



Purpose: For Decision

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES
Date	4 MARCH 2021
Title	EARLY YEARS ON THE ISLE OF WIGHT
Report of / to	Director of Children's Services

EXECUTIVE SUMMARY

1. This report provides a summary of Early Years provision across the Isle of Wight. The Early Years Foundation Stage (EYFS) covers all children aged 0-5. This includes all children in pre-schools and nurseries and also children in Reception Year, the first year in school. Early Years provision is reported upon under three distinct areas:
 - Learning and Development. This covers all aspects pertaining to the quality of provision and practice across the Early Years Foundation Stage.
 - Sufficiency. This covers all aspects pertaining to availability of places and funding.
 - Inclusion. This covers all aspects of provision and the impact of that provision on children identified with Special Educational Needs.

Learning and Development

2. Due to Covid-19 there were no national assessments completed across Early Years Foundation Stage (EYFS), and therefore there is no end of year data for 2020 available. However, the percentage of children achieving a Good Level of Development (GLD) for the previous three years has been in line with national outcomes. This is the key national benchmark used that includes personal, social and emotional development, physical development, ability to communicate and literacy and numeracy. Broadly it is an indicator of their readiness for Year 1 in school.
3. Due to the Covid-19 pandemic, Ofsted continued its regulatory inspections but suspended all their routine 'Quality' inspections from 17 March 2020. There continues to be no routine inspections of schools by Ofsted. Prior to this, the percentage of Early Years provision in schools (95%) and settings (96%) judged good or better by Ofsted is in line with or better than the national average.
4. During 2019-20 the Department for Education (DfE) consulted on changes to the Early Years Foundation Stage framework. This has resulted in a new EYFS framework that will become statutory from September 2021. A small number of schools are part of an

early adopter programme. The IOW Early Years team are working in conjunction with Hampshire County Council colleagues to provide support and guidance to all schools and settings on the implications of this new framework.

5. Support and challenge to Early Years settings is delivered through bespoke visits, improvement projects and wider training. During the first lockdown period, the Early Years team worked closely with the Social Care data team to ensure all children who needed a place were able to access one and that the Local Authority had knowledge of all children known to the Social Care team. The Isle of Wight Early Years Advisory team continues to work closely with the Virtual School team to ensure the needs of our youngest Children in Care are being met.
6. Priorities for further improvement are to continue raising the proportion of children reaching Good Level of Development (GLD), especially children who are more vulnerable; ensuring that schools and settings judged 'requiring improvement' are supported to improve to 'good' by next inspection: and development of virtual training and support during Covid-19.

Sufficiency

7. There is capacity for all children of parents and carers who wish to have access to Early Years provision. Currently the market is fairly stable with no permanent closures at this time of either childminders or Early Years settings. However, the longer-term impacts of Covid-19 on the market are still unknown.
8. There is uncertainty about the numbers of children claiming Early Years Entitlement funding in the future, which may affect the economic viability of some provision. The impact of Covid-19 therefore remains a potential source of concern both for the Local Authority and individual settings.
9. A full Childcare Sufficiency Assessment report is attached as Appendix 1 to this report.

Inclusion

10. As stated above, there is no end of year data for 2020 available across EYFS due to Covid-19. However, the outcomes for children who receive additional support for Special Educational Needs has been above the national average for the last three years.
11. A new Early Years Special Educational Needs Hub, a specialist centre attached to an ordinary pre-school (Clever Clogs Nursery – Carisbrooke), is planned to be opened in Summer 2021 to provide additional specialist places for children with Special Educational Needs.
12. The Local Area Special Educational Needs inspection in November 2019 highlighted particular strengths of Early Years provision. There were no specific actions in relation to Early Years.

BACKGROUND

13. This report provides a summary of Early Years provision across the IOW. The Early Years Foundation Stage covers all children aged 0-5. This includes all children in pre-schools and nurseries and also children in Reception Year, the first year in school.

14. The EYFS is organised as follows:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

15. There are seven areas of learning and development. These support schools and pre-schools ensuring that they deliver a full curriculum to all children. They are also used to focus assessments and enable parents to understand how their children are progressing in different areas. The areas of learning and development are broad headings that are then further subdivided into aspects. There is a further division using the language of Prime areas and Specific areas. Prime areas are those key essential traits, skills and attitudes that enable children to thrive in the more academic and traditional areas (specific areas) such as Literacy and mathematics.

FULL REPORT

LEARNING & DEVELOPMENT

Data

16. Due to Covid-19 there were no national assessments completed across Early Years Foundation Stage, and therefore there is no end of year data for 2020 available. The last three years data is provided below for reference.

% achieving GLD			
	2017	2018	2019
England	71%	71.5%	71.8%
IOW	71%	73.0%	71.5%
Difference	0	+1.5	-0.3

Ofsted Inspection – most current data

17. Due to the COVID-19 pandemic, Ofsted suspended all their routine quality inspections from 17.03.20. Ofsted continued its regulatory inspections. There continue to be no routine inspections of schools by Ofsted. Current plans are for these to resume later in 2021.

EY Ofsted judgement	Childminders			Settings			Schools		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Year									
Outstanding	7	8	7	14	15	14	5	4	4
Good	19	20	18	32	31	33	35	35	35
RI	0	2	2	2	3	2	1	2	2
Inadequate	1	0	0	1	0	0	1	1	0
Waiting 1 st Insp.			13			3			1

18. There are eight settings where their previous inspection was between 2013-15. There are four settings who are due an inspection within 30 months due to a change in their registration.

19. Contact has been made with all those settings to offer support.

Moderation and Assessment

20. This is the last year that the Local Authority will be required to undertake statutory moderation (external validation of the judgements of schools) due to changes to the Early Years Foundation Stage process that come into effect from September 2021.

21. As a result of Covid-19, the statutory moderation process could not be completed in the academic year 2019-2020. All Local Authorities were directed by the Department for Education to complete the moderation process in 2020/21 for those schools who were due to be moderated last year – 2019/20. There were 15 schools due to be moderated in 2019/20. However, only 11 of these schools would have been moderated in 2020/21 as four are part of the Early Adopter programme for the new Early Years Foundation Stage and are therefore exempt from being moderated.

22. More recent announcements from Department for Education have cancelled all moderation and collection of Early Years Foundation Stage data for 2021 due to Covid-19.

Early Adopter Schools

23. Following consultation, the DfE invited any primary schools that wished to become early adopters of the new EYFS Framework in September 2020, a year before it becomes statutory in September 2021. Eight IOW schools signed up to be Early Adopters. This equates to 20% of the schools on the IOW, which is similar to the national picture.

24. There will be a role for the Local Authority in supporting these schools with training. The Local Authority have set up, jointly with Hampshire County Council (58 Early Adopter schools), termly support network groups for Early Adopter schools. These have been very well attended and received by those schools involved.

New Early Years Foundation Stage framework explained

25. During 2019/20 the Department for Education consulted on changes to the EYFS framework. This has resulted in a new Early Years Foundation Stage framework that will become statutory from September 2021. Details of the consultation outcome can be found here - [EYFS Reforms - consultation response](#). Schools were given the option to be part of an Early Adopters trial for the academic year 2020/21.

26. Whilst there are changes, these are predominantly linked to assessment approaches and recording of data.

27. Whether schools are part of the Early Adopter programme or remain delivering the current EYFS, what constitutes best practice has not changed at all, therefore we should continue to see the same types of practice and provision in all schools this year and beyond as we have in previous years.

What does this mean for these Early Adopter schools?

28. They will complete assessments at the end of the year against the new EYFS framework. The recent announcements to cancel the collection of Early Years data at the end of the year, mean assessments will be only used at a local school level.

29. These schools are exempt from statutory Local Authority moderation, so if they were due to be moderated this year, they would not have been.

30. Reporting arrangements at the end of the year are slightly different than with the current EYFS framework. Teachers will still have to make an assessment against each Early Learning Goal. An Early Learning Goal is a detailed description of what a typical child aged 5 should be able to do in different areas of the curriculum. For example, the Early Learning Goal for Reading states: *Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.* There are seventeen Early Learning Goals, one for each aspect of the curriculum.

31. Schools previously *'had'* to provide a written commentary about the Characteristics of Effective Learning (a description of the child's attitude, enthusiasm and engagement), whereas now *'they may choose'* to provide a written commentary.

32. What is different about the new Early Years Foundation Stage framework?

- New wording and language within Early Learning Goals.
- Rewriting of the educational programme descriptions.
- Removal of some Early Learning Goals – namely Shape, Space and Measure and Technology.
- A stronger and more specific focus upon reading across all Early Learning Goals
- No statutory moderation by the Local Authority.
- Amended requirements for reporting to parents.
- Removal of exceeding judgement for end of year assessment.

33. What has stayed the same in the new Early Years Foundation Stage framework?

- No change to the Characteristics of Effective Learning
- Use of Prime and Specific areas of learning
- Good Level of Development measure and criteria
- Progress check at age 2.

Reflections on the new Early Years Foundation Stage framework

34. The retention of Characteristics of Effective Learning and the seven areas of learning, prime and specific language etc has ensured the essence of Early Years Foundation Stage has been maintained.

35. There is general consensus that the new wording of Early Learning Goals and educational programmes is positive. They are clear, less ambiguous and maintain a broad approach to experiences for children.

36. Some concerns over the removal of Shape, Space and Measure and Technology will mean that schools narrow what is offered to children. It is important that schools remember that whilst these areas will not be assessed, children still need opportunities to experience them.

37. The removal of exceeding as a judgement at the end of the year is generally welcomed as the criteria for these were seen as ambiguous and was an area some schools had previously challenged.

38. The removal of the Local Authority statutory moderation of 25% of schools is the most problematic. This is disappointing since the existing moderation arrangements are universally welcomed by schools and Local Authorities. Without regular moderation, there is a risk that a lack of consistency with judgements will occur and increase over time, leading to inaccurate assessments. Plans are being developed to continue to offer to support schools with this.

Direct support being offered to schools

39. Four schools are currently receiving direct support from the Local Authority Early Years team

2020-2021 Phonics Project

40. Jointly delivered by Early Years Team and English Team from Hampshire County Council's School Improvement Service. The intended impact of the project is to decrease the phonic gap for those children who missed much of their initial phonics in Reception Year due to Covid-19 and are now in Year 1. Twelve schools were identified as a result of low phonic screening pass rate or knowledge of low-level phonic teaching in Reception Year. Two schools declined to be part of the project due to other commitments.

Training

41. As a result of Covid-19, all training from March 2020 was delivered virtually. In addition to this, provider briefings, child minder briefings and Reception Year network meetings have also been delivered virtually. Home learning newsletters have been produced fortnightly to support both providers and parents.

Children in care and vulnerable children

Vulnerable children

42. During the lockdown period, the Early Years team worked closely with the Social Care data team who provided a weekly list of all children aged 0-5 who were identified as Children in Care, subject to Early Help interventions, Children in Need or having a Child Protection Plan. This list was cross referenced with funding claims to ascertain which Early Years setting the children were attending. Early Years Advisors phoned pre-schools weekly to discuss the individual children. This information was kept in a log and data was then submitted weekly to the Department for Education, Social Care team and Education Inclusion branch. This work ensured all children who needed a place were able to access one, as well ensuring all children were safe and that the Local Authority had knowledge of them.

Children in Care

43. The Isle of Wight Early Years Advisory team continues to work closely with the Virtual School team to ensure the needs our youngest Children in Care are being met.

44. The Early Years lead continues to meet with lead for Virtual School monthly to discuss Children in Care who attend a setting or are in a Reception Year class. These meetings involve discussions around Personal Education Plan dates, statutory duty and suitable targets for those children to ensure their needs are being met. Additionally, the Early Years Advisory team are now part of the decision making as to where children are placed to ensure they have the best possible start in education.

45. There are currently 29 Children in Care in settings and 10 in Reception classes. There are 21 Children in Care under the age of two.

Child in Care (CiC) Project

46. The Early Years Advisory Team is working with the Virtual School to deliver a Child in Care Project this academic year. Ten schools have been invited who currently have a Child in Care in Reception Year

47. Intended impact on Project

- Teachers will have reviewed the experiences of the looked after child in their classroom and worked to analyse their specific needs and areas of difficulty.
- Classrooms will have a culture and ethos of being attachment and trauma aware and this will be evidenced through personalised interventions.
- Attachment needs are better understood, met, and evidenced in Personal Education Plans of the child.
- The teacher will be able to evidence impact on how it meets the needs of the looked after child through the action research model.

Support settings understanding and implementation of safeguarding procedures

Safeguarding Audit

48. Safeguarding audits were sent to all Providers during the summer 2020. These have been reviewed and analysed. A summary of the strengths and weaknesses will be taken to the Safeguarding Education Board. All settings and child minders have individual action plans in place for safeguarding. Routine safeguarding visits are currently suspended, other than in exceptional circumstances.

49. Key Challenges

- Improving Good Level of Development for all children and especially those who are deemed vulnerable.
- Ensure that all schools and settings judged to be 'requiring improvement' are supported to improve to 'good' by next inspection.
- Provision of virtual training and support during Covid-19.

SUFFICIENCY

50. The full Childcare Sufficiency Report (CSA) is attached as Appendix 1.

Availability of places

51. All children who wish to have access to Early Years provision do so. Currently the market is fairly stable with there being no permanent closures at this time of either childminders or Early Years settings. Parental confidence during the Autumn term improved and more children attended their pre-schools. The current national lockdown though has resulted in fewer children attending.

Percentage of Providers who are offering EYE funded places

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Childminders	68%	67%	67%	
Settings	100%	100%	100%	

52. This continues to be broadly in line with the national picture.

Sufficiency information

53. The local authority is currently analysing data from providers to develop a sufficiency map of the Island. This will aid in identifying:

- How many children are in each area broken down by age;
- Future population forecasting;
- How many children are claiming Early Years Entitlement funding and of what type;
- The number of claimants for benefits who are potentially eligible for funded childcare;
- Providers opening times and costs;
- Provider Ofsted judgements.

54. The development of this map remains work in progress. Additional data sources will be added including the Early Years census data. Housing data and the number of dwellings that are being built in areas will also be added to help with future projections of how many Early Years places may be needed.

Funding

55. The impact of Covid-19 remains a potential source of concern both for the Local Authority and individual settings. This is due to uncertainty about and the numbers of children claiming Early Years Entitlement funding in the future, and potential changes to the demand for childcare. In the short-term, settings have had some stability through the Government providing funding in Autumn 2020 based on the number of children who attended in Autumn 2019, which mitigated the financial impact of reduced attendance.

56. The Local Authority had intended to introduce the Early Years Portal, an online system for allowing settings to submit their claims for Early Years Education funding (this is the money that pays for every child aged 3 and 4 to have 'free' pre-school provision) – which will support both settings and the Local Authority in having reliable, accurate and easily accessible data. This will support the effective distribution of monies to settings. A range

of actions are being undertaken to ensure providers and the Local Authority are ready for this to be in place from April 2021. Hampshire County Council's Early Years team are supporting the IOW with this as they already use this system.

Early Years Education Funding Reviews

57. The Early Years Advisors undertake Early Years Education funding reviews which are organised on a four-year rolling plan. The LA statutory obligation is that 30% of all Providers who claim EYE funding are audited each year, which is 24 Providers on the IOW. The audit ensures the hours the Providers are claiming funding for are correct and no over claiming is taking place. Virtual audits took place this quarter where Providers were required to send documentation to the Local Authority.

58. Key Challenges

- Supporting settings with the uncertainties of demand and funding
- Impact of Covid on service developments

INCLUSION (ONLY FOR PRESCHOOL/NURSERY CHILDREN)

Data

59. Due to Covid-19 there were no national assessments completed across Early Years Foundation Stage, and therefore there is no end of year data for 2020 available. The last three years data is provided below for reference.

% of SEN support, achieving a GLD			
	2017 ⁽⁷⁹⁾	2018 ⁽⁵³⁾	2019 ⁽⁶⁹⁾
England	27%	28%	29%
IOW	30%	32%	32%
Difference	+3	+5	+4

% of Statement/EHCP, achieving a GLD			
	2017 ⁽²³⁾	2018 ⁽³⁵⁾	2019 ⁽³⁰⁾
England	4%	5%	5%
IOW	Np	9%	3%
Difference	n/a	+4	-2

Support for children with Special Educational Needs including those with Education and Health Care Plans

School

60. Forty-two children started Reception Year in September 2020 with an Education and Health Care Plan. All these children had a transition partnership agreement meeting attended by an Educational Psychologist. Two children are on a gradual transition to school supported jointly by time in pre-school and gradually time in school. One child's family decided to home educate.

61. There are currently ten children with Education and Health Care Plans aged 3 and 4.

Portage

62. Portage is a home visiting educational service for pre-school children with additional support needs and their families. Portage is delivering a blended approach of virtual and face to face support. A risk assessment is in place alongside home visiting guidelines and each individual family's needs are discussed. There were 27 new referrals in September 2020 that were suspended due to Covid-19. These have now all been allocated. There is currently no waiting list.

Early Years Special Educational Needs Hub

63. Work is in progress to create an Early Years Special Educational Needs Hub which will provide additional places for Early Years Foundation Stage children with Special Educational Needs. A working party of parents, Early Years Advisory, Early Years SEN, Special School Head Teachers and Property Maintenance was formed. Seven Early Years Settings expressed an interest and after a scoring process the Two with the

highest scores went forward to the next stage. Clever Clogs Nursery was finally selected, and an opening date of Summer 2021 is planned.

Support for settings – Advice, guidance and training

64. The Early Years Special Educational Needs Advisors visit each Early Years provider termly (virtually at present) to meet with the Special Educational Needs Co-ordinator. A planning meeting takes place where the needs of each child with identified Special Educational Needs is discussed using the plan, do, review approach. The training needs of each setting are also reviewed at this time and planned for accordingly. This approach has been well received and future plans will look to include the attached Health Visitors in these termly meetings to ensure the needs of the whole family are fully met.
65. The Early Years Special Educational Needs Co-ordinator briefings have continued virtually and are well attended.
66. The process and pathway for Autism Assessments via the Clinical Commissioning Group is now in place. Children supported by the Early Years Special Educational Needs Advisory Team have received assessments via the new pathway once they reach the age of 5. Work is ongoing with our joint commissioners to ensure children under the age of 5 have access to occupational therapy without a diagnosis of Autism Spectrum Disorder if they are displaying a need. The Early Years Special Educational Needs Service have an agreement that the families of children known to them will have services offered by Barnardo's without the need for an Autism Spectrum Disorder diagnosis.
67. The Education and Healthcare Plan application process is moving to a virtual hub. All Early Years Special Educational Needs staff have attended training. Some Early Years settings also attended training and all Early Years settings will be sent supporting videos of the training sessions. The Early Years Special Educational Needs Advisors will support settings on an individual needs basis to become familiar with the new system through virtual advice and bespoke training when needed.
68. Termly meetings are held jointly with the Early Years Advisory Team and each Health Visiting Service virtually to ensure the early identification of children and improve information sharing between Early Years providers, the Health Visiting Service and partner agencies. These meetings were suspended during the first Covid-19 lockdown but telephone contact on a case-by-case basis remained in place. These meetings have now resumed albeit virtually. Each Early Years provider now has a named Health Visitor. The average age for referral to the Early Years Special Educational Needs Advisory Team remains at 24 and 36 months of age. This indicates that children's needs are being identified through the integrated two years old check. Once the termly Early Years Special Educational Needs Advisory setting planning visits have been established the linked Health Visitor will be invited to further ensure a consistent approach to the support offered to early years children with Special Educational Needs and their families.

Local Authority Inspection

69. The Local Area Special Educational Needs inspection in November 2019 highlighted particular strengths of Early Years provision. This was noted by the letter from Michelle Donelan MP - Parliamentary Under-Secretary of State for Children and Families:
I was pleased to see the many positive findings for the Isle of Wight, including the strength of early years provision,

70. Particular areas of strength identified within the main report for Early Years were:

- Families who have a new baby with a lifelong disability are supported well through a care and support package delivered by teams of professionals across education, health and social care. Professionals work well together to ensure that parents and carers are not overwhelmed by the number of appointments and practitioners involved.
- Young children are effectively supported when they start in early years settings. An individual approach is developed by a multi-disciplinary team that includes the new setting's special educational needs coordinator. This ensures that all arrangements are in place and that the child is given the support they need from the start.
- A strong feature in early years provision on the Isle of Wight is the availability of training for professionals working with young children with additional needs. For example, the area has adapted a national programme to increase children's attention and over 75% of early years settings have taken up this training.
- Another example can be seen in the way that the portage service has changed its approach to ensure that it is able to meet the needs of more families with children who have additional needs.
- The quality of support and training on offer to early years settings is increasing the ability of practitioners to offer good support to children with Special Educational Needs or Disability
- Improvements have been particularly strong for the youngest children. Effective early identification, strong support and well-thought-out transition arrangements are leading to more children with Special Educational Needs or Disability achieving a good level of development in the Early Years Foundation Stage.

71. There were no specific actions in relation to Early Years. However, as part of a wider targets across the Local Authority, the Early Years team is focussing upon:

- Further increasing parental engagement.

72. Key Challenges

- Supporting Special Educational Needs children who missed education during March 2020 to March 2021.
- Supporting children in Reception Year who have had a late Education and Health Care plan due to Covid-19.

RECOMMENDATION

73. That the Committee notes the information contained in the report.

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STEVE CROCKER
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(CLLR) CABINET MEMBER
Cabinet Members Title

APPENDICES

Appendix 1 – Isle of Wight Childcare Sufficiency Report 2019-20.

Isle of Wight

Childcare Sufficiency Report

2019-2020



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Introduction

This report provides an overview of childcare sufficiency on The Isle of Wight (CSA). The Local Authority has a statutory duty to ensure there are sufficient childcare places that are accessible to parents. This duty is annually presented through this report to elected council members and is made available to parents. Having sufficient childcare means that families are able to find childcare that meets their child's learning needs and enables parents to make an informed choice about going to work and/or training. In this report an assessment of sufficiency is undertaken by utilising data about the need for childcare and the amount of childcare that is available. The Local Authority uses this information to inform our work to support the local childcare economy.

Statutory Duty

The Childcare Act 2006 gives Local Authorities a key role in shaping the childcare market in their area. Working with Providers from the Private, Voluntary, independent and maintained sectors, the Local Authority will look to create a strong, sustainable and diverse childcare market that meets the needs of parents.

Section 6, of the 2006 Act gives Local Authorities a duty of securing, so far as reasonably practicable, that the provision of childcare (whether or not by them) is sufficient to meet the requirements of parents in their area in order to enable them to:

- Take up, or remain in, work, or
- Undertake education or training which could reasonably be expected to assist them to obtain work.

Section 7 also gives Local Authorities a related duty to secure funded early years provision in the area. The Local Authority needs to secure early years education places offering 570 hours a year over no fewer than 38 weeks of the year, for every three- and four-year-old child in their area from the term after their third birthday until the child reaches compulsory school age, known as 'universal entitlement'. There is also a requirement to secure Early years Education provision for eligible two-year-old children, from the term after their second birthday.

In September 2017, the Childcare Act 2016 section 2 placed an additional duty on the Local Authority to secure funded childcare for those children who qualified to receive an 'extended entitlement'. This requires childcare places to be made available to working parents who meet eligibility criteria to secure a further 15 hours for three- and four-year-olds on top of their universal entitlement. Early Years Education and childcare should be accessible, flexible, inclusive and provided through a range of settings to meet parental demand.

Section 12 gives Local Authorities the duty to provide information, advice and assistance to parents and prospective parents relating to the provision for childcare, services or facilities that may be of benefit to parents and prospective parents, children and young people.

Section 13 gives Local Authorities the duty to provide information, advice and training to childcare providers.

What is Childcare?

Childcare plays a crucial role in the lives of most families. It enables parents to go out to work to contribute to a decent family income when they have very young children. A growing body of evidence shows that good pre-school childcare gives children a flying start and leads to better outcomes as they move through school. (*securing Sufficient Childcare: Statutory guidance for local authorities in carrying out their childcare sufficiency duties (DSCF1, 2007)*)

Working parents with children utilise many different forms of childcare with their choices dependent on factors such as family income, employment patterns, parental preferences, childcare availability and the age of their child.

The Nursery Education Grant was introduced to allow children to access funded childcare. Over time the number of hours that can be accessed has increased and the lowering of the age of children who can access this funding.

Demographics

The Isle of Wight covers an area of 147 square miles, with a coastline that runs for 57 miles. The Isle of Wight is the largest and second most populous island in England. The Island is separated from the mainland of England by a stretch of water known as the Solent, but is connected to the ports of Lymington, Southampton and Portsmouth on the mainland by passenger and vehicle ferries. Although physically separated from the mainland, the Island influences and is influenced by the wider sub-regional, regional, national and international context. The Island features a wide variety of natural, rural and urban landscapes. Over 50% of the Island is designated as an Area of Outstanding Natural Beauty (AONB) and 28 miles of coastline is designated as Heritage Coast.

Even though 84% of the island is rural, there are a wide range of settlements across the island. 60% of the Island's residents live within the main towns of Newport, Cowes, East Cowes, Ryde, Sandown and Shanklin. Newport is the County Town of the Island and is the main employment centre. Freshwater, Totland and Yarmouth are the main settlements to the west of the Island and Ventnor is the largest town on the south coast. Outside of these settlements there are around 30 villages and hamlets. Several larger villages provide services and facilities to surrounding villages and hamlets.

Characteristics of current population

The Isle of Wight's resident population over the decade between 2005 and 2015 expanded from 137,200 to 139,400 people. The increase was driven by an expansion in the number of residents aged 65 and over (30,500 to 37,000 residents). During the same period the population of residents aged 0-15 and working age (residents aged 16-64) population decreased. The Island's current population (26.5% residents aged 65 and over) is proportionally older than the Solent LEP area and England average (20.1% and 17.7% residents aged 65 and over respectively).

The Office of National Statistics (ONS) projects that between 2016 and 2036 this pattern will continue. The population aged over 65 is forecast to increase by 44.1% over the time period, equivalent to an additional 16,600 people. This trend is in line with the Solent LEP and England, which are forecast to expand at a faster rate than the Island (47.9% and 48.5% respectively). The working age population on the Island is forecast to continue to decline by a further 4,200 residents; while the number of residents aged 0-15 is expected to remain steady at 22,900 people in 2036.

There is a net outflow of age 15- to 29-year-olds as young people leave for higher education, employment and career opportunities, and a net inflow at age 30 and above as people return to raise their families or older people moving here to retire. The increase in migration in the older age groups (65 to 79 in particular) is becoming more marked over time, with more than three times as many arriving on the Island in 2016 than in 2012.

Population of Early Years children

In total there are 6,462 children under the age of five living on the Isle of Wight. These children may require early years childcare.

Numbers by age:

Age	Number of Children
Under 1	1,144
1 years of age	1,226

2 years of age	1,265
3 years of age	1,413
4 years of age *	1,414

*Not all of these children will be accessing Early Years funded education. Children who are rising five are captured in the school places planning as they will attend Year R. However circa 40% of those aged 4 will need to be considered for a preschool place throughout the year. This calculates at approximately 565 children.

Population of school age children

In total there are 4,205 children aged 5-11 and 5,728 children aged 12-14 living on the Island. These children may require childcare before and after school, and/or during the school holidays.

Age	Number of children
5 years of age	1,396
6 years of age	1,448
7 years of age	1,400
8 years of age	1,418
9 years of age	1,369
10 years of age	1,404
11 years of age	1,432
12 years of age	1,500
13 years of age	1,428
14 years of age	1,419
15 years of age	1,381

Population Forecast 0-5

Year	Total Population	Under 1	1 years of age	2 years of age	3 years of age	4 years of age	5 years of age	Total number 0-5	% change
2019	141,637	1,240	1,266	1,276	1,288	1,423	1,407	7,900	
2020	142,193	1,232	1,265	1,289	1,294	1,304	1,447	7,831	-0.88%
2021	142,776	1,212	1,256	1,287	1,306	1,308	1,330	7,699	-1.71%
2022	143,366	1,212	1,238	1,279	1,304	1,321	1,333	7,687	-0.16%
2023	143,950	1,206	1,237	1,260	1,296	1,319	1,346	7,610	-1.01%
2024	144,530	1,200	1,232	1,260	1,278	1,311	1,344	7,625	+0.20%
2025	145,095	1,193	1,226	1,254	1,278	1,294	1,336	7,581	0.58%

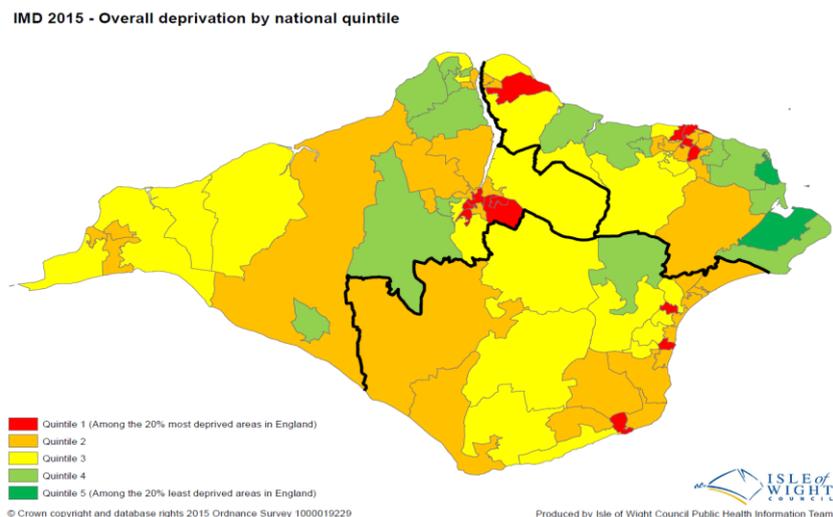
The table illustrates the predicted growth and reduction in each group across this period. Overall the 0-5 population is forecast to decline by 4.14% by 2025, with the largest predicted decline being in the 4 year old population in 2020 at 9.1%.

Deprivation

The English Indices of Deprivation 2015 were published by the Department for Communities and Local Government. The indices are based on seven distinct domains, each of which represent a specific form of deprivation. The index of Multiple Deprivation (IMD) combines information from the seven domains to produce an overall relative measurement of deprivation. The domains are combined using the following weights: Income (22.5%), Employment (22.5%), Education, Skills and Training (13.5%), Crime 9.3%, Barriers to Housing & Services (9.3%), Living Environment (9.3%).

The Isle of Wight is ranked 109 on the overall IMD scale, where 1 equals the most deprived. This is out of 326 local authorities. It represents a drop of 17 places from 2010 when the Island was ranked 126, which, was a drop of eight places from 134 in 2007.

There are 13 Lower Super Output Areas (LSOA) on the Isle of Wight within the 20% most deprived in England. The LSOA s Ryde North East B and Pan B are also listed within the 10% most deprived.



Economy and Labour Market

Employment opportunity on the Isle of Wight has a direct influence on parental demand for Early Years childcare.

The Isle of Wight's economy has performed reasonably strong in recent years, including growth in a number of specialist higher value sectors, particularly where the Island benefits from the presence of leading international businesses. However, it faces a number of challenges as productivity levels are generally below the mainland, with lower wage levels, challenges in terms of educational attainment and skills levels, and many employment opportunities are seasonal only.

In 2016 the largest sectors, by employment, were health & social work (18.4%), wholesale & retail (16.3%), food & accommodation (12.2%), manufacturing (9.2%), education (9.2%), and administration (7.1%). Average earnings for individuals on the Island are low and at a level that is 80% of those across the South East.

Latest economic forecasts from Oxford Economics indicate that employment on the Isle of Wight is expected to increase by 4,600 jobs between 2015 and 2036, a growth rate of nearly 8% which is broadly similar to the LEP average. Most growth is anticipated in health and

social care, admin and support services, construction and recreation, reflecting both the ageing population trend and tourism sectors. More traditional sectors such as manufacturing and agriculture are expected to decline in overall terms.

The Isle of Wight is below the national rate of employment with 71.2% of the population being employed compared to 75.7% nationally. 25.4% of the population are economically inactive which is 4.3% higher than national and 14.1% of the population are retired, again higher than national by 1.2%.

By utilising the ONS Monthly unemployment claimant count the Isle of Wight saw an increase of 540 claims from January 2019 to January 2020. For the months of June, July and August on the Island the number of claimants decrease due to seasonal work on the Island. The percentage of claimants when compared to national is similar with the most recent (January 2020) percentage of the population on the island being 3.1% and national 3% and marginally above the South East by 1%.

Housing

The Local Authority is currently consulting through an Island wide housing need survey which will feed into a clear Island wide housing strategy. Across the Island the Local Authority are proposing to build 641 dwellings of varied sizes per year up to 2034 with 242 of these dwellings being affordable housing. The planning team consults with the Early Years Team to ensure any proposed dwellings take into consideration early years places within that area. Using the Hampshire Early Years Development guide there would be 0.06 yield per household.

Isle of Wight Council – Draft Planning Strategy

Regeneration Area	2019/20 Year 1	2020/21 Year 2	2021/22 Year 3	2022/23 Year 4	2023/24 Year 5	2024/25-28/29 Years 6-10	2029/30-33/34 Years 11-15	Total
West Wight	15	30	35	75	90	192	115	557
West Medina	0	0	86	177	170	263	282	978
Newport	0	6	56	78	230	1675	1650	3695
East Medina	0	33	30	45	115	171	60	454
Ryde	15	45	185	170	275	643	26	1358
The Bay	0	11	68	209	187	324	40	839
Allocation Total	30	125	460	754	1067	3268	2172	7876
New Garden Communities							300	300
Windfall Sites	100	100	100	100	100	500	500	1500
TOTAL	130	225	560	854	1167	3768	2972	9676

Table 5.1 Island Planning Strategy Housing Trajectory

Supply of Childcare on the Isle of Wight

Early Years Providers

In total there are 91 childcare providers on the Isle of Wight, offering a maximum of 2,639 Early Years childcare places.

Type of Provision	Numbers of Providers	Number of registered places
Childminders	38 active childminders	214 places
Nursery classes within schools	9	234 places
Maintained nursery schools	1	45 places
Private, voluntary and independent nurseries	42	2,146 places
Totals	90	2,639 places

For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

Number of new and closed provisions

Over the past 12 months we have not seen a significant movement in the early years market. Three early years childcare providers have closed and two have opened. Five childminders have de-registered with four new childminders registering.

There is a growing trend nationally of the decrease in the number of childminders staying in the workforce. The Isle of Wight has experienced a fairly static number with 45 in December 2018 compared to 42 in December 2019 (4 childminders are currently inactive). The Local Authority continues to train and support childminders within and new to the workforce.

Currently we are not anticipating a shortfall of places on the Island.

Hours

Childcare is most commonly delivered between 8am and 6pm on weekdays. However, some parents require childcare outside these times in order to fit with their work or other responsibilities.

Type of Provision	Number of Providers	Open 8am or earlier weekdays	Open 6pm or later weekdays	Open weekends	Open Term Time only	Open for more than 38 weeks
Childminders	42	33	21	1	13	29
Nursery classes in schools	9	0	0	0	9	0
Maintained nursery schools	1	0	0	0	1	0
Private, voluntary and independent nurseries	42	35	19	0	9	33

The above table illustrates a flexible workforce allowing parents to access their childcare around their work commitments including school holiday periods.

Vacancies

Vacancy rates are a snapshot, and often change rapidly. In some cases, providers may have a vacancy which is only available for a specific age group, or for a particular part time arrangement. We ask providers to report vacancies to us so we can help promote them. Not all Providers choose to do this. In general, vacancy rates are higher in the autumn, when children move to school.

Costs

For early years childcare outside the funded entitlements, we report an average cost per hour, reported to us by Providers. There may be variations to prices based on the number of hours a family uses, with reductions for longer hours, or discounts for siblings. There may be supplementary payments made for additional services, e.g., Lunch and other meals which are not included in these prices.

Age of child	Average price per hour - PVI	Average price per hour – childminder
0-1 year olds	£5.30	£4.00
2 year olds	£5.10	£4.00
3 and 4 year olds	£4.00	£4.00

For school age children during term time, we report on average prices for breakfast clubs before school and after school clubs per hour.

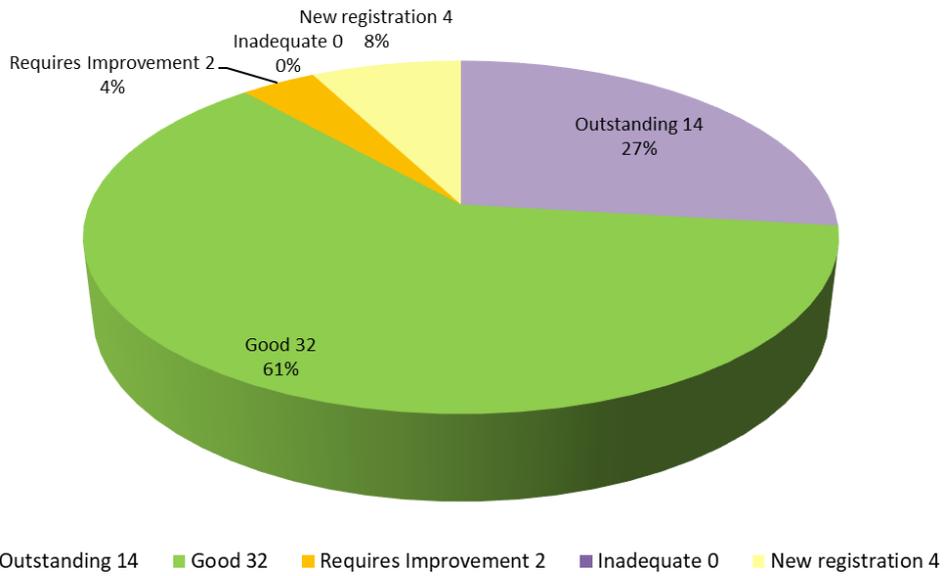
Type of provision	Average price per hour
Breakfast Club	£4.00
After school club	£4.00

Quality of childcare on the Isle of Wight

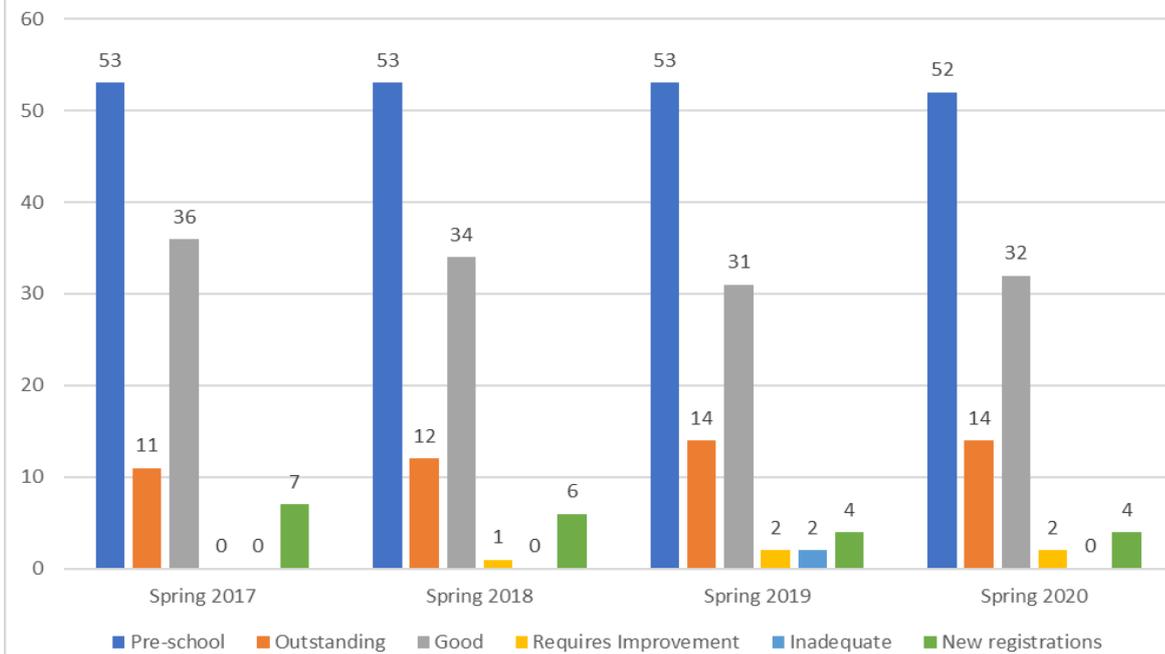
Statutory guidance states that all children should have the opportunity to take up their Government funded hours in high quality early years provisions. Evidence illustrates the higher the quality of provision the greater developmental benefits for children and, in particular the most disadvantaged children leading to better outcomes. The evidence also shows the higher quality provision at age two brings benefits to children's development.

The current data shows 96% of Isle of Wight Early years education providers on non-domestic premises had inspection outcomes of Good or Outstanding (January 2020). This is the same as the national picture where 96% was also judged to be Good or Outstanding. 27% of the Providers on the Isle of Wight have been judged to be Outstanding which is above national at 23% (August 2019).

Isle Of Wight Provider Ofsted Judgements 27th February 2020

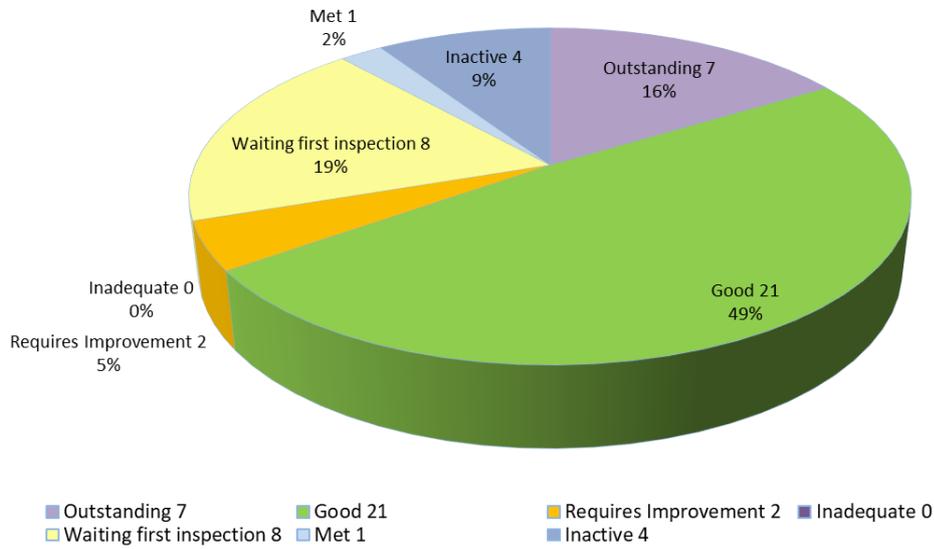


Ofsted judgements - Pre-schools

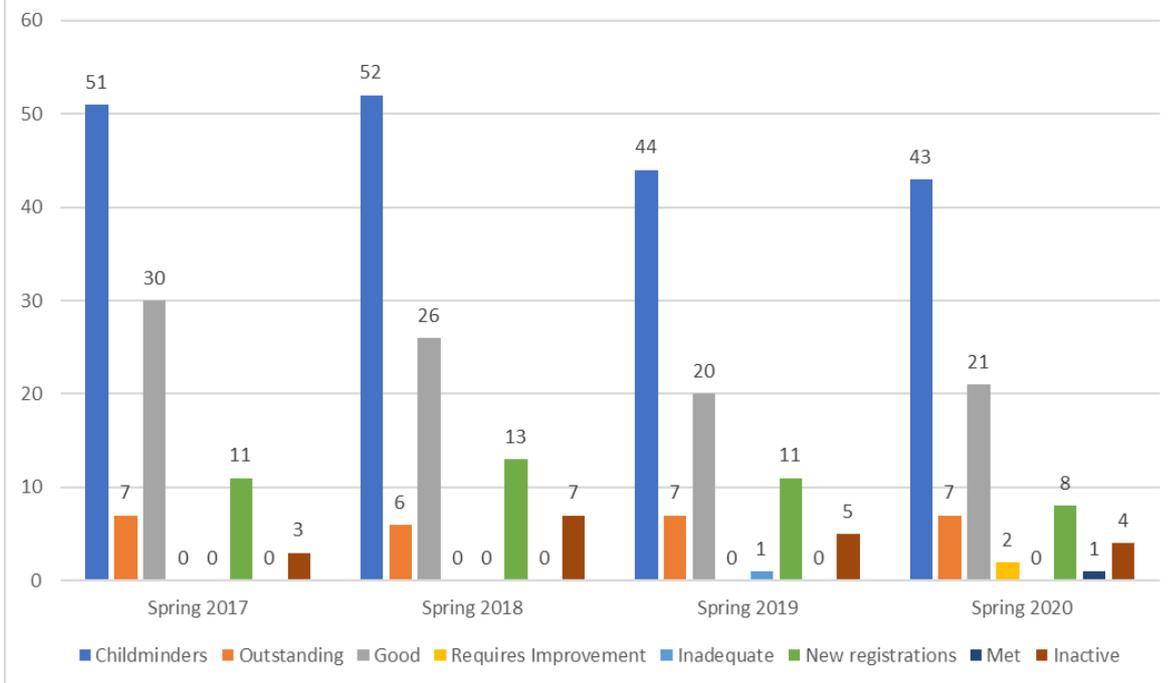


93% of Early Years education Providers on domestic premises had inspection outcomes of Good or Outstanding which again is the same as the national picture.

Isle Of Wight Childminder Ofsted Judgements 27th February 2020



Ofsted judgements - Childminders



Quality Early Years Foundation Stage outcomes

Having sufficient good quality early years education has an impact upon outcomes for young children. Early Years Foundation Stage (EYFS) data suggests the children on the Island do the same and, often better than the national average measured by the Good Level of Development (GLD) made by individuals against areas of learning. The slight decrease in

% achieving GLD from 2018 to 2019 equates to 20 children fewer achieving GLD. These outcomes are still positive and indicate that the majority of children are in line with National expectations and are being well prepared for Key stage 1.

% achieving GLD			
	2017	2018	2019
England	71%	71.5%	71.8%
IOW	71%	73.0%	71.5%
<i>Difference</i>	0	+1.5	-0.3

Workforce

Having strong numeracy and literacy skills are vital for those working with young children at a critical time in their development. It is essential for Early Years Practitioners to model excellent communication and language skills, as well as having excellent mathematical and problem-solving skills. Early Years Practitioners need to have the skills and confidence to communicate to a wide audience, including parents, health workers, local authority officers as well as other professionals.

Below is a table which illustrates the levels of qualifications that have been obtained by Early Years Practitioners on the Island.

Qualification	Pre-school	Childminders offering Early Years funded places (including assistants)
Unqualified	29	6
Total number of staff that have a full and relevant early years level 2 qualification/s?	49	1
Total number of staff that have a full and relevant early years level 3 qualification/s?	381	10
Total number of staff that have a full and relevant early years level 3 qualification/s and in management?	65	6
Total number of staff with qualified teacher status?	15	0
Total number of staff with early year's professional status?	10	1
Total number of staff with early year's teacher status?	6	0
Total number of staff	555	24

The DFE requires providers to inform them of the qualification status of their staff through the Statutory Early Years census return.

The EY Foundation Stage Statutory Framework requires that for group provision the manager must hold a level 3 qualification. In addition, at least half of the other staff must hold at least a full and relevant level qualification. In Spring 2020, 477 (86%) of the Early Years childcare workforce held a level 3 and above qualification.

Funded Early Years Education on the Isle of Wight

Early Years education take up offer

All three-year-olds from the term after their third birthday and all four-year-olds are eligible for up to 15 funded hours of childcare, known as the Universal Entitlement. They are entitled up to 570 hours per child's eligible birthday year. This equates to 15 hours over a minimum of 38 weeks and can also be stretched over 52 weeks to cover school holidays.

Year	Number of 3 & 4 year olds benefiting from some early years education	Percentage of 3 & 4 year olds benefiting from some early years education
2016	2720	97%
2017	2710	98%
2018	2670	96%
2019	2639	96%

Source – LA Interactive tool

The take up of some early years education Universal Entitlement on the Isle of Wight as a percentage of the population has remained fairly static over the last four years. This illustrates that 4% of the population are not accessing any Early Years education, this equates to approximately 113 children. However, when compared to national data the uptake is 2 % higher and, the Local Authority is ranked 4 when compared to its statistical neighbours.

Extended Early years Entitlement (30 hours)

In September 2017, the DfE implemented extended 15 hours entitlement for working families. This provided eligible families with the opportunity for children to have up to 30 hours funded hours childcare per week. The additional 15 hours is available to families where both parents are working or the sole parent is working in a lone parent family. Each parent will earn on average a weekly minimum equivalent to approximately £125.00 per week for over 25's and, less than £100,000 per year. Parents that wish their child to access 30 hours must obtain an eligibility code from HMRC and have this verified by their childcare provider before the funding period starts.

EYE period	Eligibility codes issued by HMRC	Codes validated by Providers	Codes validated %of those issued	Children in a 30 hours place	Children in a 30 hours place as a percentage

	valid for the period	for claiming in the period			
Autumn 2017	476	461	97%	476	100%
Spring 2018	729	703	96%	694	95%
Summer 2018	867	829	96%	842	97%
Autumn 2018	598	581	97%	577	96%
Spring 2019	812	790	97%	803	99%
Summer 2019	943	912	97%	845	90%

Two-year-old Entitlement

Two-year-old entitlement was first introduced in 2003 from the Department for Education (DfE) and upscaled in 2013. The offer aims to improve disadvantaged children’s social and cognitive outcomes so that by the age of five they are as ready as their more advantaged peers to start and fully benefit from school. This is through accessing 15 hours of funding in a high-quality Early Years provision. This entitlement is subject to economic criteria or if a child is looked after by the Local Authority or has additional needs. Eligible two-year-olds can access the funded childcare from the term after their second birthday.

Year	Number of 2-year-olds benefiting from funded early years education	Percentage 2-year-olds benefitting from funded early years education
2016	420	72%
2017	430	76%
2018	370	70%
2019	320	69%

Source – LA Interactive tool

The take up of two-year-old funding on the Isle of Wight as a percentage of the population has slightly declined but still remains 1% above national and, is ranked 8th against its statistical neighbour. The current headcount data from Autumn 2019 confirms this has remained static with 320 children claiming. The SDA checker the LA currently utilises states there are 393 eligible two-year-olds in February 2020 illustrating there are approximately 73 children 2-year-olds who could be eligible are not taking up the offer.

Special educational needs and disabilities (SEND)

Background to SEND on the Isle of Wight

The Isle of Wight Authority is currently undertaking a strategic review of specialist SEND places. As a co-production with key stakeholders, this review will take account of the number of specialist educational places available for 0-25 year olds with an Education Health and Care Plan (EHCP), in mainstream and special schools and other educational settings on the Isle of Wight. The review will also consider the suitability of these places to meet current and future needs of pupils and students with EHCPs, across the range of special educational needs and disabilities.

The information, which will inform the review, will come from the views of people who live and work with children and young people with SEND and will include the opinions and experiences of children and young people themselves. Data and statistical analysis will be a key part of the review, as well as national research in SEND; all contributing to a report that will show the current picture, future trends and recommendations for specialist educational provision on the Isle of Wight. This review will part of the next annual CSA report.

Current SEND

Childcare and early years education for children with special educational needs and disabilities is available on the Isle of Wight, both within mainstream provision and a Special school offering early years places where this has been assessed as appropriate to meet the needs of the child.

The Local authority provides a range of training across the entire childcare sector. This includes training and advice to support the early years market to offer high quality, inclusive childcare and early education for children with SEND.

The childcare and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out, in one place, information about provision available across education, health and social care for children and young people in the area, who have special educational needs and or disabilities.

The Early Years SEND Team ensure all registered Early Years childcare providers have their own versions of the local offer, which outlines how they support children with special educational needs or disability. The document is made available to parents via the Local Authority website. Currently 100% of registered early years Providers have their own local offer.

Disability Access Fund (DAF)

As part of the Early Years National Funding Formula (April 2017) local authorities introduced a Disability Access Fund (DAF). This funding ensures providers receive an additional lump sum for each child attending their setting who is in receipt of Disability Living allowance.

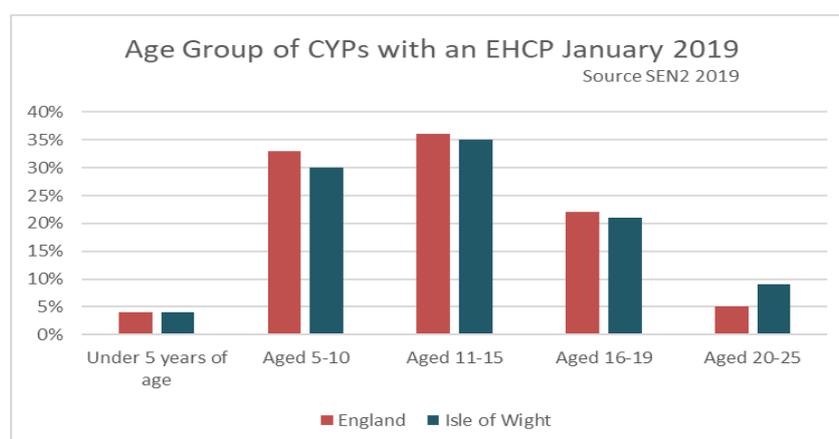
Provider	Number of children claiming DAF 2017	Number of children claiming DAF 2018	Number of children claiming DAF in 2019
Early Years Providers	32	45	35

The number of children who are claiming DAF on the Island is currently 35.

Education, Health and Care plan (EHCP)

An Education, Health and Care plan (EHC plan) sets out the education, health and care support that is to be provided to a child or young person aged 0-25 years who has Special Educational Needs (SEN) or a disability (SEND). It is drawn up by the local authority after an Education, Health and Care (EHC) needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies and with children, young people and parents.

EHC plans, and the needs assessment process through which these are made, were introduced as part of the Children and Families Act 2014. The Act, and an accompanying SEND Code of Practice, sets out how local authorities must deliver these.



The distribution of EHCPs amongst age groups is broadly in line with national data, except there are higher percentage of young people aged 20-25 with EHCPs on the Isle of Wight. The Early Years census January 2020 illustrates children under the age of 5 are being identified early with currently 28 children aged 0-3 having an EHCP and 116 Children identified as SEN without an EHCP. This early identification is important as it results in prompt intervention to support children and their families so that difficulties can be addressed and, educational gaps do not continue to widen.

Vacancies

There is currently one Special school on the Island that caters for Early years children with complex needs from the age of three. There are currently no vacancies in this school in either their Nursery or YR class. There are 10 children aged 3-4 attending the Specialist nursery and 7 YR children attending the Specialist school. In addition to this there are four

specialist units on the Island who cater for children with Autism Spectrum disorders (ASD) There are no Early Years children attending these units.

Methodology

The Isle of Wight CSA has been based upon a measurement of the supply and demand for childcare using both national statistics and a variety of data collected by the Local Authority.

Overall Sufficiency and our plans for the future

Currently the Isle of Wight has sufficient childcare overall. This is based on the available birth data, projections of future demand and information that is available about childcare provision on the Island.

Over the following year the Early Years Advisory Team will prioritise the following areas for development or implementation. This will further enhance our knowledge of sufficiency and management of the early years market, as we strive to ensure continued sufficient high-quality childcare for all.

Early Years Childcare market (section 7, childcare Act 2006)

- Continue to recruit and train childminders to sustain the current market with the intention on growing the market in areas where needed.
- Offer business support to all Early years Providers to ensure sustainability.
- Continue to support all early years providers to deliver flexible 2,3 and 4 year old nursery education funded places, as well as supporting the expansion and development of childcare places across the Island
- Continue to ensure childcare is inclusive and meets the needs of children with special educational needs and disabilities by ensuring the Local Offer is fit for purpose.
- Review all known housing developments to ensure Early Years places are a priority in the initial phases to meet possible future childcare demands.
- Implement an Early Years Business risk analysis across Early Years Providers to identify vulnerability with regards to future sustainability of providers to identify risks to ensure sufficient childcare places.

Promotion of childcare options (section 12, childcare Act (2006)

- Improve the Family Information Service to ensure information is accurate and signposting is clear to maximise the ability for parents to identify and secure childcare.
- Design and create a funding leaflet for parents to ensure information is clear and up to date.
- Ensure the Early Years websites are kept up to date with accurate information to enable parents to secure the childcare that meets their needs.

Early Years Education (sections 1 & 2, Childcare Act (2016))

- Continue to monitor and promote 2-year-old funding to ensure sufficient places.
- Continue to monitor and promote 30 hours childcare to ensure sufficient places.
- Continue to monitor to ensure take up entitlements for disadvantaged children
- Liaise with neighbouring authorities at regional, meetings to share processes and identify good practice models.

Early Years Portal (section 6, childcare Act (2006))

To roll out an Early Years portal for Early Years Providers. The benefits of having this additional system includes:

- A single system for collecting secure data which will reduce administration duties for the Local Authority.
- A single system where Providers can check the eligibility of children claiming funded hours.
- Empower Early Years Providers to maintain up to date information about their provision such as vacancies.
- Enable the Local Authority to have current live information.
- Allow parents/carers to have access to the very latest information to ensure their childcare needs are being met.