii. To build family resilience through volunteering, training and employment.

What is childcare and why is it also called early education?

Childcare is when children are supervised and cared for by a person other than a parent or carer. It is not enough to simply offer care, legally all settings are required to also offer early education. Supervision and care includes early education as defined in "Early Years' Outcomes"².

Obtaining affordable, quality childcare, especially for children under the age of five, is a major concern for many parents. Childcare can be provided in many different ways and includes private, voluntary and independently run nurseries, Nursery and Reception classes in schools, childminders, play groups, breakfast and after-school clubs as well as informal or family childcare. The key priority

² "Early Years' Outcomes" is the document required by Ofsted during inspection of childcare and education settings.

for the Council in relation to childcare is to ensure sufficient good quality provision which promotes excellent outcomes for children as defined by Ofsted and in the Early Years Foundation Stage³ (EYFS) Statutory Framework. Equally important, the Council should enable choice and flexibility for parents over who looks after their children. Good quality childcare provides the opportunity for parents to further their education or to find work, if they so wish.

What are the issues for the parents, staff and the local authority?

Parents often tell us that they cannot afford childcare. Early years' staff tell us that they are on inappropriately low wages. Everyone acknowledges that there is a problem but it is extraordinarily difficult to address the issues. Successive governments have tried hard to re-structure the range of sectors that make up early years but very often, the laws of unintended consequences have made this difficult. As a Council we can never fully provide early years' services to all families on a genuinely equal basis until national policy recognises the need for quality, affordability and equity. The system is at root dysfunctional because nationally we have had a historic split between childcare and education. Over the last 20 years all councils have worked extremely hard to bridge this gap.

In this split national system, childcare may operate as a separate sector, despite the fact that both "education" and "childcare" settings must follow the same statutory curriculum, the Early Years Foundation Stage⁴ (EYFS). In Tower Hamlets we refer to "early education and childcare" because from the point of view of the parent and the child, there should be no distinction between the two. In terms of funding, all settings are funded by the government entitlements, even schools. All are inspected by Ofsted under the same legislation.

The prevailing government view appears to be in effect that "childcare" is primarily a private responsibility of parents. They must purchase the childcare they need, beyond the funded 570 hours, on the open market. However, it is usually a very small subsidy often provided by the employer or not-for-profit third sector groups. One can already sense the inequality inherent in reliance upon the employer for example. Many employers in Canary Wharf provide such subsidies, far fewer in disadvantaged wards.

From a government perspective "early education" is a national priority and a public responsibility. However, it is linked very closely to schools and therefore operates usually only in term time. We have all faced the challenge about how to provide for our children during the long school holidays. This is an area that hits hardest at disadvantaged families. Improving the provision of holiday play schemes in the borough would make an incalculably valuable contribution to families' and children's well-being.

After the Mayor's Summit, this borough is well-placed to move in a more sensible direction and construct an integrated system that is as far as possible universal. Parents have asked us to consider a true early years' service that covers all provision between conception and age five. This will take time and will require both local and national change. What might this look like? If enabled by legislation, the Council could provide:

³ The term "Early Years Foundation Stage" refers to the key stage, which begins at birth and continues to the end of the Reception Year. The same term is used to describe the statutory curriculum that all settings must deliver during this key stage. The curriculum is statutory, as is its assessment. Attendance (even in Reception classes) is dependent upon parental choice. Statutory school age is from the term after a child's fifth birthday: approximately 2/3 of a Reception class is younger than this for most of the school year.

⁴ The acronym EYFS refers to both the key stage that covers conception to age five, and the statutory curriculum that must be delivered during that time.

- A universal entitlement from 12 months of age (working parents). This is the point at which the re-designed parental leave system ends. This could run alongside a targeted entitlement for parents not in work from the birth of their child, with the proviso that they are on a pathway to employment;
- A common core of provision provided through the children’s centres, with a re-imagining of how service delivery can be achieved. We should encourage their use by all families, whatever the employment or migrant status of the parents;
- A well-qualified and well-paid early years’ workforce, based on leadership from graduate early years professionals (50-80% of staff).

Sweden offers a workable model. Their system provides a free period of attendance, and levies a parental fee for the remaining hours of attendance. This charge is related to income and numbers of children but is capped at a low level. At present, in Sweden the maximum fee is 1,260 kroner per month (just under £100). The latest childcare cost survey has offered £114 **per week** as the average cost in England. As *Starting Strong*⁵ says: “The evidence suggests that direct public funding of services brings more effective governmental steering of early childhood services, advantages of scale, better national quality, more effective training for educators and a higher degree of equity of access compared with parent subsidy models.” The views from parents suggest a system based on collaboration rather than competition, democracy rather than profit and supported by an active Council working to develop a democratically accountable and locally responsive early years service ought to be our local aim. It is possible for us to achieve this.

What is “triple aim” methodology?

The IEYS uses NHS “triple aim” methodology. A “triple aim” is in fact a single aim with three dimensions:

1. The simultaneous pursuit of improving the residents’ experience of services,
2. Improving the outcomes at whole population level and
3. Reducing the per capita cost.

Locally the IEYS provides an overview of early childhood education and care through the annual Childcare Sufficiency Assessment. To ensure continuous IEYS service improvement, monthly outcomes based accountability returns are kept. These relate to the numbers of early learning settings and their quality, attendance at children’s centres and so on. On the basis of this information, the Council can plan effectively to meet the needs of families. This includes raising the standards of early childhood education and care provision, improving education and health outcomes and encouraging parents to enter the workplace.

What is early intervention?

Early intervention begins with the universal offer from health visitors, children’s centres, the voluntary sector, early childhood education and care settings (including schools). These universal services are in general the first point of contact for families with the range of services available from the Council and its partners, including the voluntary sector.

It is after families have made contact with this rich range of services that information and support can be offered. Once families have made contact, early identification can take place and support

⁵ OECD report available [here](#).

can be offered as soon as it is needed through early intervention. This early identification, support and intervention links directly with the Early Help Service.

What is early help?

Early help is a way of getting support when your family needs it. It's for children and young people of any age from birth through the teenage years and beyond, up to the age of 25 in some cases.

Early help can come from all kinds of organisations that work with families. Early help brings together a range of professionals, some of whom may already be supporting you, to work with your whole family to try to improve things for everyone. Early help can include support with parenting, employment and anti-social behaviour. It can also help with other worries that families might have about their child and be struggling to cope with.

2. Glossary and acronyms

1,001 days

The first critical 1,001 days. This is the time between conception and age two. It is the time period during which large numbers of children experience adverse childhood experiences. It is also the period when brain development is at its most intense. It is the period during which the Early Intervention Foundation recommends joint commissioning for maximum impact on later life course and education outcomes. The DfE now prioritises early language acquisition through the Early Years' Maturity Matrix it is recommending nationally. This encourages all partners to work together to improve speech, language and communication for the very youngest children nationally.

ACEs adverse childhood experiences

A growing body of research is revealing the long-term impacts that experiences and events during childhood have on individuals' life chances. Adverse Childhood Experiences (ACEs) such as abuse, neglect and dysfunctional home environments have been shown to be associated with the development of a wide range of harmful behaviours including smoking, harmful alcohol use, drug use, risky sexual behaviour, violence and crime. They are also linked to diseases such as diabetes, mental illness, cancer and cardiovascular disease, and ultimately to premature mortality.

The relationship between ACEs and the development of health harming behaviours and chronic disease in adulthood was first explored in the USA by Felitti et al 1998. Based on this research, organisations including the US Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO) have strongly promoted research into ACEs internationally and have developed standard ACE tools to support measurement of the prevalence and impact of ACEs on population health.

In 2012, the Centre for Public Health ran the first UK study using internationally validated ACE tools in Blackburn with Darwen (BwD; Bellis et al, 2014). This found that increasing ACEs were strongly associated with adverse behavioural, health and social outcomes across the life course.

Subsequently, a national ACE study was undertaken in England in 2013. This found that almost half of the general population reported at least one ACE and over 8% reported four or more (Bellis et al, 2014).

Adverse childhood experiences (ACEs) are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence,

substance misuse or mental illness. They can impact on physical health issues such as heart conditions, mortality rates, diabetes and on social issues such as exclusions from school, family violence, and addiction. The term ACEs is sometimes referred to by health professionals as “allostatic load”. There’s a very good TED talk from Dr. Nadine Burke Harris that explains the health aspect. Of course, poor health, mental and/or physical means children can’t do their best at school.

[Nadine Burke Harris: How childhood trauma affects health across a lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)



Childhood trauma isn’t something you just get over as you grow up. Pediatrician Nadine Burke Harris explains that the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain.

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

AoL areas of learning

Areas of learning. There are seven areas of learning that apply to children from birth to the end of the Reception year. These are:

Prime areas

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Specific areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Art and Design

Age bands

There are six age bands specified in the EYFS Statutory framework. These culminate in the early learning goal which is the expectation at the end of the Reception year.

Birth to 11 months

8 – 20 months

16 – 26 months

22 – 36 months

30 – 50 months

40 – 60+ months
Early learning goal

Aspects

The areas of learning are subdivided into 17 aspects. These are divided into overlapping age bands that culminate in the ELGs. It is expected that all children achieve all the ELGs by the end of Reception.

Prime areas

Personal, Social and Emotional Development

1. Self-confidence and self-awareness
2. Managing feelings and behaviour
3. Making relationships

Communication and Language

4. Listening and attention
5. Understanding
6. Speaking

Physical Development

7. Moving and handling
8. Health and self-care

Specific areas

Literacy

9. Reading
10. Writing

Mathematics

11. Numbers
12. Shape, space and measures

Understanding the World

13. People and communities
14. The world
15. Technology

Expressive Art and Design

16. Exploring and using media and materials
17. Being imaginative

CAHMS Child and Adolescent Mental Health Services

CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties. Children and young people and their families can be referred to CAMHS if children are finding it hard to cope with family life, school or the wider world. If these difficulties are too much for family, friends or GPs to help with, CAMHS may be able to assist. Types of problems CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events. CAMHS can also diagnose and treat serious mental health problems such as bipolar disorder and schizophrenia.

DBS Disclosure and Barring Service

Disclosure and Barring Service (DBS) checks were previously CRB checks. The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. A DBS check may be needed for certain jobs or voluntary work, e.g. working with children or in healthcare or when applying to foster or adopt a child.

ECERS Early Childhood Environmental Rating Scale

The Early Childhood Environmental Rating Scales are a set of standardised tools for measuring and improving the quality of early years provision. They offer a structured approach to quality improvement and self-evaluation. They are used by all local authorities who value high quality provision in early years. The Environment Rating Scales were developed with assistance and feedback from hundreds of researchers and practitioners around the world, and are now used in many countries for research, self-assessment and quality improvement. In the UK, they are being used by many local authorities and practitioners to improve the quality of early years provision, guided by the findings of the EPPSE research which indicates a strong correlation between quality early years provision and long lasting positive outcomes for children.

ELG early learning goal

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover the seven areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings; the 17 early learning goals⁶ that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers). The titles of the 17 ELGs are the same as the 17 aspects listed above.

EPPE Report: Effective Provision of Pre-school Education Report

The Effective Provision of Pre-School Education (EPPE) project is the first major European longitudinal study of a national sample of young children's development between the ages of 3 and 7 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. Settings (141) were drawn from a range of providers (local authority day nurseries, integrated centres, playgroups, private day nurseries, nursery schools and nursery classes). A sample of 'home' children (who had no or minimal pre-school experience) were recruited to the study at entry to school for comparison with the pre-school group. In addition to investigating the effects of pre-school provision, EPPE explored the characteristics of effective practice (and the pedagogy which underpins it) through twelve intensive case studies of settings where children had positive outcomes. EPPE has demonstrated the beneficial effects of high quality provision on children's intellectual and social/behavioural development measured at primary school entry as well as at the end of Years 1 and 2 of primary school. This research brief describes the effects of education in the pre-school period (ages 3 and 4) as measured at primary school entry (rising 5) and in Years 1 and 2 (ages 6 and

⁶ See AoLs areas of learning. There are seventeen aspects to the early years' curriculum, each one culminating in an early learning goal.

7). The brief summarises the empirical work published in eleven Technical Papers (www.ioe.ac.uk/projects/eppe). Those interested in statistical methods or detailed findings should consult the Technical Papers.

Key findings:

Impact of attending a pre-school

- Pre-school experience, compared to none, enhances all-round development in children.
- Duration of attendance (in months) is important; an earlier start (under age 3 years) is related to better intellectual development.
- Full time attendance led to no better gains for children than part-time provision.
- Disadvantaged children benefit significantly from good quality pre-school experiences, especially where they are with a mixture of children from different social backgrounds.
- Overall disadvantaged children tend to attend pre-school for shorter periods of time than those from more advantaged groups (around 4-6 months less).

Does type of pre-school matter?

- There are significant differences between individual pre-school settings and their impact on children, some settings are more effective than others in promoting positive child outcomes.
- Good quality can be found across all types of early years settings; however quality was higher overall in settings integrating care and education and in nursery schools.
- Effects of quality and specific 'practices' in pre-school
- High quality pre-schooling is related to better intellectual and social/behavioural development for children.
- Settings that have staff with higher qualifications have higher quality scores and their children make more progress.
- Quality indicators include warm interactive relationships with children, having a trained teacher as manager and a good proportion of trained teachers on the staff.
- Where settings view educational and social development as complementary and equal in importance, children make better all round progress.
- Effective pedagogy includes interaction traditionally associated with the term "teaching", the provision of instructive learning environments and 'sustained shared thinking' to extend children's learning.

The importance of home learning

- For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income.
- What parents do is more important than who parents are.

EPPSE Report: Effective Pre-school, Primary and Secondary Education Report

The first major study in the UK to focus specifically on the effectiveness of early years education. The EPPSE project is a large-scale, longitudinal study of the progress and development of children from pre-school to post-compulsory education. It considers the aspects of pre-school provision which have a positive impact on children's attainment, progress and development. More than 3,000 children were assessed at the start of pre-school around the age of 3 and their development was monitored until they entered school around the age of 5. They were assessed again at key points

until the end of Key Stage 3 in secondary school and are currently being followed through their final year of compulsory schooling and on to their post 16 educational, training and employment choices.

EYFS Early Years Foundation Stage

This is both the phase of care and education from birth to compulsory school age (the term after a child's fifth birthday) and the curriculum framework required to be delivered by all settings. The legal requirements are set out in the EYFS Statutory Framework. This covers learning and development, safeguarding and welfare and assessment. This is an unusual phase of education. The EYFS is a statutory curriculum but attendance is voluntary. The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

EYFSP Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile. The EYFS profile summarises and describes children's attainment at the end of the EYFS. It will be removed as a data return in August 2016. It will not be replaced. Until 2015-16, it gives the child's attainment in relation to the 17 ELG descriptors and a short narrative describing the child's 3 characteristics of effective learning. Teachers' assessments are primarily based on observing a child's daily activities and events. In particular practitioners note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment takes into account a range of perspectives. This should include those of the child, parents and other adults who have significant interactions with the child. The end of stage expectation is the ELG.

FIS family information service

The Family Information Service (FIS) provides free, impartial information and advice on childcare as well as general information on a wide range of services for children, young people, (birth - 25 years old), parents and families. Information available includes:

- advice agencies
- children's centres
- childcare education
- parenting and family support
- funding information
- health
- play and holiday activities
- leisure activities
- Ideas Stores
- special needs support

FIS manages and maintains the on-line Family Services Directory <http://fsd.towerhamlets.gov.uk>. For further information, please contact the Family Information Service on ext. 6495 or email fsd@towerhamlets.gov.uk

GLD good level of development

There is a national test at the end of the Reception Year called the Early Years Foundation Stage Profile (EYFSP). It is completed in whatever setting the child attends at that point. The EYFSP is used to calculate whether a child has a good level of development on entry to statutory education. If a child has a “good level of development” they are said to be “ready for school”.

The national expectation at the end of the Early Years Foundation Stage is for a child to attain a good level of development (GLD). Since 2013, children have been defined as having reached a GLD at the end of the EYFS if they achieve *at least* the ‘*expected*’ level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the ELGs in the specific areas of mathematics and literacy. There are 12 ELGs within the GLD and 17 within the EYFSP. Children are judged to be either at an ‘*emerging*’, ‘*expected*’ or ‘*exceeding*’ level of development in relation to the ELGs. Point scores are awarded as follows: ‘*emerging*’ = 1; ‘*expected*’ = 2; ‘*exceeding*’ = 3. The GLD is a measurement of attainment not progress. For a child to attain a GLD they must score 2 or more in all 12 ELGs identified above.

HighScope

The HighScope approach in the USA began with the Perry Preschool Study. HighScope revolutionized early childhood education with a new approach to teaching and learning. Research based and child focused, the HighScope Curriculum uses a carefully designed process — called “active participatory learning” — to achieve powerful, positive outcomes. The HighScope Preschool Curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, co-operation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life. A key feature is the close involvement of parents and the recognition that parents in disadvantaged circumstances are just as able to support their child effectively as a parent in more advantageous financial situation. However, they may have had a negative experience of school and may be less aware of how best to support their child.

IEYS Integrated Early Years’ Service

The Integrated Early Years’ Service was created in May 2017. It the services funded by the Council to meet the Council’s statutory duties from birth to five.

The IEYS starts at conception and continues to age 11. In partnership with Health Visitors and Primary Care, IEYS is one of the first services in contact with parents and families. It comes before Early Help services and provides the underpinning information for all aspects of that work. IEYS, Primary Care and Health Visitors work on the principle of “making every contact count”, providing the right support at the right time and in the right place. These three service areas meet all families from conception and can establish whether there is a need for support. We refer to this as early identification. The process of support is offered through the various services working in partnership. Problems are not always evident at birth and may develop at any time in an individual’s life. Where necessary, onward referral to specialist professionals happens through the Early Help Hub. Referrals can also be made to Barts’ NHS Specialist Children’s Service through the Single Point of Access referral system.

IEYS therefore provides part of the early identification that is legally required early in a child’s life. Families are supported rather than the child in isolation. The statutory duty required of the Council

is to ensure that universal services are offered through children's centres from conception to age five to all parents who want them. Targeted services are offered from conception to age 11. IEYS statutory functions for children's centres:

- Improve the well-being of young children in their area and reduce inequalities between them;
- Ensure that there are sufficient children's centres, so far as reasonably practicable, to meet local need;
- Ensure each children's centre has an advisory board, and that its make-up and purpose meet requirements;
- Ensure there is consultation before any significant changes are made to children's centre provision in their area;
- Local authorities, local commissioners of health services and Jobcentre Plus must work in partnership to consider whether the early childhood services they provide should be provided through children's centres in the area.

IEYS statutory functions for early childhood education and care settings:

- Moderation of school formative and summative assessment, with a focus on progress made towards the early learning goals at age five;
- Improving outcomes for children as measured nationally and locally at age five through the EYFSP;
- Narrowing the gap between the most disadvantaged children and their more advantaged peers as measured nationally and locally at age five;
- Identification and planning for children with SEND in PVI early years and care providers;
- Ensuring that the funded providers are aware of the requirements placed on them with regard to the SEND code of practice 0-25 (2015);
- Ensuring contributions to EHC plans by Area Inclusion Coordinators (Area SENCOs) are carried out within expected time limits;
- Ensuring that early years' services to support children with SEND are detailed in the Local Offer and kept up to date;
- Quality of early childhood education and care settings as judged by Ofsted. Only settings that are rated "good" or better by Ofsted contribute to improving outcomes and narrowing the gap;
- Sufficiency of childcare, so far as is practicable (most PVI childcare is run by private businesses and beyond direct Council control), including places for eligible two year olds and additional hours places for three year olds whose parents are working.

ITERS Infant/Toddler Environmental Rating Scale

Infant/Toddler Environmental Rating Scale (see ECERS). The scale consists of 39 items organized into seven subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities

- Interaction
- Programme Structure
- Parents and Staff

OFSTED Office for Standards in Education, Children's Services and Skills

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted is a non-ministerial department. Every week, Ofsted carries out hundreds of inspections and regulatory visits throughout England and publishes the results online. They report directly to Parliament and are independent and impartial. Ofsted has about 1,270 employees spread between the London headquarters and the regional offices. There are also around 2,700 contracted inspectors available to through Ofsted's inspection service providers.

Ofsted is responsible for:

- inspecting maintained schools and academies, some independent schools, and many other educational institutions and programmes outside of higher education
- inspecting childcare, adoption and fostering agencies and initial teacher training
- publishing reports of their findings so they can be used to improve the overall quality of education and training
- regulating a range of early years and children's social care services, making sure they're suitable for children and potentially vulnerable young people
- reporting to policymakers on the effectiveness of these services

PACEY Professional Association for Childcare and Early Years

PACEY is the Professional Association for Childcare and Early Years. It is a standard-setting organisation, which promotes best practice and supports childcare professionals to deliver high standards of care and learning. Since 1977 PACEY has provided high quality support to members and has worked with government, local authorities and others to raise standards. PACEY supports its members to grow their own professionalism and to be part of a sector-wide organisation representing their views and experiences. Together with all their members – childminders, nannies and nursery workers - they are working to become the professional association for everyone in childcare and early years and ensure their members are recognised for the vital role they play in helping children get the best start in life.

Perry Project

HighScope Perry Preschool Study. Lifetime Effects: The HighScope Perry Preschool Study Through Age 40 (2005). This study is the most well-known of all HighScope research efforts and examines the lives of 123 children born in poverty and at high risk of failing in school. From 1962–1967, at ages 3 and 4, the subjects were randomly divided into a programme group that received a high-quality preschool programme based on HighScope's participatory learning approach and a comparison group who received no preschool programme. In the study's most recent phase, 97% of the study participants still living were interviewed at age 40. Additional data were gathered from the subjects' school, social services, and arrest records.

The study found that adults at age 40 who had the preschool programme had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool. See Figures 1 and 2 for more information.

Figure 1
Major Findings: High/Scope Perry Preschool Study at 40

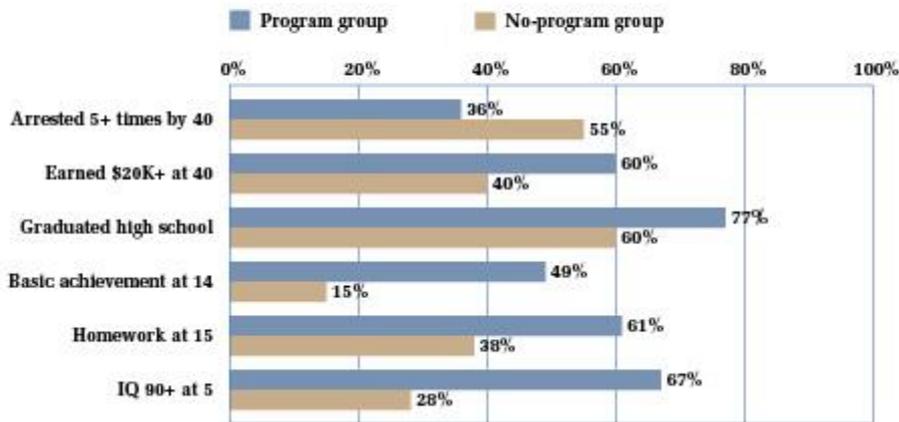


Figure 2
High/Scope Perry Preschool Program Public Costs and Benefits

