

**Wiltshire Council**

**Children's Select Committee**

**November 2018**

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## **Early Years Standards Report 2017/18**

### **Purpose of Report**

1. This report provides an overview of pupil performance at the end of the Early Years Foundation Stage (EYFS)<sup>1</sup> and Ofsted quality judgements for early years and childcare providers, using the latest available data. It compares Wiltshire with national, south west and statistical neighbour performance. The report provides a comparison of the Wiltshire figures against other Local Authorities (LAs) using the LA quartile (25%) position – 'A' being the top quarter and 'D' being the lowest quarter of LAs in England. The report identifies key areas for action and gives an overview of early years improvement activity carried out by the Early Years Learning and Development Team, including future priorities to improve educational outcomes.

### **Background**

2. The local authority has a statutory duty to secure sufficient early years places for working parents and to secure information, advice and training to any early years provider in their area requiring this, on how to meet the learning and development and welfare requirements of the EYFS, ensuring a strong focus on supporting settings judged to be requiring improvement or inadequate at their most recent Ofsted inspection.<sup>2</sup>
3. The Early Years Learning and Development Team within School Effectiveness provides challenge, support and training for schools, nursery settings and children's centres. Improvement work focuses on raising standards in teaching and learning and leadership, and is targeted to educational establishments that have been judged or are vulnerable to being judged as less than good as well as to new nursery registrations and settings in areas of greatest deprivation where data indicates that support may be required in order to narrow the gap between disadvantaged learners and their peers.

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<sup>1</sup> [Early Years Foundation Stage Statutory Framework](#), February 2018

<sup>2</sup> [Early Education and Childcare: Statutory Guidance for Local Authorities](#), March 2018

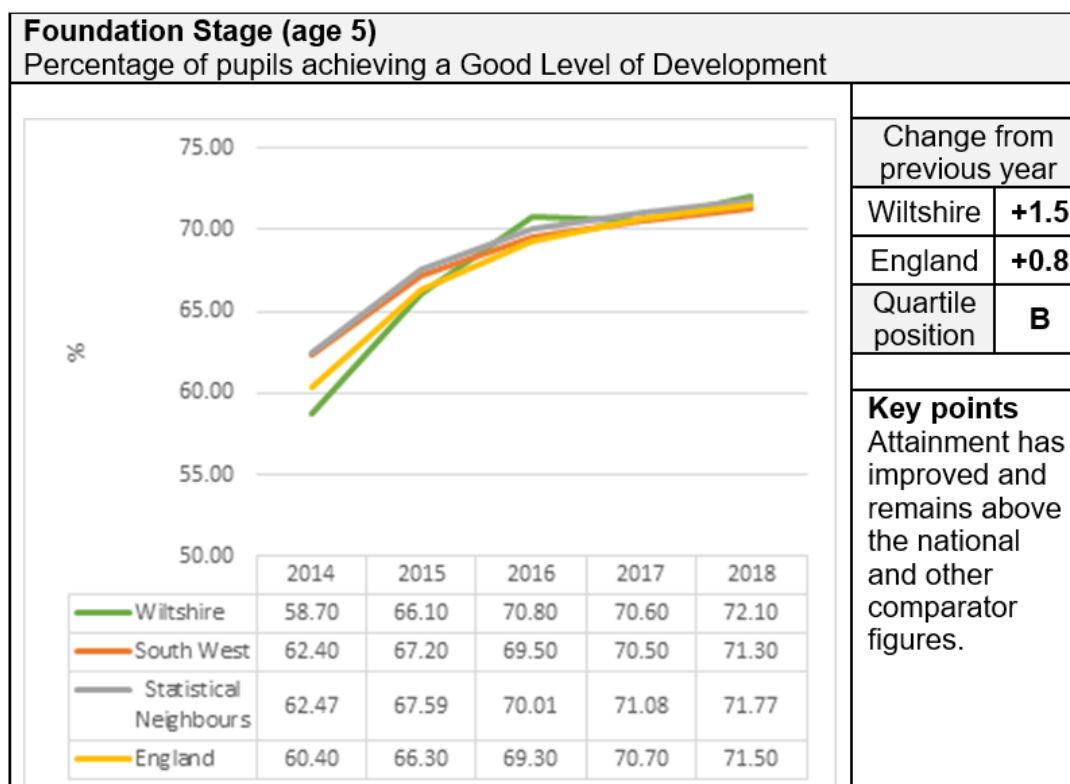
## Main Considerations for the Council

### 4. EYFS Attainment

This section shows the performance of EYFS learners as a whole cohort.

In 2018 Wiltshire had a slightly greater improvement rate than national. EYFS children are now slightly outperforming children nationally, regionally and in statistical neighbours.

Targeted work and training with schools and pre-schools has resulted in the LA moving up a quartile band from C to B.

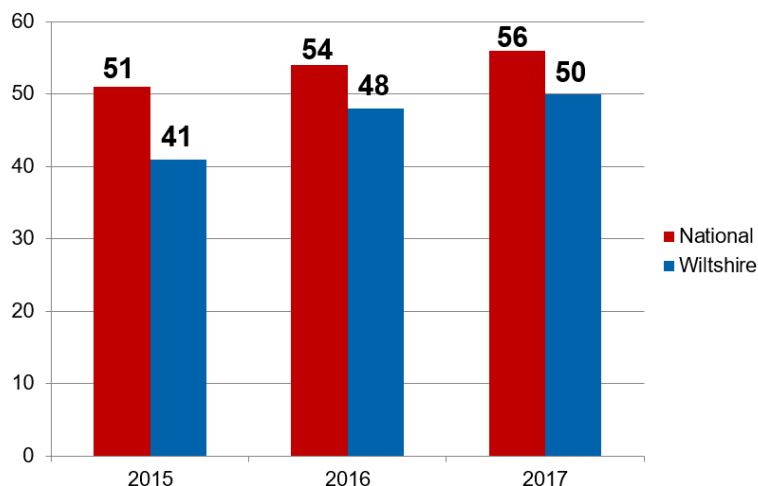


### 5. EYFS Attainment for Disadvantaged Learners

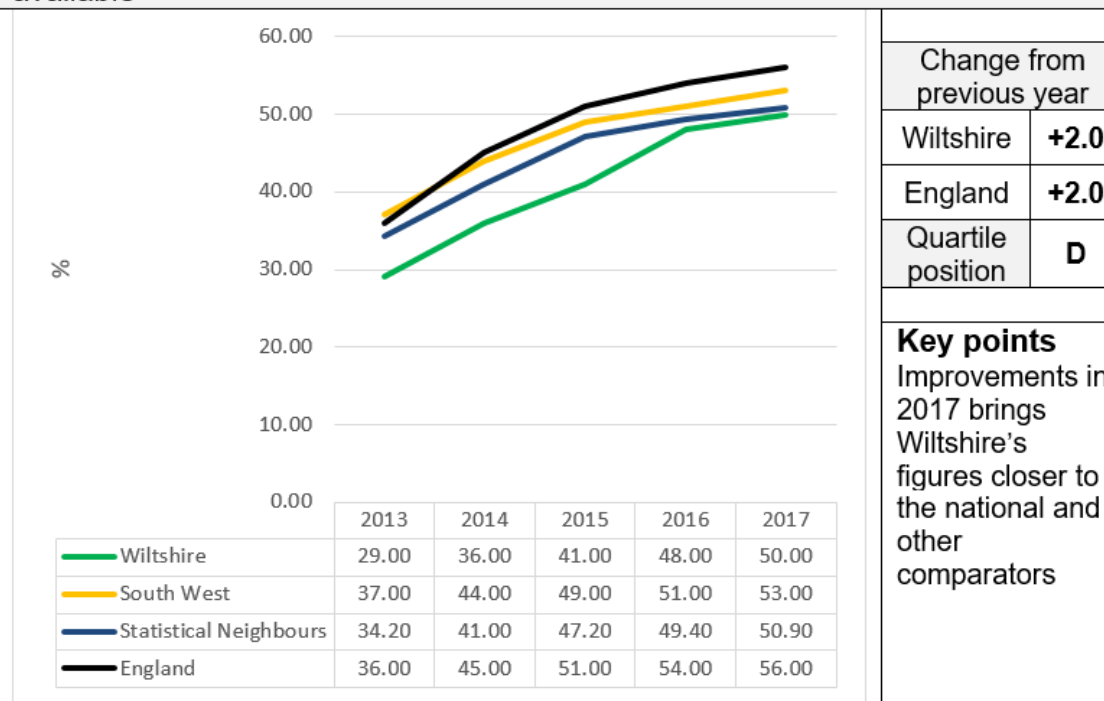
Although the good level of development (GLD) for disadvantaged learners is rising in Wiltshire, it remains a priority to close the gap so that disadvantaged children achieve at least in line with the national average for this group. New national and LA data will be published at the end of November. Figures below show attainment up to the end of 2017.

It is not possible to compare the 2017 GLD for disadvantaged learners against the 2018 GLD for all children. An analysis will be undertaken once the 2018 figures have been published.

## Disadvantaged Learners



Percentage of children achieving good level of development in Foundation Stage Profile - Eligible for Free School Meals (FSMs) N.B. 2018 data is not yet available



In 2016 Wiltshire had a 7% rise in attainment for children in receipt of free school meals which was a faster improvement rate than national and other comparators. Last year Wiltshire mirrored the national improvement rate of 2% but was still 6% below national indicating that the gap needs to narrow more quickly. Statistical neighbours appear to have experienced similar problems.

## 6. Ofsted Overall Effectiveness Grades

### Wiltshire Ofsted judgements compared to national and regional at the latest national comparison point:

This section shows Ofsted gradings compared to England and the South West region for active providers who have received a full Early Years Register (EYR) inspection.

All provider types on the EYR register:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	18%	76%	5%	1%	94%
South West	21%	75%	4%	1%	96%
Wiltshire	22%	73%	5%	1%	95%

Ofsted grades for Nursery settings:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	22%	73%	4%	1%	95%
South West	29%	66%	4%	1%	95%
Wiltshire	29%	66%	4%	1%	95%

Ofsted grades for Childminders:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	16%	78%	5%	1%	94%
South West	16%	78%	5%	0%	94%
Wiltshire	16%	78%	5%	0%	94%

**Source:** [Latest Ofsted Official Statistics](#) (as at March 31<sup>st</sup> 2018, published on 31<sup>st</sup> August 2018)

Wiltshire is generally in line with or above national for Ofsted grades. There is an insufficient amount of outstanding provision in our most disadvantaged areas. A new project "Eager for Excellence!" is being developed for 2018/19 to support and coach leaders in these areas.

## 7. Early Years Provision Provided by Schools

We have developed information for schools so that they can look at the options for lowering their age range and offering early years provision. We are also beginning to achieve early years provision being included as part of new schools being built.

In recent years we have seen a significant rise in the number of schools offering early years provision. We currently have 22 schools offering this, having taken over leadership of their on-site pre-school. Two new schools will be offering Early Years provision. Over the next year, we are

anticipating the number of schools offering their own early years provision to rise to approximately 30 schools.

## 8. School Based Provision Ofsted Judgements:

The table below shows Ofsted quality judgements for Reception classes and maintained nursery classes.

School-based early years provision	Percentage good or outstanding
Wiltshire	83%
National	90%

We have seen a decline in good and better Ofsted judgements for school EYFS provision this year, when compared against national.

An early years education sub-committee group at Primary Heads' Forum is being developed this year and middle leadership training for EYFS Leaders in schools.

## 9. Strengths and Improvements from Current Activity:

- LA GLD in 2017/18 had a greater rise than national.
- We were successful in raising our GLD to quartile B through targeted support and training on areas within the profile that were low last year.
- We were successful with 6 bids for the capital funding from the Department for Education to support the introduction of 30 hours universal free entitlement.
- The support and challenge programme the team provides continues to ensure that any setting judged by Ofsted to be Requires Improvement or Inadequate is rapidly moved back to a good judgement, within a year.
- EYFS Profile data is analysed and examined at school, setting and children's centre reach areas to ensure support and training is targeted to where outcomes remain low.
- In 2017/18 a second annual cohort of a 'Maximising GLD Programme' was delivered to 9 of the lowest performing schools. 8 out of 9 of these schools had a rise in GLD of between 4 and 44%. This contributed to the GLD rising above national.
- Effective systems are in place between early years education advisers and early years inclusion officers who work with individual children and families, which was acknowledged in our recent LA SEND inspection. This has resulted in more effective support for settings with very high numbers of SEND and/or vulnerable children in areas of deprivation that we identified as being vulnerable, despite having a current good Ofsted grade. A 'Team around the setting' review meeting approach for these

settings was implemented this year. This is resulting in more timely referrals and greater setting confidence in providing early support.

- Smooth implementation of 30 hours free entitlement.
- Each year we deliver a project to support provision and practice with settings working with disadvantaged two year olds. The project is targeted to settings with high numbers of funded twos. This year between 29 and 51% of project children had made rapid progress from their starting points in the three core areas of communication and language, physical development and personal, social and emotional development.
- We have seen an increase in take up of our early years progress tracker this year. This is a tool we developed to ensure all settings have a way to track the progress that individuals and groups are making across the different curriculum aspects in the EYFS so that gaps can be identified and closed early. The tracker has been praised as a strength in recent Ofsted reports for settings.
- We have increased the engagement of the early years sector in submitting progress data for children in receipt of additional funding and this is enabling us to start to target our visit support to settings with high numbers of disadvantaged learners that are not reaching their developmental milestones. We now share this data with the children's centre outreach workers/curriculum leads so that they can target relevant families.
- 97% of disadvantaged 2 year olds attend a setting judged to be good or outstanding.

#### **10. Priorities for Raising Achievement and Narrowing the Gap in 2018/19 and Beyond**

- To continue to raise GLD outcomes for all by delivering a third cohort of our 'Maximising GLD Programme' for lower performing schools.
- To deliver a new project: "Eager for Excellence!" for leaders of settings in areas of greatest disadvantage that will provide intensive input on evidence based gap narrowing strategies, good practice in early language and literacy and coaching.
- School EYFS Profile data will continue to be produced at feeder setting level. All settings where data indicates a low GLD for a significant proportion of children at the end of the EYFS will receive an improvement support visit.
- To increase the take up of Early Years Pupil Premium Funding (EYPP) and continue to champion the effective use of the EYPP through training sessions, posters and visits to settings in disadvantaged areas.
- To continue to ensure a high take up of free entitlement funding for our most disadvantaged 2 year-olds in partnership with children's centre partners.

- To continue to promote and embed our Wiltshire Early Years Tracker, to ensure all settings continue to track pupil progress and use the resulting data to narrow gaps early. “Making the Most of your Data” training will continue to run.
- To deliver an early years conference on narrowing the word gap.
- To continue to encourage all settings to submit progress data for children in receipt of additional funding (EYPP or Better2Gether funding) so that support and training can continue to be tightly focussed. Sharing the Wiltshire tracker data with children’s centre curriculum leads three times a year so that children’s centre outreach support can be directed to families of disadvantaged children making slower progress.
- To work closely with Primary Heads’ Forum to raise the status of early years and to develop a group of ambassadors for best school practice.
- To deliver new EYFS Leadership training for schools.
- To continue to ensure the needs of each community area from the data is understood by schools, pre-schools and children’s centres through the sharing of each area’s data at forums which facilitate links between schools and pre-schools.
- To continue to ensure that any setting vulnerable to not providing good quality provision receives targeted support.
- To meet our requirement to support all new registrations through to first inspection, including new provision in schools.
- To continue to broker links with our teaching school The Mead, through the Early Years Lead Development Practitioner (EYLDP) Project, ‘Early Years Connect’. This project runs in partnership with the LA and has developed a group of leading practitioners who can be deployed to support settings with early language work with 2-year olds.
- To continue to support settings to self-sustain good practice through an annual cycle of self-improvement by continuing to provide them with the opportunity to undertake ‘The Bristol Standard Quality Improvement Framework for Birth – Five’. This QA scheme, originally designed by Bristol City Council, is a reflective tool that supports settings to improve on their previous best for the benefit of their children. It is a scheme that Wiltshire LA has had involvement in developing and it draws on best practice research into early years practice. There is a pattern of settings undertaking this scheme achieving or maintaining good and outstanding Ofsted judgements.

## **11. 30 hours Free Entitlement Implementation Update**

We have worked hard to support the Early Years sector to engage with the 30 hours universal entitlement agenda. Many Early Years settings have extended their hours of opening to support parents with the growing demand for more hours. Only one setting closed stating that they were

closing due to the introduction of 30 hours Free Entitlement (FE); another provider opened a new setting in the same premises.

We currently have 452 Childminders (66%) registered to take FE Funding. We are seeing our private sector seeking expansion opportunities and outstanding providers from outside the LA wishing to set up in Wiltshire. We have not received any parental complaints relating to sufficiency. The challenge for Wiltshire is the expanding housing stock, not the introduction of the 30 hours FE.

Parents who are eligible for the extended entitlement are issued with a code by HM Revenue and Customs (HMRC). These codes have to be checked and validated by childcare providers. The average percentage of codes validated for the South West in February 2018 was 95%. The South West exceeds the rest of the country. In Wiltshire we've achieved 98%, having validated 3,443 codes. For Spring 2018 7363 claimed FE and 3298 of these children accessed extended hours beyond the 15 hours FE. For the Summer Term, these figures have risen to 8000 children estimated to be accessing funded hours, of which approximately 3300 children are accessing extended hours.

The LA was successful with 6 bids for capital money from the Department for Education (DfE) in 2016/17 to support the introduction of 30 hours FE. In recent times, we have achieved S106 funding for Early Years provision, plus we had some success with the DfE's Delivery Support Fund which enabled us to provide a further 22 places across the county, targeted to areas of need.

We are aware that across the county we have less full-time places for three and four years olds than numbers of children, however not all families require a full-time place and some children take up a place out of county or further afield from their place of residence. We know which areas need further provision and continually seek opportunities to build capacity, including actively recruiting childminders to support these areas.

Over the coming year a number of new nurseries will be opening. This will help to meet the growing demand for more provision due the growing number of houses in Wiltshire and the Army Basing project. A current area of concern is Malmesbury. We continue to seek for an opportunity for a venue for more nursery provision to be available following the recent closure of a nursery there. We continue to monitor all areas.

We have provided information for both parents and providers on the Wiltshire Council website regarding the 30 hours FE and other funding streams. The sector receive regular updates on the 30 hours FE plus our Free Entitlement Team are confident in answering any queries that providers raise.



## 12. Early Years Safeguarding Considerations:

The annual early years audit was sent by the safeguarding adviser to all settings and 94% submitted a return. A separate audit was sent to 414 childminders and 96% submitted a return. This represents an increased return on last year when 84% of settings and 74% of childminders submitted an audit return.

### **Summary of audit findings for settings:**

The evidence from the audit is that settings and childminders have confidence in the safeguarding arrangements that they have in place. A large number of settings believe that they not only meet but exceed the statutory requirements set out in the Statutory Framework for the Early Years Foundation Stage 2017. 29% of settings indicated that their practice was 'outstanding' overall and 66% assessed it as 'good' overall. The figures for childminders were 18% and 77% respectively.

It is positive to report at least 90% of settings replied 'Yes' to 27 of the 48 questions about safeguarding practice, and at least 90% childminders responded 'Yes' to 16 of the 20 such questions in their audit.

It is reassuring also to report that most Wiltshire EY settings and childminders (at least 97%) stated that they were meeting the following key requirements:

- **Statutory documents** Settings and childminders are familiar with the Statutory Framework for Early Years Foundation Stage (2017) and the Ofsted Inspecting Safeguarding in early years education and skills settings (2016)
- **Paediatric First Aid** Settings ensure that at least one member of staff has had this training within the past 3 years. 100% of childminders reported that they are compliant with this requirement.
- **Allegations management** Settings and childminders ensure their safeguarding and CP policy includes WSCB (Safeguarding Board) procedures for managing allegations against adults
- **Use of mobile technology** Settings and childminders ensure their safeguarding and CP policy includes procedures for the use of mobile technologies.

## 13. Areas for early years safeguarding improvement identified by safeguarding advisers:

Some key areas are requiring further improvement. As was the case in 2015, Childminders reported a lower standard of practice in most areas compared with group settings.

- **Early Help** A significant number of settings and childminders reported that their offer of early help is insufficient.
- **Record keeping** This was identified by childminders as an area for improvement. Professionals' responsibilities and good record keeping practice is covered in training for Designated Safeguarding Leaders and is an area of focus in Ofsted Inspections. It is positive to note that the

evidence from DSL network meetings and visits to settings undertaken by Childcare officers suggests that all settings use the LA templates for recording concerns to support their practice.

- **Staff contribution to policy making and inclusion of the child's voice** 80 settings reported that a commitment to the voice of the child was missing in the Safeguarding and Child Protection policy and almost 100 that staff were not included in policy review.
- **Wider forms of abuse** The need for staff in EY settings and childminders to be more confident to recognise the indicators and assess the risk of FGM, CSE and radicalisation remains.<sup>3</sup>

14. The definition of safeguarding in its wider sense when applied to education, involves work which is focussed around promoting equality of opportunity for all children and narrowing gaps in achievement, particularly for vulnerable learners which in turn serve as protective factors in promoting children's aspirations and expectations for education and beyond into adulthood. Research into the effectiveness of pre-school education has shown that attending a good pre-school has a positive effect on pupil outcomes at age 16<sup>4</sup>.

### **Environmental and Climate Change Considerations**

15. There are no specific environmental or climate change considerations in relation to this report.

### **Public Health Implications**

16. Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

### **Equalities Impact of the Proposal**

17. All groups of learners have the right to have the opportunity to make good progress in learning and achieve high standards. The data suggests that there remains an attainment gap for a number of groups for which achievement is not as high as for other groups. This equalities issue remains a high priority.

### **Risk Assessment and Financial Implications**

18. The current situation is that we are on target to provide appropriate levels of high quality provision. However, it is a continuing role to ensure that this level of provision is achieved and remains of high quality so that children can achieve their full potential. The local authority is required by legislation to withdraw free entitlement funding from any provider judged as inadequate by Ofsted which puts at risk the number of nursery places so

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<sup>3</sup> Wiltshire LA Safeguarding Audit Report

<sup>4</sup> [The Effective Pre-School, Primary and Secondary Education Report](#) (EPPSE)

we must continue to provide nurseries with support and challenge to prevent this from happening and to act swiftly if it does. Furthermore, the government requires that children in receipt of the additional funding for disadvantaged two year olds will only attend a setting judged by Ofsted to be good or outstanding. Therefore if a setting is judged to be requiring improvement it can no longer take disadvantaged two year olds, which can cause sufficiency issues for our most vulnerable learners.

## **19. Legal Implications**

The LA meets all statutory duties outlined in the local provider agreement and in the Department for Education's statutory guidance for LAs on their early education and childcare duties.

## **20. Conclusions**

The GLD has risen slightly above national. Ofsted gradings for settings and childminders continue to be comparable to national. In 2018/19 a priority will be to raise the amount of good and better provision in schools and to support schools developing early years provision. The attainment of disadvantaged learners (pupils eligible for free school meals) continues to be a high priority since these children are still below national averages at the end of the EYFS. New developments in this area for 2018/19 will include a new "Eager for Excellence!" project working in partnership with setting managers in areas of deprivation, increasing take up of Early Years Pupil Premium (EYPP) and an early years conference on narrowing the word gap. There has been a smooth implementation of the 30 hours free entitlement so future work will focus on maintaining quality. The government is currently undertaking a review of the early learning goals in the EYFS and the Early Years Foundation Stage Profile. A DfE pilot of a potential new baseline assessment for reception is also being undertaken. Curriculum changes are expected so a key focus of our work will be to train teachers and setting practitioners to deliver the new curriculum and assessment arrangements.

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