

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 11 November 2019 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint, illegible stamp.

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor John Stockton	Labour
Councillor Angela Teeling	Labour
Councillor Louise Whitley	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail [ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.*

*The next meeting of the Board is on Monday, 27 January 2020*

**ITEMS TO BE DEALT WITH  
IN THE PRESENCE OF THE PRESS AND PUBLIC**

**Part I**

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Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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*In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.*

**CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD**

*At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 9 September 2019 in the Civic Suite, Town Hall, Runcorn*

Present: Councillors Dennett (Chair), Logan (Vice-Chair), M. Bradshaw, Carlin, Cassidy, P. Hignett, Leck and J. Stockton

Apologies for Absence: Councillor P. Lloyd Jones

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones and J. Farrell

Also in attendance: Mrs C. Alonso

**ITEMS DEALT WITH  
UNDER DUTIES  
EXERCISABLE BY THE BOARD**

*Action*

CYP10 MINUTES

The Minutes of the meeting held on 10 June 2019 were taken as read and signed as a correct record.

CYP11 PUBLIC QUESTION TIME

The Board was advised that no public questions had been received.

CYP12 JOINT TARGETED AREA INSPECTION OF MULTI-AGENCY RESPONSE TO CHILD EXPLOITATION IN HALTON

The Board received a report from the Strategic Director – People, which presented the findings of the recent Joint Targeted Area Inspection (JTAI) of multi-agency response to child exploitation in Halton and its recommendations.

It was reported that the inspection took place between 8 and 12 July 2019 and was conducted by the Care Quality Commission (CQC), HMI Constabulary and Fire and Rescue Services (HMICFRS) and HMI Probation (HMIP). They undertook a targeted inspection of the multi-agency response to children experiencing or at risk of exploitation,

including sexual and criminal exploitation in Halton.

It was noted, that as with the Ofsted Focused Visit in July 2019, the Inspectorates involved did not make a judgement from the JTAI, but provided a narrative letter setting out their findings; outlining strengths and setting out the areas for improvement. This letter was appended to the report.

Officers outlined the draft action list prepared in response to the inspection and it was noted that each action would be overseen by its own designated lead officer.

Further to Member's queries the following was noted:

- The participation of each agency when considering the cases would now be documented, including conversations, to promote consistency, transparency and assist with arrangements with regards to the next steps;
- It was acknowledged that a common language needed to be used in all boroughs and agencies; so that the same terminology was used across the board; and
- An explanation on contextual safeguarding and what difference it would make to practice and outcomes was requested. This information would be provided later to the Board via email as the reporting Officer was unavailable.

RESOLVED: that the Board notes the findings of the JTAI and the requirement to prepare a written statement of proposed action by 2 December 2019.

#### CYP13 ATTAINMENT SUMMARY OF 2019 EDUCATIONAL OUTCOMES

The Board received a report from the Strategic Director – People, which provided the annual update of the educational outcomes for Halton's children for 2018-19.

It was noted that the data quoted in the report was provisional and invalidated and therefore subject to change. The validated national results would not be available until the publication of the DfE statistical first releases.

The report provided Members with details and supporting commentary of attainment outcomes for Halton's

Boroughwide performance in the following:

- a) The Good Level of Development indicator (GLD);
- b) Phonics results at the end of Year One and the end of Key Stage One;
- c) Key Stage One Reading; Writing and Maths attainment;
- d) Key Stage Two Reading; Writing; Maths; Read Write Maths combined and Grammar, Punctuation and Spelling;
- e) GCSE performance grades 9-4 and 9-5; and
- f) A Level and vocational qualification performance.

The following points were noted / queried by Members:

- GCSE maths grade boundaries had changed this year, this had affected lots of schools – Officers would receive more detail from schools regarding this to enable a closer analysis;
- There were particular schools that were struggling with early years goals in reading, however overall early years had shown improvements which was welcomed by Members;
- A closer look at maths projects such as ‘Singapore Maths’ was planned for the future;
- ‘A’ Level results in the Borough were very good, however, most students achieved these in the College;
- The need to raise the aspirations of pupils was acknowledged as many just lacked confidence;
- It would be helpful if the attainment results were shared with school governors – a briefing for governors was being held next week where this would happen; and
- Head teachers were obliged to share information with their governors however, it was commented that governors needed to know what questions to ask them. A list of questions had been compiled previously so this would be refreshed and relaunched.

RESOLVED: That the information and comments made be noted.

Operational Director  
Education,  
Inclusion and  
Provision

CYP14 PERFORMANCE MANAGEMENT REPORTS FOR QUARTER 4 - 2018/19

The Board received the Performance Management reports for quarter 4 of 2018-19 (1 October 2018 to 31

December 2018). It was noted that these were sent to Members via email on 28 June 2019.

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

Officers provided the highlights of the report to Members. With regards to the 'High Level Strategic Planning Review' undertaken by *Peopletoo* and with regards to Phase 2, Members requested to receive updates from the meetings being held for scrutiny purposes. It was agreed that this could be done via the task and finish group already set up, and that notes could be shared confidentially with the Chair and Vice Chair.

The Chair requested further details on PED02 01 (page 42) – in relation to the different themes that had been identified through the audit process and could they be shared regularly with the Board. This information would be provided later to Members via email.

Operational Director Education, Inclusion and Provision - and

RESOLVED: That the quarter 4 2018-19 performance management reports be received.

CYP15 PERFORMANCE MANAGEMENT REPORTS FOR QUARTER 1 - 2019-20

The Board received the Performance Management reports for quarter 1 of 2019-20 (1 April 2019 to 30 June 2019). Members were requested to consider and raise any questions or points of clarification in respect of these.

It was noted that the key priorities for development or improvement in 2018-19 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as follows:

- Education, Inclusion and Provision Services; and
- Children and Families Services.

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

It was announced that the development of Halton Learning Alliance would be shared at the next governors' conference and that the SEND Commissioner funded by

Schools Forum had already been instrumental in improving practice and improving efficiency.

RESOLVED: That the quarter 1 performance management reports be received.

*Meeting ended at 8.10 p.m.*

**REPORT TO:** Children, Young People and Families Policy & Performance Board

**DATE:** 11 November 2019

**REPORTING OFFICER:** Strategic Director, Enterprise, Community and Resources

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-

- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
- (ii) Members of the public can ask questions on any matter relating to the agenda.
- (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
- (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
- (v) The Chair or proper officer may reject a question if it:-
  - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
  - Is defamatory, frivolous, offensive, abusive or racist;

- Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
  - Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chair will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

#### **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 11 November 2019

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

## **1.0 PURPOSE OF REPORT**

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

## **2.0 RECOMMENDATION: That the Minutes be noted.**

## **3.0 POLICY IMPLICATIONS**

- 3.1 None.

## **4.0 OTHER IMPLICATIONS**

- 4.1 None.

## **5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **5.1 Children and Young People in Halton**

None

### **5.2 Employment, Learning and Skills in Halton**

None

### **5.3 A Healthy Halton**

None

### **5.4 A Safer Halton**

None

### **5.5 Halton's Urban Renewal**

None

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

**Extract of Executive Board Minutes relevant to the Children, Young Peoples and Families Policy and Performance Board**

**EXECUTIVE BOARD MEETING HELD ON 19 SEPTEMBER 2019**

<b>EXB 21</b>	<b>BASIC NEED CAPITAL FUNDING</b>
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The Board considered a report of the Strategic Director, People, which sought approval for a classroom extension at Chesnut Lodge School, Widnes.

The Board was advised that Chesnut Lodge was a community special school which catered for pupils aged 2-16 years with complex physical and medical difficulties. It was reported that the School required a one classroom extension in order to create a more suitable learning environment to accommodate the growing numbers of pupils that required this type of education. The Board noted that it was proposed to fund the works from the Basic Needs Capital Fund, allowing the Council to continue to meet its requirements for enhanced learning environments through capital projects.

**RESOLVED:** That the use of Basic Need Capital Funding to build a classroom extension at Chesnut Lodge School, Widnes, be approved.

**REPORT TO:** Children, Young People & Families Policy & Performance Board

**DATE:** 11 November 2019

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children, Education & Social Care

**SUBJECT:** Contextual Safeguarding

**WARD(S)** Borough-wide

**1.0 PURPOSE OF THE REPORT**

1.1 To provide a presentation to Members of the Board on Contextual Safeguarding.

**2.0 RECOMMENDATION: That:**

**i) Members to receive a presentation on Contextual Safeguarding**

3.0 Tracey Coffey, Operational Director, Children's Services will attend the meeting to deliver a presentation to Members of the Board to provide an overview of contextual safeguarding and what it means for Halton.

<https://contextualsafeguarding.org.uk/publications/webinars-videos-and-podcasts>

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	11 November 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children, Education & Social Care
<b>SUBJECT:</b>	Early Outcome Fund (EOF)
<b>WARD(S)</b>	Borough-wide

### 1.0 PURPOSE OF THE REPORT

- 1.1 The report aims to outline the progress regarding Halton's successful bid in receiving a part share of the Early Outcomes Fund. It summarises the context of the bid, the evidence of progress towards project aims and highlights some of the challenges.

### 2.0 RECOMMENDATION: That

- 1. Members support the drive of the TALK Halton project to improve children's speech, language and communication skills as a core priority; and**
- 2. Members ask for further update report on the progress of the project at the February 2020.**

### 3.0 BACKGROUND INFORMATION

- 3.1 The TALK Halton project came into being as a result of a successful bid to the DfE as part of the Early Outcomes fund in January 2019.

Money from the DfE is awarded through the Early Outcomes Fund to:

- Halve the proportion of children not reaching expected levels in Communication Language and Literacy in reception by 2028
- Closing the 'word gap' in areas of social disadvantage
- Ensuring children who experience disadvantage are given the support they need to succeed

This report provides an update of the progress of the TALK Halton project presented to the PPB, report dated 10<sup>th</sup> June 2019.

- 3.2 TALK Halton aims to increase awareness of the importance of communication development in the Early Years and support good outcomes for children by improving their communication skills. This will be addressed through 3 main strands of the TALK Halton project:

**Strategic Development**

- Communication pathway - joined up doing
- Communication strategy - joined up thinking
- DATA collection and use - joined up knowledge

**Workforce Development**

- Training Needs Analysis (TNA) and Skills Audit – of the whole children’s workforce.
- Practitioner training developed from the TNA
- Provision of Resources to support good communication practice and communication friendly environments.

**Identification of Children**

- Identify and support children quickly using common assessment Tool - **WellComm Toolkit**.
- Know and understand the actual prevalence of SLCN in Halton to inform appropriate commissioning and workforce planning.
- Reduce the numbers of children being referred to specialist SLT services inappropriately.
- Marketing key communication messages to people who have a key caring or education role with children.

**4.0 SUMMARY OF PROGRESS:****4.1 Recruitment to the TALK Halton Team**

Project recruitment plan is almost complete:

<b>To recruit:</b>	<b>Progress</b>	<b>Comments</b>
X1 Project Lead	In Post July 2019 part time – full time by Oct 19	Seconded post
X1 Early Years Foundation Stage Teacher	Still in recruitment	Post has been advertised several times
X2 Early Years Teaching Assistants	In post Sept 19	X2 have been employed a third is under recruitment due to underspend on teacher post. X2 have qualified teacher status.
X4 Speech and Language Therapists	X1.4 in post July- Sept	Recruitment through core ChatterBug

	2019	SLT commissioned service
X1 Health Visitor	In post mid Sept 19	Secondment
2 Adult Learning Co-ordinators	In post April – Sept 2019	X3 part time staff in post
Project Co-ordinator	In post Sept 2019	

The project is driven by a dedicated, project lead to ensure sufficient capacity to achieve successful outcomes. The project lead is in post on secondment from the locally commissioned Speech and Language Therapy (SLT) ChatterBug service. The secondment will give the opportunity to support full integration of the project aims into the core SLT service post project as part of the exit strategy.

The Health Visitor post is also a secondment from the commissioned 0-19 team. These roles will ensure sustainable system and culture change within their own organisations and at an operational level with all front-line practitioners.

Recruitment of the project team has been delayed. This delay has been caused by two main factors. Firstly, the fact that we were unable to advertise posts until the DfE had released a press statement mid-April and, secondly, due to the complexities of the HR processes within the Council. However, we are now nearing the completion of the recruitment process, with most staff in post from the start of September

There remain challenges with recruitment of SLT's and an EYFS teacher. There is a shortage of available Speech and Language Therapists in the North West at this time. The teacher post has now been re-advertised as a potential job share. This has been included in the project Risk Register alongside measures to mitigate the risks.

## 4.2 Strategy

A Strategic Task and finish group is established and operational. This group has three main roles:-

- To develop the strategy that will underpin TALK Halton and engages all partners;
- To devise an action plan. This action plan will set out a common pathway to create a blueprint for how future assessment and intervention services work together across all early years providers;
- To review the strategy and action plan at agreed intervals.

3 sub-groups with appropriate membership have been established to address specific project outcomes, these sub groups report into the Strategic Task and Finish group. These are:

- Communication Pathway and Strategy Sub Group
- Marketing Sub Group
- Data and Evaluation Sub Group

The Strategic Board has been established, incorporated into the One Halton Steering Group, and is on track. The Board has been provided with an overview of it's roles and responsibilities with regards to the TALK Halton Project and appropriate representation has been made. This group has met twice so far.

Potential parent representatives for Task and Finish group have been identified.

#### 4.3 Workforce Planning and Culture

Objective	Progress	Comments
All Early Years settings to engage with the project and nominate a TALK Halton Lead	<p>65 out of 69 settings in the local Authority have signed up to take part in the project.</p> <p>2 settings have declined to take part – one of these already uses the Wellcomm pack and has Elklan Communication Friendly status.</p> <p>2 settings are being followed up by the project team with the view to engagement.</p>	Engagement is on-going across the entire children's workforce.
The Wellcomm Toolkit will be used by all partners to screen every child in Halton and will form the basis of our information and data sets, and will inform our strategic direction	<p>63 of the settings that have signed up have received initial Wellcomm training and Toolkits. Settings have commenced screening.</p> <p>Wellcomm training has taken place for other partners:</p> <ul style="list-style-type: none"> <li>• Children's Centre</li> </ul>	2 EY settings have not been able to attend training sessions and will be supported in their setting by the project team.

	<p>workforce</p> <ul style="list-style-type: none"> <li>• Portage</li> <li>• Childminders</li> </ul>	
<p>To carry out a skills audit across all early years' service providers in order to produce a gap analysis to inform the delivery plan and meet the requirements of the strategy.</p>	<p>A Training Needs Analysis has been devised and circulated to EY settings.</p>	<p>The TNA will be shared across the entire children's workforce over this term.</p> <p>This will inform the creation of and delivery of future dedicated training packages.</p>
<p>Parents whose children are not in formal childcare can access the system through Children Centre groups and outreach.</p>	<p>Discussions with Children's Centre Leads has resulted in TALK Halton being incorporated into group activities.</p> <p>All Children's Centre staff received training around Speech, Language and Communication/Language and Literacy and WellComm pack training Sept 2019. Children's Centre Workforce have been trained to use Wellcomm toolkit and are embedding into practice.</p>	<p>Children's centre action plan in place to support project aims and on going sustainability of TALK Halton post project, supporting children's communication has now been identified as a core objective for all children's centre practitioners.</p>
<p>To establish links with 'BestStartInLife' and ensure coherence with other assessments, such as ASQ, and interventions used in Halton</p>	<p>All Health visitors have received Speech, Language and Communication Training, through 'Beststartinlife' initiative – TALK Halton project lead supported training programme.</p> <p>Project Health Visitor is supporting the integration of EY assessments with Health and EY education.</p>	<p>Wellcomm training has been identified as a training need for this staff cohort. This will take place December 2019</p>

To develop and enhance a collaborative two-year old integrated review and partnership care planning	TALK Halton HV is actively working with Health and LA partners around the integrated two year old reviews and partnership care planning.	Work action plan in place for HV role
To deliver the SLCN components of the universal ante-natal and 'readiness for school' programmes to highlight the importance of communication, speech and language across all ages.	TALK Halton have contributed key communication information re: Local Authority 'Ready for School' cascade training and information booklet.  Project Health Visitor has attended ante natal and post-natal groups to establish a baseline of information to build on.	Work action plan in place for HV role to move this forward.
To involve Midwifery in the project through training, representation on working groups and Health promotions.	Project HV has made contact with Midwifery service.  Midwifery representative has been invited to Task and Finish Group.	
To provide support for operational staff during the process of culture change.	TALK Halton Cluster workshops have taken place and are now established. These enable practitioners to share practice and problem solve issues with support from the project team. The aim is to move to self-sustainability in the future.	All of the settings that attended Q1 training have also had a follow up support visit/s by the EY practitioners and SLT. All have started to use the Wellcomm Toolkit successfully
Adult and Family Learning practitioners will provide a range of	TALK Halton Adult and Family Learning groups commenced April 2019. A new programme is	Early Years settings identified to provide adult learning opportunities for

<p>workshops, training courses and extension activities to support effective and sustainable family and community engagement in the Project</p>	<p>operational for Autumn term 2019.</p>	<p>parents of EY children in settings in addition to programme delivered in Children's Centres. This will allow more parents to access the project.</p>
<p>Childminders to engage with project and identify how Wellcomm screening can be integrated into daily practice.</p>	<p>Childminders have been successfully engaged with the project and have started to review how they can successfully utilise the Toolkit.</p>	<p>Childminder training has been booked to follow up discussions Nov 2019.</p>
<p>To create and implement a Marketing Strategy which will promote the project objective of raising awareness of the importance of communication with all key stakeholders (including parents carers)</p>	<p>Liaison with Michelle Osborne's team has taken place.</p> <p>Marketing plan has been devised.</p> <p>Marketing strategy sub group is operational.</p> <p>Project logo has been agreed.</p>	

#### 4.4 Information and Data

- We are establishing a user friendly, common information sharing system across partners with a central reporting point. This will ensure robust, borough wide, monitoring and evaluation of children's early language needs and provide a mechanism by which the effectiveness of assessments and interventions can be measured.
- We aim to use this information sharing system to identify emerging trends. This will enable Halton to put in place effective prevention and early intervention;
- We have determined 3 specific points at which all children will be screened, in addition to those already mandated from the Healthy

Child Programme.

- There are a number of challenges being addressed re: complexities of mass collection data collection from the Wellcomm assessments. The local authority IT team are fully supporting the project to integrate data collection into existing database systems – however the timing of this work is dictated by the capacity of this team – not the project timescale.

## **5.0 EVALUATION – SUSTAINABILITY**

- 5.1 This funding has allowed us to appoint staff to embed and implement new systems and processes. After the funding has ended the roles of the staff will be undertaken by SALT services, Education and Health. The capacity to undertake this will be achieved by a reduction in the current high level of inappropriate referrals to SALT and the upskilling of the early years workforce, enabling children’s early language difficulties to be identified and addressed at a universal level.
- 5.2 The Wellcomm Toolkit builds on our total communication approach and provides a sustainable resource for the future.

## **6.0 POLICY IMPLICATIONS**

- 6.1 None identified

## **7.0 FINANCIAL IMPLICATIONS**

- 7.1 The Project will be funded by a grant awarded by the DfE through the Early Outcomes Fund.

## **8.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

### **8.1 Children & Young People in Halton**

Raising children’s achievement in Communication, Language and Literacy impacts on their long-term outcomes, including career opportunities and mental health and will improve outcomes for the more vulnerable children and young people in the borough.

### **8.2 Employment, Learning & Skills in Halton**

Greater confidence in speaking and listening, together with improved communication skills will increase the Education, training and employment opportunities for pupils and students.

### **8.3 A Healthy Halton**

A total communication approach will have a positive impact on the emotional health and wellbeing of challenging pupils and students.

#### 8.4 **A Safer Halton**

None identified.

#### 8.5 **Halton's Urban Renewal**

None identified

#### 9.0 **RISK ANALYSIS**

9.1 Improved communication and language skills within early years settings should reduce incidents of challenging behaviour.

#### 10.0 **EQUALITY AND DIVERSITY ISSUES**

10.1 The screening of all children around the development of speech and language will ensure that they are able to receive timely support and intervention, thereby reducing inequalities in their life chances.

#### 11.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Early Outcomes Fund Guidance – November 2018	DfE Website	Operational Director – Education Inclusion and Provision & Operational Director Resources
Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education – December 2017	<a href="http://www.gov.uk">www.gov.uk</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources
The Bercow Review (2018)	<a href="http://www.bercow10yearson.com">www.bercow10yearson.com</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources

<b>REPORT TO:</b>	Children and Young People Policy and Performance Board
<b>DATE:</b>	11 <sup>th</sup> November 2019
<b>REPORTING OFFICER:</b>	Strategic Director People
<b>SUBJECT:</b>	Performance Management Reports for Quarter 2 2019/20
<b>WARDS:</b>	Boroughwide

## **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the second quarter period 31 July 2019 to 30 September 2019.
- 1.2 Key priorities for development or improvement in 2019-20 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
  - Education, Inclusion, Provision Services
  - Children and Families Services

The report details progress made against objectives and milestones and performance targets and provides information relating to key developments and emerging issues that have arisen during the period.

## **2.0 RECOMMENDED: That the Policy and Performance Board**

- 1) Receive the second quarter's performance management report;**
- 2) Consider the progress and performance information and raise any questions or points for clarification; and**
- 3) Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Board.**

## **3.0 SUPPORTING INFORMATION**

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

**6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Thematic Priority Based Report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2 Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTIONS 100D OF THE LOCAL GOVERNMENT ACT 1972**

Not applicable

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 2, 1st July 2019 – 30 September 2019

### 1.0 Introduction

1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).

1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

### 2.0 Key Developments

#### 2.1 School Finance

The Government has announced that it will be increasing the funding for Education with a three year plan to increase school funding by £7.1 billion by 2022-2023.

The headline details of the Government announcement are summarised below and include: (AMc)

- A new minimum level of funding of per pupil spending of £5,000 in secondary and £4,000 in primary schools;
- An extra £700 million for pupils with special educational needs;
- A teachers starting salary of £30,000 from 2022-2023 to help address teacher recruitment
- £66 million additional funding for early years provision; and
- £400 million support for further and vocational education.

Specific details for each local authority area have yet to be shared. A technical note on funding changes for 2020-2021 is due for release shortly to Local Authority Finance Officers and once more details are available these will be shared with all schools and settings. (AMc)

#### 2.2 Reducing Teacher Workload

The number of teachers on long-term sick leave due to stress increased to over 3,500 last year. The DfE has acknowledged that workload is a significant cause and is actively encouraging senior leaders, including governors and trustees, to reduce excessive and unnecessary workload demands; see the Policy Paper on reducing teacher workload, updated on July 19 2019. (AMc)

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

The updated Governance Handbook, on page 135 in Section 7.5, states the following: “The ‘Making Data Work’ report and the workload reduction toolkit contain principles and resources for executive leaders and boards to work with staff to address teacher workload issues. Boards should be aware of these materials and act on the recommendations to support staff wellbeing and retention.”

The latest edition of ‘Governing Matters’ (September/October 2019) includes an article on teacher workload and wellbeing which outlines steps governors and trustees can take to help develop a positive school culture. (AMc)

### 2.3 **Reception Baseline Assessment**

This term over 10,000 schools nationally (NFER data: Sept 2019) are participating in the 2019/20 reception baseline assessment pilot. All schools were invited to participate in the full pilot before the intended introduction of the statutory reception baseline assessment (RBA) in autumn 2020.

Once individual pupil's responses to the assessment activities have been submitted online to NFER, the school will have received a series of narrative statements to describe how each pupil performed on the assessment. (AMc)

### 2.4 **Multiplication Tables Check (MTC)**

The national voluntary pilot of the multiplication tables check took place between 10 and 28 June 2019. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC. (AMc)

### 2.5 **Careers Hub**

The Careers Hub is a DfE funded initiative, supported by the Careers and Enterprise Company and the Liverpool City Region Local Enterprise Partnership. Liverpool City Region has had a Careers Hub since September 2018 and have been successful in securing funding for a Wave 2 expansion. This will mean that, from September 2019, 80 City Region Secondary Schools will be part of the Careers Hub. For Halton it will mean 6 secondary schools are part of the Careers Hub. The model will also bring the rest of the region's schools who are part of the Enterprise Advisor Network within the auspices of the Careers Hub. The Careers Hub feel this will allow them to be able to support more schools and more young people in preparing them for the world of work. (AMc)

## 3.0 **Emerging Issues**

### 3.1 **Reading Strategy**

Halton as a borough are aiming to promote reading for pleasure across the region. Whilst there will be a focus upon schools to further develop their teaching and learning of reading skills and strategies, there will also be many approaches to develop reading engagement for all community members. In early spring we will be holding a Reading Strategy Launch at Halton stadium and aim to have representation from all members of the community. Following this launch, we will also be holding a large scale Reading event at the stadium on 25<sup>th</sup> March. The purpose will be to promote this increased focus on reading across the community and provide increased accessibility to reading materials for all. There will continue to be an ongoing focus for all community members, schools and businesses whilst also trying to reach all generations to enjoy reading for pleasure. Further information will be available regarding the promotion of reading as the term progresses.

### 3.2 **Commissioning of Children in Care Placements**

The commissioning of Children in Care placements remains a challenge, specifically in relation to locating localised Fostering placements that will maintain young people's educational placements. Halton is not alone in relation to this challenge. The Liverpool City Region Children's Commissioners have been working together on a Market Reform Programme which will be delivered / outlined to the LCR Directors of Children's Services and Assistant Directors in early October 2019. This significant evidence based report outlines a number of decision requests which once combined could enable more localised availability of placements. (AMc)

### 3.3 **Joint Halton and St Helen's Secondary Social Emotional and Mental Health Free School**

By the 30<sup>th</sup> September all applications had to be submitted by potential proposers interested in developing the joint SEMH secondary Free School in Widnes. Between September and December 2019 an assessment process of the application then takes place including the interview process. Applications are assessed against the published criteria and proposers must set out their vision, curriculum plan, capacity and capability and financial viability. The assessment which is undertaken by both LAs and the DFE then makes its recommendations. The Secretary of State will then make the final decision and this will be announced in early 2020.

### 3.4 **Review of High Needs Provision**

The review has been split into three workstreams; Identifying Need, Meeting Need and the Pupil Referral Unit. Each of the workstreams was independently Chaired by Peopletoo and representatives across the workstreams included parents and carers, schools and settings, Riverside College, Social Care, colleagues from Health, Educational Psychology, Early Years, Commissioning, Admissions, Virtual School, Education Welfare and LA SEND. Peopletoo also undertook separate consultation with parents and carers and children and young people.

To date a number of key themes have started to emerge which include the opportunity to streamline the current process, the need for a better understanding by all partners of what an EHCP is and what it is not, the need for better involvement with young people and the development of a "pledge", more use of the graduated approach, clearer definition of the roles and responsibilities of those involved in EHCPs, development of a banding model for funding, the extent to which there is a focus on independence and preparation for adulthood and better triangulation of education, health and social care contributions.

The focus of the second task group is Meeting Needs. The themes considered to date include the need for better inclusion in Halton Schools, identifying need early through understanding the need in the early years, need to share expertise within the borough through developing clusters of mainstream and specialist provision, providing a continuity of specialist resource provision and special school support across the age range linked to the main primary identified SEND needs and revision of SLAs and their monitoring.

The role and remit of the third task group is to change the operating model of the PRU and its relationship to schools so that it can maximise the integration of pupils back into mainstream. Emerging issues included the impact of the "Care Schedule", role of the Educational Psychology team in terms of early intervention, the role of CAMHS, the need for a more positive narrative for parents underpinned by the PRUs role in early intervention and evidenced by case studies, need to gain the views of young people and the role and capacity of vocational provision offered by the PRU.

The aim is for the three workstreams to complete their work by December 2019. In January 2020 a report will be submitted to the Executive Board of the Council setting out the proposed changes for their consideration. If the recommendations of this report are agreed formal consultation on the revised arrangements will then be undertaken.

### 3.5 **Preparing for Adulthood**

Halton are involved in a project with the National Team for Preparing for Adulthood. The aim is to achieve cultural change across education health and care in order to embed person centred practice across our local area. This will ensure young people with Special Education Needs and/or Disabilities are listened to; their aspirations sought and they shape their future.

In February 2019, a shared vision across education, health and social care of what a good life looks like for Halton's 16-25 year olds with SEND was agreed.

We are holding a series of workshops in October and November, delivered by national and internationally renowned experts; bringing together families and practitioners across education, health and care. Working together they will develop the skills and tools to be confident having good quality conversations to identify what is important to young people as they move into adulthood. We are initially focusing this work for young people with an Education Health and Care Plans and are in key transition years 9, 11 and 14. (AMc)

### 3.6 Inclusion Conference

There were two inclusion conferences with schools over the last academic year. At these events one of the key priorities was for schools to work together to develop a Halton Inclusion Charter. Prior to the conference all this work was pulled together and incorporated into the final Halton Inclusion Charter which was then given to all schools to adopt and to share with all staff and governors.

The conference was well attended and included contributions on inclusion from an outstanding Halton Special School, Ridgeway Secondary School on the Wirral who have reduced exclusions and improved attendance through their approach to behaviour management and the Governments Behaviour Lead, Tom Bennett.

### 3.7 End of European Social Fund (ESF) funded Coaching provision for 16 to 18 Year olds

Since 2016 Halton has benefitted from £355,000 ESF funding to buy a Peer Coaching and Mentoring service for 16 to 18 year olds who are not accessing education, training or have a job. The service is unique because it will work with young people in their own home until they become confident enough to start meeting outside the home and with a small group of peers, building up to going into education, training or getting a job.

This funding comes to an end in March 2020 and only 5% of the current service can be bought using core Council funding, significantly reducing the ability to work with 16 to 18 year olds who require more than basic Careers Guidance. (AMc)

## 4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2019-20 business plan.

## 5.0 Progress against high priority equality actions

5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website

<http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

## Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to CAF, pre-CAF or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	N/A	450	359		
<p><i>Supporting Commentary: There has been a steady increase in the number of early help assessments through CAF and pre-CAF over the past 12 months, this is in correlation with an increased demand for early help support direct from iCART screenings. The number of universal plus referrals have also increased from Health visitors.</i></p> <p><i>There has been an increase in the number of pre CAF assessments from the early year's team identified through universal provision in some cases this has led to a full CAF assessment.</i></p> <p><i>Ongoing support and training offered through early help teams with partners.</i></p>						
PED01 02	Maintain overall attendance at schools: Primary – Pri PRU – PRU Secondary – Sec Special – Spec Total	Pri-95.35 Pru-63.83 Sec-92.67 Spe-91.28 Tot-94.1 (17-18)	TBC	Pri-95.49 Pru-69.75 Sec-93.44 Spe-90.97 Tot-94.51 (18-19)	Refer comment	N/A
<p><i>Supporting Commentary: Debbie Houghton</i></p> <p><i>School attendance for 18/19 has improved from 17/18. Primary attendance has improved from 95.35% to 95.49%, Secondary from 92.67% to 93.44%, PRU from 63.83% to 69.75%. However special school attendance has deteriorated from 91.28% to 90.97%. The Education Welfare Service (EWS) continue to support schools with attendance and work with pupils and families including issuing Penalty Notices and taking legal action where appropriate. THE EWS have seen an increase in the number of primary schools trading with the service and this is having a positive impact on school attendance. None of the special schools currently trade with the EWS. Going forward the EWS are looking at attendance data for all schools and will be reviewing how best to engage with schools not trading with the service around school attendance.</i></p>						

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools (Martin West/Debbie Houghton) (March 2020)	
<p><i>Supporting commentary: The LA continues to work with schools through its traded and core service offers. See also comment PED01 02.</i></p>		
PED01b	As a result of the review of Early Help Services, plan and implement transformation model (Val Armor) (March 2020)	

*Supporting commentary: A report has been submitted in October with proposals of a re design of children centre services, this will look at all eight centres and current delivery versus cost. There has already been a reduction in some of the universal provision offered in each ward to offer savings. Work has also been undertaken on updating early help assessments, this will coincide with the new IT system.*

PED01c	Workforce development, including targeted training, to be further developed and implemented (Val Armor) (March 2020)	
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*Supporting commentary:*

*The borough has adopted the Solihull approach within the children's workforce, to date there have been over 380 staff from social care, early help. Fostering, education, health and private and voluntary sector have been trained.*

*Level 4 in integrated children and young peoples practice has been secured through the apprenticeship levy and will commence January 2020. Staff from social care, early help and schools will be trained.*

*Work is ongoing with commissioning to offer targeted training on parental conflict this will roll out from November 2019, with train the trainer elements that will fit into Halton's existing early help model for parenting.*

*Further funding is available for domestic abuse training through the gateway programme.*

### Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	18/19 Actual	19/20 Target	Current (6 mths)	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 yr olds (Forecast annualised rate at end of financial year)	524 (full yr)	500 (full yr)	259 (6 mths)		
<i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>						
<i>The rate of referrals remains fairly steady with occasional peaks in activity</i>						
PED02 02	Monitor the rate of children in need per 10000 0-18 yr olds (snapshot at end of quarter)	330	380	242		
<i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>						
<i>Staff are able to work more effectively with cases at this level of need as workloads remain manageable and with the implementations of systemic practice fewer children are escalating to CP or CIC</i>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 yr olds (snapshot at end of quarter)	45	45	39		
<i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>						
<i>There has been a reduction of children with a CP plan as outlined above; this measure needs continuous review to confirm the level is appropriate</i>						
PED02 04	Monitor the rate of children in care per 10000 0-18 yr olds (snapshot at end of quarter)	94	90	83		
<i>Supporting commentary: Liz Davenport</i>						
<i>LAM process continues to identify and track cases where CO can be discharged, Target group remains placement with Parent.</i>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	59	68	49 (6 mths)		
<i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>						
<i>While the rate of entry has remained low overall, there has been a recent peak in young children being admitted following serious injuries. Given their ages, the majority of these children will leave care fairly quickly, either by returning to a parents, family member or adoption</i>						
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	N/A	18	20	N/A	
<i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>						
<i>This is kept under regular review</i>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	60%		
<i>Supporting commentary: CIN &amp; CPP Divisional Manager, Clare Hunt</i>						
<i>198 (60%) return interviews were complete of which 75% were complete in 72 hours.</i>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (number of children with 2+ missing incidents in last 12 months, snapshot end of quarter)	114	N/A	19 (Q2)	N/A	

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
<p><i>Supporting commentary: CIN &amp; CPP Divisional Manager; Liz Davenport; Val Armor Clare Hunt</i>  For this quarter there have been 331 notifications from the police and 21 from social care. With regard to repeat individuals there are 19 individuals that have 2 or more incidents. These YP Generated 183 Incidents.- Clare Hunt  Early help work with the commissioned service in this area to reduce this number and work in a preventative way offering advice guidance and support.-Val Armor  There are a small cohort of CIC&amp;CL who represent this repeat MFH, all being targeted utilising the correct procedures.- Liz Davenport</p>						
PED02 09	Monitor the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	265	N/A	Refer comment	N/A	N/A
<p><i>Supporting commentary: CIN &amp; CPP Divisional Manager; Liz Davenport Clare Hunt</i> The number of notifications have decreased slightly since last quarter, the average age and the breakdown of genders are similar to last quarter's demographics. However an increase of 6 in the amount of missing incidents for CYP under 10 years old. – Clare Hunt  There are a small cohort of CIC&amp;CL who represent this repeat MFH, all being targeted utilising the correct procedures.  - Liz Davenport</p>						
PED02 10	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	32		
<p><i>Supporting commentary: CIN &amp; CPP Divisional Manager</i> There is an operational group that meets monthly and scrutinises and monitors this area of work, this information is fed into the sub group.</p>						
PED02 11	Monitor the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	24	N/A	
<p><i>Supporting commentary: CIN &amp; CPP Divisional Manager</i>  There is improved awareness and identification of this vulnerable group which is positive</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders Tracey Coffey (March 2020)	
<p><i>Supporting commentary:</i>  The training is ongoing and the first round will be completed by March 2020. Further training over the next 3 years will be needed to ensure the whole workforce has the relevant skills and knowledge</p>		
PED02b	Implement and embed new Multi-agency safeguarding arrangements to replace LSCB Tracey Coffey (March 2020)	
<p><i>Supporting commentary: This has not been completed</i></p>		
PED02c	Implement a revised safeguarding model for vulnerable teenagers under the Contextual Safeguarding Framework Tracey Coffey (March 2020)	
<p><i>Supporting commentary:</i>  This work is underway following the Joint Targeted Area Inspection and a revised model and pathway agreed in principle with the launch in December 2019</p>		
PED02d	With a focus on multi-agency risk assessment, reduce caseloads to a sustainable and manageable level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children CIN & CPP Divisional Manager (March 2020)	
<p><i>Supporting commentary:</i>  The MARAF form (Multi-agency risk assessment form) is one of the tools utilised by the social workers when they are stepping down or closing the case, this enables multi-agency partnership working in relation to managing risk and agreeing levels of need, this has supported the positive reduction of caseloads and enables social workers to have the capacity to deliver quality and focussed interventions.</p>		
PED02e	Monitor demand for statutory services for children and young people CIN & CPP Divisional Manager (March 2020)	
<p><i>Supporting commentary:</i> Performance reports allow continual monitoring of performance, demand and future planning for service delivery for children and young people. This information is fed into and evaluated by Senior Leadership Team.</p>		

## Objective: Improve outcomes for Children in Care and Care Leavers (PED03)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	31	20	31		
<i>Supporting Commentary: Liz Davenport</i> The children both under the age of 13 and over the age of 16 remain tracked via the Permanency Leadership Board in terms of individual plans - Sam Murtagh/Liz Davenport						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	N/A	57		
<i>Supporting Commentary: Liz Davenport</i> The numbers in IFA placements have begun to reduce this quarter, the weekly Resource panel continues to track new referrals as well as "at risk" placements. – Sam Murtagh/Liz Davenport						
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly PEP outcomes of children making the expected rate of progress in line with their peers with the same prior attainment across reading, writing and maths)	N/A	N/A	Available Q3	N/A	N/A
<i>Supporting Commentary: Sharon Williams</i>						
PED03 04	Increase the percentage of children in care with 95% or above attendance (attendance is cumulative across an academic year – data is based on the term that the QMR falls within)	N/A	N/A	Available Q3	N/A	N/A
<i>Supporting Commentary: Sharon Williams</i>						
PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	80%	95%	88%		
<i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> The new referral pathway for Care Leavers with Halton Housing has begun to deliver in terms of the first properties for young people. This work is currently being expanded to other Registered Social Landlords local. - Sam Murtagh/Liz Davenport						
PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	60%	65%	62%		
<i>Supporting Commentary: Liz Davenport</i> Work is coordinated and tracked with the Virtual school to target a changing cohort of 10 CL who are currently NEET. Individual impact reports Evidence some progress in this area.						
PED03 07	Benchmarking Year: Percentage of CIC provision where QA visit has been undertaken (cumulative from April to end of quarter)	N/A	N/A	Resid 45.16% completed Leaving Care 57.14% completed	N/A	N/A
<i>Supporting Commentary: Sam Murtagh</i> Within this quarter 3 QA visits have taken place with Residential providers and 3 visits have taken place with Leaving Care providers. This means that the projection of all placements having received a visit by the end of the year remains on target. There are further visits planned for Q3 2019-20.						
PED03 08	Monitor the budget spent on independent and out of borough placements for Children in Care (forecast end of year)	9,672,589	N/A	9,259,036 projected	N/A	N/A
<i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> Monthly meetings are held with finance and all managers to ensure all spend and forecasted spend is accounted for. Finance also attend the weekly placement panel. Review meetings are also held with finance to ensure budget control.						

Ref:	Milestones	Quarterly Progress
PED03a	Review the process for children entering and exiting care to ensure there is a sufficient range and choice of provision to meet their needs Tracey Coffey (March 2020)	
<i>Supporting Commentary:</i> The Operational Director tracks all children entering care and a permanence leadership board is in place which tracks and scrutinises plans for children		
PED03b	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions. Sam Murtagh (March 2020)	
<i>Supporting Commentary:</i> Currently reviewing the commissioning of the E bed provision and delivering quality assurance visits to Residential and Care Leaver organisations		
PED03c	Restructure the Children in Care and Care Leavers service to create a more flexible, permanent and resilient workforce Liz Davenport (March 2020)	
<i>Supporting Commentary:</i> Restructure agreed at Steering group, but declined by head of finance. COMT Report in progress to ensure budget form existing resources/allocated budget in Ed Rd are released to support the structured establishment moving forward.		
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care. Sharon Williams (March 2020)	
<p><i>Supporting Commentary:</i></p> <p><i>Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts.</i></p> <p><i>In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.</i></p>		

#### Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of EHCP assessments completed within 20 weeks (academic year cumulative to end of quarter)	49%	75%	38%		
<i>Supporting Commentary: Eileen Picton/ Inclusion Divisional Manager</i> <i>We continue to address the issue of EHCPs being issued after 20 weeks. An action plan has been identified to ensure that the number completed in time increases during the remainder of this academic year.</i>						
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	944 18-19 academic	500	119 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
<p><i>Supporting Commentary: Debbie Houghton/Vanessa Nice</i></p> <p><i>Towards the end of the academic year, we identified that the schools were not always recording fixed term exclusions accurately on SIMs and therefore the data held by the LA was inaccurate and had been inaccurate for some time. We have now put structures in place to ensure that our records of FTEs are accurate and we know that this may have a negative impact on the number of FTEs shown at an LA level in the short term but we now have increased confidence that our figures are accurate.</i></p> <p><i>We have started 2 pilot projects:</i></p> <ul style="list-style-type: none"> <li>- <i>Pivotal Education with 4 schools (2 primary, 1 secondary and 1 through school). This is a behaviour management programme which involves senior leaders in understanding behaviour as a communication of need and trying to meet need before behaviour escalates.</i></li> </ul>						

ACEs (Adverse Childhood Experiences) with 3 schools (1 primary and 2 secondary's). This project looks to increase staff understanding of ACEs and the impact they have on CYP's ability to learn and engage in a constructive way. This understanding should increase the empathy and capacity of staff to manage more challenging behaviour and to reflect on the causes of it and attempt to mitigate the cause.

PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	483 18-19 academic	350	93 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
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*Supporting Commentary: Debbie Houghton/Vanessa Nice*

*Similar to the overall number of FTEs across the borough, we had concerns last year about the recording of FTEs and about the number of CYP who were subject to incorrectly recorded exclusions. We have worked with the EWS to address this issue and both services challenge this when they become aware of it. In the short term, this may lead to an increase in the number of children who have more than 1 FTE recorded.*

*AS HBSS now check all FTEs before they are sent to admin, we now respond to emails about FTEs and tell schools that they must start the CARE schedule for pupils who have had more than 1 FTE recorded. We now need to address the analysis of this document and subsequent action plan that should ensue from it.*

*As part of the agenda on the Inclusion Conference, we worked with school leaders to develop a borough-wide graduated approach to SEMH. This will give the schools a common framework to work to and enables us to have a common language around children who need additional support. This approach gives suggested strategies for schools to try and also challenges schools to demonstrate that they have put consistent support into place to meet the needs of individual pupils at an early stage. This will hopefully have a marked impact on the number of children receiving repeated FTEs moving forward.*

PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	47 18-19 academic	30	3 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
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*Supporting Commentary: Debbie Houghton/Vanessa Nice*

*The data provided for the last quarter is on track to achieve the targets set, however this quarter does include the 6 week summer break so figures may be lower than other quarters. The local authority has been supporting schools with managing behaviour through the new Behaviour Support Service. School exclusions has also been discussed at an event for schools this quarter and schools are being encouraged and supported to better manage behaviour in order to reduce school exclusions.*

*We have attempted to engage the 3 schools that accounted for over 50% of the permanent exclusions in the pilot projects. 2 of the schools (33.4%) have already signed up to the projects and we hope to bring the 3<sup>rd</sup> school on board this month.*

*In addition, the 2 speakers at the Inclusion Conference (8<sup>th</sup> October 2019) spoke about reducing permanent exclusions and gave the headteachers ideas about how this can be achieved in our settings. School leaders from the 3 schools that excluded the most children in the last year were there but disappointingly, one of these schools was not represented by the headteacher.*

*Of the secondary schools in the borough, disappointingly, only 2 sent HTs to the Inclusion Conference and 3 were not represented at all. This is obviously disappointing as secondary account for 87% of PEX.*

*HBSS have taken an area of responsibility with regard to exclusions.*

PED04 05	Monitor the number of children subject to EHCP placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	N/A	78	N/A	N/A
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*Supporting Commentary: Eileen Picton/ Inclusion Divisional Manager*

*This is a reduction from the number recorded in last quarter.*

PED04 06	Monitor the budget spent on independent and out of borough provision for SEND (Forecast end of year)	N/A	£250000 reduction	Refer comment	N/A	N/A
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*Supporting Commentary: Sam Murtagh: Budget meeting set for October 2019*

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	N/A	30%	41%	N/A	
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*Supporting Commentary: Eileen Picton/Inclusion Divisional Manager*

*This represents a slight increase from last quarter.*

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		
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*Supporting Commentary: Inclusion Divisional Manager*

Ref:	Milestones	Quarterly Progress
PED04a	Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2020. Impact to be monitored through the action plan. Sharon Williams	
<i>Supporting Commentary:</i> The SEMH strategy is part of a broader development across the Council to improve Inclusion within our schools. The strategy is in draft format but needs to be aligned with the inclusion Strategy prior to full implementation.		
PED04b	Monitor the impact of the Behaviour Support Team in improving inclusive practice in schools. Sharon Williams (March 2020)	
<i>Supporting Commentary:</i> All short breaks contracts have been recommissioned , all submissions were evaluated with Parent and children / young people		
PED04c	Review the current framework of support for children with disabilities, including short breaks provision and direct payments with all recommissions co-produced with parents and young people Sam Murtagh/ Val Armor (March 2020)	
<i>Supporting Commentary: All commissioned short breaks now in place with regular performance reports being submitted and interrogated</i>		
PED04d	Improve the quality of assessment criteria, Education Health and Care Plans, and quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> Please see 3.4 in Emerging Issues above. This is a key focus for one of the Task and Finish Workstreams Chaired by Peopletoo.		
PED04e	Work with schools to ensure that they are more inclusive Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> An Inclusion Charter has been developed with all schools. The final Charter was shared with All Schools at the Inclusion Conference on 8 <sup>th</sup> October 2019		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to consider the most appropriate provision to meet local needs.		
PED04g	Implement and monitor dynamic risk register for Learning Disability as per Transforming Care requirements Sam Murtagh (March 2020)	
<i>Supporting Commentary: Process remains fully in place chaired by CCG colleague</i>		

**Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)**

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 yr old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	80%	100%	99.9% 2/516 funded children access a RI setting		
<i>Supporting Commentary: Belinda Yen/Gail Vaughan-Hodkinson/ Jill Farrell</i> Two children out of 516 placed are accessing their two year old entitlement in Requires Improvement provision. This can be related to parental request and availability of places within a particular area. Quality of provision is monitored by the two year old officer and audited, whilst training and support is also offered by Early Years officers. All child minders must be rated good or outstanding by Ofsted to access two year old funding placements.						
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds (internally collected termly information – may not match to published data from Jan census)	93%	96%	93%	Refer comment	N/A
<i>Supporting Commentary: Jackie Durr/Gail Vaughan-Hodkinson /Jill Farrell</i> The latest summary tables indicate that 93% of 3 & 4 year olds are benefitting from funded Early Education places. (Data taken from 'Provision for children under 5 years of age' – last updated, January 2019).						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs,	N/A	N/A	Of those settings inspected:	N/A	N/A

	childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)			Day care 100% good+; Pre-schools 92% good+; Childminders 93% good+; Out of school clubs 100% good+		
<p><i>Supporting Commentary: Jan Harvey/ Gail Vaughan-Hodkinson/ Jill Farrell</i></p> <p>If a child minder does not have any registered children then they will only be identified as having met or not met requirements. The figures above are now all collated separately for each type of provision and refer to those settings who have had an Ofsted inspection – Jill Farrell</p> <p><b>95% of Early Years Settings with an Ofsted grade, are graded ‘Good’ or ‘Outstanding’;</b>  77% of Early Years settings, including those with a ‘Met’ or have not yet been inspected, are graded ‘Good’ or ‘Outstanding’;  4% are graded ‘Requires Improvement’;  0% are graded ‘Inadequate’;</p> <p>However, of the above, 9% are ‘meeting the requirements’ (this is the judgement awarded to Child minders/Out of School Clubs who have an inspection when there are no children present) and 9% of the above, have not yet been inspected. -  <i>Gail Vaughan-Hodkinson</i></p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	83.6%		
<p><i>Supporting Commentary: Jill Farrell</i></p> <p><i>Latest data indicates 83.6% of primary schools are good or outstanding. Other school inspections have been carried out but are not yet published and in the public domain.</i></p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	57.4%		
<p><i>Supporting Commentary: Jill Farrell</i></p> <p><i>One school has converted to academy status so has no inspection history. This leaves seven secondary schools with inspection ratings.</i></p>						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate outcomes from the use of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement and diminish the difference between vulnerable groups and their peers. (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i></p> <p><i>Individual settings are monitoring the performance of groups and the impact of interventions. However currently due to some IT issues and concerns regarding information sharing from private day care businesses, not all this information from Early Years settings is submitted to the LA. Colleagues are working on finding a solution to share across the LA but in the meantime are including a focus on training and evidence based research methods as to how to diminish the difference between vulnerable groups and their peers.</i></p>		
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement. (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i></p> <p><i>The risk assessment process has been refined for schools and settings. These changes have been implemented. Schools that have been downgraded have been told verbally ahead of categorisation letters being sent out to schools. Pre-warning meetings have also been held for schools that are causing concern in order to identify appropriate co-ordinated support and challenge. Challenge and support will be targeted appropriately to meet the needs of establishments with the greatest vulnerabilities, whilst capacity will also be drawn upon from effective practice within the sector. This is in line with DFE and Central government policies.</i></p>		
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i></p>		

Ref:	Milestones	Quarterly Progress
	<i>The Governor working group meets termly and is progressing information sharing and support for governor colleagues, this was shared at the autumn term Governors briefing. Over the last academic year, more rigorous monitoring of school governor representation at the termly governor briefing has led to an increase in attendance and engagement at termly governor briefings and governor training. Further plans will continue to develop the strategic role of governors. Governor support and clerking is being recommissioned so that one sole provider provides both aspects of governor support and training.</i>	
PED05d	In partnership with schools, review and design and effective curriculum model that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2020)	
	<i>Supporting Commentary: Jill Farrell Initial meetings were held with all schools in the secondary sector and all schools in the primary sector to develop a Halton curriculum. It was found that many schools are members of different academy trusts and or diocesan boards and all have their own requirements. It was therefore decided that work would focus upon developing shared principles and aims for all schools and that this would be developed through the Halton Learning Alliance. Halton Learning Alliance is a long term, borough wide development that will work with all educational, business partners and the wider community to develop a Halton vision and raise aspiration, ambition leading to successful, healthy, contributing citizens of Halton.</i>	
PED05e	Develop and implement the Reading strategy (Jill Farrell) (March 2020)	
	<i>Supporting Commentary: Jill Farrell A Reading Strategy group and smaller working groups are developing a Halton Reading Strategy. This will now be launched on 3<sup>rd</sup> March 2020, followed by a large scale reading event to be held at the stadium on 25<sup>th</sup> March 2020. Throughout the year there will be a range of events and longer term initiatives, This will reflect the vision and ambitions from the Halton Learning Alliance whilst promoting a passion for reading and enhancing the purpose and value of reading for all.</i>	

### Objective: Improve participation and skills for young people to drive Halton's future (PED06)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 yr olds not in education, employment or training (snapshot end of quarter, end of year information February)	4.8%	4.4%	6.3%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return With limited provision of education or training available in July/August we see an annual increase in NEET figures at this time of year. Our figure for August 2019 is 0.5% lower than August 2018.</i>					
PED06 02	Maintain the percentage of 16-17 yr olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.8%	0.2%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return Continued use of quality tracking processes means we have maintained a very low percentage of young people who we are unable to contact. Our figure for August 2019 is 1.3% lower than August 2018.</i>					
PED06 03	Increase the percentage of 16-17 yr olds with an offer of learning (September guarantee)	96.9%	98.2%	96.2%		
	<i>Supporting Commentary: Háf Bell Measure from IO database 16<sup>th</sup> October 2019 We are in the final process of making contact with young people who are 17 &amp; 18 year old and who did not attend a Halton institution to confirm if they have continued in education, employment or training in September 2019. This will finalise the September Guarantee figure for the return to DfE at the end of October 2019, which we anticipate will match 2018/19 figures but will not meet the 2019/20 target.</i>					
PED06 04	Increase the percentage of 16-17 yr olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	89.8%	93%	87.2%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return</i>					

The number of young people who are in employment without training has increased by 0.6% from August 2018. Whilst this is a positive destination for young people compared to being NEET it does not meet the Raising the Participation Age requirement for 16 & 17 year olds to be in education or training. This is discussed with schools in relation to Careers Guidance given each year, but Halton continues to underperform in this area.

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2020)	
<p><i>Supporting Commentary: Háf Bell</i>            Analysis of the cohort continues to take place and where we can adapt and make changes to working practice we have done. There are gaps identified in the support we can offer young people who are long term NEET but we have been unable to identify any existing service to meet the gap, or funding to commission services.</p> <p>The milestone is on course to be achieved because we are carrying out the monitoring work, but there is not the resource available to address the gaps identified.</p>		
PED06b	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year (Háf Bell) (July 2019)	
<p><i>Supporting Commentary: Háf Bell</i>            Excellent communication with and from schools and the College meant that the amount of information available before the end of the school term in July was significantly higher than last year, reducing the additional tracking workload needing to be carried out by our Commissioned Service.</p>		
PED06c	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible, so those who haven't been progressed can be identified and contacted to offer support (Háf Bell) (October 2019)	
<p><i>Supporting Commentary: Háf Bell</i>            Meetings currently taking place with schools to discuss young people who have not progressed post 16.</p>		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (Háf Bell) (March 2020)	
<p><i>Supporting Commentary: Háf Bell</i>            A training provider in the borough ceased provision in June 2019 due to funding issues. Three new training providers have expressed an interest to deliver in Halton. This has not progressed beyond initial discussions with two providers, one provider has now secured premises and delivered an open day event to begin recruitment.            Further work needs to take place to map the provision compared to current borough provision and re-identify progression routes.</p>		

7.0 Financial Summary

To follow

8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress		Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.	Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.
Red		Indicates that it is unlikely or certain that the objective will not be achieved within the appropriate timeframe.	Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

8.2 Direction of Travel indicator

Where possible measures will also identify a direction of travel using the following convention:

Green		Indicates that performance is better compared to the same period last year.
Amber		Indicates that performance is the same as compared to the same period last year.
Red		Indicates that performance is worse compared to the same period last year.
N/A		Indicates that the measure cannot be compared to the same period last year.

8.3 Key for responsible officers:

- AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service
- TC** Tracey Coffey, Operational Director, Children and Families Service

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	11 November, 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children, Education & Social Care
<b>SUBJECT:</b>	Childcare Sufficiency Assessment Review Autumn 2019 – 2020 (CSA)
<b>WARD(S)</b>	Borough-wide

## 1.0 **PURPOSE OF THE REPORT**

1.1 The report aims to provide a summary of the revised Childcare Sufficiency Assessment Report. It details any achievements since the last review and outlines Halton's current position. It also highlights any gaps in provision and how these are being addressed.

## 2.0 **RECOMMENDATION: That Members approve the revised Childcare Sufficiency Assessment.**

## 3.0 **BACKGROUND**

3.1 Sections 6 and 7 of 'The Childcare Act' (2006) and the associated statutory guidance: 'Early Education and Childcare – Statutory guidance for local authorities' (March 2018), requires all Local Authorities in England to undertake and provide an annual childcare sufficiency report to elected council members on how they are meeting their duty to secure sufficient childcare and to make it available to the public.

3.2 In accordance with the above, Halton's Childcare Sufficiency Assessment (CSA) has been reviewed and updated. The purpose of the document is to:

- Assist parents to find suitable childcare across the borough;
- Help inform the Local Authority regarding supply and estimated demand for childcare places in all age ranges, in particularly for the Free Early Years Entitlement places;
- Provide information for anyone who is considering setting up new childcare provision in the borough or becoming a childminder.

## 4.0 **ACHIEVEMENTS SINCE LAST CSA REVIEW**

4.1 Since producing the last CSA Review, the following have been

achieved:

- The percentage of Day Nurseries with a good or better Ofsted outcome has remained at 100% (excluding two new nurseries who have not been inspected yet);
- 100% of stand-alone Ofsted registered Out of School Clubs have retained their Good or better Ofsted outcome (excluding 2 who have not been inspected yet and two who received MET because they did not have early years children at the time of the inspection);
- We have increased the number of childminders who are able to deliver the Free Early Years Entitlement for 2, 3 and 4 year olds from 45 to 50;
- We continue to fund an average of 520 funded 2 year old children per term;
- From September 2017, 30 hours childcare was introduced for working parents. Currently 100% of day nurseries, 85% of pre-schools, 100% of nursery schools, 13% of nursery classes, 50% of nursery academies and one Out of School Club are offering the extended hours. This is in addition to the 50 childminders registered to deliver the FEYE for 15 or 30 hours.

## 5.0 **SUMMARY OF CSA REVIEW**

5.1 The CSA provides the following information:

- A brief introduction to the review, outlining its purpose and rationale;
- A description of the Halton context;
- A statement about Safeguarding;
- An overview of the Early Years Foundation Stage curriculum;
- Details of Halton's market segments and their characteristics;
- Details of Halton's Early Years market, including;
  - the percentage of Free Early Years Entitlement places by sector;
  - the numbers of 3 & 4 year old places by setting type;
  - the number of early years settings;
  - Ofsted grades for all sectors as at July 2019;
- The supply and estimated demand of childcare places;
- A brief outline of Halton's SEND provision, Disability Access Fund (DAF) and Early Years Pupil Premium (EYPP);
- Details of the affordability and flexibility of Halton's childcare, sustainability and staffing;
- An overview of the changes in childcare places since the last CSA and projected new places;
- Guidance around financial help with childcare costs;
- Details of any apparent gaps in provision and an action plan to show how these gaps will be met.

6.0 **CURRENT POSITION**

6.1 Overall, the Halton Childcare Sufficiency Assessment (CSA) Review 2019-2020 reflects a vibrant, sufficient and high quality Early Years and Childcare market that delivers choice, high quality and affordable service to parents and carers.

6.2 The report demonstrates the importance of the PVI sector to the delivery of the Universal and Extended FEYE hours to 2, 3 and 4 year olds and after school/holiday care for age 5+.

6.3 The report does identify some gaps in provision. These are as follows:

- Halton Brook CCRA has a deficit of approximately 43 places for funded 2 year olds;
- Windmill Hill CCRA has a deficit of approximately 90 extended entitlement places and 94 places for out of school care for 5-10 year olds;
- Kingsway CCRA is approximately 48 places short of funded 2 year olds places and 28 places for out of school care;
- Upton CCRA has a deficit of approximately 110 universal FEYE places and 73 places for Extended Hours.

6.4 With regards to the shortage of funded 2 year old places in Halton Brook CCRA, the Two Year Old Funding Officer reports that it has always been possible to find an alternative place in the area. Furthermore, if parents have requested a particular setting where there are no available spaces, they have been happy to wait for availability.

6.5 With regards to the shortage of Universal and Extended FEYE places in the Windmill Hill CCRA, families are willing to travel to other wards for their FEYE. This may mean accessing a setting which is outside the Windmill Hill CCRA or even out of the borough.

6.6 With regards to the shortage of 94 out of School places, local knowledge would support the fact that, in reality, no such shortage exists. This is for the following reasons:

- There have been no enquiries from parents via the FIS saying that they can't find any suitable out of school childcare in the Windmill Hill reach area. Furthermore, if there were enough requests from parents to make it financially viable, existing out of school clubs would pick up from the Windmill Hill reach area. However, this is not the case;

- Windmill Hill is one of the most deprived wards in Halton. There is a high level of unemployment which would suggest that parents would be available to pick children up from school, thereby reducing the need for out of school places;

- Windmill Hill also sits on the border with Warrington and some parents may be accessing Primary Schools out of borough and,

therefore, using out of school clubs out of borough.

6.7 With regards to the shortage of funded 2 year old and OOSC places in the Kingsway CCRA, there is a new Day Nursery opening in Appleton Ward which will help to alleviate this.

6.8 The shortage of 3 & 4 year old FEYE places (both Universal and Extended) would appear to be due to the expansion of new housing estates.

6.9 Some prospective childcare providers have considered developing childcare in this CCRA, notably the Birchfield ward. However, no suitable building has become available and it has proved too costly to buy land to build premises.

6.10 It is also important to remember that parents do not always access childcare/school places in the ward where they live and children do not always attend a school in the ward where they live.

An Action Plan is included in the CSA showing how the Local Authority will work with a range of partners to address the above gaps to ensure sufficiency.

## 7.0 **POLICY IMPLICATIONS**

7.1 None identified

## 8.0 **FINANCIAL IMPLICATIONS**

8.1 None identified

## 9.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### 9.1 **Children & Young People in Halton**

Research has proven that the earliest years of a child's life are crucial to their development for laying the foundations of success at school and in later life. In Halton, we want to ensure we have high quality childcare available for all parents or carers that need it, in all age ranges. The Family and Childcare Trust Childcare Survey (2018) states: *'Childcare supports parents to work, keeps valuable skills in the workforce, helps children do better at school and can narrow the gap between disadvantaged children and their peers'*.

### 9.2 **Employment, Learning & Skills in Halton**

High quality childcare which results in children experiencing success within education will increase training and employment opportunities for pupils and students.

### 9.3 **A Healthy Halton**

Raising children's achievements through access to affordable and

sustainable early years childcare provision will have a positive impact on the emotional health and wellbeing of challenging pupils and students.

**9.4 A Safer Halton**

None identified.

**9.5 Halton's Urban Renewal**

None identified

**10.0 RISK ANALYSIS**

10.1 Raising children's achievements through access to affordable and sustainable early years childcare should reduce incidents of challenging behaviour.

**11.0 EQUALITY AND DIVERSITY ISSUES**

11.1 Raising children's achievements through access to affordable and sustainable early years childcare provision should ensure that they are able to receive timely support and intervention, thereby reducing inequalities in their life chances.

**12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
The Childcare Act 2006	<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources
Early Education and Childcare – Statutory Guidance for Local Authorities (March 2018)	<a href="http://www.gov.uk">www.gov.uk</a>	Operational Director – Education Inclusion and Provision & Operational Director Resources

# Childcare Sufficiency Assessment Report



**Review**  
**Autumn 2019-2020**

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## 1. INTRODUCTION

Research has proven that the earliest years of a child's life are crucial to their development for laying the foundations of success at school and in later life. In Halton, we want to ensure we have high quality childcare available for all parents or carers that need it, in all age ranges. The Family and Childcare Trust Childcare Survey (2018) states: *'Childcare supports parents to work, keeps valuable skills in the workforce, helps children do better at school and can narrow the gap between disadvantaged children and their peers'*.

## 2. PURPOSE

Sections 6 and 7 of 'The Childcare Act' (2006) and the associated statutory guidance: 'Early Education and Childcare – Statutory guidance for local authorities' (March 2018), requires all Local Authorities in England to undertake and provide an annual childcare sufficiency report to elected council members on how they are meeting their duty to secure sufficient childcare and to make it available to the public.

The Act places a statutory duty upon local authorities to play a strategic role in facilitating the childcare market, ensuring there is secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 years for disabled children). The Childcare Sufficiency Assessments give local authorities the chance to work with local partners, filling gaps in the market and shaping childcare services in their area which meets the needs of local families.

The Local Authority is not under a duty to provide the childcare directly. It is intended that formal childcare should, in the main, be delivered by providers in the private and voluntary sectors.

The information in this document has been produced to:

- Assist parents to find suitable childcare across the borough
- Help inform the Local Authority regarding supply and estimated demand for childcare places in all age ranges but in particular for the Free Early Years Entitlement places
- Help anyone who is considering setting up new childcare provision in the borough or becoming a childminder

Note: the data in this report can only provide a 'snapshot' of supply and demand for childcare places, as this can change on a regular basis. Halton Borough Council does not guarantee its accuracy nor does the council accept any liability for any direct or indirect loss, damage or any other consequences arising from the use of the information in this document.

## 3. RATIONALE

Not all families require childcare. Some parents do not work whilst others work flexibly. Furthermore, some parents rely on extended family members, such as grandparents, rather than use formal childcare. As a result of these factors, it is difficult to calculate accurately the number of children that will require childcare in Halton.

In order to assess the level of demand for all forms of childcare provision across all market segments, a range of demand factors have been applied to the total child population by ward and age range.

The factors applied where relevant are:

- Percentage Impact of Unemployment Rate
- Percentage impact of “day to day activities limited a little” (*this category was previously known as Limiting Long Term Illness*)
- 100% Full Time Equivalent (FTE) place take-up, less average % usage
- Average Household Income as a % of the LA average
- Average % vacancy
- Percentage of part-time working
- Discount for children attending schools out of borough
- Percentage impact of Extended School Services
- Percentage impact of partners looking after children
- Own holiday cover
- A percentage discount for 3 and 4 year olds based on date of birth

These factors will have varying impacts on the ultimate demand for formal childcare, for example, the higher the rate of unemployment and limited day to day activities within a ward, the lower the demand for formal childcare, whereas the higher the level of household income, the greater the demand.

It must also be noted that, unlike school place planning, which is based on compulsory attendance and defined school catchment areas, early education and childcare trends can be unpredictable. This is because families are able to choose whether or not they take up a place, they are also free to access early education and childcare wherever they wish across the borough or in other boroughs. Therefore, whilst some choose to access close to where they live, others may prefer to take up places close to or on their commute to work. When it comes to the Free Early Years Entitlement (FEYE), although most families use all the hours available to them, some choose to only access part of their entitlement. This can make it difficult to accurately forecast the number of places needed.

Childcare market management is further complicated by the fact that providers can change the age profile of the places they offer without notice. These factors make precise forecasting extremely difficult and mean that caveats must be applied to information within the Childcare Sufficiency Assessment (CSA).

We would like to take this opportunity to thank everyone involved in producing this document including:

- All the childcare providers who completed our surveys; and
- Members of Halton Borough Council’s Early Years Team

#### 4. ACHIEVEMENTS SINCE THE LAST CSA REVIEW

Since producing the Action Plan for the last CSA Review, the following have been achieved:

- The percentage of Day Nurseries with a good or better Ofsted outcome has remained at 100% (excluding two new nurseries who have not been inspected yet);
- 100% of stand-alone Ofsted registered Out of School Clubs have retained their Good or better Ofsted outcome (excluding 2 who have not been inspected yet and two who received MET because did not have early years children at inspection);
- We have increased the number of childminders who are able to deliver the Free Early Years Entitlement for 2, 3 and 4 year olds from 45 to 50;
- We continue to fund an average of 520 funded 2 year old children per term;
- From September 2017, 30 hours childcare was introduced for working parents. Currently 100% of day nurseries, 85% of pre-schools, 100% of nursery schools, 13% of nursery classes, 50% of nursery academies and one Out of School Club are offering the extended hours. This is in addition to the 50 childminders registered to deliver the FEYE for 15 or 30 hours.

#### 5. CONTEXT

Halton is a largely urban area. Its two biggest settlements are Widnes and Runcorn, situated 10 miles upstream from Liverpool, and separated by the River Mersey. It consists of 21 wards (see map on page 7). The ethnic composition of Halton remains predominantly white, with 97.8% of the population falling into this category. This is significantly higher than found regionally or nationally, suggesting a relative lack of ethnic diversity. In terms of religion, Halton has a greater percentage of people of Christian faith and a lower percentage of Muslim faith or people with no religion, compared to regional and national averages. (Census 2011)

Halton shares many of the social and economic problems associated with its neighbours on Merseyside. The 2015 Index of Multiple Deprivation (IMD) is one of the most comprehensive sources of deprivation indicators and shows that overall, Halton has remained ranked at 27th nationally (a ranking of 1 indicates that an area is the most deprived), which is the third highest ranking on Merseyside, behind Knowsley and Liverpool.

The poor levels of health in the local population present a challenge to health services in ensuring that these inequalities are not perpetuated in a new generation. Implementation of new care pathways (smoking in pregnancy, weight management, direct access and early access to services) will help to reduce these inequalities and are a priority for action.

Health outcomes are very closely related to levels of deprivation, the more deprived an area the poorer the health outcomes that would be expected. Overall the health and wellbeing of children in Halton is generally worse than the England average, as are the levels of child poverty. Data from DWP reveals that 26.5% of children aged 0-16 in Halton live in poverty (compared to the England average of 20.6%). This equates to 6,770 children and young people. Of these, 5,686 children live in out of work families and 1,084 live in households classified as in work. This underlines that whilst being in work reduces the incidence of poverty it doesn't guarantee that children will be lifted out of poverty, particularly when there is only one working adult in the

household. (source - *Child and Family Poverty - Department for Work and Pensions statistics published 2011*)\*based on the 2011 Census population figures

It is acknowledged that quality early years and childcare provision between the ages of 0-4 years is crucial to the life chances of children and as such makes a major contribution to breaking cycles of deprivation, thus reducing the gap in educational achievements and improving future job prospects.

Halton's ambition is to build stronger, safer communities which are able to support the development and learning of children and young people so they grow up feeling safe, secure, happy and healthy, ready to be Halton's present and Halton's future. This vision is brought to life in [Halton's Children, Young People's and Families Plan 2018-2021](#), which sets out clear, measurable, goals in order to achieve this ambition. The plan draws on the collaboration of parents, the Council, schools, health, police, voluntary sector and young people.

### **Safeguarding**

Children learn best when they are healthy, safe and secure and it is a requirement for all adults working with children to take the necessary steps to safeguard children. Childcare providers must also ensure the suitability of adults who have contact with children, have the necessary policies and procedures in place and ensure that all staff are adequately trained in child protection.

The Working Together to Safeguard Children (2018) guidance sets out the responsibility for Early Years and Childcare and states that early years providers should ensure that:

- Staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and
- They have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete child protection training.

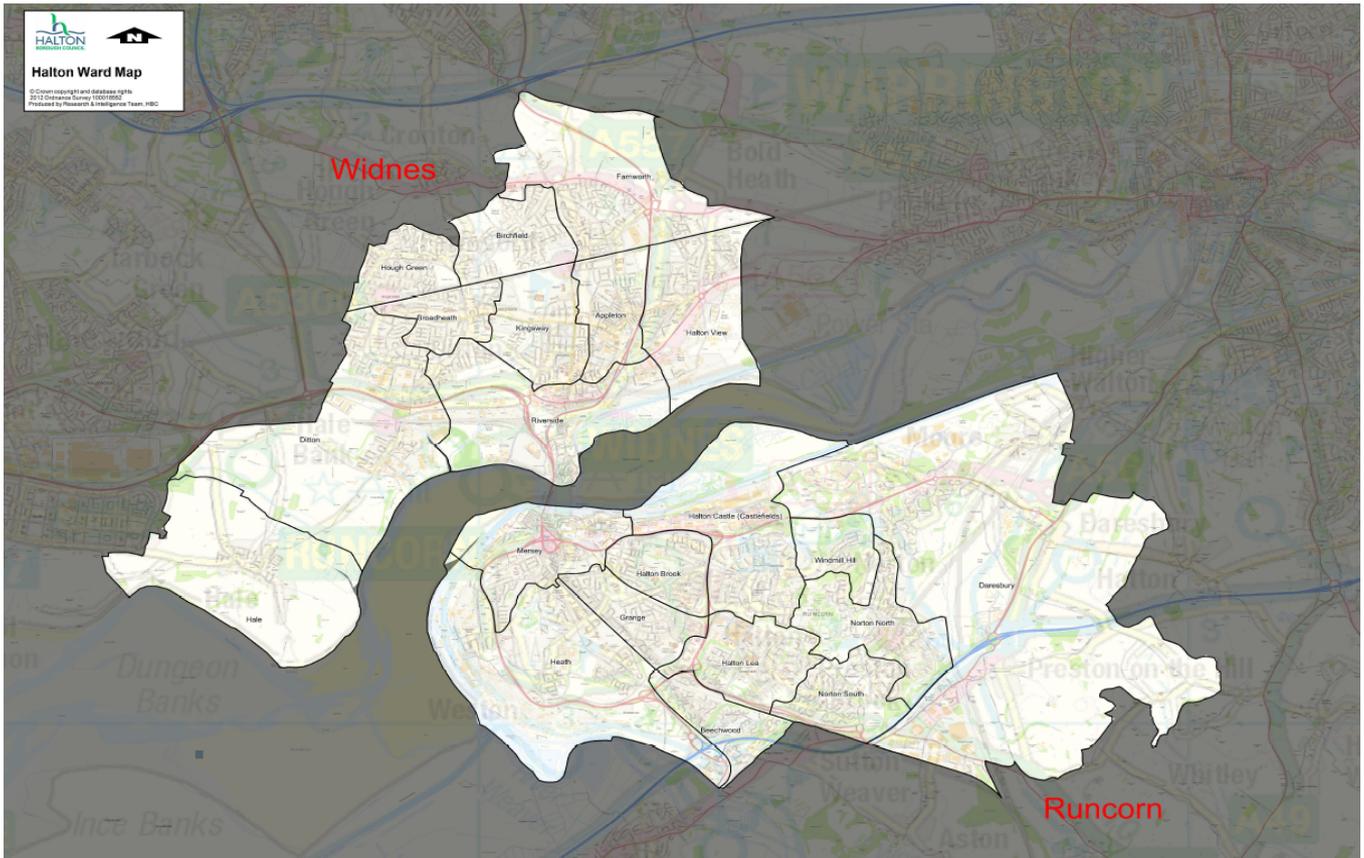
In order to ensure that staff have appropriate safeguarding training, all settings must ensure their staff access the L2 Basic Awareness Safeguarding which has been verified by Halton Children and Young People Safeguarding Partnership (HCYPSP) and ensure they have up to date knowledge of safeguarding issues. The training is also delivered to registered childminders on a 3 year cycle and safeguarding also forms part of the pre-registration training for prospective childminders. In addition, the safeguarding Designated Lead Officers in settings on non-domestic premises are required by HCYPSP to undertake the multi-agency Working Together to Safeguard Children training.

All early years and childcare providers on non-domestic premises have adopted the safeguarding policy which has been ratified by the HCYPSP. A safeguarding policy for childminders to adopt has also been ratified by HCYPSP and this is given to prospective childminders at point of pre-registration. Any changes and updates to the policy are sent to settings and childminders, as and when required, to ensure their safeguarding policy is in line with current legislation.

### Early Years Foundation Stage (EYFS)

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS was last revised in April 2017.

### 6. MAP OF RUNCORN AND WIDNES (split by wards)



## 7. POPULATION OF HALTON

The table below shows the population of the children and young people in Halton, identified by age and ward.

Ward	Age Ranges																			Total	
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19
Appleton	100	90	90	100	100	100	80	90	80	80	80	90	70	70	60	50	60	50	70	60	1570
Beechwood	30	40	20	40	20	30	40	30	30	30	40	50	30	30	30	40	40	30	30	20	650
Birchfield	70	60	70	70	100	100	90	110	120	110	100	110	110	90	110	80	90	110	100	70	1870
Broadheath	70	70	70	60	70	70	80	80	70	90	90	80	90	70	50	60	70	70	70	70	1450
Halton Castle	80	80	90	90	90	90	90	90	80	90	90	100	70	80	70	70	90	90	90	70	1690
Daresbury	50	50	50	50	50	60	70	60	60	60	70	70	60	70	60	60	50	60	50	30	1140
Ditton	80	90	100	90	90	100	100	80	90	90	80	80	60	80	70	70	80	80	80	70	1660
Farnworth	110	100	110	110	120	130	120	90	110	110	100	110	100	110	100	90	90	110	90	70	2080
Grange	80	90	90	110	80	100	110	120	100	110	100	110	90	80	80	80	100	90	100	90	1910
Hale	20	20	20	10	10	20	20	10	10	10	20	10	20	20	10	10	20	10	20	20	310
Halton Brook	80	80	90	80	80	90	100	110	90	100	80	100	100	90	80	90	90	90	90	60	1770
Halton Lea	70	80	80	70	80	80	80	100	80	90	100	90	90	90	100	90	90	90	100	80	1730
Halton View	80	80	80	70	80	60	60	80	80	80	80	70	70	70	50	60	60	60	70	60	1400
Heath	50	50	60	50	60	60	60	60	60	60	60	70	60	60	70	60	50	60	60	50	1170
Hough Green	70	100	80	90	90	80	100	80	80	80	80	70	70	60	70	90	70	80	60	70	1570
Kingsway	80	70	70	90	90	80	80	110	110	100	80	110	100	80	80	100	110	90	80	80	1790
Mersey	110	110	110	110	120	90	80	100	100	70	80	80	70	60	60	70	70	60	70	60	1680
Norton North	60	70	80	80	100	70	90	80	90	90	90	90	100	80	80	60	80	80	80	80	1640
Norton South	80	100	100	90	120	130	120	130	110	130	110	110	100	90	80	80	90	90	90	70	2020
Riverside	70	80	90	70	100	80	80	100	90	100	80	90	50	60	50	60	60	60	60	60	1490
Windmill Hill	40	40	40	40	40	40	40	30	50	50	30	30	40	30	30	30	30	40	40	30	740
<b>Total</b>	<b>1480</b>	<b>1550</b>	<b>1590</b>	<b>1570</b>	<b>1690</b>	<b>1660</b>	<b>1690</b>	<b>1750</b>	<b>1680</b>	<b>1730</b>	<b>1640</b>	<b>1720</b>	<b>1540</b>	<b>1490</b>	<b>1390</b>	<b>1420</b>	<b>1470</b>	<b>1500</b>	<b>1500</b>	<b>1270</b>	<b>31330</b>

Figures may not sum exactly due to rounding

Source: ONS Mid 2017

## 8. CHILDCARE MARKET SEGMENTS

The childcare market in Halton, in common with all local authority areas, is sub-divided into a number of specific market segments; this differentiation is based on the age of the child and the type of provision that is being delivered.

It is important to recognise each of these market segments have distinct characteristics which will influence demand and determine the most appropriate geographical area for the measurement of childcare sufficiency.

Table 1 provides details of Halton's market segments and their characteristics.

**Table 1**  
**Market Segments**

<b>Market Segment</b>	<b>Characteristics</b>
<b>0-2 Year Old Full Day Care</b>	<ul style="list-style-type: none"> <li>• Supply is predominantly provided by PVI Day Nurseries and Childminders</li> <li>• Parents are required to pay for this provision, therefore price and other economic factors determine the level of demand</li> <li>• Provision accessed by working parents</li> <li>• Parents can take 12 months maternity/paternity leave so children may be 1 year old before they start using formal childcare</li> </ul>
<b>2 Year Old Free Early Years Entitlement</b>	<ul style="list-style-type: none"> <li>• Supply predominantly provided by Day Nurseries and PVI Pre-schools</li> <li>• Demand is determined by Government eligibility criteria.</li> <li>• Places are preferred close to child's home</li> </ul>
<b>2 Year Olds Fee Paying</b>	<ul style="list-style-type: none"> <li>• Places supplied by Day Nurseries, Pre-schools and childminders</li> <li>• Used by parents not entitled to the 2 Year Old Free Early Years Entitlement</li> </ul>
<b>3 &amp; 4 Year Old Free Early Years Entitlement Universal 15 hours plus Extended 15 hours</b>	<ul style="list-style-type: none"> <li>• Places supplied by Day Nurseries; Pre-schools; Maintained Nursery Classes, Maintained Nursery Schools, Nursery classes in Academies, Childminders and possibly Out of School Clubs</li> </ul>
<b>3 &amp; 4 Year Old Wraparound</b>	<ul style="list-style-type: none"> <li>• The supply is predominantly provided by PVI Day Nurseries; Pre-schools; and childminders</li> <li>• Parents are required to pay for this provision, therefore price and other economic factors determine level of demand</li> <li>• Provision accessed by working parents</li> </ul>

<p align="center"><b>5-10 Year Old After School</b></p>	<ul style="list-style-type: none"> <li>• Places provided by a range of PVI and maintained sector settings</li> <li>• Parents are required to pay for provision, therefore economic factors influence demand. Places are generally on school site or close to school</li> </ul>
<p align="center"><b>5-10 Year Old Holiday Provision</b></p>	<ul style="list-style-type: none"> <li>• Places provided by PVI sector settings. Parents are required to pay for provision, therefore economic factors influence demand</li> <li>• Parents generally are able to drop-off and collect their children travelling to and from work; therefore places can be accessed across a wider area</li> </ul>

Table 2 below, details the Children’s Centre Reach Areas in Runcorn and Widnes and the wards, which are contained within each area:

**Table 2  
Children’s Centre Reach Areas (CCRAs)**

RUNCORN		WIDNES	
Children’s Centre Name	Wards covered by the Reach Area	Children’s Centre Name	Wards covered by the Reach Area
<b>Brookvale</b>	Beechwood Halton Lea Norton South	<b>Ditton</b>	Broadheath Ditton Hale
<b>Halton Brook</b>	Halton Brook Halton Castle	<b>Kingsway</b>	Kingsway Riverside
<b>Halton Lodge</b>	Grange Heath Mersey	<b>Upton</b>	Birchfield Hough Green
<b>Windmill Hill</b>	Daresbury Norton North Windmill Hill	<b>Warrington Road</b>	Appleton Farnworth Halton View

9. STRUCTURE OF THE HALTON EARLY YEARS MARKET

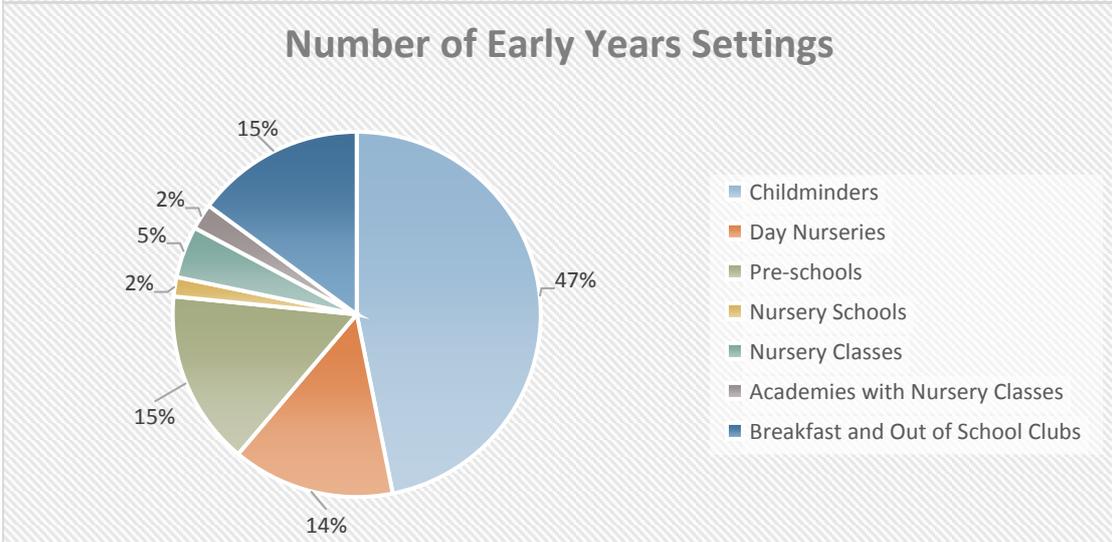
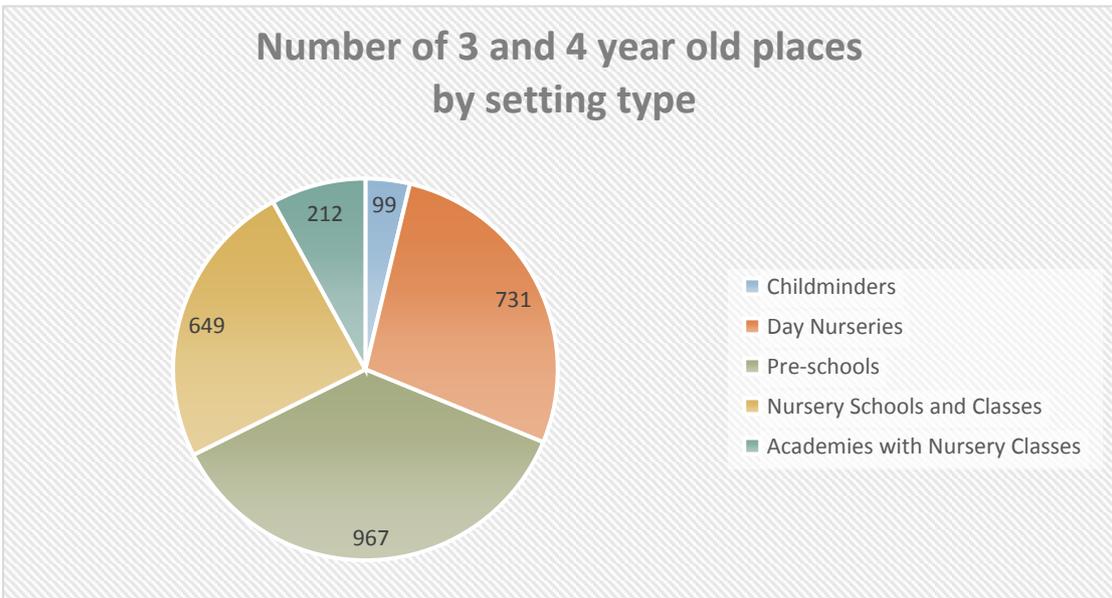
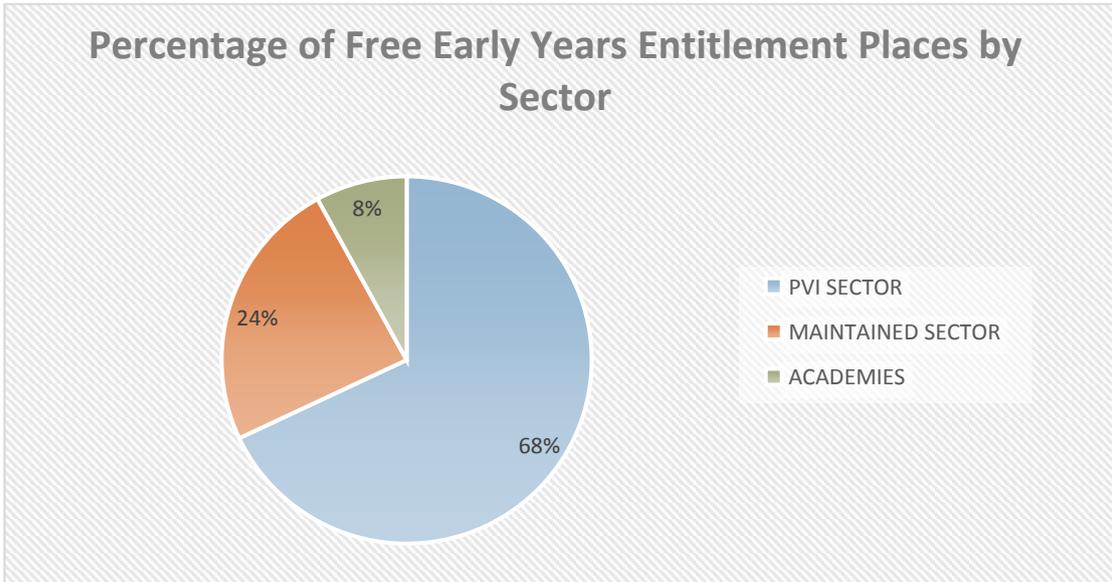


Table 3 below gives an overall picture (as at July 2019) of the size and scale of the current Private, Voluntary and Independent (PVI) and maintained childcare in Halton, by sector and ward.

**Table 3      Number of Childcare Providers by Type**



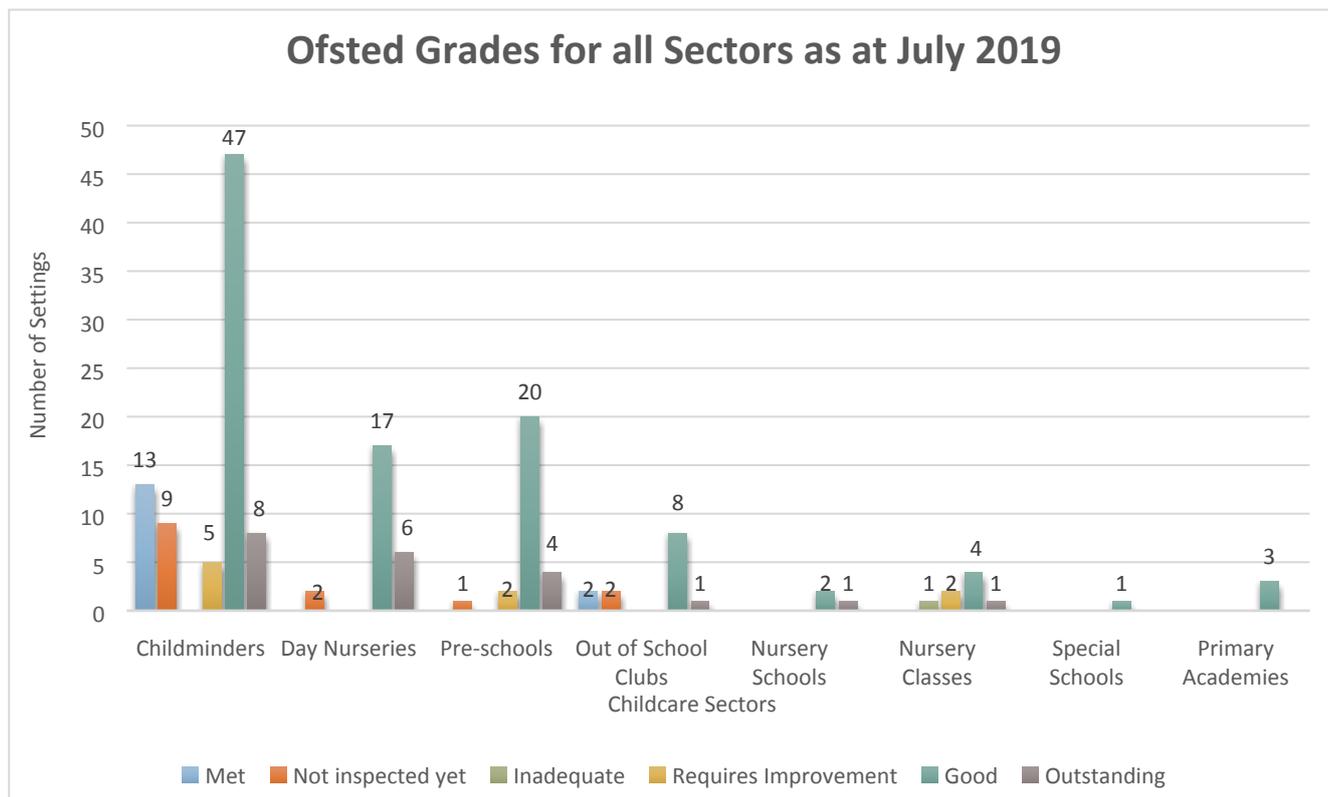
	No of Childminders	No of Day Nurseries	No of Pre-schools	No of Nursery Schools	No of Nursery Classes	No of Academies with Nursery Classes	No of SEN Nursery Classes	No of Breakfast and Out of School Clubs	No of Holiday Clubs	TOTALS
Appleton	5	4	2	0	1	0	0	3	2	17
Beechwood	3	1	1	0	0	0	0	2	2	9
Birchfield	4	0	0	0	0	0	0	0	0	4
Broadheath	3	2	0	1	0	0	1	0	0	7
Daresbury	5	1	3	0	0	0	0	2	0	11
Ditton	5	1	3	0	1	0	0	2	0	12
Farnworth	9	1	0	0	0	0	0	1	0	11
Grange	2	2	0	0	0	0	0	0	0	4
Hale	0	0	1	0	0	0	0	1	0	2
Halton Brook	3	0	1	0	1	1	0	1	1	8
Halton Castle	4	1	1	0	2	1	0	1	1	11
Halton Lea	2	2	2	0	1	1	0	1	1	10
Halton View	3	1	0	1	0	0	0	2	0	7
Heath	8	3	3	0	0	0	0	3	2	19
Hough Green	4	2	1	0	0	0	0	2	0	9
Kingsway	0	1	0	1	1	0	0	0	0	3
Mersey	2	1	3	0	0	0	0	2	2	10
Norton North	11	0	3	0	0	0	0	0	0	14
Norton South	7	1	1	0	1	0	0	1	0	11
Riverside	2	1	0	0	0	1	0	1	1	6
Windmill Hill	0	0	2	0	0	0	0	1	0	3
TOTALS	82	25	27	3	8	4	1	26	12	188
Change since 2017	-14	0	0	-1	0	+1	0	+1	-2	

**10. QUALITY OF CHILDCARE**

It is acknowledged that the quality of childcare is a significant factor affecting a child’s future. High quality early education improves children’s school readiness.

Ofsted is the sole arbiter of quality and through the inspection process, each childcare setting will receive one of four grades: outstanding, good, requires improvement or inadequate.

The table below compares the Ofsted grades for all sectors in Halton, as at July 2019.



*Note: Some OSCs have a MET grade due to the fact that they did not have any early years children on roll at the time of inspection.*

**11. SUPPLY AND ESTIMATED DEMAND OF CHILDCARE PLACES**

The following tables show the current potential number of childcare places available in each market segment and the estimated demand for places in each.

With regards to the FEYE for 3 and 4 year olds, the summer term always has the highest occupancy and the autumn term the lowest. This is due to single point entry, as children who have turned 4 move into reception in September. Therefore the supply figures used in this Assessment are a ‘snap-shot’ from a particular week in May 2019.

Like any other business, childcare providers will respond flexibly to meet the demand of the local market, therefore the figures in this report can be subject to change.

**0-2 Year Olds** – This age range of childcare is delivered by day nurseries and childminders.

Not every child in this age range will require formal childcare. Maternity Leave and Shared Parental Leave, which allows parents to take up to twelve months off work after the birth of the child and can be shared between both parents, can reduce the demand for formal childcare for 0-1 year olds.

Table 4 details the supply and estimated demand for 0-2 Year Old Full Daycare

**Table 4 0-2 Year Old Full Daycare**

Town	0-2 year old FDC	
	Supply	Demand
Runcorn	501	373
Widnes	452	460
<b>TOTAL</b>	<b>953</b>	<b>833</b>
<b>120 surplus places overall</b>		

*Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019*

Table 5 below gives the results from the Childcare Surveys from the Day Nurseries and childminders (who responded) detailing whether they can meet demand for 0-2 Year old places.

**Table 5 Can you meet demand?**

Childcare Market - can you meet demand for places for 0-2 Year Olds?					
Day Nurseries			Childminders		
Yes	No	Not all the time	Yes	No	Not all the time
68%	4%	28%	62%	5%	33%

*Source: Childcare Provider Surveys 2019 \*23 childminders responded to surveys (28%)*

The supply figures show we have an excess of approximately 120 places in this age range and can therefore meet demand across the two towns. The “Can you meet demand?” table also

supports this, as it shows that day nurseries and childminders generally can meet demand for 0-2 years.

**2 Year Old Free Entitlement (FEYE)** – This type of childcare is delivered by day nurseries, pre-schools and childminders.

Demand for funded 2 year olds is calculated differently to other age ranges, as the figures are provided by the DfE.

Each Local Authority receives two DfE lists 8 times a year. These lists (Universal Credit & Non-Universal Credit), provide details of parents' names and addresses, drawn from the DWP, who are deemed eligible to receive the funding. The information provided is, generally, three months old before it reaches each Local Authority. Postcards are sent out monthly to prospective families, prompting parents to complete a referral form. Children are placed at the setting of choice, depending on space available. Professionals across Halton, from Health, Early Help, Social care and early years settings, also complete referral forms with parents.

Over the past 18 months to 2 years, the DfE list has doubled in size. This is due, primarily, to the Universal Credit roll out, which was introduced earlier in Halton, compared to other areas of the country. However, the number of children funded in Halton tends to stay static at, approximately, 520 plus each term.

Table 6 below shows Halton's current supply and demand as estimated by DfE in June 2019 for the 2 Year Old Free Entitlement, split by Children's Centre Reach Areas:

**Table No 6 2 Year Old Free Entitlement**

Children's Centre Reach Area	2 year old FEYE	
	Supply	Demand
Brookvale	96	89
Halton Brook*	42	85
Halton Lodge	157	102
Windmill Hill	86	71
<b>TOTAL</b>	<b>381</b>	<b>347</b>
Ditton	90	73
Kingsway*	28	76
Upton	54	50
Warrington Road	132	95
<b>TOTAL</b>	<b>304</b>	<b>294</b>
<b>GRAND TOTAL</b>	<b>685</b>	<b>641</b>
	<b>44 surplus places overall</b>	

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – DfE List June 2019

Table 7 gives the results from the Childcare Surveys from the Day Nurseries, Pre-schools and childminders (who responded) detailing whether they can meet demand for 2 Year old places.

**Table 7 Can you meet demand?**

Childcare Market - can you meet demand for places for 2 Year Olds?								
Day Nurseries			Childminders			Pre-schools		
Yes	No	Not all the time	Yes	No	Not all the time	Yes	No	Not all the time
72%	8%	20%	62%	5%	33%	56%		44%

Source: Childcare Provider Surveys 2019 \*23 childminders responded to surveys (28%)

The supply figures show we can meet the DfE estimated demand overall. However, it would appear we have a deficit of places in Halton Brook and Kingsway CCRA's. The "Can you meet demand?" table indicates that day nurseries, childminders and pre-schools can generally meet demand for funded 2 years. The most difficult term for placing 2 year olds is the summer term, as most settings have filled their places by this time of year.

From September 2019, the government has decided to extend eligibility for disadvantaged two year olds to include three additional groups of children.

The new groups of children to be entitled to a free place are:

- Children of Zambrano Carers;
- Children of families with no recourse to public funds with a right to remain in the UK on grounds of private/family life under Article 8 of the European Convention on Human Rights;
- Children of a subset of failed asylum seekers (supported under section 4 of the Immigration and Asylum Act 1999 – 'the 1999 Act').

No details are available, as yet, as to the number of children this applies to in Halton, (although the numbers are expected to be low). Consequently, these have not been included in the demand figures in Table 6 above.

**3 and 4 Year Old Free Early Years Entitlement Places (Universal Hours)** – This type of childcare is delivered by day nurseries, pre-schools, maintained nursery schools, classes, academies and childminders.

Table 8 below shows Halton's current supply and estimated demand for the 3 and 4 Year Old Universal Entitlement, in each of the Children's Centre Reach Areas:

**Table No 8 3 & 4 Year Old Free Entitlement (Universal Hours)**

Children's Centre Reach Area	3 & 4 year old FEYE Universal Hours	
	Supply	Demand
Brookvale	366	281
Halton Brook	339	228
Halton Lodge	421	355
Windmill Hill	307	235
<b>TOTAL</b>	<b>1433</b>	<b>1099</b>
Ditton	382	221
Kingsway	270	235
Upton*	125	235
Warrington Road	448	389
<b>TOTAL</b>	<b>1225</b>	<b>1080</b>
<b>GRAND TOTALS</b>	<b>2658</b>	<b>2179</b>
	<b>479 surplus places overall</b>	

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019

**Table 9 Can you meet demand?**

Childcare Market - can you meet demand for places for 3 & 4 Year Olds 15 Universal Hours?								
Day Nurseries			Childminders			Pre-schools		
Yes	No	Not all the time	Yes	No	Not all the time	Yes	No	Not all the time
68%	8%	24%	65%	5%	30%	78%		22%

Source: Childcare Provider Surveys 2019

\*23 childminders responded to surveys (28%)

Table 8 shows we have approximately 479 excess places for the Universal Hours in total across the borough. Table 9 also indicates that providers can meet demand for the majority of time. The only area where there appears to be a deficit of places is Upton CCRA.

**3 and 4 Year Old Free Early Years Entitlement Places (Extended Hours)** – This type of childcare is delivered by day nurseries, pre-schools, maintained nursery schools, classes, academies, childminders and possibly out of school clubs.

Table 10 below shows Halton's current supply and estimated demand for the 3 and 4 Year Old Extended Hours, split Children's Centre Reach Areas:

**Table 10 3 & 4 Year Old – Extended Hours**

Children's Centre Reach Area	3 & 4 Year old – Extended 15 Hours	
	Supply	Demand
Brookvale	113	73
Halton Brook	55	49
Halton Lodge	200	95
Windmill Hill*	49	139
<b>TOTAL</b>	<b>417</b>	<b>356</b>
Ditton	107	77
Kingsway	65	57
Upton*	55	128
Warrington Road	176	146
<b>TOTAL</b>	<b>403</b>	<b>408</b>
<b>GRAND TOTALS</b>	<b>820</b>	<b>764</b>
	<b>56 surplus places overall</b>	

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019

**Table 11 Can you meet demand?**

Childcare Market - can you meet demand for places for 3 & 4 Year Olds 15 Extended Hours?								
Day Nurseries			Childminders			Pre-schools		
Yes	No	Not all the time	Yes	No	Not all the time	Yes	No	Not all the time
68%	8%	24%	65%	5%	30%	67%		33%

Source: Childcare Provider Surveys 2019 \*23 childminders responded to surveys (28%)

Table 11 indicates that providers can meet demand for the majority of time.

Table 10 shows, overall, we have sufficient supply of places except in Windmill Hill and Upton CCRAs. The 15 extended hours can be used any time between 6am and 8pm, as long as no session is longer than 10 hours per day and the child doesn't attend more than two sites on any one day. This gives parents the flexibility to use breakfast and after school care as part of the extended hours. For example, a child could attend a breakfast club and pre-school on one site in the morning and a childminder in the afternoon, still allowing the parent to work a long day.

The most difficult term for placing 3 year olds is the summer term, as most settings have filled their places by this time of year. The autumn term generally has the lowest occupancy, as any 4 year olds will have left to go to reception class.

### Impact of 30 Hours (Extended Offer)

In the last CSA, which was published before the 15 Extended hours was introduced, it was estimated that demand for wraparound care for 3 and 4 year olds would reduce slightly as a result of the extra funding. This was based upon the premise that parents who were currently paying for wraparound care would be those who were also the eligible for 30 hours.

Since the Extended 15 hours was introduced in September 2017, the take-up has steadily increased, see graph on page 20, which shows termly take up.

**3 and 4 Year Old Wraparound** – This type of childcare is predominantly delivered by day nurseries, pre-schools and childminders.

Table 12 below shows Halton’s current supply and estimated demand for the 3 and 4 Year Old Care, split by town:

**Table 12 3 and 4 Year Old Wraparound**

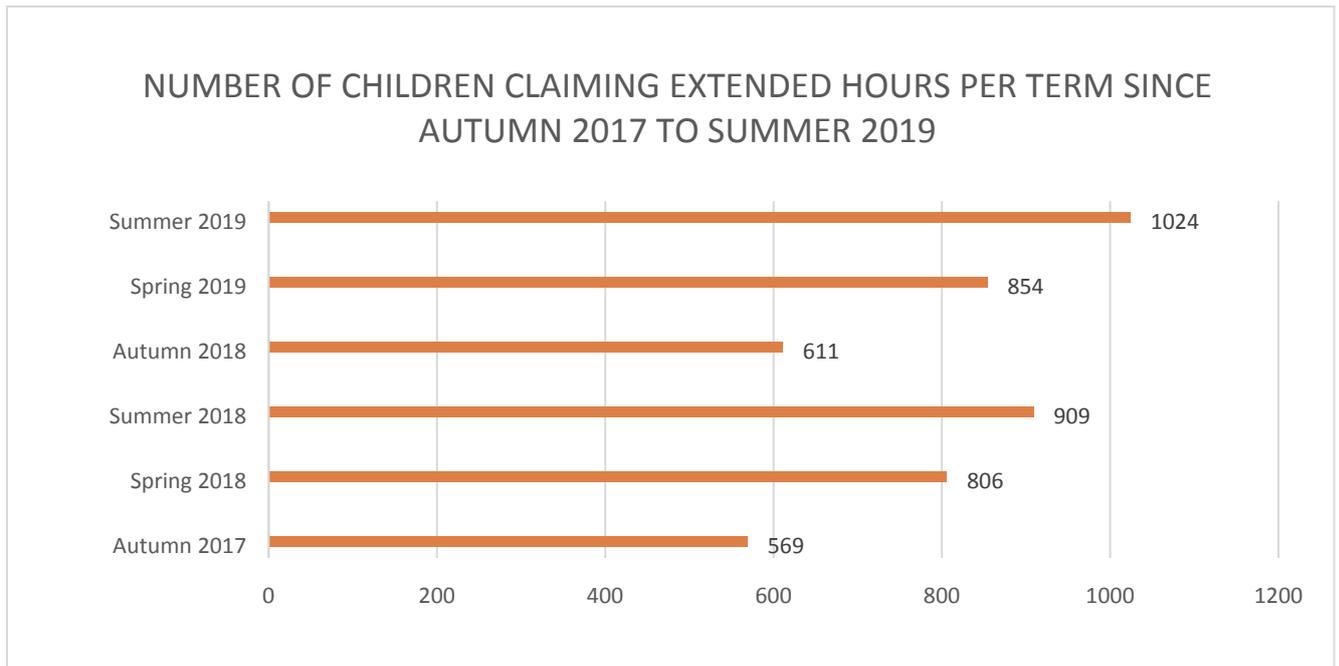
Town	3 & 4 year old Wraparound	
	Supply	Demand
Runcorn	345	254
Widnes	306	266
Totals	651	520
<b>131 surplus places overall</b>		

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019

The supply figures show we can meet demand across the both towns for Wraparound Care.

### Supply of Extended Hour Places compared to Take-Up

The graph below shows the number of children claiming Extended Hours entitlement since the Extended Offer was introduced in Autumn 2017.



The number of children claiming Extended hours during Summer Term 2019 was 1024, which is higher than the supply of places shown in Table 10 above, however, the supply of 651 places which have been separated for Wraparound care could also be used for Extended Hours.

We have continued to estimate demand for Wraparound Care because some families who are only entitled to 15 universal hours may need a few extra Wraparound hours. However, we may have over-estimated demand for Wraparound care, as any parents who are working the equivalent of 16 hours on minimum wage will be entitled to 30 hours. They will, therefore, use less Wraparound and more Extended Hours. It is expected that in the future, demand for Wraparound places will reduce and the supply of places allocated for Wraparound can be added to the Extended Hours supply. This will result in a larger stock of places.

In addition, we have spare capacity of approximately 479 places in the Universal Hours supply (see Table 8) which could also be used for Extended Hours, if required.

A further consideration is that during the summer term 2019, approximately 170 children living in Halton were claiming some, or all, of their FEYE in neighbouring authorities (universal and/or extended hours). These children will therefore decrease the demand slightly in Tables 8 and 10 above (which have not been deducted). Conversely, approximately 50 children who live outside Halton were claiming their FEYE at childcare providers based in Halton.

### **5-10 Year Old Before and After School Provision**

Ofsted allows before and after school providers to determine the number of children they provide care for, up to a maximum number, determined by the size of their premises. It is up to each provider, therefore, to ensure that they have the correct staff:child ratio in place for the ages of the children attending the setting.

Instead of having a separate registration for school aged children, day nurseries, childminders etc. have extended their provision to offer places to older children before and after school and during the holidays. Many schools also run breakfast and afterschool clubs, which are exempt from separate registration by Ofsted.

Table 13 below, shows supply and estimated demand for out of school care, split by CCRA.

**Table 13 5-10 Year Old Before and After School Provision**

Children's Centre Reach Area	5-10 Year Old Out of School	
	Supply	Demand
Brookvale	147	114
Halton Brook	77	77
Halton Lodge	162	144
Windmill Hill*	126	220
<b>TOTAL</b>	<b>512</b>	<b>555</b>
Ditton	109	61
Kingsway*	34	62
Upton	95	64
Warrington Road	286	147
<b>TOTAL</b>	<b>524</b>	<b>334</b>
<b>GRAND TOTALS</b>	<b>1036</b>	<b>889</b>
	<b>147 surplus places overall</b>	

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019

The analysis of the 5-10 year old Out of School market (Table 13) indicates that there is sufficient childcare provision in six Children's Centre Reach Areas with deficit of places in Windmill Hill and Kingsway CCRAs.

**Table 14 Can you meet demand?**

Childcare Market - can you meet demand for age 5+ places ?					
Breakfast Clubs			Out of School Club		
Yes	No	Not all the Time	Yes	No	Not all the Time
95%		5%	52%	9%	39%

Source: Childcare Provider Surveys 2019

The above table shows most providers are able to accommodate demand for Breakfast, but only 52% can meet demand for Out of School care all the time.

Most schools offer extra-curricular after school activities for both primary and secondary aged children, and parents will use these as ‘childcare’. Consequently, use of these activities combined with informal childcare, such as family and friends, means that there is a lower demand for out of school care than would be expected. However, it should be noted, that these activities often only run for up to an hour and are not always consistent. Furthermore, they can be cancelled at short notice and vary from term to term. This makes the collation of any information regarding the provision of before and after school care more difficult as it is not possible to collect consistent data around extra-curricular activities.

Latest figures show that approximately 800 primary school age children, who live in Halton, attend schools in neighbouring authorities. A small discounting factor has been applied to the figures in Table 13 to take account of the fact that these children will be expected to attend Out of School provision in the borough where their school is, thereby reducing demand in Halton.

### 5-10 Year Old Holiday Provision

Table 15 below, shows supply and estimated demand for Holiday Care split by town.

**Table 15 5-10 Year Old Holiday Provision**

Town	5-10 year old Holiday	
	Supply	Demand
Runcorn	398	187
Widnes	245	205
<b>OVERALL TOTAL</b>	<b>643</b>	<b>392</b>
<b>251 surplus places overall</b>		

Population Source: ONS Mid 2017  
 Supply – Childcare Provider Surveys 2019  
 Demand Source – Halton Demand Analysis 2019

The analysis of the 5-10 year old Holiday market indicates that there is sufficient supply in both Runcorn and Widnes. In addition, the Childcare Provider Surveys indicate all Holiday Clubs can accommodate demand (see Table 16 below).

**Table 16 Can you meet demand?**

Can you meet demand for age Holiday Care places for age 5+?					
Holiday Care			Childminders		
Yes	No	Not all the time	Yes	No	Not all the time
100%			52%	9%	39%

Source: Childcare Provider Surveys 2019 \*23 childminders responded to surveys (28%)

### **11-14 Year Old Out of School and Holiday Care**

Many parents and carers consider children within this age group to be 'old enough to look after themselves'. Therefore, families tend to access more informal arrangements for childcare, through play schemes, leisure and recreational activities.

With this in mind, Halton Borough Council is pro-active in commissioning a variety of services from different organisations to provide short breaks, educational, artistic and sporting activities for young people across the borough. For the purposes of the CSA, these activities are classed as 'childcare' for ages 11-19. The activities are held at various times during the evenings, weekends and school holidays throughout the year;

- Young Addaction ([www.addaction.org.uk](http://www.addaction.org.uk))
- Halton Play Council ([www.haltonplaycouncil.co.uk](http://www.haltonplaycouncil.co.uk))

Full information on the different organisations that work with 11-19 year olds in Halton can be found on Halton's [Local Offer](#) and [Family Information Service](#) websites.

### **12. HALTON SEND PROVISION**

Local Authorities have a legal responsibility to publish a Local Offer. Schools and early years providers must provide information for parents on how they support children with SEND and should regularly review and evaluate the quality and breadth of the support they offer. The [Local Offer](#) is published on the Halton Borough Council website.

In addition, childcare providers can apply for 'Top-up Funding'. The purpose of this funding is to support providers to address the needs of individual children with SEND. Currently, there are three opportunities a year for providers to apply for Top-up Funding. Once awarded, the funding remains in place for twelve months.

Halton's Families Information Service (FIS) offers a Brokerage Service to parents which, helps to find suitable childcare for their child's disability/additional needs.

Table 17 below gives details from the Childcare Surveys regarding how many children were attending various types of childcare during week commencing 20<sup>th</sup> May 2019, who were on a SEND Support Plan or in receipt of an Education Health Care Plan.

**Table 17** Number of children attending childcare with SEND

	Number of children who	
	Were on a Support Plan?	Have an EHCP?
Day Nurseries	142	14
Pre-schools	97	10
Childminders	3	1
Out of School Clubs	6	5
Maintained Nursery Schools	29	8
Nursery Classes/Special Schools	18	5
Primary Academies	7	0
<b>TOTALS</b>	<b>302</b>	<b>43</b>

Source: Childcare Provider Surveys 2019

### 13. DISABILITY ACCESS FUND (DAF)

From April 2017, the Government introduced the Disability Access Fund (DAF) for early years providers, to support children with disabilities and/or special educational needs.

DAF should be used by early years providers to make [reasonable adjustments](#) to their settings and/or help build inclusive capacity (this may be for the child in question or to benefit children as a whole attending the setting). Detailed information about the DAF [eligibility criteria](#), entitlement, documentary evidence required, procedure, payment and application process can be found in the DAF section of the [Local Offer Website](#).

The DAF funding is a one-off payment of £615 per year, made directly to the childcare provider, for 3 and 4 year olds in receipt of Disability Living Allowance (DLA) and who are claiming the FEYE.

Table 18 below shows the number of children who have received DAF, since its introduction in 2017.

**Table 18**  
Number of Children who have received DAF

Term	Number of children who have received DAF
Summer 2017	4
Autumn 2017	28
Spring 2018	15
Summer 2018	55
Autumn 2018	17
Spring 2019	13
Summer 2019	30

Source: Synergy Database

## 14. AFFORDABILITY OF HALTON CHILDCARE

This section gives details of the average prices for the various sectors as at July 2019.

DAY NURSERIES	Full Day 10 hrs £ 2018	Full Day 10 hrs £ 2019	Half Day/ Session 5hrs £ 2018	Half Day/ Session 5hrs £ 2019	Weekly £ 50hrs £ 2018	Weekly £ 50hrs £ 2019
Halton overall	40.53	41.16	24.23	25.40	192.36	198.71
Runcorn	42.30	43.62	25.57	26.35	196.81	199.33
Widnes	38.75	40.57	22.89	24.20	187.92	198.00

PRE-SCHOOLS	3 Hour Session Price (for those not entitled to FEYE) £ 2018	3 Hour Session Price (for those not entitled to FEYE) £ 2019
Halton overall	10.88	11.03
Runcorn	11.00	11.25
Widnes	10.50	10.67

OUT OF SCHOOL CLUBS	Breakfast Club £ 2018	Breakfast Club £ 2019	3-6pm/ 6.30pm £ 2018	3-6pm/ 6.30pm £ 2019
Halton overall	4.25	4.62	8.91	9.31
Runcorn	4.34	5.10	9.11	9.20
Widnes	4.17	4.18	8.67	9.41

HOLIDAY CLUBS	Full Day £ 2018	Full Day £ 2019	Half Day £ 2018	Half Day £ 2019
Halton overall	21.82	24.02	12.14	13.66
Runcorn	21.57	24.03	13.50	14.01
Widnes	22.25	24.00	10.50	12.25

CHILDMINDERS	HOURLY RATE 2018 £	HOURLY RATE 2019 £
Halton	4.05	4.18

Source: Halton Childcare Provider Surveys 2019 and FIS

**Table 19**  
**Average Charges Comparison Table**

Table 19 gives the Halton average rates for 2019 compared to the North West and England averages.

	Day Nursery 10hrs per day £	Day Nursery 25hrs per week £	Day Nursery 50hrs per week £	Childminder Hourly Rates £	After School 3 hour session £
<b>Halton average</b>	<b>41.16</b>	<b>99.34</b>	<b>198.71</b>	<b>4.18</b>	<b>9.31</b>
<b>North West average</b>	<b>40.38</b>	<b>100.95</b>	<b>201.89</b>	<b>3.66</b>	<b>10.49</b>
<b>England average</b>	<b>48.60</b>	<b>121.50</b>	<b>243.00</b>	<b>4.44</b>	<b>11.63</b>

*Source: Halton Childcare Provider Surveys 2019 and FIS  
Coram Family and Childcare - Childcare Survey 2019*

The above table shows that the average Halton day nursery daily rates (10 hours per day) is higher than the North West but lower than the England average.

The 25 and 50 hours per week Day Nursery rates are lower than the North West and England averages.

Halton childminders average hourly rates are above the North West average but lower than the England average.

A three hour after school session in Halton costs less than the North West and England averages.

## 15. SUSTAINABILITY

All childcare providers need to ensure they remain financially sustainable by ensuring they have sufficient children attending each term to cover their costs. However, childcare also needs to be affordable to parents.

To help providers with marketing their vacant places, the Families Information Service offers free advice to parents detailing local childcare providers suitable to their needs.

The FEYE funding rates for 2, 3 and 4 year olds paid to providers are determined by the amount of income received from the Government each financial year.

In April 2017, Halton introduced an additional 'Quality Supplement' which is paid to providers who have staff with a Level 5+ relevant childcare qualification.

## 16. STAFFING

Staffing costs are the largest expense for childcare providers and increase each year. Staff must be paid at least the minimum wage. An additional expense is the recent introduction of the

Work Place Pension scheme. This will have financial implications for childcare providers regarding their sustainability.

A common difficulty childcare providers have is recruiting high quality, well experienced staff. Staff of this calibre expect higher wages, however, the childcare sector is traditionally amongst one of the lowest paid professions. Consequently, young people are not taking up childcare as a career.

Table 20 gives details of the number of staff employed in the PVI sector and whether male or female:

**Table 20**  
**Number of Staff Employed**

	Staffing		
	Total	Female	Male
Pre-schools	137	134	3
Day Nurseries	483	473	10
Out of School Clubs	201	195	6
<b>TOTALS</b>	<b>821</b>	<b>802</b>	<b>19</b>
<b>TOTALS %</b>		<b>98%</b>	<b>2%</b>

Source: Childcare Surveys 2019

## 17. AVERAGE HOURLY RATES OF PAY – PVI SECTOR

	Manager £	Deputy/ Supervisor £	Room Leader/ Senior (L3+) £	Level 3 Assistant £	Level 2 Assistant £
Day Nurseries	<b>13.47</b>	<b>10.70</b>	<b>8.86</b>	<b>8.54</b>	<b>7.21</b>

Source – Childcare Provider Surveys 2019 but not all settings provided this information

	Manager £	Deputy/ Supervisor £	Senior Practitioner (L3+) £	Level 3 Assistant £	Level 2 Assistant £
Pre-schools	<b>11.71</b>	<b>9.79</b>	<b>9.32</b>	<b>8.46</b>	<b>8.38</b>

Source – Childcare Provider Surveys 2019 but not all settings provided this information

	Manager £	Deputy/ Supervisor £	Level 3 Assistant £	Level 2 Assistant £
Out of Schools	<b>11.26</b>	<b>10.13</b>	<b>8.63</b>	<b>8.37</b>

Source – Childcare Provider Surveys 2019 but not all clubs provided this information

## 18. EARLY YEARS PUPIL PREMIUM (EYPP)

In April 2015, the Government introduced Early Years Pupil Premium (EYPP). This is additional funding designed to narrow the attainment gap between young children from low-income families and their peers.

Early Years Providers receive an extra £302 per year, paid termly, for each eligible 3 and 4 year old claiming the Universal Hours of the Free Early Years Entitlement (FEYE). This is dependent upon the family receiving one of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit – For places starting in the summer term of 2018 (on or after 1st April 2018), or any subsequent term, if a parent is entitled to Universal Credit they must have an annual net earned income equivalent to and not exceeding £7,400, assessed on up to three of the parent's most recent Universal Credit assessment periods, or,
- They are currently being looked after by a local authority in England or Wales
- They have left care in England or Wales through:
  - an adoption order
  - a special guardianship order
  - a child arrangements order

To ensure the funding is being utilised effectively, Ofsted inspectors will look at how settings are using the funding to help disadvantaged pupils and narrow the gap between the performance of different groups of pupils.

When evaluating the achievement of pupils, inspectors will consider how well:

- Pupils make progress relative to their starting points
- Pupils are prepared for the next stage of their education
- Gaps are narrowing between the performance of different groups of pupils
- Pupils who are eligible for the EYPP have achieved since joining the setting

Once a child is eligible for EYPP, the childcare providers will receive the funding each term until the child moves into Reception Class.

Since the summer term 2015, approximately 1600 children have benefited from this EYPP funding.

**19. FLEXIBILITY OF HALTON CHILDCARE**

This section provides details of how the various childcare sectors offer flexibility, especially for those parents working irregular hours.

**Childminders**

There are currently 82 Ofsted Registered childminders in Halton (47 in Runcorn and 35 in Widnes).

Childminders can care for up to six children aged under 8 years of age – usually no more than one under 1 year old and two between the ages of 1-5 years old. They can also care for a number of children over the age of 8. If they work with another childminder or have an assistant, they can care for more.

Childminders in Halton offer a flexible service to suit parent’s needs, in particular, with regards to early starts and late finishes. They provide breakfast, after school and holiday care services.

Many of the childminders delivering the FEYE are able to offer all, or some, of the FEYE hours. They also offer a drop off/pick up service to pre-schools/day nurseries/nursery schools/classes and deliver wrap-around care.

Opening hours for Halton childminders generally range between 8am-6pm, however, a few start as early as 6-6:30am and work to 7pm each day. Some also accommodate shift patterns.

Approximately 10% of childminders in Halton offer weekend care and 5% offer overnight care if required, for parents working irregular hours.

Although the overall number of Ofsted registered childminders in Halton has declined each year, the number offering the FEYE has increased year on year since 2016, as shown in Table 21 below.

**Table 21 – Number of Childminders Registered to Deliver the FEYE**

NUMBER OF CHILDMINDERS REGISTERED TO DELIVER THE FEYE				
	Summer 2016	Summer 2017	Summer 2018	Summer 2019
NUMBER OF OFSTED REGISTERED CHILDMINDERS	96	96	84	82
NUMBER OF CHILDMINDERS SET UP TO DELIVER FEYE	19	45	49	50
% OF CMs SET UP TO DELIVERY FEYE	18%	47%	58%	61%

## **Day Nurseries**

All 25 day nurseries (including the two maintained) offer full day care to children between the ages of 0-5 years. They generally open 8am-6pm (however, some do open earlier/later).

All day nurseries in Halton offer the Free Early Years Entitlement.

Approximately 84% of the day nurseries extend the Free Early Years Entitlement over more than 38 weeks.

In Halton, 7 day nurseries also offer breakfast, after school and holiday care for children aged between 4-11+ years of age.

## **Pre-schools**

All 27 Halton pre-schools offer the Free Early Years Entitlement (FEYE). The majority are open for morning and afternoon sessions, however, a few only open for either morning or afternoons. All open term time only and are therefore able to offer the Early Years Free Entitlement over 38 weeks.

Of the 27 pre-schools, 23 offer 30 hours.

Flexibility is further increased as 18 pre-schools now offer a lunch club. This enables parents to use their free entitlement for part of the day and pay for any additional hours, at a considerably lower rate than a day nursery.

Four pre-schools also have before and after school clubs on the same site. This enables families to extend their daily childcare usage for more hours, which gives the child consistency of care. These families can split some of their 30 hours (if entitled) between the breakfast/after school club and pre-school.

## **Out of School and Holiday Clubs**

Halton currently have 26 Out of School Clubs and 12 Holiday Clubs, which are based either on school sites or are part of a day nursery or pre-school. All Clubs pick up from various schools.

Opening times for breakfast clubs range between 7:30am-9am, and after school clubs generally run between 3pm-6pm.

One Out of School Club is offering the FEYE extended hours to children, as they are using some of their FEYE hours in breakfast club.

Some primary schools in Halton run their own breakfast clubs. The majority of remaining primary schools have access to either an independently run (Ofsted registered) breakfast club on school site, or, off site registered OSCs and childminders who offer breakfast clubs and a drop-off service.

The majority of primary schools offer after school activities ranging from 1-2 sessions per week up to 5 sessions per week. Many of these activities are free and reduce demand for formal after school care run by Ofsted registered clubs.

Families may use after school activity clubs for their childcare needs as they are usually less expensive (or in some cases, free of charge). However, these clubs are not consistent as they may not cover the whole of term and can sometimes be cancelled at short notice. These activities can reduce demand for formal OSC care.

Holiday Clubs generally open between 7:30/8:00am and 6:00/6.30pm.

*\*Source: Childcare Provider Surveys 2019 and FIS*

In addition to Out of School/Holiday Clubs there are a number of activities held throughout the borough. For example, 'Youngaddaction Halton' is commissioned by Halton Borough Council to provide services to young people aged 10-19 and up to 25 with additional needs.

## 20. CHANGE IN CHILDCARE PLACES SINCE LAST CSA AND PROJECTED NEW PLACES

Table 22 below gives details from the Childcare Surveys regarding whether the PVI sector intend to create more places or open further settings in Halton:

**Table 22**  
**Changes in Childcare Places**

Provider Type	Future plans to expand			Opening another setting		
	Yes	No plans at present	No plans at all	Yes	Maybe	No
<b>Pre-schools</b>	4%	37%	59%		4%	96%
<b>Day Nurseries</b>	8%	64%	28%		20%	80%
<b>Out of Schools Clubs</b>	55%	45%	5%	5%		95%

This section details any settings who have closed, open, or are hoping to open, since the last CSA.

*Note: The number of places for any settings which have already closed have been deducted from the Supply figures, however, any new settings due to open have not been included in the Supply and Demand Tables in Section 11.*

### Day Nurseries

A new day nursery in Appleton Ward, registering for approximately 60 children, aged between 0-4 years, is due to open Autumn 2019.

### Out of School/Holiday Clubs

One Out of School Club has closed in Grange Ward.

An existing Day Nursery has expanded and is now offering 10 places for Out of School/Holiday care in the Mersey ward.

The new day nursery in Appleton ward, due to open in Autumn 2019, are also intending to offer after school and holiday care.

An existing Out of School/Holiday Club are planning to open another site in Grange ward, Autumn 2019. They are currently awaiting registration from Ofsted and will be offering breakfast, after school and holiday care for 55 children.

One pre-school in Appleton Ward will be extending their opening hours, to include breakfast and after school provision for children who attend the school adjacent to their premises.

### **Sessional Care**

One PVI pre-school, based on a school site in Halton Castle Ward, offering 24 places, has closed. The school are planning to open their own nursery class and will offer 26 places for 3 and 4 year olds, from September 2019.

Another pre-school based in Halton Lea Ward, who are on a school site, have indicated they are considering hiring a room in the school to accommodate 3 and 4 year olds. This would allow for greater occupancy of 2, 3 and 4 year olds.

### **Childminders**

The number of registered childminders in Halton has reduced over the past couple of years, from 96 to 82. However, 50 of these are now delivering the FEYE.

## **21. HELP WITH CHILDCARE COSTS**

The cost of childcare can be a major expense and this may be a deciding factor in whether parents return to work or training, and if so, whether they use 'formal' (registered or approved) or 'informal' (family and friends) childcare.

Financial help is available, providing the childcare provider is a:

- Registered childminder/play scheme/nursery or club
- Childminder with an Ofsted registered Childminding Agency
- Registered school

The Government introduced the '[Childcare Choices](#)' website which provides details of all the financial help available towards the cost of childcare. This is a 'one-stop shop' which allows parents/carers to see if they are eligible and, if so, to apply directly on-line. The website contains information regarding:

- 15 hour free childcare for two year olds (FEYE)
- 15 hours universal childcare for all 3 and 4 year olds (FEYE)
- 30 hours extended entitlement for 3 and 4 year olds of working parents (FEYE)
- Tax Free Childcare\*
- Tax Credits towards Childcare
- Universal Credit towards Childcare
- Financial support whilst studying

The website also has a calculator which gives estimates of amount of help available to enable parents decide which scheme is the most beneficial to them financially.

The date the child becomes eligible for FEYE depends on the child's birthday.

If child's birthday is between	Child becomes eligible
1 January to 31 March	<b>The beginning of term on or after 1 April</b>
1 April to 31 August	<b>The beginning of term on or after 1 September</b>
1 September to 31 December	<b>The beginning of term on or after 1 January</b>

**Example:** If child was born on 15<sup>th</sup> April, the child is eligible from the next term, which starts September

\*The number of childcare providers in Halton who have signed up to accept Tax Free Childcare as part of the parents childcare payment is 127, as at July 2019. (source HMRC)

Since September 2018, Foster Carers who work the equivalent of 16 hours on minimum wage, outside of their foster caring role, may also be entitled to claim 30 hours childcare (subject to specific criteria). Foster Carers should contact their Social Worker for more information.

## 21. DETAILS OF WHICH OUT OF SCHOOL CLUBS PICK UP FROM WHICH SCHOOLS

Below is a list of all Halton schools, split into Runcorn and Widnes, giving details of which out of school clubs drop off/pick up from them (as at June 2019):

### RUNCORN

RUNCORN SCHOOLS	Out of School Clubs who offer a pick up/drop off service to this school
Astmoor Primary	Acorn Link Club
Beechwood Primary	Beechwood Link Club ( <i>on school site</i> )
Bridgewater Park Academy	Acorn Link Club
Brookvale Primary	Brookvale OSC ( <i>on school site</i> )
Castle View Primary	Grange Link Club ( <i>pick up only</i> ) Beechwood Link Club
Cavendish High School	
Daresbury Primary	Daresbury Kids Club ( <i>on school site</i> )
Gorsewood Primary	Beechwood Link Club

<b>RUNCORN SCHOOLS</b>	<b>Out of School Clubs who offer a pick up/drop off service to this school - continued</b>
Hallwood Park Primary	Beechwood Link Club
Halton Lodge Primary	Weston Kids Club
Hillview Primary	Beechwood Link Club Hillview Link Club <i>(on school site)</i> Weston Kids Club <i>(if sufficient demand)</i>
Moore Primary	Cygnets of Moore <i>(on school site)</i>
Murdishaw West Primary	Beechwood Link Club
Ormiston Bolingbroke Academy	
Our Lady Mother of the Saviour	Beechwood Link Club Palace Fields Link Club <i>(pick up only)</i>
Palace Fields Primary Academy	Palace Fields Link Club <i>(on school site)</i>
Pewithall Primary	Weston Kids Club
Runcorn All Saints	Weston Point Kids Club Weston Kids Club Early Learners OSC
St Augustine's Primary	Acorn Link Club
St Berteline's Primary	Beechwood Link Club Dunky's Runcorn
St Chad's High School	
St Clement's Primary	Weston Kids Club Weston Point Kids Club
St Edward's Primary	Victoria Road Link Club Weston Kids Club Weston Point Kids Club
St Martin's Primary	Beechwood Link Club
St Mary's Primary	Acorn Link Club Beechwood Link Club
The Brow Primary	Beechwood Link Club Weston Kids Club Weston Point Kids Club
The Grange Academy	Grange Link Club <i>(on school site)</i>
The Heath High School	
The Holy Spirit Primary	Grange Link Club <i>(if sufficient demand)</i>
Victoria Road Primary	Victoria Road Link Club <i>(on school site)</i> Early Learners OSC
Westfield Primary	Weston Kids Club Weston Point Kids Club Early Learners OSC <i>(if sufficient demand)</i>
Weston Point Primary	Weston Point Kids Club <i>(on school site)</i> Dunky's Runcorn
Weston Primary	Weston Kids Club <i>(on school site)</i>
Windmill Hill Primary	Windmill Hill Nursery <i>(on school site)</i>
Woodside Primary	Weston Kids Club Weston Point Kids Club

## WIDNES

WIDNES SCHOOLS	Out of School Clubs who offer a pick up/drop off service to this school
All Saints Upton Primary	Upton Link Club <i>(on school site)</i>
Ashley Special School	
Brookfields Special School	
Chesnut Lodge Special School	
Ditton Primary	Early Learners Link Club
Fairfield Infants	Kids Space Ltd <i>(on school site)</i>
Fairfield Juniors	Kids Space Ltd <i>(on school site)</i>
Farnworth Primary	Wizzkids <i>(on school site)</i>
Hale Primary	Play Hub - Hale <i>(on school site)</i>
Halebank Primary	
Lunts Heath Primary	Early Learners Link Club
Moorfield Primary	Funky Monkey's Kids Club
Oakfield Primary	
Our Lady of Perpetual Succour	Our Lady's 1st Steps Link Club <i>(on school site)</i>
Simms Cross Primary	
Spinney Avenue Primary	Upton Link Club
St Basil's Primary	St Basil's Link Club <i>(on school site)</i>
St Bede's Infants	The Village Care Club <i>(on school site)</i> Early Learners Link Club
St Bede's Juniors	The Village Care Club <i>(on school site)</i> Early Learners Link Club
St Gerard's Primary	
St John Fisher Primary	St John Fisher Care Club <i>(school site)</i>
St Michael's Primary	St Michael's Link Club <i>(on school site)</i>
St Peter & Paul High School	
The Bankfield High School	
Wade Deacon High School	
Widnes Academy	Jigsaw Childcare (West Bank)

Note: Some childminders will also offer a pick up/drop off service to the schools in Runcorn and Widnes

## 23. 'AT A GLANCE' TABLE

Table 23 shows 'at a glance' which areas have sufficient/insufficient places to meet demand in each age range/childcare category.

Please note: some childcare sectors are measured by Children's Centre Reach Areas and others are measured by town.

**Table 23 – 'At a Glance' Table**

**Key:** ✓ = Sufficiency X = Insufficiency (includes number of places)

Ward	0-2 Year Old Places <i>(measured by town)</i>	2 Year Old Places FEYE <i>(measured by CCRA area)</i>	3 & 4 Year Old FEYE Universal hours <i>(measured by CCRA area)</i>	3 & 4 Year Old FEYE Extended hours <i>(measured by CCRA area)</i>	3 & 4 Year Old Wrap-Around Care <i>(measured by town)</i>	5-10 After School Care <i>(measured by CCRA area)</i>	5- 10 Year Old Holiday Care <i>(measured by town)</i>
RUNCORN	✓				✓		✓
WIDNES	✓				✓		✓
BROOKVALE CCRA		✓	✓	✓		✓	
HALTON BROOK CCRA		X (-43 places)	✓	✓		✓	
HALTON LODGE CCRA		✓	✓	✓		✓	
WINDMILL HILL CCRA		✓	✓	X (-90 places)		X (-94 places)	
DITTON CCRA		✓	✓	✓		✓	
KINGSWAY CCRA		X (48 places)	✓	✓		X (-28 places)	
UPTON CCRA		✓	X (-110 places)	X (-73 places)		✓	
WARRINGTON CCRA		✓	✓	✓		✓	

## **24. GAPS IN PROVISION**

Table 23 indicates that the majority of areas in Halton have sufficient supply of childcare places in all age ranges except for the following:

- Halton Brook CCRA has a deficit of approximately 43 places for funded 2 year olds.
- Windmill Hill CCRA has a deficit of approximately 90 extended entitlement places and 94 places for out of school care for 5-10 year olds.
- Kingsway CCRA is approximately 48 places short of funded 2 year olds places and 28 places for out of school care.
- Upton CCRA has a deficit of approximately 110 universal FEYE places and 73 places for Extended Hours.

However, it is important to remember that parents do not always access childcare in the ward where they live and children do not always attend a school in the ward where they live.

### **Halton Brook CCRA**

With regards to the shortage of funded 2 year old places in Halton Brook CCRA, the Two Year Old Funding Officer reports that it has always been possible to find an alternative place in the surrounding area. Furthermore, if parents have requested a particular setting where there are no available spaces, they have been happy to wait for availability.

### **Windmill Hill CCRA**

With regards to the shortage of Universal and Extended FEYE places in the Windmill Hill CCRA, families are willing to travel to other wards for their FEYE. This may mean accessing a setting which is outside the Windmill Hill CCRA or even out of the borough. For example, Daresbury Ward is on the border with Warrington, therefore some parents may use their FEYE in a childcare setting in Warrington.

With regards to the shortage of 94 out of School places, local knowledge would support the fact that, in reality, no such shortage exists.

### **Kingsway CCRA**

With regards to the shortage of funded 2 year old and OSC places in the Kingsway CCRA, the new Day Nursery opening in Appleton Ward will help to alleviate this.

### **Upton CCRA**

The shortage of 3 & 4 year old FEYE places (both Universal and Extended) would appear to be due to the expansion of new housing estates.

Some prospective childcare providers have considered developing childcare in this CCRA, notably the Birchfield ward. However, no suitable building has become available and it has proved too costly to buy land to build premises.

In addition, Birchfield and Hough Green wards are both on the edge of neighbouring authorities e.g. St Helens, Knowsley and Warrington. They are also in close proximity to the M62 motorway, which means that, if parents work further afield, they may choose to claim their Universal/Extended FEYE in a childcare setting nearer to their work, therefore reducing demand for FEYE places in Halton.

## **25. CONCLUSION**

Overall, the Halton Childcare Sufficiency Assessment (CSA) Review 2019-2020 reflects a vibrant, sufficient and high quality Early Years and Childcare market that delivers choice, high quality and affordable service to parents and carers. This allows them to return to work or training and make a major contribution to employment and the local economy.

This document demonstrates the importance of the PVI sector to the delivery of the Universal and Extended FEYE hours to 2, 3 and 4 year olds and after school/holiday care for age 5+.

The report does identify some gaps in provision and the Action Plan below details how the Local Authority will work with a range of partners to address these gaps to ensure sufficiency.





## CHILDCARE SUFFICIENCY ASSESSMENT

### ACTION PLAN 2019-2020

OBJECTIVE 1 – GAPS IN PROVISION	ACTION REQUIRED	BY WHOM AND WHEN
Halton Brook and Kingsway CCRA – shortage of 2 Year Old Funded Places	<ul style="list-style-type: none"> <li>○ Continue to monitor DfE estimates.</li> <li>○ Encourage existing providers in these areas to expand their provision or re-configure their buildings, if possible, to accommodate more funded 2 Year Olds.</li> <li>○ Encourage new providers to enter the local childcare market in these areas.</li> <li>○ Promote the FEYE funding to childminders with either a Good or Outstanding Ofsted Grade and encourage them to register to deliver the FEYE.</li> </ul>	Early Years Team – ongoing
Windmill Hill and Upton CCRA – shortage of Universal and Extended Entitlement Places for 3 and 4 Year Olds	<ul style="list-style-type: none"> <li>○ Encourage existing providers in these areas to expand their provision, or, re-configure their buildings, if possible, to accommodate more funded 3 and 4 Year Olds.</li> <li>○ Encourage new providers to enter the local childcare market in these areas.</li> <li>○ Promote the Universal and Extended FEYE funding to childminders and encourage them to register to deliver the FEYE.</li> <li>○ Promote the Extended FEYE funding to maintained nursery schools/classes not currently offering the extended offer.</li> <li>○ Promote the Extended FEYE funding to Out of School Clubs and encourage them to register to deliver the FEYE.</li> </ul>	Early Years Team – ongoing
Windmill Hill and Kingsway CCRA – shortage of Out of School Places for 5-10 Year Olds	<ul style="list-style-type: none"> <li>○ Encourage existing Out of School Clubs to offer a drop off/pick-up service to the schools where there is no provision.</li> <li>○ Encourage new providers to enter the local childcare market in these areas.</li> <li>○ Ensure schools in these areas make parents aware that they have the 'Right to Request' Wraparound and/or Holiday Care. Schools should work with local providers to offer a service or offer the</li> </ul>	Early Years Team – ongoing

	service themselves. For link to DfE guidance click <a href="#">Here</a>	
<b>OBJECTIVE 2 – PROMOTIONAL ACTIVITY</b>	<b>ACTION REQUIRED</b>	<b>BY WHOM AND WHEN</b>
<p>Continue to promote:</p> <p>Free Early Years Entitlement (FEYE) for 2, 3 and 4 Year olds</p> <p>Tax Free Childcare (TFC) to parents and childcare providers</p> <p>Disability Access Fund (DAF) to childcare providers</p> <p>Early Years Pupil Premium (EYPP) to childcare providers</p> <p>Local Offer website to parents of children with SEND</p>	All via literature, social media, HBC Website, outreach events	<p>Early Years Team, especially FIS – ongoing</p> <p>As above, plus Local Offer Team</p>
<b>OBJECTIVE 3 – ENSURE HALTON CONTINUES TO HAVE A CHOICE OF HIGH QUALITY CHILDCARE IN DIFFERENT AGE GROUPS</b>	<b>ACTION REQUIRED</b>	<b>BY WHOM AND WHEN</b>
Ensure all Halton childcare providers remain high quality	<ul style="list-style-type: none"> <li>Continue to offer support, guidance and training to existing and new childcare providers regarding EYFS, Safeguarding and Welfare requirements and Learning and Development</li> </ul>	Early Years Team - ongoing, especially the Quality Improvement Officer and the Safeguarding and Welfare Officer

**26. GLOSSARY OF TERMS AND DEFINITIONS**

<b>ABBREVIATION</b>	<b>DEFINITION</b>
CCRA	Children's Centre Reach Area
CSA	Childcare Sufficiency Assessment
DAF	Disability Access Fund
DfE	Department for Education
DLA	Disability Living Allowance
DWP	Department for Work and Pensions
EHCP	Education Health Care Plan
EYPP	Early Years Pupil Premium
FIS	Families Information Service
FEYE	Free Early Years Entitlement
FTE	Full Time Equivalent
HBC	Halton Borough Council
HCYPSP	Children and Young People Safeguarding Partnership
HMRC	Her Majesty's Revenue and Customs
IMD	Index of Multiple Deprivation
PVI	Private, Voluntary and Independent
Ofsted	Office for Standards in Education
ONS	Office of National Statistics
OSC	Out of School Club
SEND	Special Educational Needs and/or Disabilities

**Definition of a 'Reach' Area**

A Reach Area is a number of wards based around a Children's Centre that is meaningful and accessible to local parents.

**27. REFERENCES**

Halton Children & Young People's Plan 2018-2021

[www.gov.uk](http://www.gov.uk)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Halton Families Information Service

Halton council democracy statistics and census information

Halton's Synergy Children's Database (Servelec)

2011 Census

Office of National Statistics

Childcare Provider Surveys 2019

Coram Family and Childcare – Childcare Survey 2019

Child and Family Poverty – Department for Work and Pension Statistics (2011)

Working Together to Safeguard Children (2018)

**28. CONTACTS**

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For any general information regarding childcare in Halton, contact:

Families Information Service on 0151 511 7375,  
e-mail: [haltonfis@halton.gov.uk](mailto:haltonfis@halton.gov.uk) or visit: [www.halton.gov.uk/fis](http://www.halton.gov.uk/fis)

For advice on how to set up childcare, see document entitled:

“Local Authority Guide to setting up childcare provision on non-domestic premises”.

Click [Here](#)





