

Education, Children and Families Committee

10am, Tuesday 15 August 2017

Early Learning and Childcare Strategy

Item number	8.3
Report number	
Executive/routine	
Wards	All

Executive Summary

The report outlines the national priorities in early learning and childcare and highlights the City of Edinburgh Council's progress towards implementation of requirements in line with current legislation including the Children and Young People (Scotland) Act 2014, 2017 National Improvement Framework, A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland plus other relevant strategies and policies.

The report also includes key achievements and identifies the future priorities for the development of the service.

Links

Coalition Pledges
Council Priorities
Single Outcome Agreement

Early Learning and Childcare Strategy

1. Recommendations

- 1.1 Note the content of the report and priorities for the next stage of development within early years. We are defining early years as pre-birth to the end of primary one.

2. Background

- 2.1 The Early Years Strategy 2010 and vision for future development of the service has been revised to take account of the City of Edinburgh Council's approach to implementing the legislation from the Children and Young People (Scotland) Act 2014 and the guidance from the Scottish Government's 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland'. It is also set in the context of the current priorities for the 2017 National Improvement Framework, the City of Edinburgh Council's Play Strategy, the Integrated Plan for Children and Young People (2015 – 2018) and the Council's vision and values as stated;

Our children have the best start in life. They are happy, well cared for and have quality opportunities to have fun, play and learn.

The Early Years Strategy Aims

- 2.2 The four aims of the strategy have been linked to the three key strategic development areas; **People, Practice and Place**.

Aim 1 – People

To develop a highly skilled and motivated workforce to deliver a high quality Early Years service.

Aim 2 – People

To strengthen and develop integrated partnership working, to provide support for all children and families.

Aim 3 – Practice

To develop high quality play, indoor and outdoor learning opportunities and active learning as integral parts of the Early Years service.

Aim 4 – Place

To develop flexible, affordable, accessible early learning and childcare provision and services for all children and families.

2.3 The National Improvement Framework (NIF)

The NIF sets out the key drivers of improvement for education in Scotland as:

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

2.4 The Children and Young People (Scotland) Act 2014.

2.5 A Blueprint for 2020 – The Expansion of Early Learning and Childcare in Scotland document outlines the government plans to increase the funded hours of early learning and childcare from 600 hours to 1140 hours by 2020. The vision is to deliver high quality, flexible early learning and childcare which is affordable and accessible for all.

2.6 This strategy report outlines our progress towards the implementation of these recommendations.

3. Main report

Aim 1 – People

To develop a highly skilled and motivated workforce to deliver a high quality Early Years service.

Our priority for 2017/18 is to develop an Early Learning and Childcare (ELC) workforce plan for 1140 hours and agree a consistent early years staffing structure for all early years settings.

Edinburgh's Early Learning and Childcare Academy (EELCA)

3.1 In June 2016, 21 modern apprentice and trainee early years practitioners gained their SVQ III (SCQF 7) in Social Services for Children and Young People. Over the last two years, they worked in our early learning and childcare settings along with the support of workplaces, colleagues and the training team of assessors and Internal Verifiers who provided training, mentoring and day to day support. EELCA utilises the skills of our own experienced staff to deliver and continues to provide funding to support staff in working towards the following qualifications:

- SVQ2 (SCQF 6) & SVQ3 (SCQF 7) Health & Social Care (Children and Young People)
- BA Early Childhood Studies
- PDA Early Childhood Studies

- Froebel
- 3.2 In August 2016, we recruited an additional 28 trainees to the programme to complete their qualification in June 2018.
- 3.3 We have a number of staff, currently registered as support workers, working as learning assistants in our settings. A requirement of their registration is that they achieve their SVQ 2 (SCQF 6). Training and assessment is provided in key areas relating to their role. This first cohort of five candidates will complete their qualification by June 2017.
- 3.4 The Assessor Programme is currently training 10 experienced early years colleagues to gain their Learning and Development Award Assessor Qualification from SQA. One experienced colleague is working towards gaining her Learning and Development Award Internal Verifier Qualification from SQA. All trainee assessors are expected to qualify by summer 2017.
- 3.5 The central EELCA continues to support professional lifelong learning through the following working groups and networks:
- 'Students Network' for staff working towards their BA in Early Childhood Practice
 - 'Support Network' for teachers newly appointed to the nursery setting
 - Aspiring Early Learning and Childcare Leadership Group
 - Play training
 - Continuing Lifelong Professional Learning (CLPL) working group
 - Modern Apprentice/Trainee Early Years Practitioners Working Group
 - Leading the ELC agenda for senior staff
 - Sharing the ELC Agenda for practitioners
 - Curriculum for Excellence (CfE) Meetings
 - Partner Provider Seminars
- 3.6 Support specifically for early years settings with children aged 0-3 years is provided through quality assurance and development officer support visits across local authority settings and partner provider nurseries.

Aim 2 – People: To strengthen and develop integrated partnership working to provide support for all children and families.

Our priority for 2017/18 is to develop a community engagement plan and ensure we engage with users by March 2018. We will continue to embed priorities from the Integrated Plan for Children and Young People.

Partner Providers

- 3.7 The early years team are committed to supporting 109 partner provider nurseries across Edinburgh in a support and challenge role. This encompasses centre visits, pre and post inspection visits, the annual conference, Success in the City events and access to peripatetic teacher support. Centres are represented through the Partners Monitoring Group who meet with Senior Council Officers on a regular basis.

Child Minders

- 3.8 Following discussions with the Scottish Childminding Association (SCMA), a blended model of delivery of 1140 hours involving childminders and local authority early learning and childcare establishments will start in August 2017. A series of information meetings will take place with childminders, with a view to taking a small number in to partnership with the City of Edinburgh Council. The north-west locality will be targeted due to the particular pressure on nursery places in that area. On completion of the first year, an evaluation will take place involving parents, children and professionals, to inform the development of future blended models of delivery of 1140 hours.

Voluntary Sector

- 3.9 There are 35 voluntary playgroups in Edinburgh of which 10 are in partnership with City of Edinburgh Council to deliver 600 hours of early learning and childcare. Regular meetings have been established between the voluntary playgroups in each of the four localities. A small grant to support cooperative working was distributed. This enabled the development of a joint play area and Getting It Right for Every Child (GIRFEC) training for staff. Additional training was provided on a range of topics, including outdoor play, pre-birth to three and leadership and management. All training was well attended and received positive feedback. Support and training was also provided for playgroups to support management committees to implement the required changes to pensions.

Supporting Parents and Carers in Early Years Settings

- 3.10 For the third year running, an allocation of a maximum of £900 was granted to 70 Early Years settings to support and enhance the skills of parents and carers. The allocation of funding was linked to parenting priorities identified in the draft framework 'Supporting Parents and Carers: 2017 – 2020'. A range of activities took place over session 2016 / 2017 including Peep, play@home, transition activities and focused sessions on supporting children's learning at home.

Parents Early Educator Programme (PEEP)

- 3.11 Peep Learning Together Programme is an evidenced based parenting programme which aims to support parents and carers of children of 0-5 years. Peep helps parents and carers improve their children's early learning and development and enhance the home learning environment. In the programme from June 2016 until

March 2017, 125 Peep groups were delivered citywide; 31 Peep Babies; 40 Peep toddlers and 46 Peep pre-schoolers groups supporting transition; eight specialist groups including Additional Support for Learning Peep, British Sign Language Peep and Water Peep. Ninety-six early years practitioners are currently trained in the Peep programme and several staff have achieved their City and Guilds accreditation, consolidating their learning and encouraging practice reflection.

Psychology of Parenting Programme (POPP)

- 3.12 Between September 2016 – May 2017, 21 Incredible Years and nine Triple P groups were delivered city wide. Currently, 28 Incredible Years and 11 Triple P practitioners are trained to deliver groups city wide, most of whom are City of Edinburgh Council staff. Practitioners deliver in partnership with Third Sector, Health and other Local Authority employees to deliver the programmes. During this time, more than 200 children have benefited from these interventions.

Education Scotland, Care Inspectorate and Scottish Social Services Council (SSSC)

- 3.13 We continue to work in partnership with Education Scotland, the Care Inspectorate and the SSSC to support continuous improvement in practice.

Aim 3 – Practice

To develop high quality play indoor and outdoor learning opportunities and active learning as integral parts of the Early Years service.

Our priority for 2017/18 is to monitor and review overall quality of provision, focusing on creating new Early Years locality cluster partnerships.

Quality of Provision

- 3.14 From June 2016, Education Scotland along with Care Inspectorate carried out joint inspections in three nursery classes and one partner provider. Education Scotland Inspections were based on four Quality Indicators from ‘How good is our early learning and childcare?’
- 1) Leadership of Change
 - 2) Learning, Teaching and Assessment
 - 3) Securing Children’s Progress
 - 4) Ensuring Wellbeing, Equality and Inclusion
- 3.15 Sixteen grades were awarded as follows; two at very good, two at good, six at satisfactory and six as weak. (See appendix 1)
- 3.16 Inspectors praised the confidence of the children, the teamwork of staff and the effective use of outdoor space and the local environment to promote learning. Areas for improvement included the need to further engage children in their learning and to be aware of themselves as learners. They also highlighted aspects of

leadership including the need to review the vision, values and aims of the centre to ensure consistent progress.

3.17 The Care Inspectorate carried out a total of 67 inspections across 30 Local Authority and 37 Partner Provider settings between June 2016 – June 2017. Grades were awarded for the themes of:

- Quality of Care and Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership

For the theme of Quality of Care and Support grades were awarded as detailed below.

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
LA	4	21	5	-	-	-
PPs	3	16	16	1	1	-

3.18 One partner provider received a weak grade for management and leadership. This centre is currently receiving additional support through the Council’s Service Improvement process.

3.19 Throughout the year, three other partner providers have gone through the Service Improvement process. All three made sufficient progress to continue as partner providers.

Support and Challenge

Pre-birth to Three and Eligible Two Year Olds

3.20 The remit of the 0-3’s Quality Assurance Group is to support the quality of provision and practice for children aged 0-3 years within City of Edinburgh Council early years settings. In 2016/17, the focus was to undertake an audit and provide support to settings new to delivering early learning and childcare to eligible two year olds.

3.21 Early learning and childcare for eligible two year olds is now available across 20 local authority establishments including early years centres, nursery schools and classes. By November 2016, 355 two year olds were accessing the service. Future planned building development of nursery provision will also include space for two year olds. The most recent being Tollcross Early Years Campus which opened in April 2017.

3.22 We are currently undertaking detailed self-evaluation of the impact of the service on eligible two year olds and their families. From this, we will learn how children and parents/carers are benefiting from the service and explore how greater flexibility

can be offered to parents and carers. This will also help us to work on removing barriers to ensure two year olds not taking up their entitlement are reached.

Support and Challenge provision

- 3.23 The early years Quality Improvement Education Officers (QIEOs) and the Early Learning and Childcare Managers (ELCCM's) provide a programme of support and challenge to 119 partner providers, 14 early years centres and eight nursery schools. Support to 74 nursery classes is provided in conjunction with the team of primary QIEOs as required.
- 3.24 Additional support to partner providers is provided by Peripatetic Teachers, 0 – 3 Development Officers or the Play Development Officer.
- 3.25 Effective self-evaluation is the starting point for improvement and continues to be a key focus in all establishments. Quality Assurance visits across the localities are undertaken to ascertain key strengths and areas for development. In response, a programme of support including relevant CLPL is provided.

Curriculum Development

Literacy

- 3.26 Literacy continues to remain a priority for Edinburgh, and the multi-disciplinary Early Years Literacy Support Group has continued to review and develop strategies and interventions to support early literacy, including updating the Literacy Rich Environment Toolkit and drafting a streamlined literacy tracker.
- 3.27 'Up, Up and Away' has also been revised and streamlined by a multi-disciplinary group and is due to be launched by the end of 2017. This document supports staff to identify and plan effectively to meet the literacy needs of young children. Training and promotion of the new document will be supported by the City Edinburgh Council staff, including Psychological Services and the Literacy Co-ordinators Group.
- 3.28 The 'Book Bug Programme' funded by the Scottish Government continues to be rolled out, including the Bookbug book gifting to three year olds in nursery. The targeted 'Reading Rainbows' book gifting to four year olds continues to support parents to read with their children. The evaluations are positive and this project, funded by Early Years and public Libraries, will continue next year.
- 3.29 The development of oral language has been recognised as a national and local priority and formed the focus of the Early Years conference. It is also the focus of an initiative to look at the impact of training whole staff teams in the Hanen approach to interacting with young children. This will be taken forward and evaluated through The Children and Young People's Collaborative Improvement methodology.

Numeracy

- 3.30 Following the successful cluster approach to introducing Stages of Early Arithmetical Learning (SEAL), the Liberton/Gilmerton/Gracemount cluster have now adopted this approach. Evaluation of the impact is planned. Early Years practitioners' knowledge of SEAL will continue to be developed in this way.
- 3.31 There is Early Years representation on the wider Numeracy Strategy Group 3 – 18. This group is in its early stages and work is ongoing to strengthen links with Educational Psychologists. High quality external Continuing Professional Development opportunities on numeracy have been offered termly to all Early Years practitioners which has been positively received.

Health and Wellbeing

- 3.32 A further two centres have gained accreditation within the Healthy Early Years scheme during 2016 – 2017. The documentation for Healthy Early Years will be reviewed to align with the 'How good is our early learning and childcare?' framework.
- 3.33 The document 'Setting the Table' is widely used to support children's health and nutrition.

Other Curriculum Areas

- 3.34 Since launching 'Magic of Music' resource, the focus has been on training Early Years practitioners to use the resource effectively. Further training on developing creativity is currently being planned to support best practice.
- 3.35 A resource pack based on the three Ps – People, Practice and Place is currently being produced to support our new builds and refurbished establishments. Photographic exemplification of good practice will be included.

Career Long Professional Learning (CLPL)

- 3.36 We continue to provide high quality support to establishments through a comprehensive programme of CLPL delivered by the Early Years Team. CLPL is well evaluated and receives positive feedback from practitioners. Annual events such as the Success in the City Roadshow and the annual Early Years Conference jointly attract over 400 delegates. The 2017 conference 'Playing with Words' focused on early intervention on literacy.
- 3.37 In January 2017, the annual conference for the City of Edinburgh Council Early Years Centres, Nursery Classes and Nursery Schools was attended by approximately 300 members of staff. Seminars of good practice were delivered by practitioners sharing their expertise on a range of topics.
- 3.38 The [early years' blog](#) is regularly updated with a wide range of resources, presentations and current documentation.

Transitions

- 3.39 Many Early Years settings have effective procedures in place to support pastoral transitions between home and nursery and nursery and Primary 1. We now want to enhance curriculum transitions between nursery and Primary 1 by improving the sharing of information of children's progress and encouraging more settings to work across Early Level of the Curriculum for Excellence. The City of Edinburgh Council transition policy is to be updated accordingly and to take account of the differing patterns of attendance now accessed by many children across the city.
- 3.40 The literacy and numeracy trackers have been reviewed following an extensive evaluation. They remain in draft, awaiting further information from Education Scotland regarding assessment expectations for early level and finalised benchmarks. The transition report for children moving into primary one will be adjusted to take account of the information on the trackers.

Getting it Right for Every Child (GIRFEC)

- 3.41 GIRFEC is now embedded in policy and practice across all early years settings. Appropriate staff have been trained in all aspects of GIRFEC processes including Child's Planning Meetings and Child Protection procedures. We continue to encourage strong partnership working with other services to support the needs of the child and family.

Play in the Home

- 3.42 Twenty five Early Years staff received training in the NHS play@home programme, to support parents and carers to play in the home with their children.
- 3.43 Eight hundred play@home pre-school books were distributed to parents and carers of 3 year olds across Edinburgh, via Early Years Centres, Nurseries and Partner Providers.
- 3.44 Edinburgh's Playday 2016 event in the Grassmarket attracted 2500 participants. Playday was supported by staff from City of Edinburgh Council, Edinburgh Early Learning and Childcare Academy students and Edinburgh Play Forum partner organisations. Edinburgh's Playday event continues to encourage accessible and achievable play opportunities for families through the use of natural, recycled and everyday materials. Edinburgh's playcards are distributed at the event in order to promote the benefits of play.

Play in Nursery and School

- 3.45 Fifty six (practitioners and teaching) staff have been trained in the 'Curriculum for Excellence Through Outdoor Learning in the Early Years' CLPL, promoting child led/child centred learning through active play.
- 3.46 Twenty Early Years staff were trained in Forest Kindergarten in partnership with the Forestry Commission and Erskine Stewart Melville Schools. Sixteen staff (comprising of 10 teaching staff and five early years practitioners) trained in a Forest School qualification, in partnership with Erskine Stewart Melville Schools.

This increased capacity for Early Years outdoor nursery provision in conjunction with the increase of 1140 early learning and childcare hours.

- 3.47 Developing well-being through active play has continued to grow in schools, with 130 Pupil Support Assistant and teaching staff in four primary schools trained in 'Loose Parts' play initiative and 1780 children participating in 'Loose Play' workshops in school.
- 3.48 The annual Nature Play conference took place on 25 March 2017 at Cramond Kirk Halls, in partnership with the Edinburgh Outdoor and Woodland Learning Group. Keynote speakers and workshop facilitators provided inspiration and practical guidance with regards to promoting resilience through natural play to 110 practitioners.
- 3.49 Continued support has been provided to 41 schools with regards to developing grounds and outdoor spaces for play.

Play in the Community

- 3.50 The Edinburgh Play Ranger Consortium, coordinated by Smart Play Network, organised a Play Ranger week in the 2016 February break for children in localities across Edinburgh.
- 3.51 The Playing Out Scheme Pilot has been launched in Edinburgh, with guidance to parents publicised on the Council website regarding how to organise street closures.
- 3.52 The Edinburgh Play Forum continue to coordinate positive support for play across the city.

Aim 4 – Place

To develop flexible, affordable, accessible early learning and childcare provision and services for all children and families.

Our priority for 2017/18 is to establish an ELCC project board and produce a Service Delivery Plan for 1140 expansion.

Developing flexible provision

- 3.53 A working group was established in 2015 to develop and extend the flexible delivery of 600 hours of early learning and childcare; to ascertain needs; plan and organise consultation with staff at all levels and unions to take account of specific changes in working patterns. Placement availability is limited; placements are offered for one year and then reviewed. Priority is given to support parents/carers to work or to take part in training or education, dependant on availability. Placements in some establishments may only be offered in term time and excludes in-service days and public holidays.

22.7% establishments agreed to pilot the following flexible attendance models:

- 5 x 3 hour 10 minutes
- 4 x 4 hours
- 2 x 8 hours

3.54 In 2016, a consultation on 1140 hours was undertaken with more than 1700 parents/carers participating in the survey. Results indicated that 83% of parents and carers said they would use the increased hours. 73% would like to see the hours delivered in one early learning and childcare nursery/setting.

Parents were asked to consider four options:

- **Option 1** – 1140 hours delivered in one early learning and childcare establishment all during term time. 33% favoured this option
- **Option 2** – 1140 hours delivered across two settings e.g. half day in local authority and half day in a partner provider establishment or with a childminder, all during term time. 10% favoured this option.
- **Option 3** – 1140 hours spread across the year. This would include some hours during term time and some during school holidays. 44% favoured this option.
- **Option 4** – 1140 hours with the option to buy additional hours, all during term time. 12% of parents surveyed favoured this option.

Capital Investment

3.55 The Early Years Team have worked alongside the City of Edinburgh Council Interior Design Team to research and plan sector leading design in the new build nurseries. Research on environments and approaches which help young children to learn best was fundamental in creating a nurturing, holistic and natural environment to support children's learning and development.

3.56 In 2016, six Nursery Classes were refreshed in line with our vision for Early Years at Dalry, Royal High, Hermitage Park, Liberton and Holy Cross Primary Schools, and the Murrayburn/Calder Glen Campus. These settings have had the nursery redesigned and painted with new flooring laid and furniture purchased.

Plans are in place for six new builds to be completed session 17/18 at Davidsons Mains, Longstone, Ferryhill and Corstorphine Primary Schools, Tynecastle Nursery and Granton Early Years Centre. Future planned building development of nursery provision will also include additional space for two year olds.

1140 hours Expansion of Early Learning and Childcare (ELC)

3.57 The City of Edinburgh Council was successful in their bid to the Scottish Government for funding to provide 1140 hours to a group of children from Craigentenny and Ferryhill Primary Schools.

- 3.58 The trial aims to provide additional hours for children to attend a Forest Kindergarten site in addition to their 600 hours of early learning and childcare at their own setting.
- 3.59 The trial commenced in January 2017 and runs until June 2017 before a final evaluation is made of the impact on children's health and wellbeing. Moving forward, we face a major challenge in meeting the requirement to expand the entitlement of funded ELC from 600 hours to 1140 by 2020 as set out in the Scottish Government document **A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland**. This requires us to make significant changes to the provision of ELC in Edinburgh, whilst ensuring we continue to provide a high-quality service for children and their families that offers greater flexibility, accessibility and affordability to parents.
- 3.60 Plans for the changes ahead are underway and we have undertaken an audit of our Early Years estate, current capacities and workforce development needs. High quality provision and experiences for children are at the top of our agenda and throughout our plans, we have emphasised that our move towards expansion will take account of the priorities set out in the National Improvement Framework including:
- Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children
- 3.61 Our plan also takes account of the Aims of the Integrated Children and Young People's Plan. We recognise the significant role our partner provider settings have in the delivery of ELC and we are exploring opportunities for expansion with this group, the voluntary sector, childminders and community run early years service providers.
- 3.62 Timescales: The Scottish Government Blueprint for Expansion 2020: Action Plan for Local Authorities requires us to submit a detailed Expansion Plan by 29 September 2017. The milestones within this plan are:
- End of April** – Mobilised: ELC expansion planning structures in place;
- End of June** – Assessed: Completed quality, operational and financial data analysis regarding current position, existing performance and utilisation;
- End of July** – Decided: Outcome of decision-making processes with respect to preferred options for service redesign;
- End of September** – Planned and Submitted: ELC Expansion plan.
- 3.63 Phase One of the expansion starts from August 2017, with a year on year increase in settings providing 1140 hours the target date of 2020.

- 3.64 We have set out the following criteria for phasing in the expansion for phase 1:
- Current capacity
 - Percentage of children in SIMD deciles 1 and 2
 - Parents in work or training
 - By age group
- 3.65 Based on current capacities from our audit information, we have identified 26 local authority settings that will begin phasing in the 1140 hours of ELC from August 2017. Ten of these settings have 50% or more children in SIMD deciles 1 and 2.
- 3.66 We will support these settings throughout session 2017/18, whilst also identifying opportunities to begin work with partner providers, the voluntary sector and childminders during this period. As the session progresses, we will begin working with the local authority settings that will be in Phase 2 of our expansion programme which begins August 2018.

4. Measures of success

- 4.1 Overall progress is measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, are able to make sustain relationships and are ready to succeed.
- 4.2 Outcomes from inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.

5. Financial impact

- 5.1 The Scottish Government has provided additional revenue and capital funding to respond to the necessity to deliver additional capacity across the estate as a result of requirements related to the Children and Young People (Scotland) Act 2014.
- 5.2 In April 2017 the Scottish Government provided £1.752 million revenue and £2.504 million capital spending to support the expansion of the increased entitlement to free early learning and childcare from 600 to 1140 hours by 2020.
- 5.3 Increase in pre-school grant to partner providers from £3.60 hour to £3.70 hour from August 2016.
- 5.4 The expansion and all other developments will be funded through the additional revenue budget allocated to local authorities.

6. Risk, policy, compliance and governance impact

- 6.1 The strategy and actions reported to do not impact on any existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take account of when reaching their decisions.

7. Equalities impact

- 7.1 All work within this area seems to address inequalities both in terms of provision of resources and impact on outcomes for children and their families. There are no negative impacts arising from this work.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. These matters will be considered as part of the planning, design development and implementation of each individual project involved in the development of the early years estate.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the following areas of development within early years.

City wide survey of parents, carers and professionals to:

- Review the impact of the eligible two's service;
- Consult on the 600 hours of early learning and childcare flexible patterns of attendance;
- Consult on the expansion of early learning and childcare from 660 -1140 hours.

Planned engagement Edinburgh Early Learning and Childcare Academy (EELCA) event.

Planned engagement sessions with City of Edinburgh Council early years staff and partner nurseries across the private and voluntary sector.

Early Learning and Childcare Strategy Groups.

0 -3's Quality Assurance Group.

10. Background reading/external references

- 10.1 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - 2017–18 Action Plan](#)
- 10.2 [A Blueprint for 2020: Early Learning and Childcare Expansion Planning Guidance for Local Authorities](#)
- 10.3 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Next Steps - Analysis Report](#)
- 10.4 [A Blueprint for 2020: Expansion of Early Learning and Childcare Consultation](#)
- 10.5 [The Skills Investment Plan Prospectus](#)
- 10.6 [Additional Graduate Commitment](#)
- 10.7 [Trials](#)
- 10.8 [Drivers and Barriers to uptake of Early Learning and Childcare amongst 2 year olds](#)
- 10.9 [Education Governance Review](#)
- 10.10 [Pupil Equity Fund](#)
- 10.11 [Space to Grow design guidance](#)

Alistair Gaw

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11. Links

Coalition Pledges

Council Priorities

**Single Outcome
Agreement**

Appendix1:

Education Scotland Inspection results in Local Authority Nursery
Classes and Partner Provider Nurseries



SCHOOLS AND LIFELONG LEARNING
Education Scotland Inspection Results

August 2016 – June 2017

Key to evaluations	6: Excellent	5: Very good	4: Good	3: Satisfactory	2: Weak	1: Unsatisfactory
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Education Scotland Inspection results: Local Authority Nursery Classes.

Publication date	Establishment name	Leadership of Change	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
24/1/17	Oxgangs Primary School Nursery Class	5	4	4	5
18/4/17	St John Vianney RC Nursery Class	2	2	3	3
28/3/17	Craigour Park Primary School Nursery Class	3	3	3	3

Education Scotland Inspection results: Partner Provider Nurseries.

Publication date	Establishment name	Leadership of Change	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
31/1/17	Head Start Morningside	2	2	2	2