

Every Child has a great Start

Children in West Somerset will begin school with a strong start, with the proportion achieving a Good Level of Development rising to above the current national average.

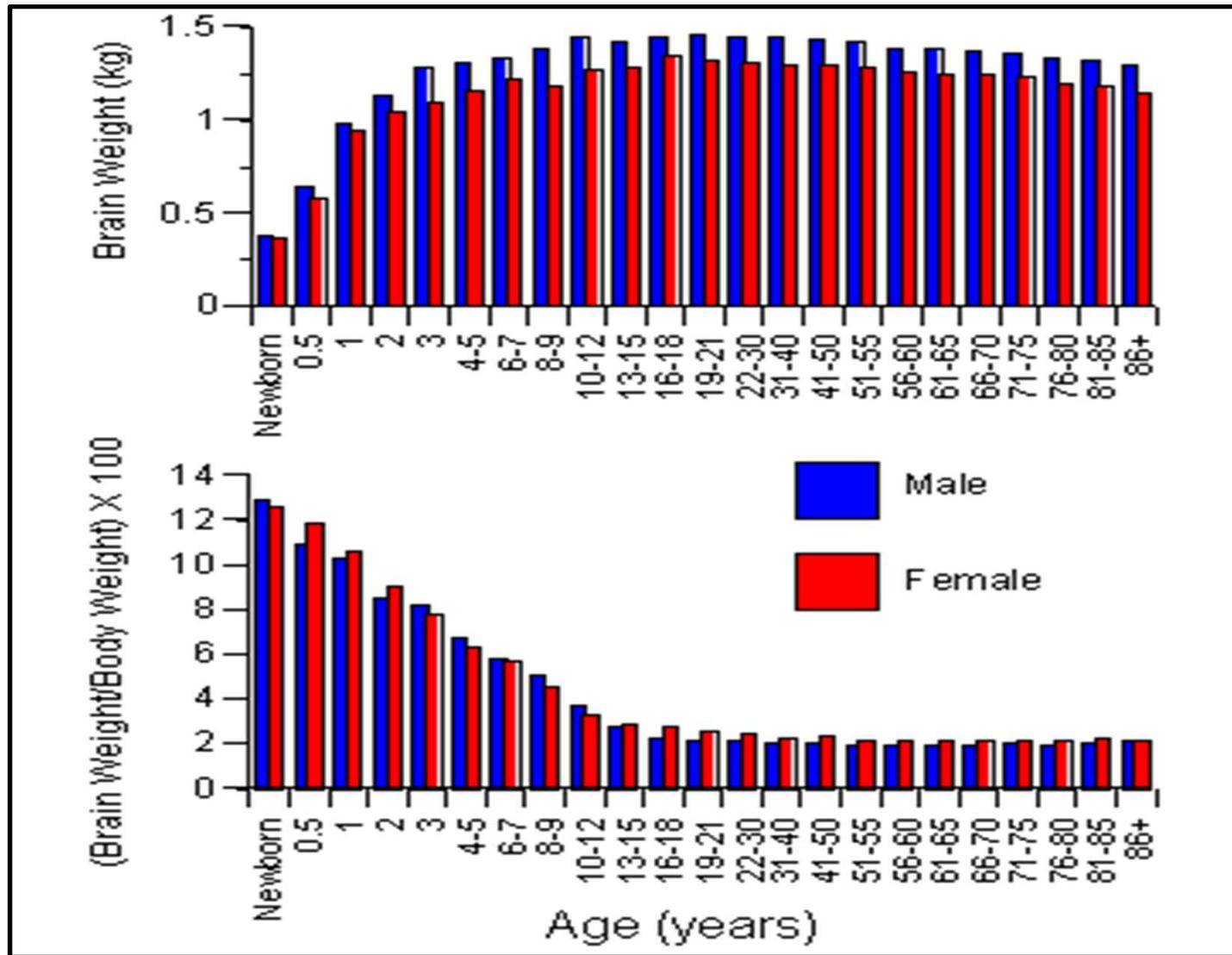
Priority 1 – Progress and impact





Why do we have a priority 1 of WSOA

Alison Bell, Consultant in Public Health



The Science



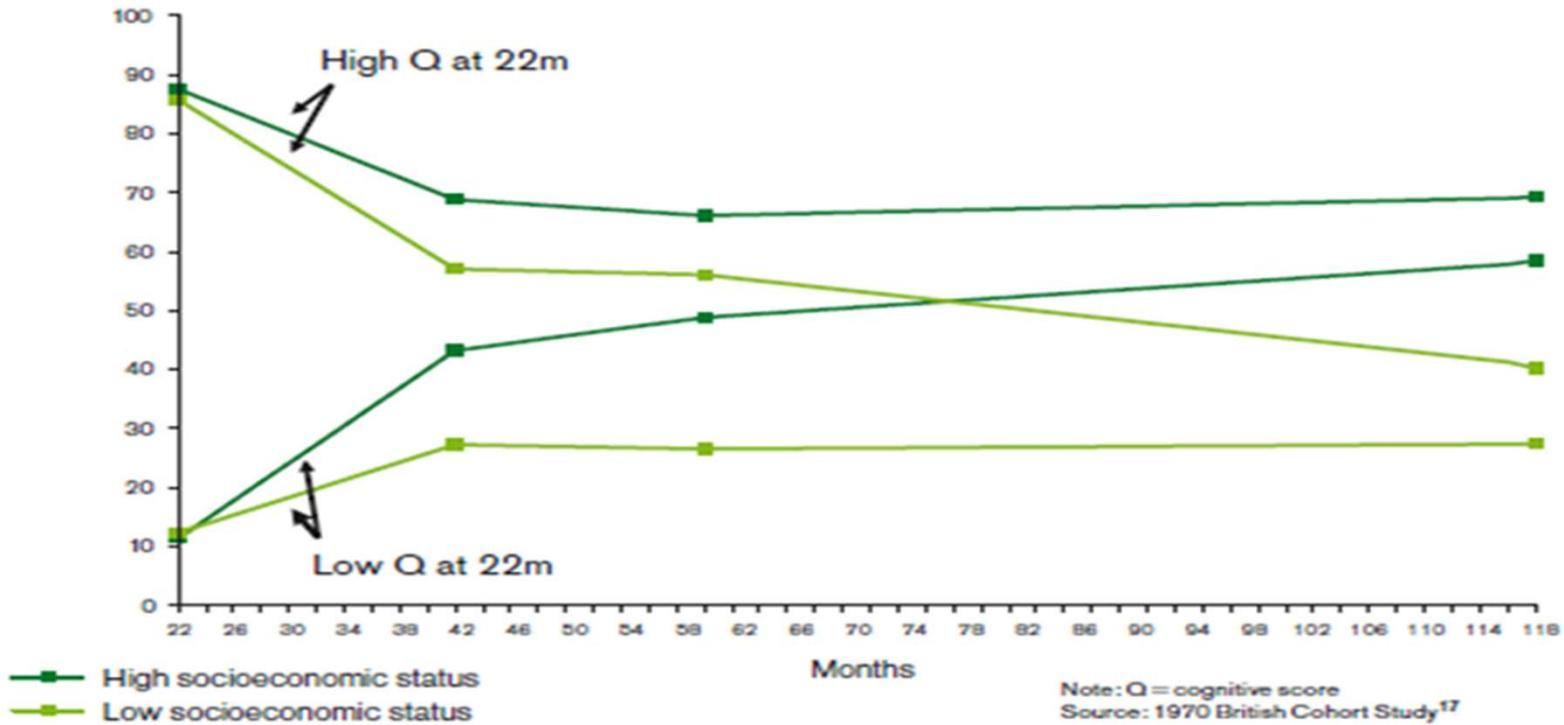
Inequality in Early Cognitive Development of Children at ages 22 months to 10 years (British Cohort Study 1970)

www.local.gov.uk/marmot-review-report-fair-society-healthy-lives



Figure 6 Inequality in early cognitive development of children in the 1970 British Cohort Study, at ages 22 months to 10 years

Average position
in distribution



Delivery Plan Commitments

Support Early Years Workforce

Improve Home Learning Environment

Improve Assessment in Early Years

Improve access to aid co-ordination of children's service



Interventions



Support Early Years Workforce

- Speech and Language in Early Years
- Send Mentor
- Physical Literacy
- Maths
- Take Art

Improve Home Learning Environment

- Home Start
- Horizons
- PEEP - Parents
- Holiday Activities

Improve assessment in Early Years

- Moderation
- Early Years Communities

Improve Access to aid co-ordination of Early Years.

- Continual Professional Development
- Recruitment of staff into childcare

Delivery Plan Targets

Increase the proportion of children achieving a good level of development at the end of the early years foundation stage to at least 70%, so it is above the current national average. This will mean around 40 more children in West Somerset will achieve a good level of development.

Increase take up, so that at least 80% of disadvantaged two year olds access early education, which is well above the current national rate of take up.



Summary of Progress

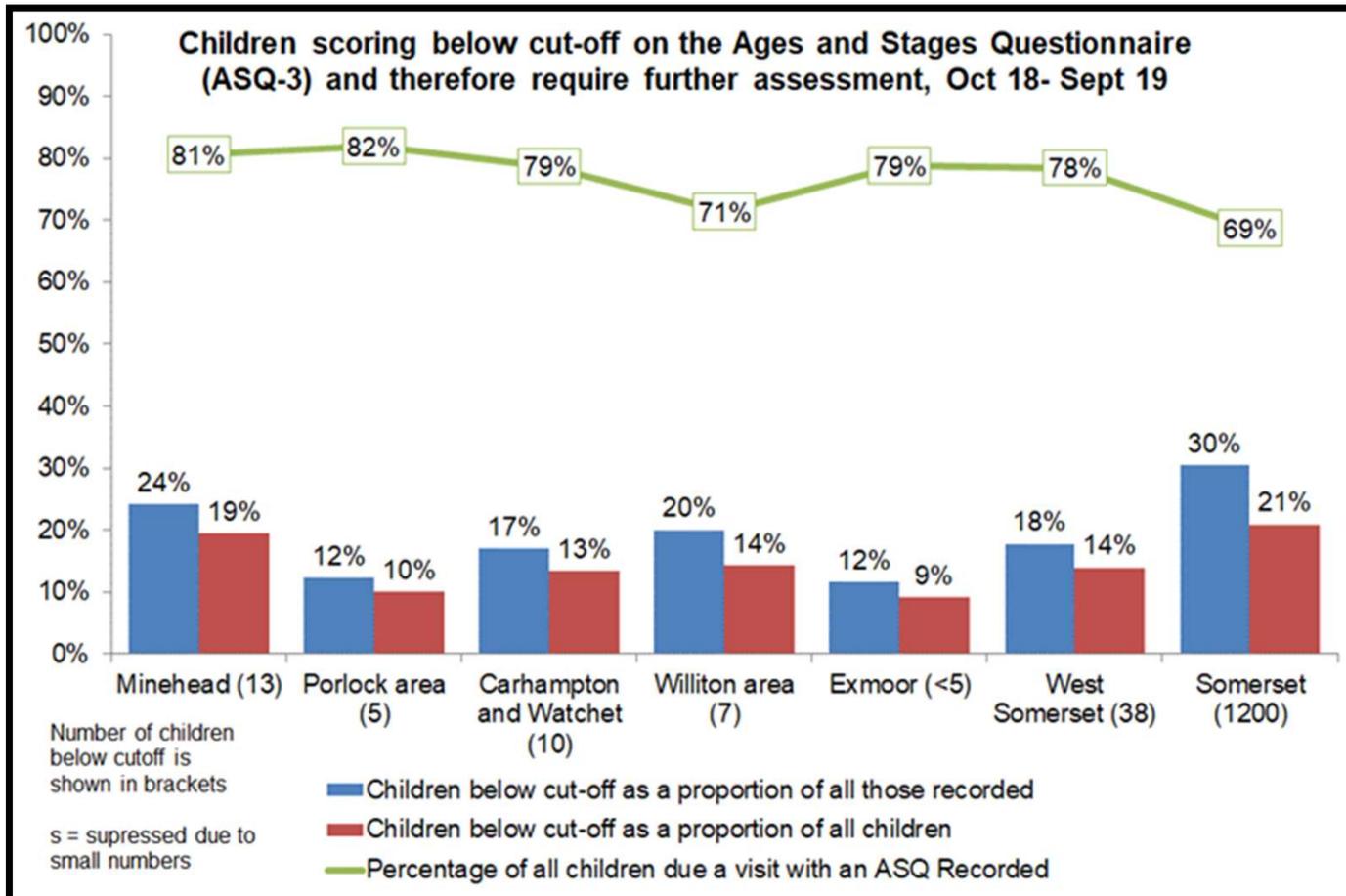


What is going well

- GLD has improved in West Somerset to above the delivery plan target (2019)
- Collaboration and co-operation
- Parental support
- Volunteering opportunities have increased
- Increase in families participation across the holiday activities
- Training
- Early Years Providers are using skills, ideas gained through interventions and adapting to suit own setting.
- Early Years Communities



What needs to be improved



ASQ-3 - Continue to monitor and support

What needs to be improved

- GLD
- Settings need to embed training and intervention support
- Review training delivery methods
- Sustainability of practice beyond OA
- Recruitment into childcare
- Working in partnership across priorities



Inputs



Speech and Language – Liz Wood



- Delivered Talk Boost to all Early Years Settings
- Visits to review current communication and literary provision
- Supporting settings with accreditation
- Training
- Mentoring visits to support use of training
- Working alongside SEND mentor

- Talk Boost – 100% attendance
- Talk Boost Refresher – 56%
- Talking Tots Pilot – 18%
- Accreditation – 25%

Physical Literacy – Youth Support Trust

- Delivery of Healthy Movers Programme
- Monthly support visits
- Holding networking events
- Supporting stay and play sessions at EY settings

86% Engagement with Early Years Settings

Developing

- How to involve childminders
- Increase take up of Level 3 Champion



Home Start – Clare Pound



Home-Start is a voluntary organisation offering support, friendship and practical help to families at home with children under seven. OA funding has allowed Home Start to initiate programmes within their support network:

- Early Start (35 children, 21 families)
- Bump Start (12 parents)
- Story Start (5 sessions monthly 85 children, 60 families)
- Volunteers (20 Story Start, 8 Bump Start and 7 Home Start)
- PEEP (7 parents)
- Healthy Child Clinics (jointly held with Health Visitors)
- Ante natal Training (Real Births) (4 trainers)

SEND Mentor – Judi Hayes

- Visits – SEN Audit, Audit review, action planning
- Individual support – Inclusion Expert
- Training support
- Produced 10 Communicative Environment Essentials
- Providing Resources Making workshops
- Training

- Engagement – 100%
- STC – Environment Training – 45% (15 settings)
- STC – Communication Passports – 39% (13 settings)



Maths Mastery – Sue Rayner



Initiated by Boolean Maths using an initial allocation from Dfe. Developed into an ongoing training programme, and support visits to EY settings and schools funded by OA.

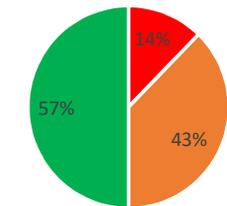
Visits included;

- Observation of adult led and child led initiated learning
- Support mathematical learning environment
- Assessment procedures
- Planning

Training;

- Boolean maths
- Fixed Apparatus
- Parental Involvement
- Maths: Moderation
- Shape, space & measure

Maths Rag Rating



■ Red ■ Amber ■ Green

Arts & Children's Experiences – Suzanne Richards

Providing opportunities for children and families in the school holidays to support children's learning:

- Planning and providing a variety of activities within the school holidays for children and families
- Supporting established holiday clubs
- Produced a West Somerset Family Activity Calendar.
- Working in partnership with other agencies
- Supporting activities with food for children and families
- Provided transport



Continual Professional Development – Nikki Difford



“Support the early years workforce to deliver high quality education...”

- Launch event (40)
- Variety of training opportunities (16)
- Attending a West Somerset Inset Day (1)
- Providing support for staff to attend conferences (3)
- Join a Quality Assessment award scheme (9)
- Information evenings and workshops on updates re Ofsted etc.

Additional Interventions

Phonics – Research School (Ann Harvey)

- Support visits to EY Settings and schools
- Audit – how settings are supporting literacy
- EEF Conference

EY Communities

- Nursery and Pre-school Managers meetings
- Reception meeting
- Moderation
- Training

Health

- Horizon groups
- Healthy Child Clinics



Celebrations from the OA may include:

Conference (2020) – Sharing good practice within the EY settings and schools.

Celebration Events in West Somerset – Recognise progress and thank those involved.

Publicity – through newsletters, social media, EY settings and schools publications.

Transferable legacy – Sharing the learning and opportunities – County wide



Current Legacy and Sustainable thinking

Priority 1 are holding meetings to discuss legacy and sustainability of projects going forward:

- EY Communities
- Champions or leads in EY settings and schools
- Data – monitoring
- Training
- Partnership working



Delivery Plan Targets



Increase the proportion of children achieving a good level of development at the end of the early years foundation stage to at least 70%, so it is above the current national average. This will mean around 40 more children in West Somerset will achieve a good level of development.



Provision GLD Data (October 2019) – states that West Somerset is 72.3%, National Average is 71.3%

Increase take up, so that at least 80% of disadvantaged two year olds access early education, which is well above the current national rate of take up.



85.5% of children who submitted an eligible application took up a place, (Summer 2019).