

EARLY YEARS MANAGEMENT INFORMATION SESSION

REGISTRATION & REFRESHMENTS

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
The Inveraray Inn



EARLY YEARS MANAGEMENT INFORMATION SESSION

WELCOME

Wendy Brownlie

Argyll and Bute Council Early Years
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EARLY YEARS MANAGEMENT INFORMATION SESSION

OVERVIEW

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EARLY YEARS MANAGEMENT INFORMATION SESSION

STRUCTURE EARLY YEARS TEAM

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Argyll and Bute Early Years Central Team Roles and Responsibilities

Education Manager Early Years (Acting)

(Education Manager also strategic lead for Health and Wellbeing and Area Manager for 29 schools – ELC to secondary)

- Strategic Lead for Early Years' Service
- Inform SLT and Elected Members of Service developments

Education Officer Early Years

(1 x Education Officer – 0.6fte support to schools ELC to Secondary in one area, 0.4fte Early Years)

- Operational Lead for quality improvement and quality assurance
- Line manage ESOs
- Curriculum developments –from birth to the end of the Early Level
- Pre/post inspection support
- Intelligent use of data to inform self- evaluation
- Liaison with central education team



Early Years Development Officer – Workforce Development

- Professional Development co-ordinator
- Qualifications
- Co-ordinate SVQ training
- Modern Apprentices /Foundation Apprentices
- Bookbug
- Gaelic / Culture

Early Years Development Officer – ELC East

- Ensuring Delivery of 1140hrs- East of Argyll and Bute
- Oversee operational ELC provision 0-5 East of Argyll & Bute
- Out of School Care East of Argyll & Bute
- Childminders - East of Argyll & Bute
- Local Authority Link for Partner Providers – East



Early Years Development Officer – ELC West

- Ensuring Delivery of 1140hrs- West of Argyll and Bute
- Oversee operational ELC provision 0-5 West of Argyll & Bute
- Out of School Care West of Argyll & Bute
- Childminders - West of Argyll & Bute
- Local Authority Link for Partner Providers – West

Education Support Officers- x3 HALCO Bute and Cowal, OLI and MAKI

- Provide challenge and support to all ELC settings around self- evaluation and planning for improvement
- Pre/post inspection support
- Line manage ELC Cluster Leads
- Co-ordinate cluster collaboration and moderation
- ASN support
- Strategic Overview– Literacy, Numeracy, Health & Wellbeing, ASN



Early Years and Family Support Worker - MAKI, OLI, HALCO, B&C – 3.6 fte

- Support all ELC providers with operational advice – e.g. Care Inspectorate and SSSC requirements
- Provide pre/post inspection support as required
- Support all settings with family learning provision
- Quality improvement and quality assurance support
- Strategic Overviews – Family Learning, Parenting, Outdoor Learning, Pre-Birth – 3

ELC Cluster Lead Practitioners 3 in place additional 5 to be recruited by 2020

- Work across up to 5 settings identified by Manager and Dos using SIMD and information on rurality
- Provide challenge, support and model effective practice – particularly in Outdoor Learning, effective engagement, literacy and numeracy
- Provide cluster training in outdoor learning
- Support settings to collaborate with local partners and effectively utilise local culture to enhance ELC experiences
- Ensure equity of experiences for all children – particularly for those in lower SIMD deciles



Early Years Worker

- Provide challenge and support to childminders
- Co-ordinate Community Childminding Service

ELC Data Analyst

- To make available information to service users, colleagues, providers and other agencies
- To provide information which will facilitate decision making by staff and managers of the department
- To participate in data collection, input, analysis and reporting



Childcare Information Assistant

- Provide accurate information to all enquirers
- Liaise with external bodies as and when required
- Oversee administration of systems and processes –e.g. Early Years Grants, CPD provision
- Communicate with all stakeholders through a variety of methods – e.g. social media, Early Years information on council website, newsletters

Admin Assistant

- Support and assist in the administration of ELC including transport for ELC children
- Provide support to parents and ELC providers by means of the EY helpline
- Manage information and data relative to the update of Early Learning and Childcare provision
- Ensure Early Years guidance and policy documents are updated on a regular basis
- Prepare correspondence, reports, seminar packs in support of the administration of Early Learning and Childcare



Clerical Assistant

- Provide clerical support to the Early Years Team
- Maintain Early Years records
- Collate statistical returns

All posts within this structure are now non term time to reflect that under 1140hrs some children will receive ELC all year round. Non term time posts allow more effective support to our own standalone settings and funded partners operating more than 36 weeks.

Lead Practitioners in settings of 40 or more develop practitioners, Engagement, focus on SIMD, Literacy, Numeracy and Outdoor Learning

Supply List

- New supply register for qualified practitioners
- PVG to Argyll and Bute
- Open to partners to access



Teachers in Partner Providers

- Three posts advertised
- Same allocation as school settings
- Line managed by ESOs
- Term time



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TASK

How can we ensure teachers in settings add value?

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SEEMiS Early Years

Contact from Scottish Government

To start August 2020

Access prior to August for registration

NAMS will be switched off entirely when the new system is ready

New system will inform EY census

Pastoral Notes and Developmental milestone recording will cease to be available

Looking for LA volunteer who knows and understand the current system and a partner provider to be part of a working group (mainly by phone)

Allow more than one calendar to be created

Keep you updated when we have more information



Early Level Curriculum and Pedagogy



An Argyll and Bute Approach

Wednesday 22nd May 2019



A Blueprint for 2020 – The Expansion of ELC in Scotland

- Quality
- Accessibility
- Affordability
- Flexibility



A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND - *The essential characteristics of quality have been defined by the stakeholder group as:*

A high quality workforce

Strong pedagogical leadership

Warm and supportive interactions with children

A holistic curriculum

A focus on play-based learning

Good access to outdoor play

Supporting parents to engage in their children's learning

Transitions that are well managed

Professional collaboration

Provision that is accessible to all

High quality physical environments

Clear quality standards and robust self-evaluation and quality assurance regimes



Quality in ELC – National Progress

Additional Graduate Commitment

ELC Knowledge Hub

ELC Inclusion Fund

Settings of Innovation and Impact:

Innerwick Primary School Nursery - Dunbar / East Lothian

Bowhouse Nursery School – Grangemouth / Falkirk

Treetop Family Nurture Centre – Inverkeithing/ Fife

The Village Nursery – West Linton / Scottish Borders

Menstrie Nursery – Menstrie / Falkirk

Clober Nursery – Milngavie / East Dunbarton



Quality in ELC – Local Progress

Three Additional Graduates now recruited – ELC Cluster Lead Practitioner now based in Cowal, Campbeltown and Helensburgh

LAD Framework is being updated and will extend to the end of the Early Level for literacy, numeracy, developmental milestones and wellbeing indicators by 2020 (*currently being tested in some ELC and P1 settings*)

Scaling up an approach to developing a Family Learning Programme within each ELC setting

Further development of the Planning Cycle within the Early Level

Working with colleagues from Health to improve sharing of information



What else do we need to think about?

In planning for the expansion of ELC, it is also important to recognise some of the challenges families face in today's society:

Physical and mental health issues

Poverty gap

Social / rural isolation

Financial challenges

Work related pressures

Time to talk and switch off

Social Media

Global issues such as migration and global warming



How can we help?

In order to help our children overcome these challenges as they grow up, Professor Ferre Laevers talks of the need to focus on each child's:

- **health and wellbeing,**
- **competencies and life skills and**
- **exploratory drive**

*Curriculum for Excellence Values: **Wisdom, Justice, Compassion, Integrity.***

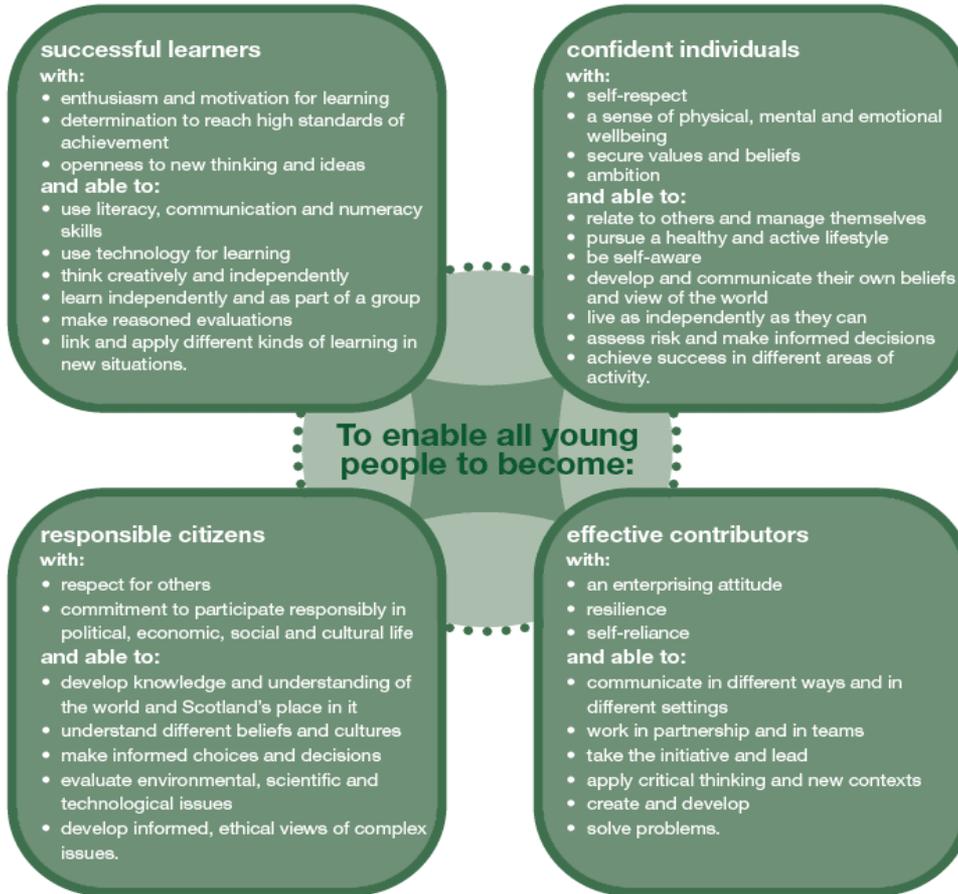
Vision: 'The curriculum must be inclusive, be a stimulus for personal achievement and through the broadening of experience of the world, be an encouragement toward informed and responsible citizenship.'



Curriculum for Excellence

Four Capacities

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors



Four Contexts

- Ethos and Life of the (setting) as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement



Getting It Right For Every Child (GIRFEC)



To become successful learners, confident individuals, effective contributors and responsible citizens all of Scotland's children need to be safe, healthy, active, nurtured, achieving, respected, responsible and included. These indicators are an effective way of assessing and improving how services are making a difference to children in their care. The eight indicators of wellbeing are a key tool in realising the Scottish Government's vision to make Scotland 'the best place to grow up'.

'Gender Equal Play' – Care Inspectorate



Learning and Development Framework 0-5 Years



- Progression Frameworks in Literacy, Numeracy, Health and Wellbeing
- Supports professional judgement around how children learn and develop
- Promotes shared expectations
- Supports family learning and engagement
- Promotes appropriate sharing of information – eg to support transition



Quality of Provision



‘Where uncertainties for the practitioner can arise is where there are well-meaning intentions to conform by providing activities which are not necessarily developmentally appropriate or actually relevant to the child’s context or world around them’
Building the Ambition 2014



Improving Quality - Nothing new here!

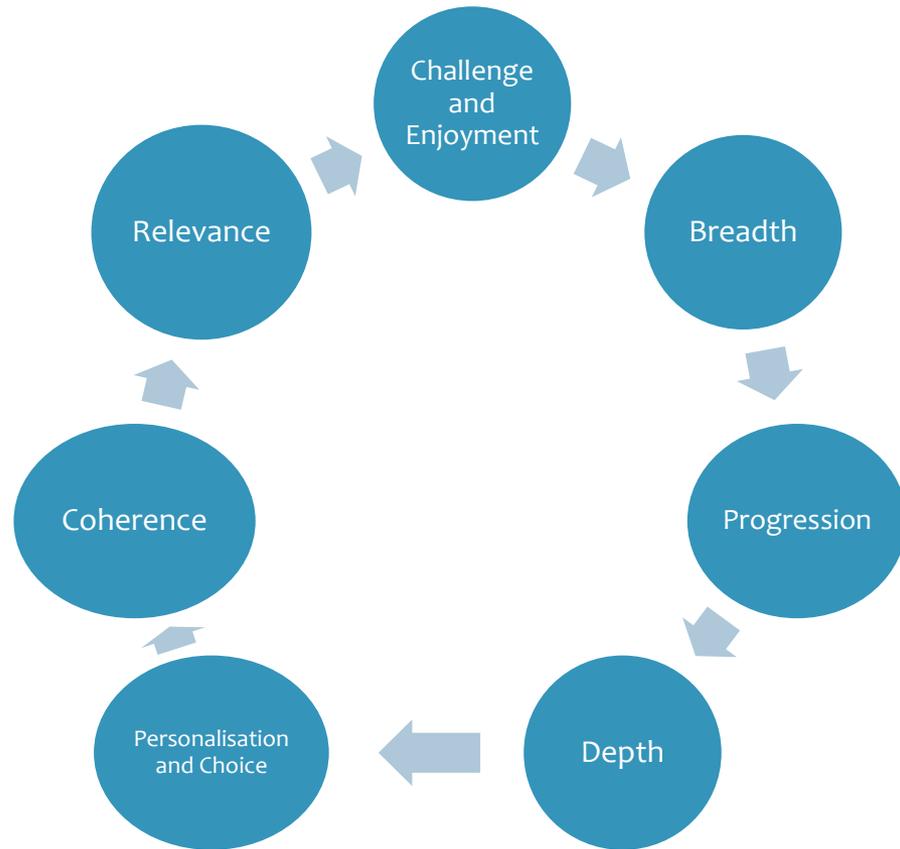
- A range of contexts for learning that children feel connected to – promoting curiosity, inquiry and creativity
- Understand how children learn and develop
- Appropriate and timely interactions
- Appropriate challenge
- High quality observations of children to ensure involvement in their learning and to inform next steps

**Experiences
Interactions
Environments**

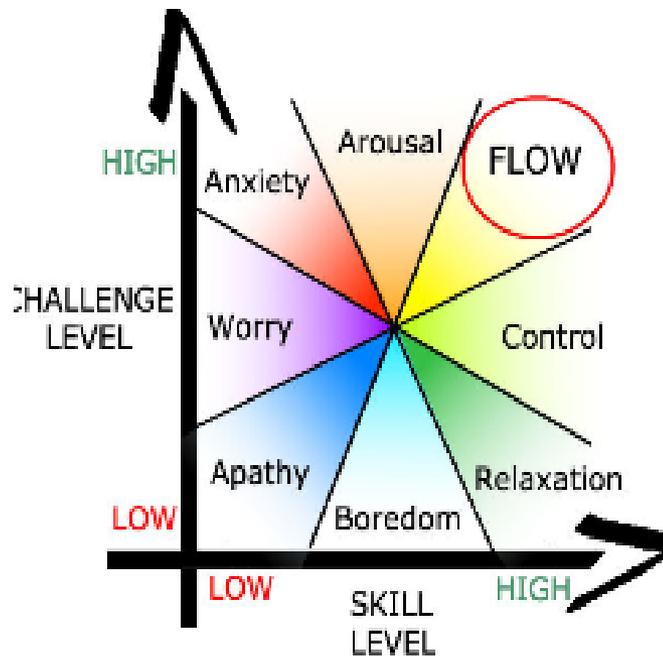


Design Principles

- How well do we engage with the Curriculum for Excellence Design Principles in providing deep, rich and relevant learning experiences for our children?
- How often do we use the Design Principles to evaluate our learning experiences
- How can we make more effective use of the Design Principles with our teams?



Exploratory Drive - Busy, Active Learners



If we accept that in order for young children to take part in and enjoy their world, they need to acquire a wide range of knowledge, understanding and skills. If we believe that a young child's concern is to be an active, busy learner, trying to make sense of the world around them in order to take part and enjoy it, we can say they are learning all of the time from all of their experiences. In essence, this is their curriculum – Building the Ambition 2014



Connecting the Learning

Fourth key element from Ferre Laevers:

1. health and wellbeing,
2. competencies and life skills and
3. exploratory drive
4. **Basic attitude of 'linkedness' (making connections in life)**

'The basic attitude of linkedness – feeling connected with ourselves, the people around us, with nature and the world. Through this we feel satisfaction.' Ferre Laevers

How do we strengthen connections for our children in Argyll and Bute?



An Argyll and Bute Approach

Sound understanding of how children learn and develop



National Drivers - BtA, CfE, Pre-Birth to 3, GIRFEC

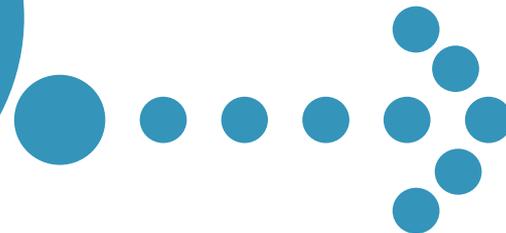


Argyll and Bute Learning and Development Framework



For our Children to Build Upon:

- Emotional Health
- Exploratory Drive
- Competencies and Life Skills
- Connections



Argyll and Bute 3 Assets Approach

- Outdoor Learning
- Partnerships
- Culture

Page 7 of the document

OUTDOOR LEARNING AND PLAY

Children are making connections with nature, as they learn about their land and the plants and animals that live beside them. Connections become deeper and they develop a lifelong love and respect for other living things

Children are strengthening connections with themselves, through developing their capabilities and attributes - finding out about their strengths and learning how to overcome challenges on their learning adventures

Through developing their capabilities and attributes, children are making connections with other people through who they meet and work with on their adventures – building new friendships and partnerships

PARTNERSHIPS

Three Assets Approach

Our children will also learn from days gone by as they find out about stories and people from the past woven into the lives of their communities

Our children will be able to make connections with the wide and diverse cultures on offer - developing a love of music, art, storytelling... building firm foundations for the future

Children begin to make connections with the wider world and begin to understand their place in it as they meet new people and learn about new cultures and new communities, on their learning adventures.

CULTURE



Our 3 Assets: Outdoor Learning, Culture and Partnerships - Guidance for Early Level Teams

Introduction

Section for each asset

Within each section (starting on page 8), you will find:

Rationale – why explore this asset?

Guidance – how does it link to national and local policy and practice?

Case studies – exploring each asset within a context

Reflective questions – to support- self evaluation and to help identify next steps



Over to You!

We would like you to explore this guidance with your teams for the last month of the session

Give us feedback! We want this new guidance to be as good as it can be

Send completed feedback forms to:
kathleen.johnston@argyll-bute.gov.uk
by the end of June 2019

Now over to Linda for some initial thoughts on 'Opportunities and Barriers'



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COFFEE BREAK

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EFFECTIVE USE OF DATA IN THE EARLY YEARS TO IMPROVE OUTCOMES FOR ALL CHILDREN Carolyn, Christine, Lorna and Tina

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Using data to..

help us get it right for every child

guide us to secure progress for all children

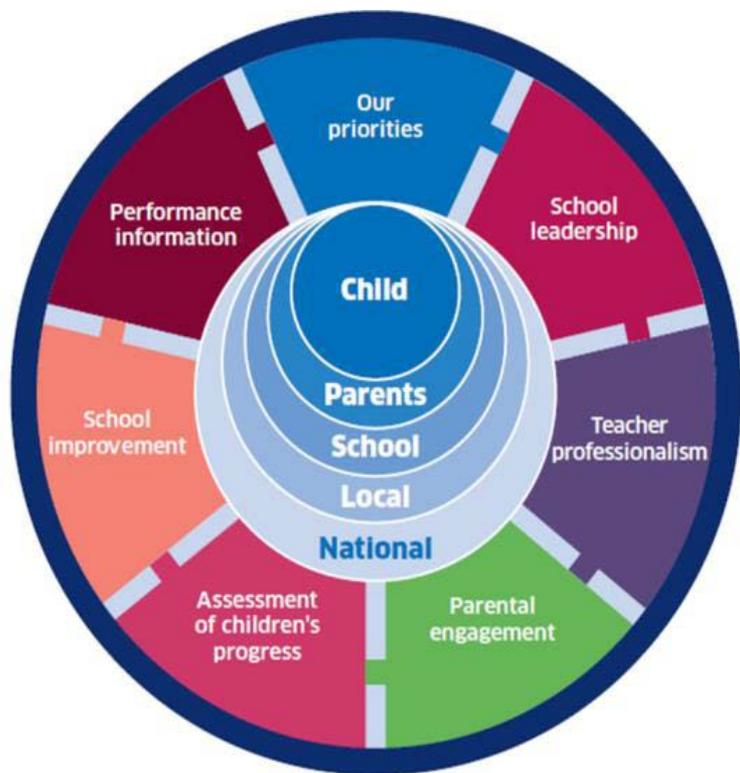
ensure children have the best start in life and are ready to succeed



The National Improvement Framework

The NIF is supported by four national priorities:

- *Improvement in attainment, particularly in literacy and numeracy*
- *Closing the attainment gap between the most and least disadvantaged children*
- *Improvement in children and young people's health and wellbeing*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*



Our Children, Their Future

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels



Data we collect in the early years

Activity 1

At your table / in groups, write down all types of data/ information you currently collect/ have access to, about each child within your setting

Task time: 5 minutes

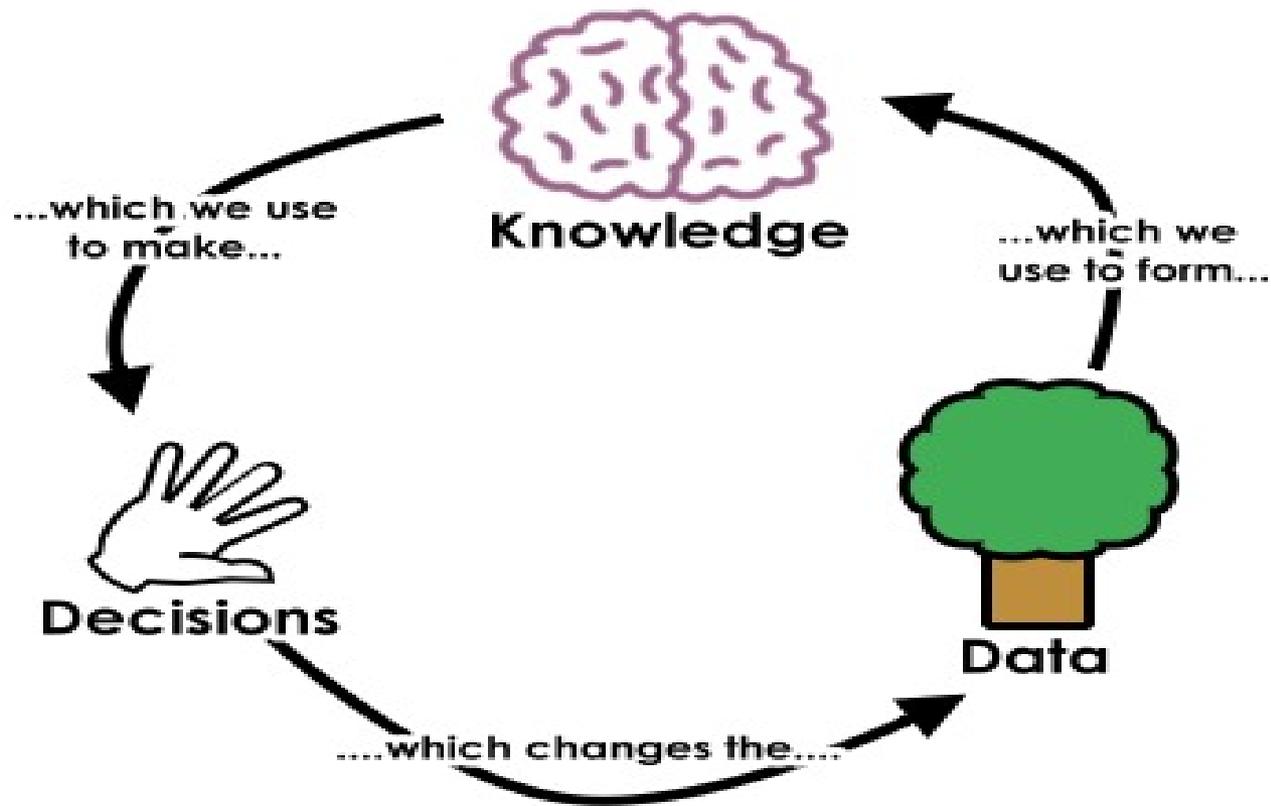


Data we collect in the early years

- Literacy trackers
- Numeracy trackers
- Developmental Milestones
- Attendance
- SIMD profile (decile/quintile)
- 27-30 month HV check
- Observation
- Local knowledge of families and children



Turning data into knowledge



Turning data into impact

Activity 2

At your tables/ in your groups spend 5/10 minutes acquainting yourselves with the gathered data for this (fictional) child

Take 5/10 minutes to discuss the following:

1. What age/stage is this child?
2. What gender?
3. What are their learning strengths?
4. Are there any areas you have identified requiring support?
5. What is the current level of parental engagement?
6. What would be your next steps in terms of: literacy/ numeracy/ H&WB?

Note down your thoughts for discussion



Using Information to Improve outcomes

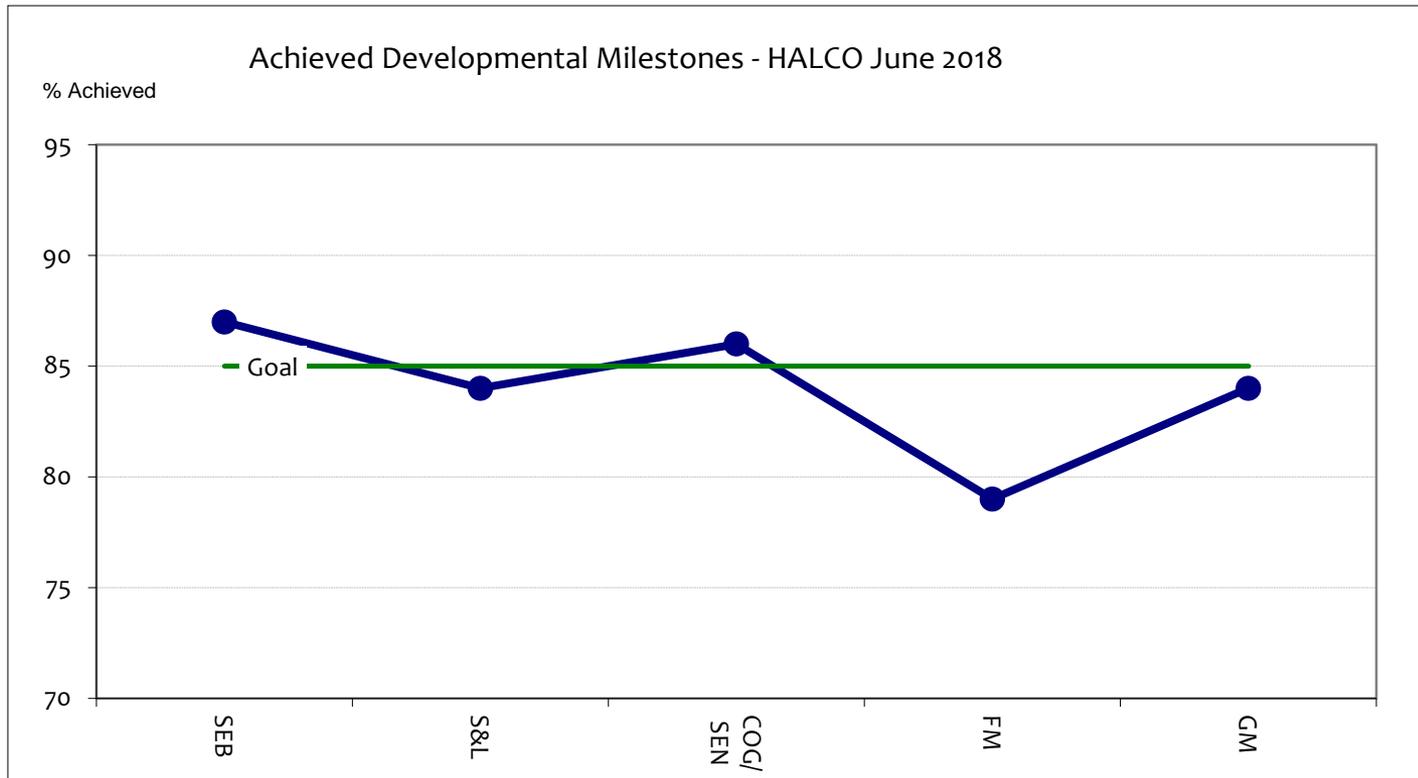
Raw Data...



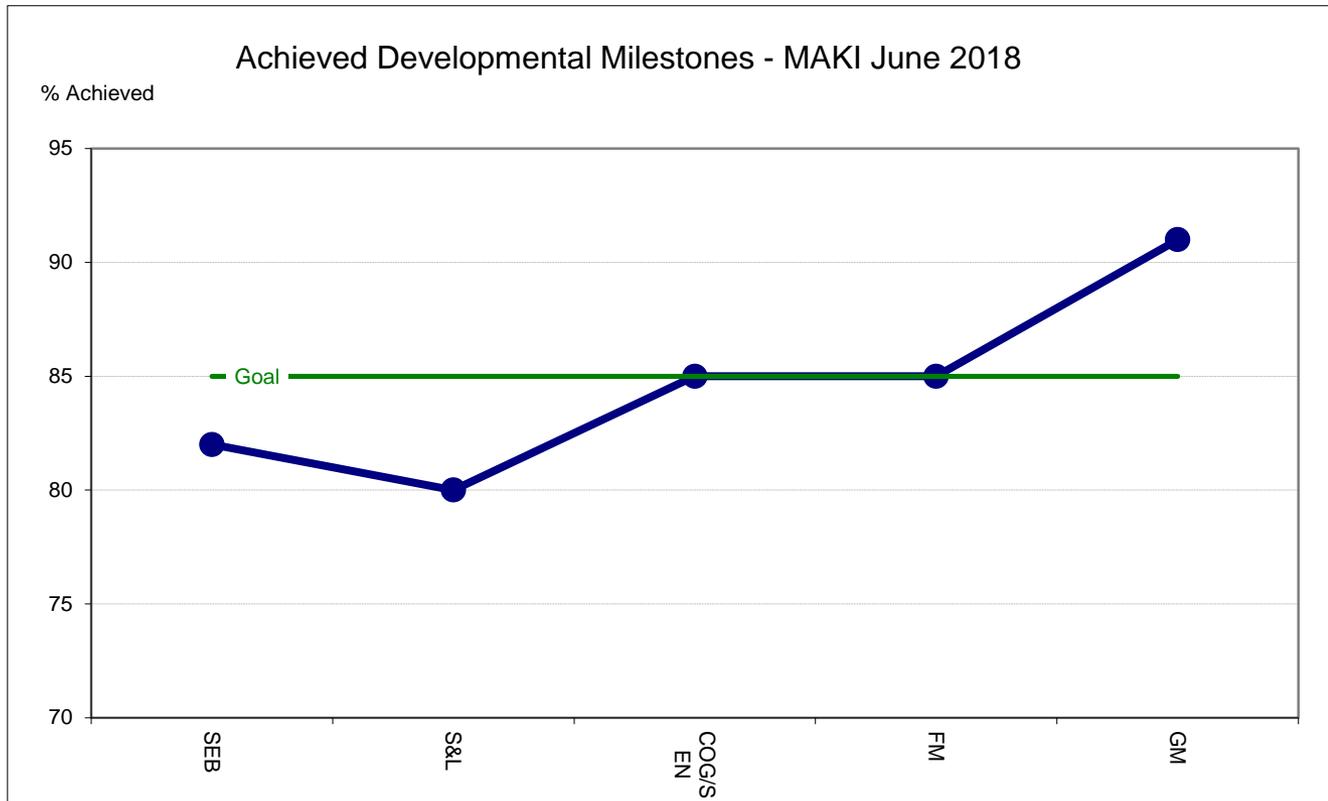
• Knowledge... Actions



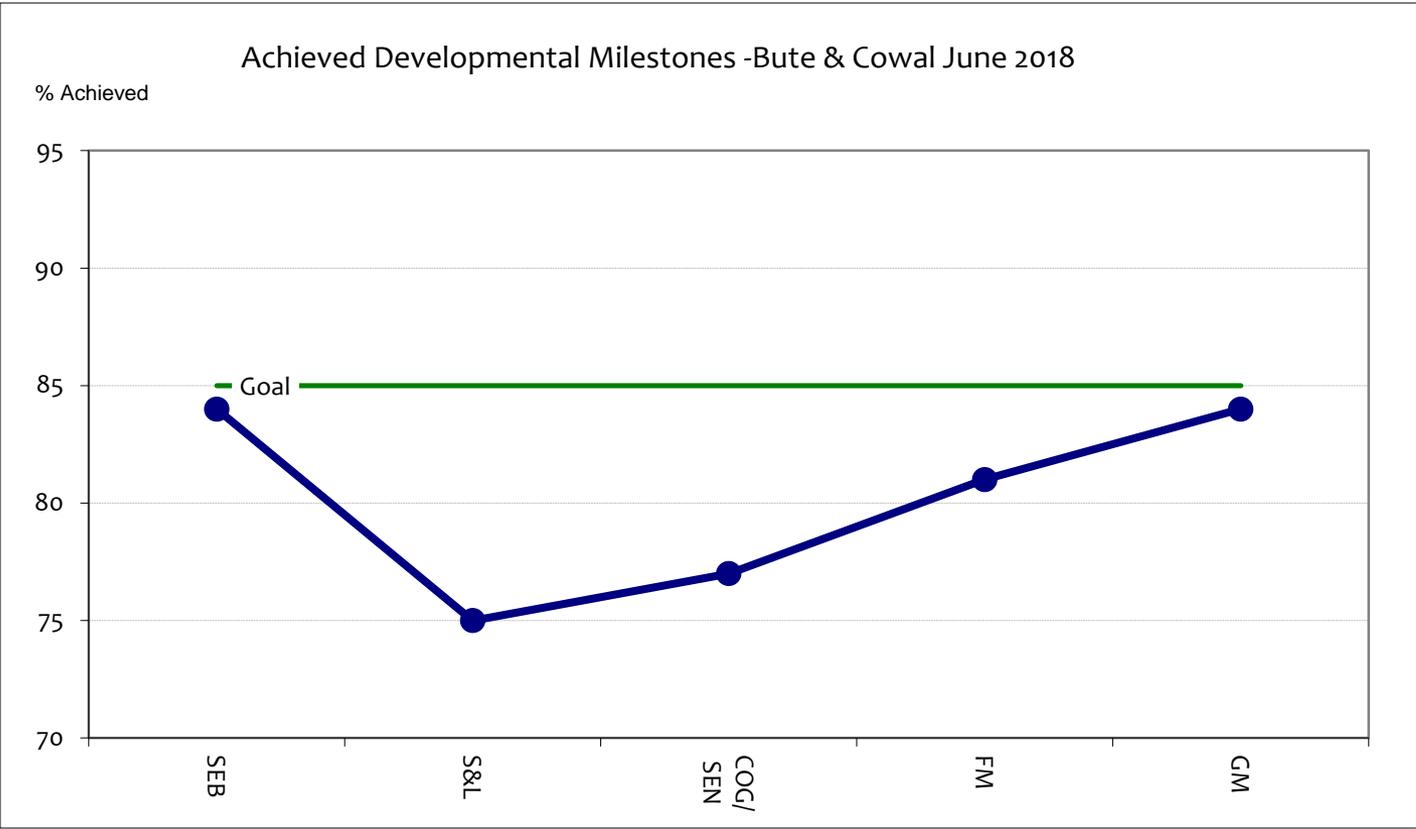
Developmental Milestone Data



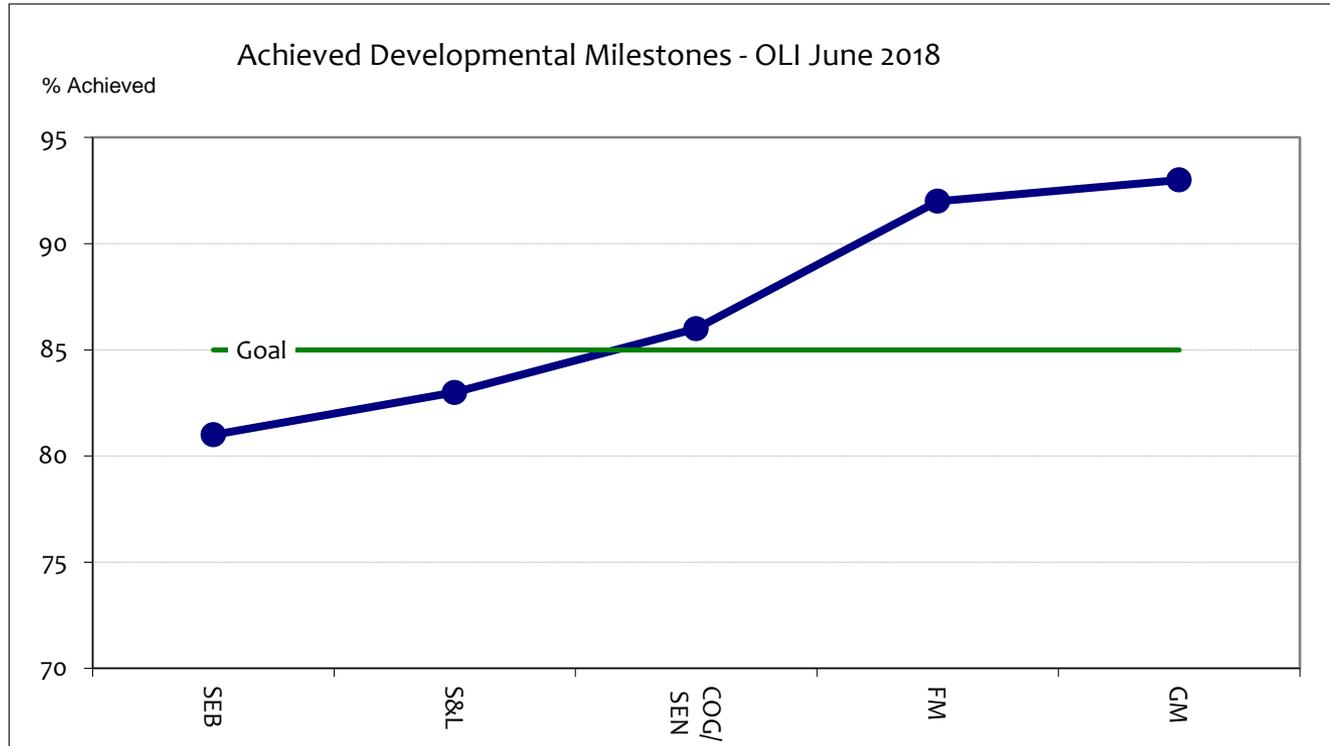
Developmental Milestone Data



Developmental Milestone Data



Developmental Milestone Data



Developmental Milestone Data December 2018 – By Area

Area	DM Data – December 2018	Overview	Comments
B+C	52%	Data collected for a total of 157 children (out of a possible 161). 81 children had achieved Stage 2.	
MAKI	38%	Data collected for a total of 182 children (out of a possible 186). 69 children had achieved Stage 2.	No data submitted by
OLI	32%	Data collected for a total of 207 children (out of a possible 211). 67 children had achieved Stage 2.	No data submitted by
H+L	53%	Data collected for a total of 259 children (out of a possible 273). 138 children had achieved Stage 2.	



Inspection Quotes

Education Scotland

- Observations of children, individual profiles, plans and progression trackers demonstrate that since joining the nursery, children have continued to build on their learning.(VERY GOOD)
- Practitioners engage in regular dialogue to share their observations of children's learning and use this information to inform their planning. (GOOD)
- Practitioners have made a positive start to using information on children's skills in relation to literacy, numeracy and health and wellbeing to identify future learning. We have asked practitioners to consider how they will now gather and use information on children's learning across the curriculum. This will enable practitioners to have a clear overview each child's learning and as a result support children to make the best possible progress (V GOOD)



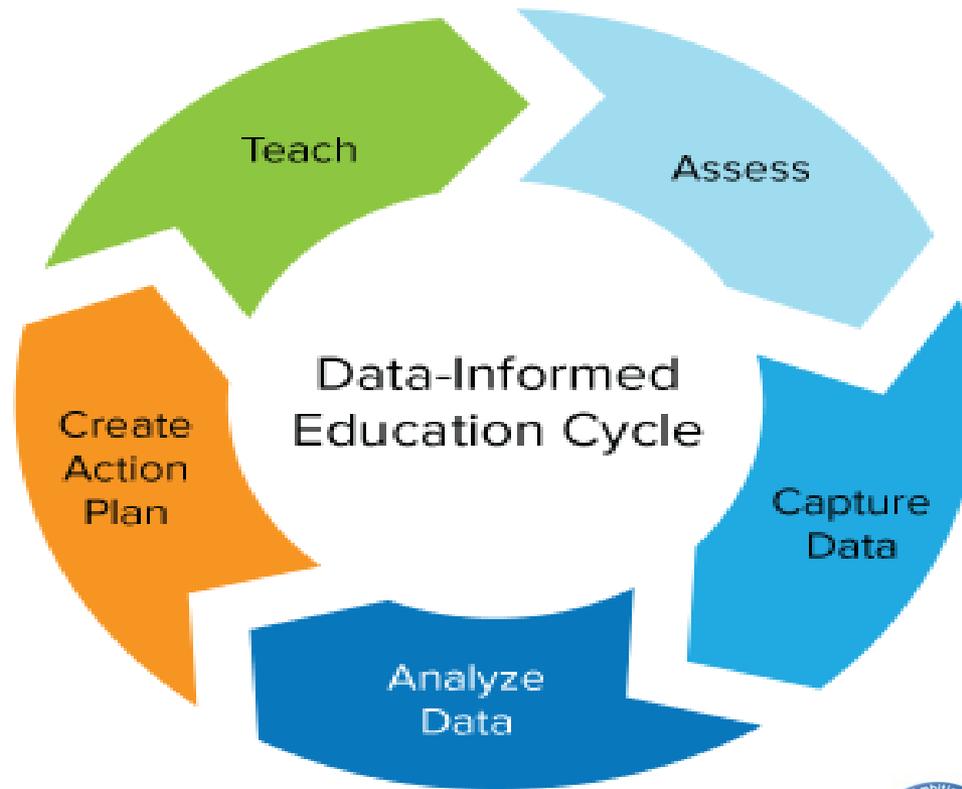
Inspection Quotes

Care Inspectorate

- We sampled children's personal plans and found that individual learning and development was tracked accurately and the information gathered was used by staff to inform planning processes and targeted intervention. Staff worked especially well as a team, sharing their skills and knowledge with each other (6)
- Staff knew children very well. This was reflected in their individual care plans. Appropriate information was gathered about children, which supported staff to plan how to meet their needs. (6)
- Activities and experiences were planned for children, as individuals. They all had individual development/ learning targets identified and recorded. Staff were very knowledgeable of children's development and worked as a team and in partnership with parents and other professionals to support development and progression. (6)



Data Analysis



EARLY YEARS MANAGEMENT INFORMATION SESSION

QUESTIONS AND SUMMARY OF THE MORNING Wendy Brownlie

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EARLY YEARS MANAGEMENT INFORMATION SESSION

LUNCH

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EARLY YEARS MANAGEMENT INFORMATION SESSION

FUNDING FOLLOWS THE CHILD AND THE NATIONAL STANDARD FOR ELC PROVIDERS

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The Approach

- Getting It Right for Every Child is at the centre of our approach
- Increase from 600 to 1140 hours of ELC for eligible children
- ‘Funding Follows the Child’ to be introduced in August 2020
- ‘Provider neutral’
- Introduction of the National Standard for all ELC settings



The Key Aspects



- Places choice in parents' and carers' hands
- Can access ELC in any setting who meets the National Standard, has a space available and is willing to enter into a contract with the local authority
- Not restricted by local authority boundaries
- Clear and accessible information for parents and carers
- **ELC is free at the point of access with no top-up fees to apply**





The Key Aspects

- Local authorities as guarantors of quality and key enablers of flexibility and choice
- Meaningful and genuine partnership working
- Free meal commitment for every child in a funded ELC session from August 2020



The Criteria

10 National Standard criteria for all ELC settings to meet in order to be a funded provider based on research and evidence of effective ELC. These are:

1. Staffing, leadership and management
2. Development of children's cognitive skills, health and wellbeing
3. Physical Environment
4. Self-Evaluation and Improvement
5. Parent and carer engagement and involvement in the life of the setting
6. Inclusion
7. Business Sustainability
8. Fair Work Practices, including Payment of the Living Wage
9. Payment Processes
10. Food

Most criteria are supported by a number of sub-criteria and are also linked to Care Inspectorate quality evaluations.



The National Standard for Early Learning and Childcare Providers

CRITERIA 1 – Staffing, leadership and management

Criteria for ALL SETTINGS (EXCLUDING CHILDMINDERS):

- 1.1 – Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership.
- 1.2 – All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult : child ratios must have either obtained the benchmark qualification for their role or, if they are still within their first 5 years of registering with the SSSC, have started to work towards this.
- 1.3 – Sustainable staffing structures are in place which meet the recommended adult : child ratios.
- 1.4 – All SSSC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning.
- 1.5 – Staff new to delivering the funded entitlement within the last year are familiar with the content of the most up-to-date version of the national induction resource.



Scottish Government
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gov.scot

The National Standard for Early Learning and Childcare Providers

CRITERIA 2 – Development of children’s cognitive skills, health and wellbeing

2.1 – Care Inspectorate quality evaluations are **good or better** on the theme relating to quality of care and support.

2.2 – The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning focused on active learning through play.

CRITERIA 3 – Physical Environment

3.1 – Care Inspectorate quality evaluations are **good or better** on the theme relating to quality of environment.

3.2 – Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer.

CRITERIA 4– Self – Evaluation and Improvement

4.1 – The setting uses relevant national self-evaluation frameworks to self evaluate and systematically identify strengths and areas for improvement.

4.2 – The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.



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The National Standard for Early Learning and Childcare Providers

CRITERIA 5 – Parent and carer engagement and involvement in the life of the setting

5.1 – There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change.

5.2 – Parents and carers are supported to engage in their child’s learning and development.

CRITERIA 6 – Inclusion

6.1 – The setting must comply with the duties under the Equality Act 2010.

6.2 – The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children’s additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs.

CRITERIA 7 – Business Sustainability

- Settings wishing to deliver the funded entitlement must be able to demonstrate that they are financially viable providers.



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The National Standard for Early Learning and Childcare Providers

CRITERIA 8 – Fair Work Practices, including Payment of the Living Wage

Settings, including childminders where workers are regularly employed to provide direct care to children, who agree to deliver the funded entitlement will, in accordance with the supporting guidance on Transition Options, pay the real Living Wage to all childcare workers delivering the funded entitlement and commit to adopting and demonstrating Fair Work practices in their setting. In committing to Fair Work practices, settings must take into account:

- a fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage);
- ELC managers/lead practitioners/employers (in the case of childminders who employ staff) have clear managerial responsibilities to nurture talent and help individuals fulfil their potential;
- promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability; security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination;
- consideration of patterns of working (including, for example, part-time working and/or term-time working) and support for family friendly working and wider work life balance; and
- support progressive workforce engagement, including trade union membership or alternative arrangements, to give staff an effective voice, for example, through regular staff meetings, where possible.



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The National Standard for Early Learning and Childcare Providers

CRITERIA 9 – Payment Processes

- Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that:
 - parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access;
 - no top-up fees are charged to parents and carers relating to the funded hours; parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting;
 - additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks and costs of outings or extracurricular activities such as music classes; and
 - where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices.
- **CRITERIA 10 – Food**
 - Settings must have a clear and comprehensive policy for the provision of healthy meals and snacks for children. This should be consistent with Setting the Table and the Eatwell Guide and should ensure that individual cultural and dietary needs are met. There should be consultation with parents and carers about how other dietary preferences might be accommodated.

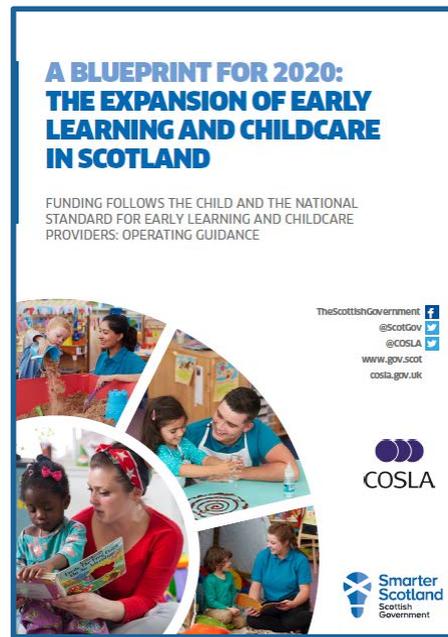
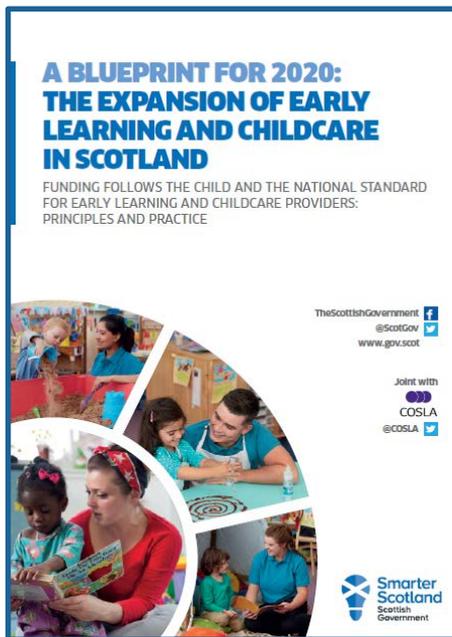


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The Guidance

Three main documents to support implementation of the approach:

1. Principles and Practice
2. Operating Guidance
3. Frequently Asked Questions for Local Authorities and Providers



The Further Guidance just out....

In collaboration with Scotland Excel, guidance on:

- Transition Options
- Sustainable Rates
- Business Sustainability

We are working with colleagues in business, legal, procurement, Fair Work and COSLA to support the transition to 2020.



EARLY YEARS MANAGEMENT INFORMATION SESSION

1140 HOURS PHASING

Lorna Cameron - Early Years Development officer - WEST
Ailsa Dominick - Early Years Development officer - EAST

Argyll and Bute Council Early Years
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Overview – Argyll and Bute

- Trials in Tobermory and Tiree in August 2017.
- Phase 1 - commenced January 2018 with a cluster approach, with Isle of Bute and Cairndow Cluster.
- Phase 2 - has been staggered over August 2018 to April 2019.
- Phase 3 – starts August 2019.
- Phase 4 - August 2020

All detailed in our phasing plan and the newly published booklet “Our Journey to 1140 Hours”



Our Learning so far

1. Effective communication with all Funded Providers and parents/carers is key to successful partnership working.
2. Continuity of information was essential – so cluster meetings with all funded providers were crucial to the sharing of information.
3. Recruitment of workforce.
4. Timescales.
5. Systems, processes and procedures.
6. Parents knowledge and expectations.



Opportunities

- Better outcomes and new experiences for children.
- Quality outdoor learning.
- ELC is more prolific in the local communities.
- More childcare options available for families.
- Practitioner/child relationships more time to grow.
- Shared practice through ELC Cluster Leads.

Difficulties

- Timetabling workforce effectively.
- Providing a quality lunch experience.
- Existing infrastructure –current property layouts.
- Realistic timescales for recruitment, building work.



Hot Meal Provision

- A free hot meal will be offered to all children attending more than 4 hours of ELC over a meal time from August 2020.
- We are continuing to work with our Catering Services to deliver a hot meal provision however some of our services will have to ask parents to provide a packed lunch till 2020.



Pack lunch as an alternative...

PACKED LUNCH GUIDANCE
DAYCARE SERVICES
Parents and Carers





Fruit and vegetables	Chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes are ideal choices. A wide variety of fruit can be included. Fruits that are in season are often more economical. Include a pot of fruit salad as a change to a whole fruit. Try some dried fruit such as raisins, sultanas, mango or apricots.
Meat, fish, eggs, beans and other non-dairy sources of protein	For sandwich fillings include ham, turkey, chicken, fish, hummus and egg. Too much mayonnaise or salad cream should be avoided as these are high in fat, salt and sometimes sugar.
Milk and dairy foods	Include a milk-based pudding such as yoghurt, fromage frais, a small pot of custard or mousse. A drink of milk or a small serving of cheese, e.g. cheddar, edam or mozzarella, on a sandwich could also be included as part of this group.
Drinks	Milk or water would be ideal choices. Small cartons of pure fruit juice should be kept to mealtimes only. Fizzy drinks, diet or otherwise, are not suitable for children.

Some simple health recipes can be found at <https://blogs.glowscotland.org.uk/ab/sali/files/2016/12/Setting-the-Table-Recipes.pdf>



Lunch Provision

What should an ELC lunch experience look like?

Please take 10 minutes in your groups to discuss the features of a high quality lunch experience.



Features of a high quality lunch

- Appropriate space identified for lunch.
- Practitioners and children sitting together engaging in social chatter
- A relaxed, homely experience.
- Promote children's independence by encouraging children to serve themselves and/or others
- Appropriate sized table and chairs.
- Crockery with child sized cutlery, jugs and beakers
- Table clothes to “dress the table”.
- Meeting the nutritional guidance within the Setting the Table Guidelines.
- Appropriate staff ratios to support a nurturing experience.



Lunch Menu

	Week One	Week Two	Week Three
Monday	Chicken Curry with Rice and Naan Bread Cheese and Cucumber	Chicken Goujons in a Wrap Homemade Scones and Jam 	Omelette with a Variety of Fillings (V) Homemade Shortbread Biscuit 
Tuesday	Veggie Fritts and Dips Homemade Steak Pie 	Sausage, Mash and Beans Selection of Fruit and Yoghurt	Homemade Lentil Soup Homemade Beef Mince and Potatoes
Wednesday	Homemade Lentil Soup Homemade Macaroni Cheese (V)	THEME DAY 	Homemade Tomato Pasta (V) Homemade Sponge and Custard
Thursday	Beef Burger in a Bun Homemade Sponge and Custard 	Spaghetti Bolognaise Fresh Fruit SALAD and Ice Cream	Pizza with a Selection of Toppings (V) Selection of Fruit and Yoghurt
Friday	Breaded Fish Selection of Fruit and Yoghurt	Homemade Vegetable Soup Salmon 	Melon Slices Breaded Fish Fingers 



Any questions?



EARLY YEARS MANAGEMENT INFORMATION SESSION

WORKFORCE DEVELOPMENT UPDATE

Linda Burgar

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
The Inveraray Inn



“The single most important driver of the quality of a child's ELC experience is a high quality workforce. There are few more important jobs than caring for and educating our youngest children.”

Quality Action Plan
The Scottish Government 2017



Funded qualifications 2017-18

37 ELC staff members funded

- SVQ2 (SSCYP) 4
- SVQ3 (SSCYP) 22
- SVQ4 (SSCYP) 5
- BA Childhood Practice 4
- Post Grad Dip Childhood Practice 1
- MEd in Childhood Practice 1



Creating a career pathway into the Early Years Sector

- Foundation Apprenticeships
- Modern Apprenticeships
- Graduate Apprenticeships



Foundation Apprenticeship

Model 1 - 2 year course

5th and 6th year secondary school

Year 1 National Progression Award

one taught day per week

Year 2 SVQ2 (SSCYP)

10.5 hours placement in ELC setting

Model 2 - NPA and SVQ2 over 1 year



Foundation Apprentices



Choose Argyll and Bute **live, learn, work, visit and invest**

Modern Apprenticeship

2 year course

Supernumerary

Working towards SVQ3 (SSCYP)

Practitioner qualification with SSSC

Cohort 1

6 young people started Dec18-Jan 19

Cohort 2

Another 6 in post by Aug 19

(incl 2 Gaelic MAs)



Modern Apprentices



Choose Argyll and Bute **live, learn, work, visit and invest**

Graduate Apprenticeship BA in Early Learning and Childcare

2 places available on pilot in partnership with UHI
starting August 2019

Employed for 3 years

4 days on placement , one day university

Key role for mentor



National Induction Resource

A valuable resource for ELC Managers & staff
PVGs, SSSC Registration requirements, Codes of
Practice, qualification routes, continuous professional
learning, Inspection

Key role for mentor

Reflective learning questions, monthly with mentor
for 6 months

Key documents, planning, training & responsibilities
checklist



Continuous Professional Development an essential component of ELC quality

Argyll & Bute's Early Level CPD programme

Needs analysis

Outdoor Learning

Julie Fisher

Pete Moorhouse

Adventures with Alice



Continuous Professional Development an essential component of ELC quality

National on-line programme of continuous
professional learning

SSSC Learning zone

Step into Leadership



We are Connected, Curious and Creative!

Argyll & Bute Early Years Conference 2019

Save the date - Thursday 7th November 2019

Professor Ferre Laevers

Share great practice



Keep it real and remember who it is all about in our quest for the highest quality ELC in Argyll and Bute



Finally...
my reason for
wanting the
highest quality
ELC in
Argyll and Bute



EARLY YEARS MANAGEMENT INFORMATION SESSION

CLOSING AND QUESTIONS

Wendy Brownlie

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
The Inveraray Inn



EARLY YEARS MANAGEMENT INFORMATION SESSION

TASK SUMMARY Wendy Brownlie

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
The Inveraray Inn



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EVALUATIONS

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
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EARLY YEARS MANAGEMENT INFORMATION SESSION

THANK YOU!
Safe Onward Journey

Argyll and Bute Council Early Years
Wednesday 22nd May 2019
The Inveraray Inn

