



Bristol Early Years

Strategic Plan 2018-21

Giving every child the best start in life

We are **Collaborative** We are **Curious** We show **Respect** We take **Ownership** We are **Dedicated**

BRISTOL
EARLY YEARS

www.bristolearlyyears.org.uk



Bristol Early Years 2018-21

Bristol Early Years Vision:

To give every child the best start in life by building resilient communities, raising aspiration and working in partnership to deliver high quality, inclusive services that are accessible, tailored to local needs and make a difference to children, young people and their families by:

- Improving the quality of early education and childcare across the city to lay the foundations for lifelong learning, raise attainment for all children and close the gap in learning and development between children experiencing multiple challenges and their peers;
- Strengthening opportunities for integrated working with key partners in Health, Social Care and the Voluntary Sector to make sure that Early Years services are easy to access, inclusive and make sense for families;
- Promoting engagement with the whole Early Years childcare sector to develop a quality improvement strategy that recognises the experience and expertise of practitioners with a trajectory of excellence in their settings;
- Securing sufficient, sustainable and inclusive Early Years provision across the sector through prudent management and information sharing with key partners.

Statutory responsibilities arising from the Childcare Act 2006 include:

- Delivering the Free Early Education Entitlement for all three and four year olds and 40% of the most disadvantaged two year olds.
- Offering 30 Hours Free Childcare for eligible working parents of three and four year olds.
- Making effective use of the Early Years Pupil Premium and Early Years SEND funding, including the Disability Access Fund.
- Securing sufficient Children's Centres to meet local need with integrated provision of Early Years services.
- Maintaining sufficient childcare to meet the needs of working parents or parents in education or training.
- Providing support and professional development opportunities for all early years settings deemed 'Inadequate' or 'Requiring Improvement' with a power to support continuous quality improvement for all providers.

National Context Drivers:

- Promoting social mobility through the delivery of coherent and integrated Education, Health and Family Support Services.
- Aligning the Early Years Foundation Stage Statutory framework and Healthy Child Programme, using data effectively to ensure that every child can make good progress in their learning and development.
- Promoting access to free early education for all three and four year olds and eligible two year olds.
- Promoting access to 30 Hours free childcare for eligible working parents.
- Building a coherent, self-improving sector to give every child a good start in life.

1. HIGH QUALITY EARLY EDUCATION

To improve the quality of early education and childcare to lay the foundations for lifelong learning, raising attainment for all and narrowing gaps in outcomes

<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Increase the percentage of children achieving a Good Level of Development by the end of the Early Years Foundation Stage 2. Narrow the gap between traditionally underachieving groups and others in the Early Years Foundation Stage (EYFS), including boys, children on Free School Meals, Early Years Pupil Premium, children in the 30% most disadvantaged Super Output Areas (SOAs), children from Black and Black British heritage, Children in Care, children with Special Educational Needs and Disabilities. 3. Increase the percentage of Children’s Centres, Nursery schools and Private, Voluntary and Independent settings, including Childminders, judged to be Good or better. 	<p>Related Key Performance Indicators:</p> <ul style="list-style-type: none"> ➤ Percentage of children achieving a Good level of Development (GLD) at end of EYFS - 2017/18 =69%, 2018/19 target =71.5%) ➤ Reduce the gap between children in the 30% lowest Super Output Areas (SOAs) achieving a GLD at end of EYFS 2017/18= 13.2% pts, 2018-19 target=13% pts ➤ Reduce the gender gap between children achieving GLD at end of EYFS - 2017/18= 11.7%, 2018/19 target= 10.5% ➤ Percentage of Nursery Education rated good or better by Ofsted (2017/18 actual 100%, 2018/19 target 100%) ➤ Percentage of Childcare (non-domestic) settings rated good or better by Ofsted (2017/18 actual 93%, 2018/19 target 96%) ➤ Percentage of Childminders rated good or better by Ofsted (2017/18 actual 98%, target 98%)
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Strategies:

1. Increase the percentage of children achieving a Good Level of Development by the end of the Early Years Foundation Stage:
 - Accurate analysis of EYFS profile data to identify pedagogical and curricular trends, gaps in achievement by different groups and priorities for development
 - Strengthen alignment between Early Years , SEND and Primary teams
 - Implement the Integrated progress review for 2 Year Olds across the city (The *Together@Two Review*), responding to developmental needs with appropriate intervention strategies
 - Moderate and collate assessment data for children at the end of the Nursery year , providing a summative measure.
 - Seamless transitions between YN, YR and Y1, ensuring a focus on quality first teaching and learning approaches
2. Narrow the gap between traditionally underachieving groups and others in the EYFS, including boys, children on FSM, Early Years Pupil Premium, children in the 30% most disadvantaged SOAs, children from Black and Black British heritage, Children in Care, children with special educational needs and disabilities:
 - Monitor impact of the Early Years Pupil Premium for eligible children and their families.
 - Improve outcomes for boys across the EYFS, particularly those from traditionally underachieving groups through initiatives, including the Bristol Boys’ Achievement Project (BBAP).
 - Increased take up of free entitlement by under-represented groups.
 - Embed partnership working between the Early Years’ Service, Virtual School and adoption/fostering services.
 - Improve outcomes for Gypsy Roma Traveller children through transitions into statutory schooling
 - Improve access and engagement to Bristol’s cultural offer by children and families of underrepresented groups
3. Increase the percentage of Children’s Centres, Nursery schools and PVI settings, including Childminders, judged to be good or better:
 - Continued promotion and development of the Bristol Standard Quality Improvement Framework as a quality assurance tool supporting self-evaluation.
 - Embed the LA *Characteristics of Effective Learning* guidance document
 - Improve quality of provision for Communication and Language in all settings through universal and targeted interventions (and close the word gap), including *Hanen Learning Language and Loving It, Letters and Sounds* and *Amazing Communicators*.
 - Enhanced PSED provision, including implementation of the LA *Characteristics of Effective Learning* guidance document and impact evaluation and further development of the *Five to Thrive* programme.
 - Continue to improve outcomes for Early Maths from Birth – 7 yrs through SLE activity and partnership with the Boolean Maths Hub.
 - Continue promotion of exceptional outdoor learning experiences in and beyond our immediate settings, including Forest and Beach experiences.

HIGH QUALITY EARLY EDUCATION Development Projects 2018-19

‘Project Reception’	Two Year Olds and Together @ Two Review	End of YN assessment	Closing the Word Gap	Bristol Boys Achievement Project (BBAP)	Supporting children with SEND	The Bristol Standard
Securing transitions between YN, YR and Y1, ensuring a focus on quality first teaching and learning approaches.	2 Year Old Integrated assessment (Education and Health)				Lead Teacher PVI QIF focus DEYO Inclusion audit	EYFS Play Health

2. BUILDING SECTOR EXPERTISE IN THE EARLY YEARS

Engaging with the whole Early Years sector in Bristol to develop a quality improvement strategy rooted in the experience and expertise of Early Years Practitioners with a trajectory of excellence in their settings.

<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. A shared understanding of System Leadership established across the sector. 2. Active engagement of professional expertise and learning champions from across the Early Years sector to secure capacity for continuous improvement 3. Effective use of local intelligence, achievement data and Ofsted judgements to identify schools and settings that will be prioritised for targeted support in partnership with the Bristol Early Years Teaching School. 4. Positive health and wellbeing across the Bristol Early Years professional sector 5. Bristol Early Years Teaching School working collaboratively to develop a cross-phase network of Teaching Schools - locally, regionally and nationally. 	<p>Related Key Performance Indicators:</p> <ul style="list-style-type: none"> ➤ System Leadership demonstrates the active engagement of leaders and learning champions from across the Early Years sector to build a collaborative model of reciprocal support rooted in mutual trust and professional respect. ➤ Bristol Early Years promoted as a model of effective Early Years practice and innovation - regionally, nationally and internationally. ➤ Percentage of Nursery Education rated good or better by Ofsted (2017/18 actual 100%, 2018/19 target 100%) ➤ Percentage of Childcare (non-domestic) settings rated good or better by Ofsted (2017/18 actual 95%, 2018/19 target 96%) ➤ Percentage of Childminders rated good or better by Ofsted (2017/18 actual 98.6%, 2018/19 target 98%)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Key Strategies:</p> <ol style="list-style-type: none"> 1. To establish a shared understanding of System Leadership across the sector: <ul style="list-style-type: none"> • Establishing the Early Years Partnership Board, bringing together representatives from across the sector to agree, monitor and communicate strategic priorities. • Share examples of effective System Leadership from across the sector through Area Networks, leaders' meetings and the Bristol Early Years websites. 2. Active engagement and recruitment of learning champions from across the Early Years sector to secure capacity for continuous improvement through professional expertise: <ul style="list-style-type: none"> • Strengthen National Leader of Education (NLE), Local Leader of Education (LLE) and Specialist Leader of Education (SLE) coordination, designation, development and deployment. • Explore models of peer to peer working to enable collaborative approaches across the city. • Area-based Network Lead Teachers to facilitate communication and professional development, in partnership with sector representatives, to ensure an equitable offer that meets local needs. • Reframe the role of Lead Teacher as area-based pedagogical lead in view of CC remodeling. • Evaluation to inform further development of area-based Childminding Hubs 3. Effective use of local intelligence, achievement data and Ofsted judgements to identify schools and settings that will be prioritised for targeted support: <ul style="list-style-type: none"> • Embed the Early Years model of school to school (setting to setting) support for targeted and intensive quality improvement work, in LA partnership with the Bristol Early Years Teaching School. • Establish an effective communication strategy so that all settings are aware of this support model, and to ensure that every setting is able to access support according to need. 4. Positive practitioner health and wellbeing across the Bristol Early Years professional sector: <ul style="list-style-type: none"> • Promote high quality supervision for Early Years practitioners to ensure their needs are met. 5. Bristol Early Years Teaching School working collaboratively to develop a cross-phase network of Teaching Schools - locally, regionally and nationally. <ul style="list-style-type: none"> • Ensure alignment and collaboration with Bristol's cross-phase Teaching School Alliances as part of an effective city-wide strategy for systems leadership • Actively contribute to applications for Strategic School Improvement grant funding in collaboration with the cross-phase Bristol Learning City <i>Excellence in Schools Group</i> and Sub-Regional Early Years sector.

BUILDING SECTOR EXPERTISE IN THE EARLY YEARS Development Projects 2018-19

Embed cross-phase S2S support model for Priority Schools (in challenging circumstances)	Lead Teacher Review	Strengthen Childminding Hubs	Growth of Bristol Early Years Partnership	Innovation Securing grants for improvement and innovation / disseminating outcomes
-----------------------------------------------------------------------------------------	---------------------	------------------------------	-------------------------------------------	----------------------------------------------------------------------------------------------

3. EARLY YEARS INTEGRATED SERVICES

To give every child the best start in life through developing opportunities for integrated working with key partners, including Health, Social Care and the Voluntary Sector

<p>Success Criteria:</p> <ul style="list-style-type: none"> • Early Years Children’s Centres and Health Visitors work hand in hand to align priorities between the EYFS and Healthy Child Programme. • Secure and strengthen integrated working with Early Help and Social Care to support the most vulnerable families, ensuring that seamless services are accessible to children with complex needs and their families. • Promote and support family economic stability by providing early intervention to prevent crisis in relation to poverty, including housing, debt and benefits advice. • Reduce social isolation through building social capital, investing in community cohesion and increasing intergenerational learning opportunities. 	<p>Related Key Performance Indicators:</p> <ul style="list-style-type: none"> ➤ Take-up of FEEE for 3 and 4 year olds (2016/17 actual 93%, 2018/19 target 94%) ➤ Take up of FEEE by eligible 2 year olds (2017/18 actual 68%, 2018/19 target 75%) ➤ Take up of FEEE for 3 and 4 year olds in the 30% lowest SOAs (2017/18 actual 88.2%, 2018/19 target 91%) ➤ Take up of 30 hours in the 30% most disadvantaged wards – tba ➤ Increase the percentage of Bristol schools with Breakfast Clubs (2018/19 target 90%) ➤ Percentage of all children under 5 living in Bristol that are registered with a Children’s Centre (2017/18 actual 77.6%, target tba) ➤ Percentage of children under 5 living in the 30% most deprived SOAs registered with a Children’s Centre (2017/18 actual 81.9%, target tba) ➤ Review and planning of services is routinely informed by experience of the service users ➤ Improved outcomes for children and families accessing Family Support services in Children’s Centres, as measured by appropriate monitoring tools (e.g Signs of Safety, SOUL) and online data management system (eStart, Liquid Logic) - tba ➤ Improved outcomes for groups historically at risk of underachieving at the end of the EYFS, including: boys, children in the 30% most disadvantaged SOA’s, children receiving FSM, children eligible for Early Years Pupil Premium, children from Black and Black British heritage, Children in Care, Gypsy Roma Traveler children, children affected by parental imprisonment, children with special educational <p>Related Public Health KPIs</p> <ul style="list-style-type: none"> ➤ Reduced health inequalities, including lowered obesity rates, increased breastfeeding rates and improved infant dental health: ➤ Prevalence of breast-feeding at 6-8 weeks from birth (tba) ➤ Percentage of mothers initiating breast feeding (tba)
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Strategies:

- 1. Develop a city-wide, consistent model where CC and Health teams work hand in hand to secure partnership working and seamless transitions for children and families:**
 - To continue to develop the Early Years, Health Family Support Network to provide a strategic steer, information-sharing and networking opportunities - REVIEW
 - Implement the Integrated progress review for 2 Year Olds across the city (*Together at 2 Review*), to ensure a proactive approach to prevention and early intervention for children and families.
 - Co-location of Health and Early Years services in Children’s Centres wherever possible.
 - Strengthen partnership-working with midwives to support delivery of perinatal support and to ensure that families can engage positively with services at the very earliest stage.
 - Develop a collaborative approach to breastfeeding services across the city and to make the best use of our combined resource
 - Partnership-working to secure strengths-based provision for young parents, including Family Nurse Partnership.
- 2. Improved child and family emotional health and well-being:**
 - Review and strengthen evidence-based approaches to early attachment and well-being, including ‘Five to Thrive’ and ‘Rockabye’ to give every child a good start in life.
 - Develop partnership-working with Bristol University (IMprove HIT) and voluntary sector organisations to develop accessible pathways to promote perinatal/ mental health
 - Develop, implement and monitor the Health and Family Support strand of the Bristol Standard.
- 3. Secure and strengthen integrated working with Early Help and Social Care to support the most vulnerable families:**
 - Establish a common language for thresholds
 - Strengthen alignment between Early Help and Early Years with improved information sharing, including the development of Liquid Logic as new integrated data management system
 - Establish an aligned offer of evidence-based/quality assured Family Support programmes, providing opportunities for multi-agency CPD.
- 4. Improve family economic stability by providing early intervention to prevent crisis in relation to housing, debt and benefits:**
 - Ensure every Children’s Centre has a Link Housing Officer
 - Develop adult learning opportunities in CC through partnership with Adult and Community Learning Team
 - Strengthen link with Job Centre Plus, DWP and Universal Credit team.
- 5. Reduce social isolation through building social capital, investing in community cohesion and increasing intergenerational learning opportunities:**
 - Strengthen partnerships with organisations, such as Bristol Ageing Better, to secure a seamless approach that values and promotes intergenerational learning.
 - Share examples of local approaches of intergenerational learning
 - Partnership working with Learning City

EARLY YEARS INTEGRATED SERVICES Development Projects 2018-19

Remodelling of Children’s Centres / Alignment with Families in Focus	Food Poverty	Health partnerships	Intergenerational Learning
----------------------------------------------------------------------	--------------	---------------------	----------------------------

4. THE EARLY YEARS WORKFORCE IN BRISTOL – To embed a culture of reflective practice and setting-based research to inform provision that is safe and continuously improving.

<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. A coordinated, coherent professional learning offer that is understood by all 2. Positive recruitment and retention rates for ITE/ Early Years leaders/teachers/practitioners 3. Clear professional progression pathways to Early Years leadership 4. A reflective, research-engaged culture, supporting innovation through school and setting-based enquiry 5. Sharing examples of effective Early Years practice, rooted in a deep understanding of child development and professional partnerships: 	<p>Related Key Performance Indicators:</p> <ul style="list-style-type: none"> ➤ Development of a sustainable, continuously improving Early Years workforce ➤ Improved outcomes for children and families (cross reference with KPIs for Quality Improvement and Integrated Services priorities) ➤ All settings compliant with the EYFS Safeguarding and Welfare requirements.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Key Strategies:</p> <ol style="list-style-type: none"> 1. Development of a coordinated, coherent professional learning offer that is understood by all: <ul style="list-style-type: none"> • Audit expertise across the sector to identify the best practitioners and leaders to provide school/setting-based professional development • Ensure Area Networks design and publicise a termly CPD offer in response to strategic priorities and local needs. • System leaders, including SLEs and Lead Teachers, leading CPD in response to strategic priorities/EYFS areas of expertise • Review capacity for providing statutory training in line with the EYFS Welfare Standards • Disseminate CPD opportunities through Bristol Early Years websites and related social media • Providing opportunities for multi-agency CPD in relation to strategic priorities, including the <i>‘Together at Two Review’</i>, Family Support, Mental Health and Wellbeing. 2. Fostering positive recruitment and retention for ITE/ Early Years leaders/teachers/practitioners, monitoring applicant/workforce diversity <ul style="list-style-type: none"> • Develop Bristol Teaching School initial teacher training offer to support applicants from under-represented groups • Develop and deliver a targeted Childminder ICP Training programme to under-represented groups 3. Establishing clear professional progression pathways to Early Years leadership <ul style="list-style-type: none"> • Promote coordinated support, in partnership with the FE sector, to enable Early Years practitioners to access clear routes to L3 qualifications, including Maths and English at GCSE • Advise on and support the delivery of the Early Years Foundation Degree with HE partners • Design opportunities for practitioners to step into leadership opportunities through our system leadership model. 4. Embedding a reflective, research-engaged culture, supporting innovation through school and setting-based enquiry <ul style="list-style-type: none"> • Promote reflection and evaluation through participation in the Bristol Standard quality Improvement Framework • Embed action research and critical enquiry in all CPD opportunities • Extend Bristol Boys’ Achievement Project (BBAP) 5. Sharing examples of effective Early Years practice, rooted in a deep understanding of child development and professional partnerships: <ul style="list-style-type: none"> • Further development of Bristol Early Years Research and Development website • Audit and share examples of innovative Early Years practice

THE EARLY YEARS WORKFORCE IN BRISTOL Development Projects 2018-19			
CPD Quality Assurance, including The Bristol Standard	Safeguarding Review/Welfare Standards	Communication and Websites	Workforce Progression