

Early Years Provider Information Evenings

Date: Tuesday 11th June 2019

**Venue: The Canalside Conference Centre, Marsh Lane, Bridgwater
TA6 6LQ**

and

Date: Thursday 13th June 2019

**Venue: Glastonbury Town Hall, Magdalene Street, Glastonbury BA6
9EL**



Welcome and Introductions

Alison Jeffery

Early Years Lead and Primary Adviser



A G E N D A

Meeting 7.00pm to 9.00pm

No.	Agenda Item	
1.	Welcome - Alison Jeffery	7:00 pm
2.	Reducing Parental Conflict – On behalf of Gill Bawler	7:05 pm
3.	Ofsted's Education Inspection Framework – Alison, Nikki and Sarah	7:20 pm
4.	Questions from providers	8:10 pm
5.	SEND Portal – Jamie Brooks and James Wyatt	8:20 pm
6.	Key messages from Entitlements Team and local updates e.g. EY Communities	8.40 pm
7.	Summary and evaluation forms	8:45 pm
8.	Close	9.00 pm



Reducing Parental Conflict (RPC) Programme

**Gill Bawler – Troubled Families
Coordinator**



Contract Detail

Overall SW contract package award to TWIN
2 providers to deliver the Face to Face training

South Somerset = **Relate**

Eligibility

Worklessness families 80% of referrals
Non-worklessness 20% of referrals



What's the offer

Family Transitions (advanced 5 sessions)- Family Transitions Triple P is designed for parents who are experiencing personal distress from separation or divorce, which is impacting on or complicating their parenting. It is delivered to parents before they complete Level 4 Group or Standard Triple P and consists of five sessions. Family Transitions Triple P assists parents who need extra support to adjust and manage the transition from a two-parent family to a single-parent family. It focuses on skills to resolve conflicts with former partners and how to cope positively with stress.

Incredible Years (advanced 18 weeks) - Somerset already offers this and is a series of interlocking, evidence-based programmes for parents, children and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and learning skills. The programme is used worldwide in schools and children's centres and offers support for different age groups. The Incredible Years programme helps reduce aggression and emotional problems in children aged 0 to 12 years, preventing later problems in the teenage years.



What's the offer continued...

Family Check-up, pre birth (Moderate 5 weekly or within 7 weeks) - is a strengths-based intervention that reduces children's problem behaviours by improving parenting and family management practices. The Family Check-Up integrates assessment with motivation-enhancement strategies to tailor intervention goals to meet the unique needs of each family and increase family engagement. Several studies and more than 30 years of evidence show that the Family Check-Up is effective. The Family Check-Up provides parents with the tools that they need to manage their children's behaviours effectively and to build a strong and positive relationship with their children

Within my reach (Moderate separate couples 14 hours of contact) - offers a skills-based program with critical, concrete tools that help participants control their own relationship in a way that will lead to more enriching, more satisfying interactions with the people that matter in their lives. Its practice replacing communication danger signs with proactive strategies for respectful talking and listening and gives skills to recognise the challenges and opportunities inherent in step--parenting or blended families and when to end an unhealthy relationship. It is based on up-to-date research in communication, conflict management, emotional safety and physical safety.



Training and Awareness

Somerset has been awarded two grants to help local authorities firstly strengthen strategic leadership around parental conflict and secondly fund training for frontline staff to identify and appropriately respond to parental conflict.

Strategic Leadership Support Supporting the local authority and their partners to build local capacity to reduce parental conflict.

This work is currently underway, with a Strategic Planning meeting held on 16th May

Practitioner Training to upskill frontline practitioners and their managers in relevant services to recognise parental conflict, provide initial support, and refer appropriately.



Practitioner Training

4 Modules

- Module 1: E learning
- Modules 2 & 3: Classroom based
- Module 4: Managers training

Internal SCC booked through Leaning Centre, external partners through Somerset Safeguarding Children's Board training programme.

23/07/2019	Module 2	3.5	09:00	Taunton Job Centre, Brendon House, 3PN Upper High Street, Taunton, TA1 3RL
23/07/2019	Module 4	3.5	13:00	Taunton Job Centre, Brendon House, 3PN Upper High Street, Taunton, TA1 3RL
25/07/2019	Module 2	3.5	09:00	Bridgwater Room, Bridgwater Police Centre, Express park, Bridgwater, TA6 4RR
25/07/2019	Module 3	3.5	13:00	Bridgwater Room, Bridgwater Police Centre, Express park, Bridgwater, TA6 4RR

Further training dates, with venues across Somerset to be confirmed

Ofsted's Education Inspection Framework



Ofsted Guidance for use from September 2019

Early Years Inspection Handbook (EIF)

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif>

Inspecting Safeguarding in early years, education and skills

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills->

EIF 2019 – proposed inspection judgements Ofsted

Overall effectiveness

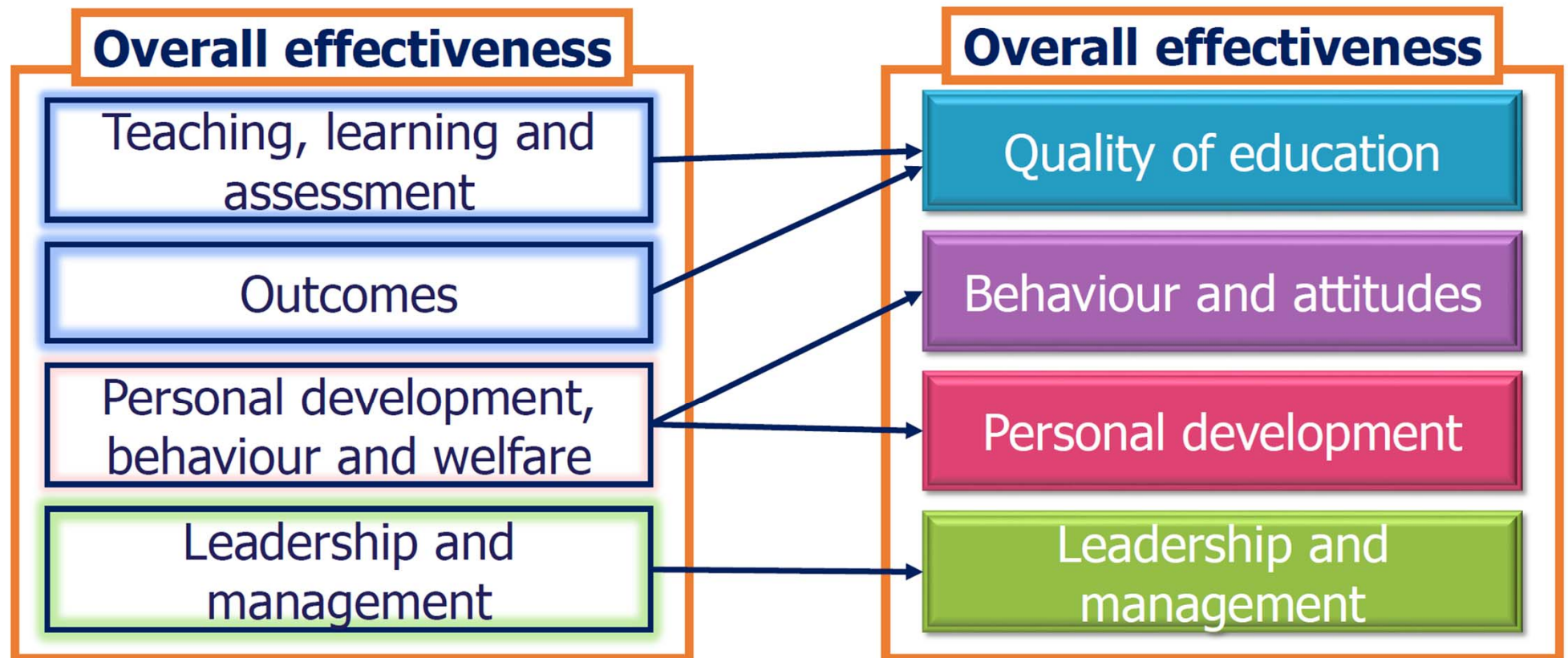
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: evolution, not revolution



What is staying the same

- We will continue to make an **overall effectiveness** judgement
- We will keep the **four-point grading scale** (outstanding; good; RI; inadequate)
- **We will Continue** to inspect the overall quality and standards of early years provision in line with the principles and **requirements of the 'Statutory framework for the early years foundation stage'** (EYFS).
- Inspectors will **continue** to make an EY judgement when inspecting the EYFS in schools (Section 5 inspection handbook).

Leadership and management: integrity

- We want to make sure that the curriculum for children with particular needs, such as those with high levels of SEN and/or disabilities, is ambitious and meets their needs from birth to five. We want to find out how leaders make sure these children have full access to their entitlement for early education (*off-rolling*).



Judgements: Leadership and management

Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

A continued sharp focus on safeguarding

Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

Inspectors will continue to judge whether safeguarding is effective or ineffective.

A new 'quality of education' judgement



Quality of education

Intent

- Curriculum design, coverage and appropriateness (EYFS)

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress
- Knowledge and skills
- Readiness for next stage of education

Quality of Education

Inspectors will evaluate how well:

- Leaders assure themselves that the setting's curriculum intentions are met and that it is sufficiently challenging for the children
- Leaders use additional funding, including EYPP where applicable, and measure the impact on disadvantaged children's outcomes
- That practitioners ensure progression in areas of learning
- Children develop, consolidate and deepen their knowledge, understanding and skills
- The curriculum prepares children for their next stage



The new framework means:

- More emphasis on the quality of education and care as a whole
- Ensures we consider children's experiences and how their learning is being developed
- Reduces the current focus on data – particularly internal progress data
- Reduces unnecessary workload for childcare providers



Cultural capital

- Cultural capital is the essential knowledge that children need to be educated citizens.
- Some children arrive at an early years setting with poorer experiences than others, in their learning and play.
- What the setting does, through its curriculum and interactions, potentially makes all the difference.
- It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.

Common questions

Does this mean you want to see a written plan for our curriculum?

No. Inspectors will want to discuss how leaders and staff decide what children need to learn and why resources are chosen.

Is there an 'Ofsted curriculum'?

No. EYFS sets the care and education framework for early years - we support curriculum flexibility. It is for providers to decide how they deliver the EYFS. Different approaches to the curriculum will be judged fairly.

Should I get advice from a consultant or buy in specific products?

No! There is nothing mysterious here. The quality of education is about providers thinking about the curriculum (EYFS) carefully for themselves.

Curriculum

The curriculum will be at the core of the proposed framework, recognising the close connection between curricular content and the way that this content is taught and assessed in order to support children to build their knowledge and to apply that knowledge.



Distinguishing curriculum from teaching and assessment



Curriculum:
WHAT is taught

Teaching activities:
HOW curriculum
content is taught

Assessment
Desired high level outcomes
and measures of those
outcomes

In the Ofsted Draft Inspection Framework for the National Curriculum the term appears as follows:

- *'Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life' (p.10)*
- *Used wisely, cultural capital can help us value where children are coming from while facilitating and celebrating where they could go next. (Juliet Mickelburgh)*



Greg Bottrill (2018):

"Children need an inspirational environment that changes and includes quirky objects and things that lie outside the ordinary.

They need to hear words that are strange and alluring, hear stories that open up new worlds of imagination and wonder; they need drama and songs, adventure and the great outdoors. These are what you can bring every single day.

Think like a child to be like a child."



To be effective, an early years curriculum should:

- be carefully structured. In that structure, there should be three strands:
 1. provision for the different starting points from which children develop their learning, building on what they can already do;
 2. relevant and appropriate content that matches the different levels of young children's needs;
 3. planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors
- Be based on proactive and collaborative thinking.
- Will result from considering the sequence of content necessary for children to make progress (next steps).
- A high-quality curriculum will provide children with the knowledge they need for subsequent learning, e.g. knowledge of vocabulary. (knowledge is sticky)



Examples of the sorts of questions inspectors might ask about curriculum quality

Intent:

How far do leaders consider what children need to learn and the order to teach it?

Implementation:

Is the curriculum for each subject designed, over time, to maximise the likelihood that children will remember and connect the steps they have been taught?

Impact

How well are children learning the content outlined in the curriculum?

What Inspectors will consider

- How well staff watch, listen and respond to children
- How well staff read aloud and tell stories to children
- How well staff support children to recognise and respond to their own physical needs
- How well staff enable children to explore and solve problems
- How they support children to express their thoughts and use new words



Children are individuals

"The things that make me different are the things that make me."
Winnie the Pooh



Are you ready?

EIF Early Years Curriculum Workshops

- Thursday 4th July – 7:00 – 9:00pm
- Saturday 6th July - 10:00 – 12 noon
- Thursday 11th July – 7:00 – 9:00pm
- Tuesday 16th July – 7:00 – 9:00pm

Details of venues and how to book coming soon



Questions



New SEND Portal



Early Years Entitlements

Statistics (average)

504 settings equates to approx. 10k individual claims

9% of estimates not received

10% of actuals not received

67.5% adjustments received

Issues

Not sending in Parent Declaration Forms

Not responding to e-mail alerts

Only 1 person having access to the portal

Running adhoc checks – 30 hours

Not submitting (saving)



Early Years Entitlement

Click SUBMIT, to make
it legit



Training Opportunities

Maths is all around – 29th June @ SCIL (Taunton)

(£15 per workshop or £40 for all 3)

- Shape, Space and Measure
- Learning maths through Stories
- Meaning Mobile Maths

QUEST – Inclusion and Partnership 2nd July @ SCIL (Fully Funded)

Budget and Beyond – 9th July @ SCIL (7 – 9.30pm) Cost £25

EIF – Early Years Curriculum Workshops (Fully Funded)

- 4th July (7 – 9pm) – South Somerset
- 6th July (10 – 12noon) – Taunton
- 11th July (7 – 9pm) – Mendip
- 15th July (6.30-8.30pm) – Minehead
- 16th July (7 – 9pm) – Sedgemoor



Early Years Communities

- Eleven Early Years Communities launched
- Download your local EYC App to keep up to date



- CPD opportunities
- Sharing resources

www.supportservicesforeducation.co.uk/earlyyearscommunities



Thank you for coming

