

Wiltshire Early Years Childcare and Sufficiency Strategy 2025-2028

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Executive Summary

Paragraphs summarising, to be completed at end.

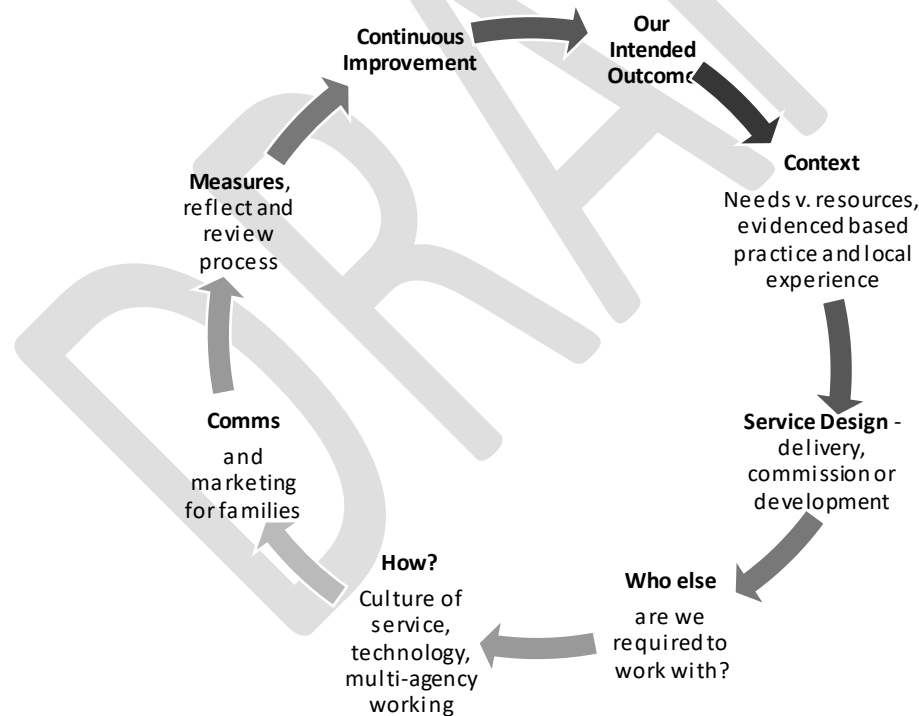
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At the 2023 'Shaping Us' National Symposium the Princess of Wales highlighted the 'vital' role that social and emotional skills play in shaping children's future wellbeing. A key member of the Business Taskforce for Early Childhood, which the Princess launched in March 2023, Sara Rajeswaran, chief of staff at Aviva, told attendees that business has 'a vested interest in spearheading and supporting this movement' and that 'if children can't reach their full potential, nor can our businesses or the wider economy'. She added, 'In the New Year, the taskforce will be calling on more businesses across the UK to act on early childhood and social and emotional development.'

1. Introduction and Opportunities

Our vision for under 5s in Wiltshire is to consolidate and build on the commitment, passion and existing great work happening across Wiltshire in the early years space (pre-conception to 5 years), by also engaging with services supporting parents and carers more widely.

Services which support the early years focus on early intervention and prevention, and this is evidentially known to reduce needs and inequalities as our children grow and develop into adults. The early years has emerged in recent years as the priority area of intervention for Health and Social Care resources. This age group of our youngest citizens and their families is the one in which we have the greatest chance



of improving outcomes for individuals and reducing the burden of provision effectively for the future. Strategic provision of services and self-help in the early years is where the greatest possible impact in all areas of need may be most successfully achieved. This is a cyclical process as shown in the following diagram.

2. Methodology

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We will focus on clear outcomes for families and setting out how we will achieve this.

3. National context and legal framework

A Family Centred Approach

- Children and families will be held central in the planning and delivery of services
- Universal public health services will be co-ordinated with early years education
- We will seek to identify, engage and empower children and families who may typically be disadvantaged.

Telling the story once

- Working must be planned to actively ensure families receive seamless pathways of services
- Service culture will promote place based approaches such as the Family Hubs model drawing together Early Years provision across Social Care, Education, Social Care, Public Health and Clinical Health with the family and child at the centre.
- We will encourage self-help and peer support, as well as balance the need for safeguarding. This will include support for economic independence.

Action planning and measurable outcomes

- Delivery planning will link Early Years activities to council strategic priorities
- Staff will understand how their roles link to the wider agenda and legal duties.
- There will be consistency of delivery in communities as close to families as possible
- Performance management frameworks setting measurable outcomes will take account of risks which might impact on the progress

All local authorities face a time of great challenge with overall resources being reduced year on year. The focus of children’s services in recent years have concentrated on safeguarding, early years and schools. Typically, these agendas, along with working towards efficiencies, tend to form local social care priorities.

Childcare legislation	SEND Legislation	Health Visiting legislation	WHO and UNICEF Strategy	Family Hubs Guidance
<ul style="list-style-type: none"> • Early Years Outcomes Duties • Joint working agencies to reduce inequalities • Includes support to encourage working families • Sufficiency Duties <ul style="list-style-type: none"> • Statutory requirement to secure sufficient childcare places • Information Duties <ul style="list-style-type: none"> • For providers and families 	<ul style="list-style-type: none"> • Joint working • Early Years Provider duties • Developmental outcomes for children • Advice, information and support • Engagement and Consultation with families 	<ul style="list-style-type: none"> • 7 key touchpoints with families from pregnancy to age 5 • Health development Reviews at 2.5 years are integrated with Early Years Education development reviews • Health Visitors make the only universal contact with 0-5s to identify needs and refer children and families to other agencies 	<ul style="list-style-type: none"> • Baby Friendly Initiative (BFI) to improve breastfeeding rates (as a key determinant of lifelong health) • Best start in life first 1001 days government initiative. Pregnancy to age of two as critical for lifelong reductions in health and social care need 	<ul style="list-style-type: none"> • Place based hubs offering early help support • Opportunity for universal community engagement with health and care services • Available to families with children aged 0-18 (25 with SEND).

4. Local Context

The Wiltshire Council Early Years Strategy brings all of our early years services and strategic processes together to provide a high-quality offer from pregnancy to five years.

Wiltshire Council's Business Plan and the local Health and Wellbeing Strategy each set out four complementary strategic objectives.

Wiltshire has a wide range of strategic undertakings in place to support children and families in the early years. This includes our over-arching strategies across the Council and NHS; and covers all of the service area strategies to support the early years locally.



Services include:

- Family hubs
- Early Years Settings (such as nurseries)
- Childcare support and help to work
- Health Visiting for all families
- Community Health Services for particular identified needs such as SEND

Public Health

There are a range of early years health and wellbeing related work areas/ projects happening in Wiltshire to support the needs of children and families from pregnancy to 5 years, such as the Healthy Movers Programme, and a FACT Programme priority project focussed on Speech,

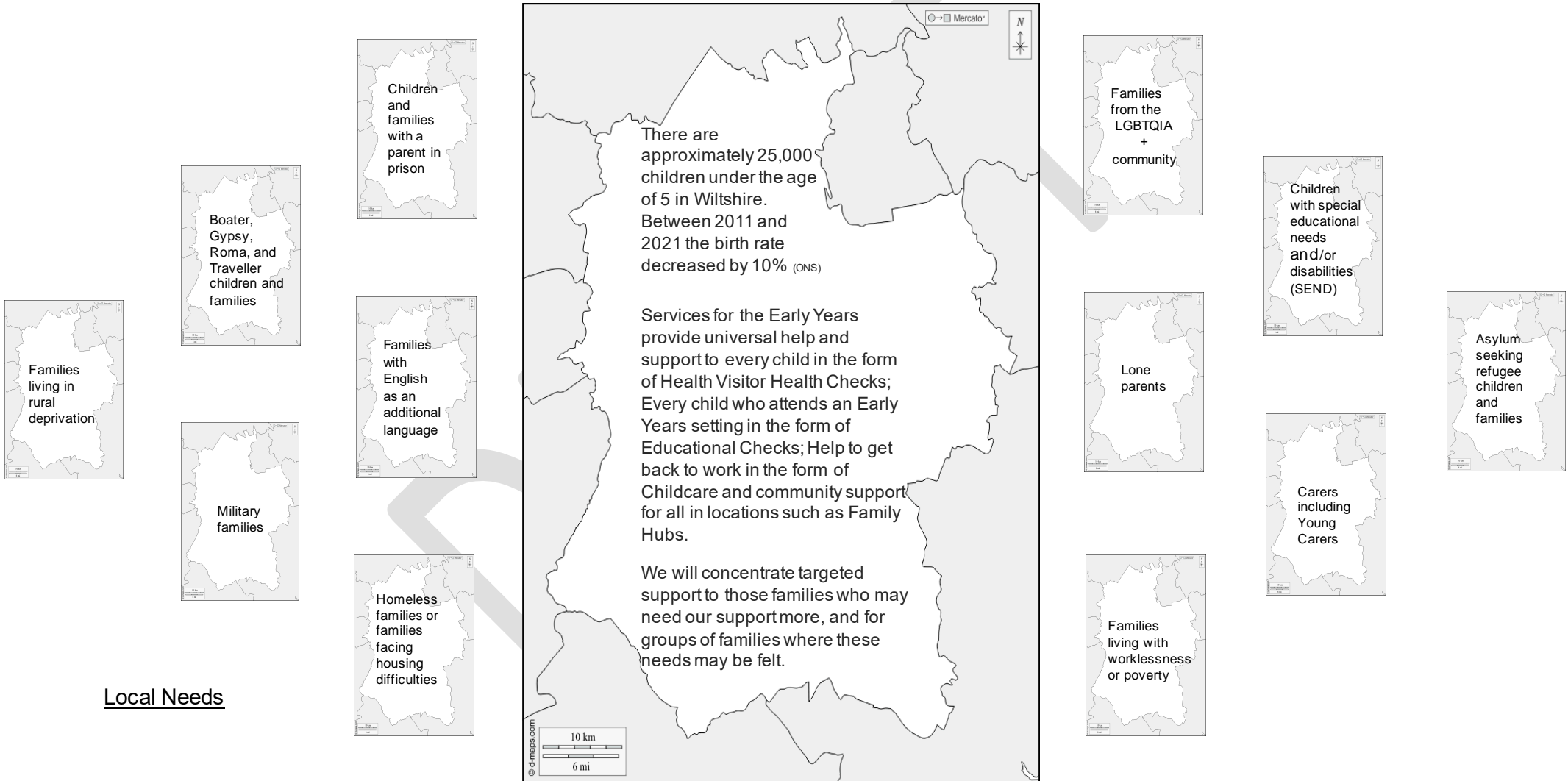
Language, and Communication. Relationships between early year's partners across the system involved in this work (from health, local authority and the voluntary sector) are well established and there are effective mechanisms in place to ensure early years childcare providers are actively engaged in work areas where appropriate.

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5. Our Starting Point, Supply and Demand

Demographics

The Early Years population has reduced slightly in recent years and is spread across a wide geography of rural towns, villages and countryside and a few larger towns.



Our start in life, and our circumstances influence our whole life course. It is important that we deliver services universally, but with a focus towards supporting those most in need.

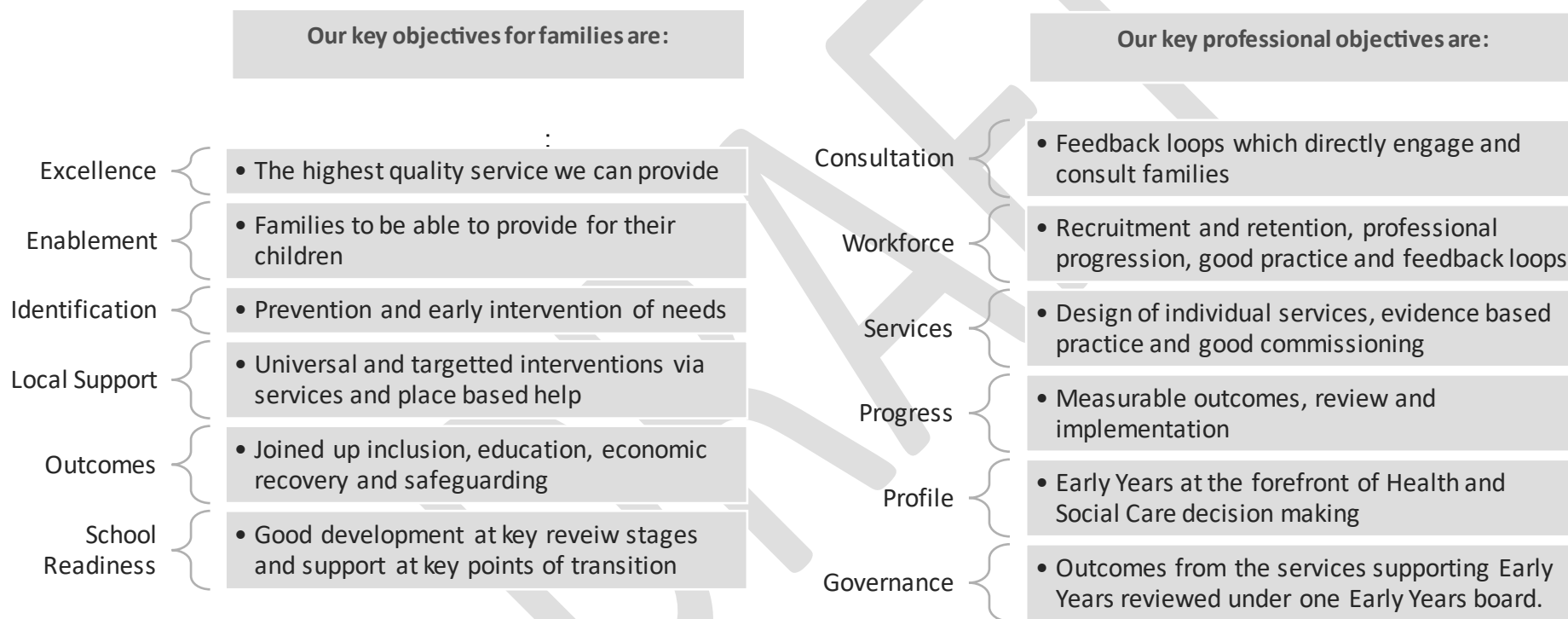
Across Health, Education and Social Care, a key aim of Early Years work is to ensure that by the age of 5 children will have educationally and physically developed sufficiently to achieve their best possible outcomes when they start school. This is described in Education as a Good Level of Development (GLD), and in Public Health as School Readiness.

This must be supported by sufficient childcare and employment opportunities, to enable parents wherever possible to return to work when their child is old enough, so that children can benefit from the educational and developmental support offered in Early Years settings, and so that families can live in the most economically advantageous position, which in turn drives improved health and social outcomes. From April 2024, eligible working parents of 2-year-olds became able to access 15 hours funded childcare. From September 2024, this was extended to 15 hours funded childcare for eligible working parents of children from the age of 9 months to 3-year-olds. This will be extended again so that from September 2025, 30 hours of funded childcare will be available for eligible working parents from the term after their child turns 9 months.

Social Care support is available for those most in need. Resources and targeted support can be most effective when needs are identified in the first months of life.

6. What are we collectively trying to achieve?

A Local Government Association Early Years Peer Review of Wiltshire Early Years Services noted in 2023: 'There is a strong commitment to partnership working, as a necessity in supporting the challenges locally, such as rurality and thinly spread resources. Rurality can make planning for the sufficiency of childcare difficult and, in particular, full day-care to support working families.'



Local services supporting the early years include midwifery, health visitors, family hubs, SEND inclusion, Portage, Family Nurse Partnership, Early Help teams, Early Years staff, social care, virtual school, voluntary agencies. In 2024 there were 241 early years settings and 190 childminders (Census March 2024).

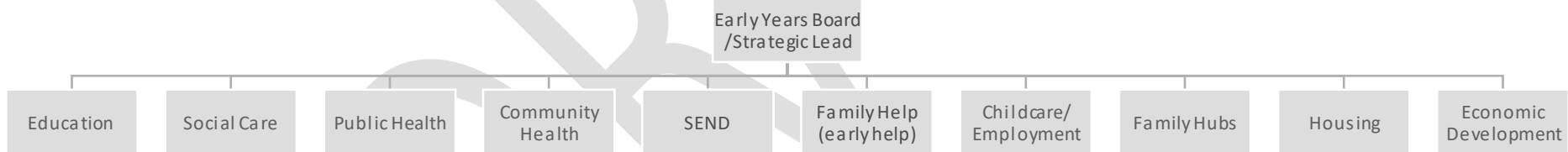
7. Performance Management

The co-ordination of local delivery will aim to ensure that each service with an Early Years agenda, compliments and contributes to each other. For example, social workers, health visitors and early years staff each have a role to play in both safeguarding and the take up of early years services.

The Local Area will work to an Early Years Action Plan included at the end of this strategy.

Governance

This strategy sets out oversight of Early Years undertakings. Other departments and services will feed into the Early Years Strategic Board and to contribute to the Early Years Action Plan, as follows.



The Early Years Strategy and Action Plan itself will report via the Early Years Board to the Performance Outcomes Board/ Children’s Select Committee. It will also inform and receive information from other boards such as the SEND Board and Health and Wellbeing Board, as needed.

8. Risks, Themes, Ideas and Recommendations

We will prioritise the following strategic outcomes and themes for the Early Years, supported by a clear action plan and performance management to oversee progress.

Areas of focus

We will concentrate our local efforts to support children and families in the early years on the following priorities: The background and reasons are set out in more detail in our action plan

1. A Good Level of Development and School Readiness
 - a. A particular focus on Speech and Language
2. Family hubs
3. Sufficient Childcare
4. Transitions
5. Physical and Mental Wellbeing
6. Integrated Early Childhood Services and workforce development
7. Information and advice for key stakeholders in Early Years Services
8. Supporting SEND in the Early Years
9. Rural Wiltshire

- [More information](#)

9. Action Plan

1. Good Level of Development and School Readiness				
Ensuring children are physically, emotionally and educationally as ready as possible to begin school by the age of 5				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
<p>Integrated checks at 2.5- 3 years draw together Health Visiting development checks and Early Years Foundation Stage educational development checks</p> <p>66.9% Wiltshire children are reaching GLD in 2021/22. Top 25% Performing LAs in England Achieve 67.5- 74.4%</p>	<p>We will use new touchpoints at different ages in Health Visiting and use our Family Hubs to reach and support children throughout the 0-5 Early Years</p> <p>We will refer children with needs identified to appropriate services</p>	<p>Strategic outcomes from integrated reviews to be reported to EY board, any issues arising. Specifics to be added</p>	<p>Public Health Commission Universal (whole population) Health Visiting Services HCRG are Provider of HV services</p> <p>Early Years Team oversee Early Years Settings This includes children who attend EY settings (ie. not whole population) Independent Private EY settings</p>	<p>HVs in turn undertake ASQ Health Development checks at 2.5 years</p> <p>Early Years settings undertake Educational development checks before age 3. This takes place in our schools sector and Private Voluntary Independent (PVI)</p> <p>The integrated check brings outcomes from these checks together</p> <p>The integrated pathway diagram is set out in Appendix 3</p>
<p>Speech and Language Services</p>	<p>Ongoing commissioning and contract monitoring of SALT services.</p> <p>Family help early intervention objectives. Headline outcomes to be reported to the EY Board</p>	<p>Speech and Language development has been delayed in the under fives due to reduced socialisation during the pandemic. We will work to meet this need locally, making and monitoring levels of referrals to SALT; ensuring there is sufficient provision of SALT services; contract monitoring SALT services for quality.</p>	<p>SALT is Jointly commissioned via Section 75 agreement by the Local Authority and ICB, and delivered by HCRG. The contract and outcomes are monitored by the ICB</p>	<p>Early language development impacts on all aspects of a child's non-physical development, including their ability to manage their emotions and communicate feelings, to establish and maintain relationships, to think symbolically and to learn to read and write. This then impacts on lifelong outcomes. The aim is to ensure children's language development enables them to thrive in their learning, to maximise their personal and social life chances and to enhance opportunities for social mobility.</p>
2. Provision of Family Hubs				
The sufficient provision of, and agencies and departments working together to integrate services within, family hubs to meet the needs of parents, prospective parents and children.				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
<p>Meeting the government plans for family hubs, including Best Start for Life</p>	<p>We will deliver partnership, placed based support for the community, all in one place. Three main hubs, 21 spokes</p>	<p>Place based Early help, health visiting, self help options, parenting, and referral to services such as housing, SEND, smoking cessation etc if needed.</p> <p>Giving out information</p> <p>Making referrals.</p>	<p>Family hub service, Commissioning Team</p>	<p>Family hubs directed by Gov't guidance Family Hubs and Start for Life programme - GOV.UK (www.gov.uk)</p> <p>Builds on Best Start in Life, The First 1001 Days.</p> <p>Wiltshire is not one of 75 national pilot sites, but will follow the model as this will be implemented across England.</p>

3. Sufficient childcare and employment support for working parents

Ensuring that there are sufficient childcare places for working parents and those parents who wish to access education or training as a way into work. Meeting our duty to facilitate and work together with partners to ensure children, parents and families universally have access to services from partners including Early Years provision, Social services, Health, Employment and training, Information and assistance

Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
Meeting the Local Authority Sufficiency Duty	<p>Childcare and employment underpin a family's ability to be economically independent and benefit from all of health and social care advantages which comes from this. We will take a holistic whole-family approach, securing sufficient high-quality childcare and early years provision, working with providers from all sectors.</p> <p>Oversee task group to undertake sufficiency report identify needs and report to Early Years Board. Geography of sufficiency need: Amesbury; Melksham; RWB & Cricklade: Bradford on Avon; South-West Wiltshire – Mere/Tisbury/Wilton; Tidworth; Westbury Promote options available to fund childcare to parents through social media and other communication channels. Continue to monitor and review setting fees and charging policies through assurance checks and self assessments Reissue the childcare survey annually and hold interviews with parents to understand the reasons for childcare issues. Widen the scope of the survey and open it for longer to encourage a larger response.</p>	<p>Monitoring the number of childcare places on the Early Years Register (Ofsted) and any changes Monitoring the number of non-Early Years registered childminders and changes in last 12 months (Ofsted) Increasing the number of childcare settings with a good or outstanding Ofsted rating</p> <p>Increasing the percentage of eligible disadvantaged 2-year-olds accessing early education entitlement</p> <p>Increasing the percentage of 3- and 4-year-olds accessing early education</p> <p>Take-up of all Early Years Entitlements to be increased including new entitlements for working parents of children aged over nine months old.</p> <p>Sufficient high-quality, accessible and inclusive childcare and early education places are to be secured.</p> <p>Number of pupils in schools and early years settings</p>	Commissioning, Education, Family Help	<p>Latest data shows that there are 249 early years settings and 311 childminders in Wiltshire. Based on the number of families eligible for disadvantaged two year old funding, as identified by the Department for Work and Pensions, Wiltshire's take-up of this offer is relatively high compared to other local authorities. The take-up of 3 and 4 year old funding has remained static over a number of years at 99%.</p> <p>BBC reports 2/11/23 that 'The recruitment and retention crisis in the childcare sector is affecting the number of places available in Wiltshire' Need exists, but report doesn't take into account similar national and regional comparators.</p>

4. Transitions

Ensuring that our pathways into, out of and across different services promote good life skills and the ability to manage change.

Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
Achieving a Good Level of Development (GLD and School Readiness Children with SEND are supported	We will support the transition into reception year at primary school.	<p>Reducing placement movement (setting/school/service) Reducing exclusions/reduced timetables Reducing complaints Parent surveys</p>	Education, Social Care	<p>This is a universal need affecting children who attend early years settings and those who don't. A hard to reach group will be those children not in an early years setting, how to reach them, and how to prepare them for this transition.</p> <p>In Wilts there are 202 state-funded Primary schools, 15 private primary schools. (Also, 4 state-funded Special schools, 19 Independent schools and 5 Independent Special schools</p>

5. Improving the well-being of young children. Reducing inequalities between young children in the area.:				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
<p>Well-being includes</p> <ol style="list-style-type: none"> 1. Physical, mental and emotional health. 2. Protection from harm and neglect. 3. Education, training and recreation. 4. Social and economic well-being 	<p>Our objective will be to improve the well-being of young children through good quality services that are well understood, easy to access and support families' needs;</p> <p>We will do this by securing integrated early childhood services with seamless transition from universal, to preventative, to targeted services, meeting needs in the most efficient and cost-effective way;</p>	<p>Increasing the number of children at integrated 2.5 year review</p> <p>Ensuring data share between Ed and HV</p> <p>Measuring school readiness – children achieving a good level of development at the end of reception year (DfE)</p> <p>Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest of the cohort (DfE)</p> <p>Breastfeeding rates</p> <p>Immunizations of Children in Care below average to be targeted and improved</p> <p>Infant mortality rate higher than expected for regional affluence</p> <p>Mental well-being of children and parents</p> <p>Reducing the inequality in life expectancy at birth (PHE)</p> <p>Reducing the number of children in absolute low - income families (PHE)</p>	Public Health, Commissioning	<p>There will be an increased understanding of the impact of adverse childhood experiences and how to help mitigate any impact.</p> <p>Safeguarding, Public Health, Social Care, Education</p>
6. Integrated early childhood services and workforce development Enabling, supporting and building the workforce contributing to the Early years to work in a joined up way and to continuously improve				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
<p>Recruitment, retention, training, joining up and celebrating our Early Years staff and teams.</p> <p>Including teams and colleagues whose role overlaps with Early Years undertakings.</p>	<p>There are to be agreed key performance indicators, reporting mechanism and scrutiny of early years services.</p> <p>Our Early Years Board is to be established, in order to service delivery, and oversee and monitor progress against our action plan.</p> <p>The early years offer will enable joined up services for families, the effective use of resources and avoidance of duplication.</p> <p>Continue working with South West Local Authorities to increase the recruitment and retention of staff in early settings across the county</p> <p>Monitor and develop additional wraparound provision across the county for early years and school age children by working with schools and settings to manage gaps.</p> <p>Monitor and develop more childminding across the county by increasing advertising and working with JobCentrePlus.</p>	<p>Careers Fairs and schools</p> <p>Prospective staff in training</p> <p>Targeted project work</p> <p>Staff surveys</p> <p>CDP opportunities</p> <p>Referrals into SC, identification of need, eg. SEND.</p> <p>Early Help needs assessment. 30% of children will require involvement- aim to reduce needs for support from Social Worker.</p> <p>Outcomes at the end of early years foundation stage continue to be good</p> <p>The percentage of Ofsted good or above judgements for early years and childcare settings remains high.</p> <p>Recruitment and retention of the workforce is prioritised, with clear career progression and continuous professional development opportunities.</p> <p>Support children looked after</p>	Commissioning, Education, Transformation	<p>Recruitment in common with all areas of care remains a challenge. There is a genuine commitment to supporting children and families in the best way possible, whilst meeting change positively. There is overall a very experienced aging workforce and succession planning needs to be built in</p>

7. Information and advice for key stakeholders in Early Years Services				
Offering information, advice or training those who intend to provide childcare in their area and who are registered; and Information, advice and assistance to parents or prospective parents				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
Meeting our duties to make information accessible to parents and service providers, particularly around childcare and SEND.	We will provide information, advice and assistance that is clear, easy to find and easy to understand. Must establish and maintain a service providing information	Performance management indicators to be agreed in their totality, 'dashboard' indicators will be summarized and available here (e.g., annual mystery shop? Parent feedback loop?)	Commissioning team, Comms team	Family hubs and library staff to make information available to all. Action for Early Years Board to develop
8. Supporting SEND in the Early Years				
We will be inclusive in everything we do.				
Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
Meeting our duties under the Children and Families Act and SEND Code of Practice; particularly to engage, consult and co-produce and to maintain an Early Years presence on the Local Offer.	Children are supported with an inclusive and accessible service that meets their needs and their families' needs. Support and information, for parents and professionals, both digital and actual offer, is accessible and reflects the needs of Wiltshire's population. Parents, carers and children are included in the design of service delivery.	Increasing the percentage of Education, Health and Care Assessments completed in the 20 Week Statutory timescale Early intervention to try to negate the need for EHCPs later Improving the performance of Children with SEND support outcomes in EYFSP Specifically; measuring sufficiency for children with SEND, as a distinct part of the sufficiency assessment, e.g., through identifying take up in this group compared with the overall population, provider surveys and consultation, family engagement and feedback from partners. Early Years Inclusion Data Dashboard (ISF hours etc, needs, EHCP rates, Top referrers of settings, caseload data, POG and SEND SEF Dingley's Promise training to be undertaken by the majority of early years practitioners.	SEND team, Local Offer lead, Commissioning, Education, Social Care, Community Health	

9. Transport/ Rural Wiltshire

We will take account of local geographical and socio-economic hurdles to services and support, identify needs where possible, and do our best to ensure access to services for all

Item	Moving forwards	Areas of Focus	Accountable to Early Years Board	Notes
<p>Monitor needs and outcomes arising from Wiltshire's Geography.</p> <p>Champion support where needed. Escalate issues where identified.</p>	<p>Geography and rurality is a key feature of Wiltshire as a county. Transport and the ability of some families to physically engage with services is a challenge. Families who may qualify for home to school transport do not qualify for such support until children are of Primary School age because this the age at which school becomes compulsory.</p>	<p>Continue to make steps towards making services available to all where practical, such as securing space at County Hall in Trowbridge for a Family Hub as the most accessible location for the most people in the West of the County. Similar hubs are in place and being developed across Wiltshire.</p> <p>The issue of geography is recognised and we will continue to monitor and develop needs and strategic approaches to making services available for the greatest number of people and those with the greatest needs.</p> <p>Access to employment, benefits, socio-economic drivers of EY support</p> <p>Early Years entitlement- funded childcare increased</p> <p>Family and community learning-</p> <p>Business and Higher development needs-. Job centre plus.</p> <p>Referral in and out of family hubs</p>	<p>Public Health, Commissioning</p>	<p>Transport not funded and is not an option for this age group.</p>

Appendix 1: Early years Outcomes Framework

Domains					
Safeguarding	Nurture	Resilience	Health	Development	Determinants
Objective	Objective	Objective	Objective	Objective	Objective
Children are and feel safe	Children are cared for supported and valued	Children are resilient, capable and coping	Children Are Healthy	Children Learn and develop	Children are not disadvantaged by poverty
Aims	Aims	Aims	Aims	Aims	Aims
Achieve Education and Health developmental milestones between 2–3 years of age in integrated reviews					
Achieve at least 95% uptake in all scheduled childhood immunisation					
Improve the overall attainment levels of all children in Wiltshire					
All women experience safe and positive pregnancies and childbirth that result in the birth of more healthy babies					
Narrow the attainment gap at the end of Foundation Phase between those eligible for free school meals and those not eligible by 10%					
Services are accessible and available which meet parents'/carers', families' and children's needs					
Increase the proportion of children achieving school readiness/ GLD aged 5					
Continue to improve opportunities for families to receive childcare and seek employment					
Continue to improve opportunities for all children to attend Early Years Settings					
Safeguarding	Nurture	Resilience	Health	Development	Determinants
Indicators	Indicators	Indicators	Indicators	Indicators	Indicators
Population level					
Number of infant (first year of life) deaths	Rate of Children in Need (0–5)	Percentage of 5 year olds that achieve a Good Level of Development	Percentage of singleton live births with low birth weight <2.5kg	Developmental progress of children between ages 2-3 in ASQ/ Integrated check	Percentage of 0–5 year olds living in households in receipt of income-related benefits, or tax credits with income less than 60% of the national median
Percentage of 0–5 year residents presenting at A&E departments having had accidental injuries in the home	Rate of Children in Need on the Child Protection Register (0–5)	Percentage of disadvantaged (lowest 40% income) of families taking up 2 year entitlements	Percentage of 5 year olds up to date with routine immunisations	Percentage of 5 year olds that achieve Literacy and Communication Skills	Percentage of children eligible for free school meals (FSM) achieving School Readiness compared to children not eligible for free school meals
Percentage of homeless households which include dependent children			Percentage of YR/ 5 year olds who are a healthy weight	Percentage of 5 year olds that achieve Mathematical Development	
Number of child deaths (1–5 year olds)			Percentage of children with good Dental health at age 5	Attendance rates for Years 1 and 2	
Performance/ Service Quality Measures					
Percentage of all local housing authorities and housing associations that meet Standards	Percentage of eligible parents of 2 year olds accessing Early Years Entitlement a) 2 year olds b) 3-4 year olds	Percentage of mothers breastfeeding at 10 days and up to 6 months	Percentage of mothers smoking during pregnancy	Percentage of children reaching or exceeding their developmental milestones at 2 and 3 years	Percentage of children living in areas who are fully immunised by age 5
	Percentage of parents taking up universal entitlement offer				Percentage of children benefitting from Family hubs
	Percentage of Early Years settings that are awarded good or outstanding by Ofsted				

Appendix 2: Road Map of Early Years Services by age of the child

	Early Pregnancy	Late Pregnancy	Birth - Age 1	Age 1-2	Age 2-3	Age 3-4	Age 4-5
	Friends and Family						
	Voluntary and Community						
Universal Services	Family Hubs						
	Midwifery						
	Health Visiting						
							School
	Childcare Services						
	Information, Advice, Guidance						
	Libraries / Leisure						
Targeted Services available to certain groups				9m -3yrs childcare (from Sept 2024)	2 Year Old entitlement	Early Years entitlement	
	Family Nurse Partnership						
	SEND Services						
Targeted Services available in response to needs	Speech and Language Therapy (SALT)						
	Early Help						
	Children's Social Care						
	Improving Access to Psychological Therapies (IAPT)						
	Specific issues Response, eg debt support, domestic abuse help, drug and alcohol, smoking cessation, sexual health services						

Appendix 3: Wiltshire Learning Alliance Charter



Wiltshire Learning Alliance
Together for All

Working together for the best possible life chances for every child, young person and their family

Our Charter

Being outward facing and forward thinking

We commit to:

- Learning collaboratively from the wider community for the benefit of all our children and young people
- Being future thinking, taking from the best and exploring possibilities for a better future for all
- Encouraging the Alliance Board to act as the strategic forum for schools whilst looking beyond Wiltshire to what's happening nationally and internationally
- Sharing and deploying skills, knowledge and resources to benefit all
- Being brave, doing what is right, moving from competitive culture to a collaborative learning community
- Sharing an ethos of care, respect, openness and trust
- Seeking excellence through a self-sustaining model of continuous improvement

Learning from each other, seeking and sharing best practice

We commit to:

- Celebrating what is working well, learning from each other, maintaining a regional but connected approach to the sharing of practice
- Expanding collaboration beyond traditional clusters
- Participating with generosity and professionalism in school-based research programmes for the benefit of all
- Overcoming barriers to encourage positive collaboration across schools
- Working together from early years through to further and higher education
- Sharing our ethos and moral purpose of collaboration to improve outcomes for all the children and young people in Wiltshire
- Encouraging all professionals to develop open and trusting relationships across our schooling system, working without judgement to provide equitable provision for all

Being collectively accountable for improving the life chances of all our children and young people

We commit to:

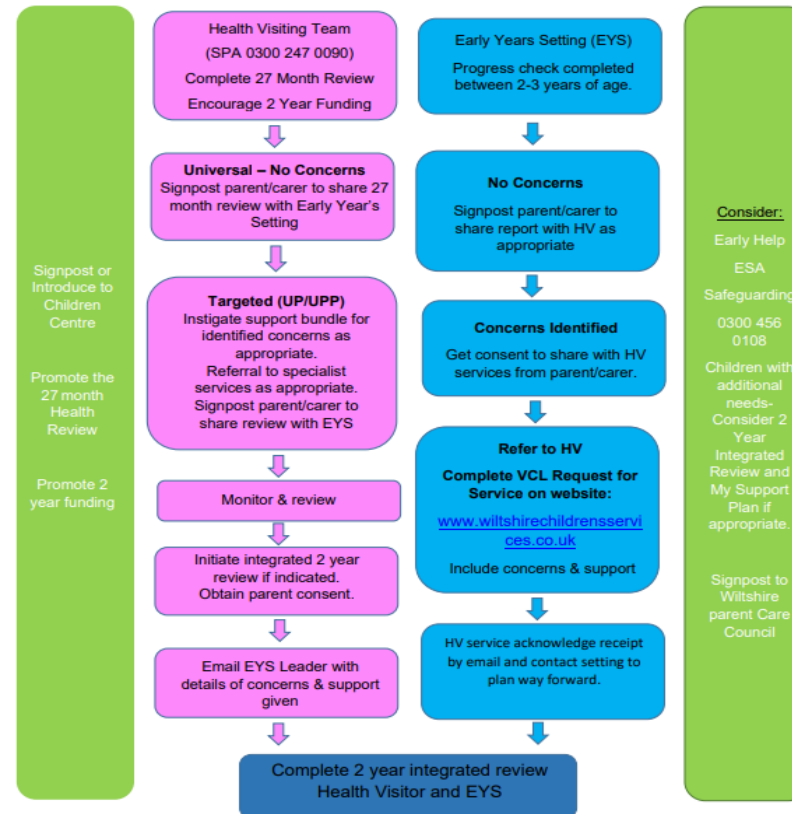
- Being brave, open and receptive to new solutions and ways of working
- Having collective responsibility for every Wiltshire child and young person, always putting them at the heart of our school-led improvement model
- Working together to ensure that no child or school is left behind
- Seeking excellence through equity of opportunity and resource management
- Building a culture of belonging in our schools, pride in our communities and ambition for their future in our young people
- Providing a curriculum which prepares learners for an ever-changing world.

Appendix 4: Integrated 2.5 year review pathway



Integrated 2 Year Pathway

Working together to achieve the best outcomes for the child.

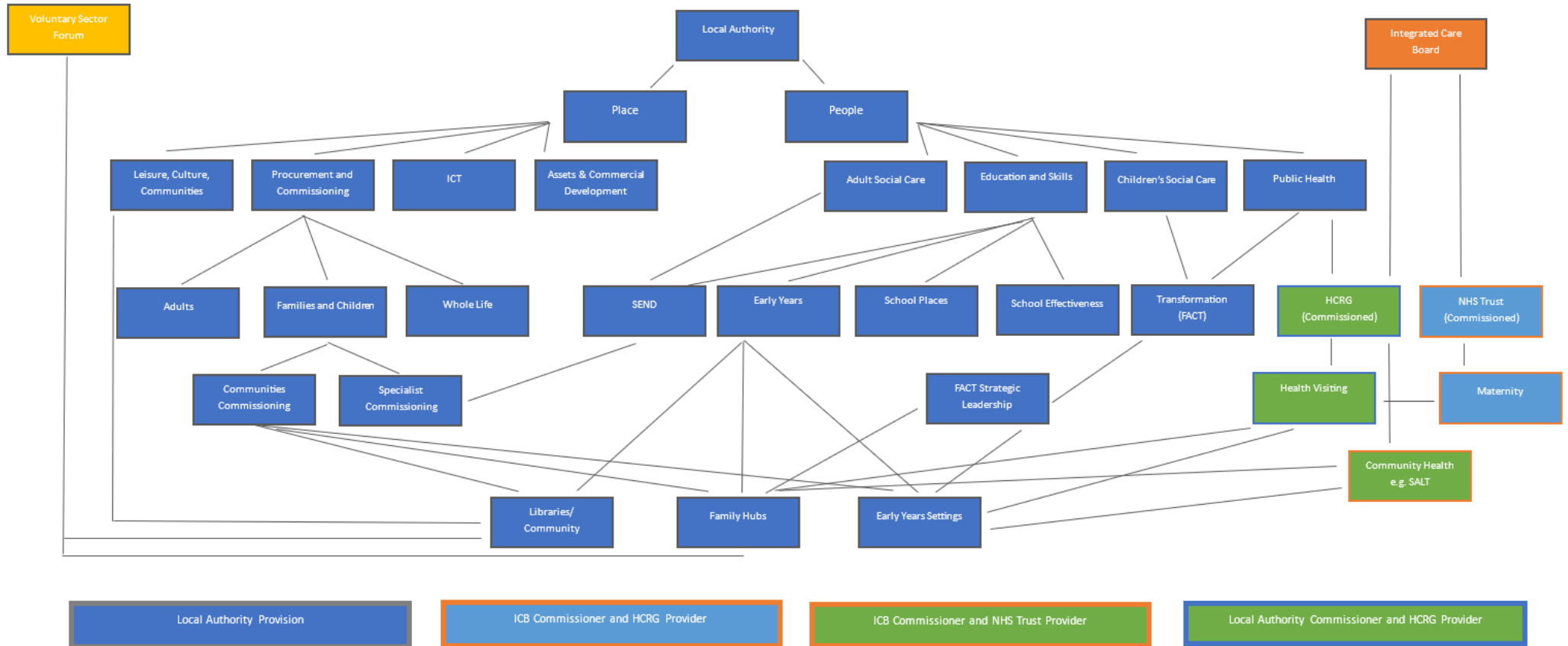


Appendix 5: Further Wiltshire Documents and Processes.

Wiltshire Early Years Strategic Drivers	Wiltshire Early Years Operational Provision
<p>Joint Strategic Needs Assessment</p> <ul style="list-style-type: none"> • 26,000 children aged 0-5 in 2022, 5,000 less than in 2018. • A relatively affluent, rural, large county with several urban areas and 8 key areas of deprivation 	<p>Family Hubs</p> <ul style="list-style-type: none"> • Place based multi agency service delivery hub for 0-5s • Based on government initiative starting with 75 more deprived LAs., Best Start for Life (BSL) • National direction of travel to open to all school age children
<p>The Recovery JSNA- Children and Young People's Plan 2021</p> <ul style="list-style-type: none"> • Children have been affected by COVID lockdown, developmental effects eg. speech remaining later • Speech and Language as an example has been delayed for babies developing during lockdown • Good Level of Development (GLD) reflects deprivation and need in Wiltshire 	<p>Family Help Strategy</p> <ul style="list-style-type: none"> • Early intervention (early help) • Multi-agency approach • Right help at right time • Co-ordination of early intervention and prevention • Integrating existing assets under one brand
<p>Health and Wellbeing Strategy</p> <ul style="list-style-type: none"> • Ensure that children and young people are healthy and ready for learning and education • Improve skills, good work and employment • Strengthen compassionate and healthy communities • Creating health promoting places 	<p>School Places Strategy</p> <ul style="list-style-type: none"> • Need to work with the early years commissioning team • Identify whether any pre-schools could move into surplus school accommodation. • Particularly those pre-schools who are already on school sites in old mobiles.
<p>ICB Integrated Care Strategy</p> <ul style="list-style-type: none"> • Prevention and Early Intervention • Good experiences of pregnancy and childbirth; healthy babies and confident parenting • Healthy environments to grow up in • availability of Mental Health support • safety and support for the most vulnerable, including those in care • children ready to start education • health and care services working together 	<p>Home to School Transport</p> <ul style="list-style-type: none"> • Children in the early years do not qualify for Local Authority transport based on need (School age 5+ only) • Makes it difficult to access any early years provision for families who do not have easy access to transport. • Ongoing need to assess and address Wiltshire's particular rural local needs relating to geography
<p>Childcare Sufficiency Report</p> <ul style="list-style-type: none"> • Develop additional wraparound provision across the county for early years • More childminding across the county by increasing advertising and working with Job Centre Plus • increase the recruitment and retention of staff in early settings across the county working with LAs in the South West • Promote options available to fund childcare to parents through social media and other communication channels • Monitor and review setting fees and charging policies through assurance checks and self assessments 	<p>Early Years Service.</p> <ul style="list-style-type: none"> • Supports schools and Early Years settings, often called nurseries, preschools, and childminders • Team of specialist early years advisers passionate about raising outcomes for children to ensure they get the best start in life • Includes Early Years Advisory Teachers, Quality Assurance Officers, Early Years Inclusion Advisors Assistant Commissioners • Working closely with schools, early years settings, childminders and family hubs to offer support and advice and improve outcome • Offer support and advice and improve outcomes
<p>SEND and Alternative Provision Strategy 2024 2029</p> <ul style="list-style-type: none"> • SEND is our largest needs group amongst the 0-15 Early Years, ASD largest SEND needs group • Developing holistic plans with Children and Young People • Inclusion and removing exclusion in Education • Inclusion and well-being in the community • Improving the range and quality of provision • Achievement and progress • Well planned transitions 	<p>Early Years Integrated 2-3 year review</p> <ul style="list-style-type: none"> • Brings together both the statutory health and educational reviews • Universal Offer 27-month ASQ-3 and ASQSE review (Health Visiting Team) • Early Years Progress Check at age 2 (Early Years Settings)
<p>Wiltshire Council's Business Plan 2022-2032</p> <ul style="list-style-type: none"> • Prevention and early intervention • Improving social mobility and tackling inequalities • Understanding communities • Working together 	<p>Community Health provision</p> <ul style="list-style-type: none"> • For identified/ diagnosed needs • Speech and Language Therapy - a priority local need • Occupational Therapy • Primary Care: GPs, Maternity Services • Health Visiting

Appendix 6: Current map of services relating to Early Years

Wiltshire Early Years Structure



Source: Developed from consultation for LGA review of Early Years service

Appendix 7: Further Legislation and Government Guidance

Childcare legislation

The Childcare Act (was the first act to be exclusively concerned with early years, childcare and early childhood services. This need is supported in Wiltshire by our Childcare Sufficiency Strategy.

The Childcare Act (2006, updated 2016) enables a framework for delivery under three key areas:

- Early years outcomes duties require the provision of early years services and joint working between agencies to reduce inequalities, improve outcomes and narrow the gap
- Sufficiency duties require local authorities to ensure sufficient early education and childcare for the early years entitlements at two, three and four, and that they enable parents to take part in employment and employment-related activities (childcare for children aged 0-14, or 18 for children with a disability);
- Information duties require local authorities to ensure information for both childcare providers and families in order to meet their other childcare duties.

SEND Legislation

Local Authority responsibilities for children with SEND were further defined by the Children and Families Act 2014 which seeks to improve services for vulnerable children and to support families. It underpinned wider reforms and policies to ensure that all children and young people can succeed, no matter what their background which is further strengthened by the Equalities Act 2010 and the SEND Code of Practice Guidance 2015. More widely this is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) (1992). The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Health Visiting legislation

The Health and Social Care Act 2012 began a legislative alignment of Children's Social Care for individuals with universal Public Health priorities across the whole population of the Early Years. The Act precipitated a call to action to increase the workforce of Health Visitors and to define more specifically the frequency of Health Visitor engagement with Families in the first 5 years of life, leading to more standardised measurement of child health development. The UK's first major study to focus on the effectiveness of early years education reported in 1997

that children who attended high quality early education were likely to achieve better GCSE results, follow a post 16 academic path, have better self regulation, social behaviour and be less inclined to hyperactivity. They were also found to have a better increased lifetime earnings, an evidenced precursor in reducing future health and social care needs. Health Visiting services are commissioned to deliver 7 key touchpoints to all young children and their parents during pregnancy and throughout the early years. In this respect Health Visitors are the only professional service designed to actively meet and review the whole population of children throughout the early years. In recent years this has led to the development of integrated health and education reviews undertaken by Health Visitors and Early Years Practitioners between 2 and 3 years of age.

WHO and UNICEF Strategy

There is a well- established and growing international consensus on the importance of the Early Years age range; it is part of the World Health Organisation's Global Strategy for Women's, Children's and Adolescents' Health, the UNICEF Baby Friendly Initiative for breastfeeding, and in England most recently this is set out in government guidance for The Best Start in Life*. This identifies the first 1,001 days from pregnancy to the age of two as setting the foundations for an individual's cognitive, emotional and physical development.

Family Hubs Government Guidance

For the term of Wiltshire's Early Years Strategy from 2024 -2029 there is a national focus on delivering place based universal and targeted services in the form of family hubs. This is intended to draw together health and social care needs with universal provision for all families using a physical community hub as a platform for early intervention and signposting to wider social care support where needed.

The family hub programme represents a significant step forward in delivering on the government's commitments as set out in 'The Best Start for Life: A Vision for the 1,001 Critical Days and builds on delivery of the Healthy Child Programme 0-19 Public Health services. The family hub programme was initially funded in 75 of the country's most deprived areas as those with greatest need. Supporting babies, children, and families across the country in this way is a crucial part of the government's ambition to level up. Although Wiltshire is not an area of overall deprivation or one of the family hubs funded councils it is identified locally that during the term of this strategy family hubs will become the model of delivery for the future community provision of early help services.

The Family Hubs programme retains a key early years focus on the 0-5 age group, enabling joined up community health and social care provision for families with children in both school and pre-school, and supporting the transition from the early years to primary education.

[The best start for life a vision for the 1 001 critical days.pdf \(publishing.service.gov.uk\)](#)
[Healthy child programme: health visitor and school nurse commissioning - GOV.UK \(www.gov.uk\)](#)

Appendix 8: A Joint Strategic Needs Assessment for the Early Years (JSNA)

Local Demographics

A Joint Strategic Needs Assessment is undertaken by Local Authorities in order to identify the needs which exist locally for the whole population, and for particular groups of people for whom the Council is responsible.

Wiltshire is a thriving county with a rich and diverse heritage. Approximately half a million people live in the area, with approximately half of the population living in towns and villages with fewer than 10,000 residents.

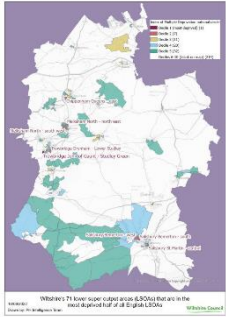
In 2022 there were 26,196 children aged 0- 4 in Wiltshire, a reduction of 16% in the child population from 5 years ago, there being just over 30,000 children currently aged 5-9. Overall the birth rate is decreasing remaining relatively consistent.

Wiltshire is notable for the scale of its military presence, which is one of the largest in any county in the UK. Wiltshire is a super garrison county where army personnel and their families live in settlements surrounding Salisbury Plain (Warminster, Bulford, Tidworth and Larkhill.)

The population of Wiltshire is less ethnically diverse than both England and the South- West with 90.0% of the total population classifying themselves as White British (Source: 2021 Census, ONS). This compares to 73.5% and 87.8% in England and the South-West, respectively. 'White Other' was the next most selected category in Wiltshire (3.6%), and the remaining 6.3% of the population selected a variety of categories from the [list of ethnic groups](#).¹¹ Community areas with the highest concentration of minority ethnic groups are Tidworth, Trowbridge, Chippenham, Amesbury and Salisbury.¹²

Overall, Wiltshire is relatively affluent. It is ranked 233rd out of 317 local authority districts where 1 is the most deprived. Child poverty levels and the number of adults on out of work and on benefits are lower than the national average. Relative affluence, along with rurality and tourism can, however, create significant distance between those disadvantaged and the rest of the population. The most deprived 20% of areas within Wiltshire have repeatedly poorer outcomes than the least deprived 20%.

There are 8 of the 285 small areas of geography (Lower Super Output Areas, or LSOAS) in Wiltshire that are within the 20% nationally most deprived. They are located mostly in the south of the county and classified as "urban city and town":



- Trowbridge John of Gaunt-Studley Green (1)
- Chippenham Queens – East (2)
- Melksham North – South-West (2)
- Melksham North – Northeast (2)
- Trowbridge Drynham – Lower Studley (2)
- Salisbury – Bemerton (west) (2)
- Salisbury – Bemerton (south) (2)
- Salisbury St Martin – Central (2)

Map of Wiltshire: Multiple Indices of Deprivation.

Wiltshire's most deprived LSOA is John of Gaunt – Studley Green, Trowbridge. This is the only LSOA in Wiltshire to be in the most deprived national decile of '1'.

The Index of Deprivation Affecting Children Indicator (IDACI) shows that in 2021 around 10% of children aged 0-15 years in Wiltshire are living in income-deprived families. For this percentage of children in Wiltshire this is the key indicator for increased health and social care needs in childhood and across the whole life course.

We will need to focus efforts to support the Early Years proportionately more in the geographical areas identified above, and in more difficult to identify smaller pockets of isolation with otherwise affluent Wiltshire villages.

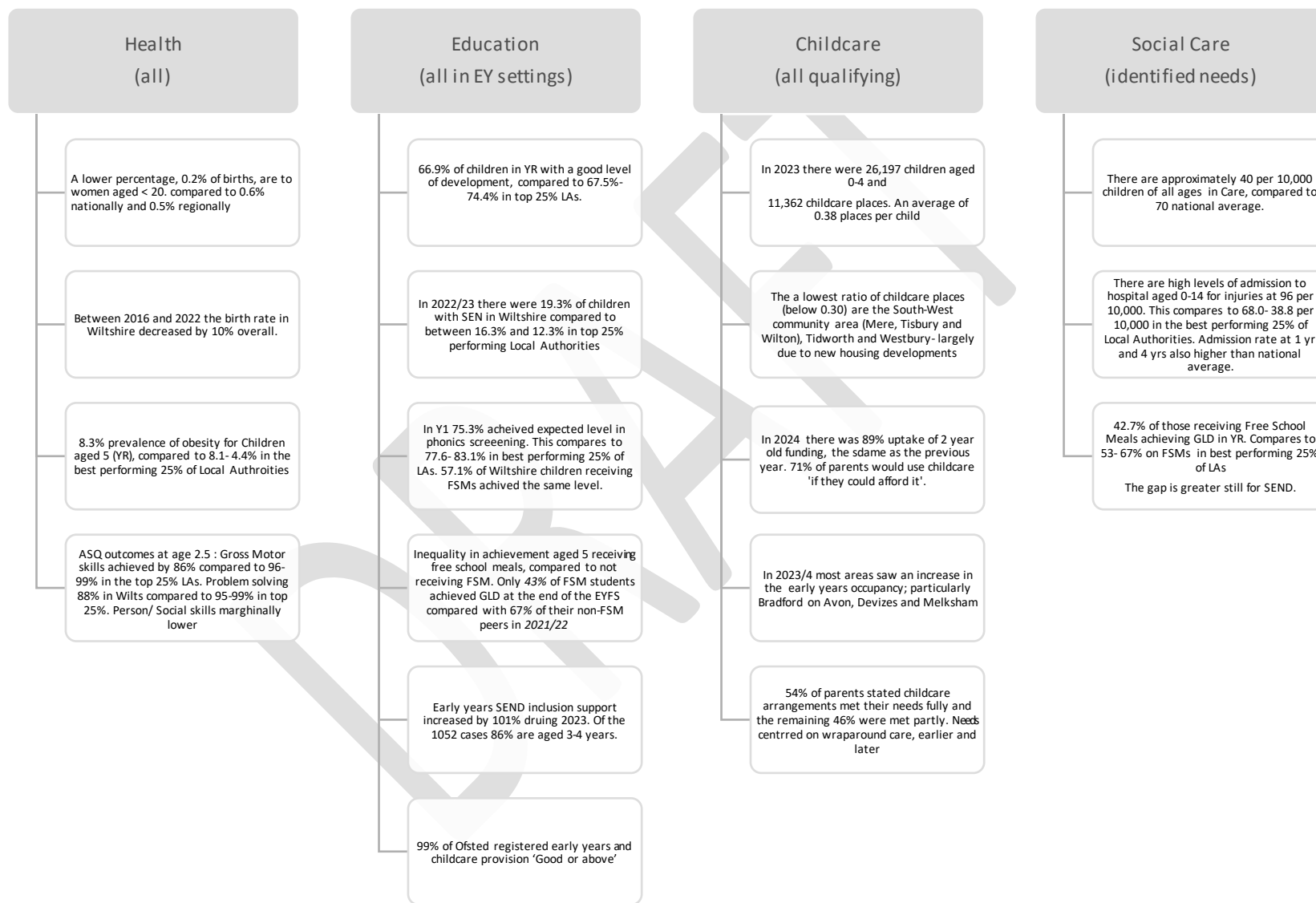
<https://www.gov.uk/government/statistics/children-in-low-income-families-local-area-statistics-2014-to-2021>

Our Local JSNA can be viewed here. [Topics Wiltshire Intelligence](#)

The Recovery JSNA: Children and Young People (2021)^[4] identifies that families and children have been among the hardest hit by the Covid-19 pandemic with job losses, increased living costs, the impact of school closures on education, and significant increases in poor mental health and self-harm among young people. Prior to the pandemic Wiltshire was already seeing a marked difference in children achieving a good level of development (GLD) at the end of reception at school when the Wiltshire average was compared with the percentage achieving GLD among pupils in receipt of free school meals.

^[4] [Recovery JSNA: Children and Young People Wiltshire Intelligence](#)

Key Early Years JSNA Data



Appendix 9: Overarching Strategic Approach: Local Authority

Wiltshire Council's Business Plan (2022-2032)

The Local Plan aims to ensure that families living in Wiltshire:

- get the best start in life.
- stay active.
- are safe.
- live well together.
- have the right skills to prosper.
- live in vibrant, well-connected communities

Prevention and early intervention

We take a long-term view, focusing on what is right for Wiltshire and invest in prevention and early intervention to tackle problems before they get worse. We have a whole life approach to planning and providing services for our residents. This includes our ambition to reach net zero carbon.

Improving social mobility and tackling inequalities

In everything we do, we consider the impact of the action on social mobility and ask how we can help to tackle the disparities in opportunities that exist within Wiltshire.

Understanding communities

We ensure our dialogue with communities is open, transparent and inclusive, in the right place and at the right time so that our services meet our distinctive local need.

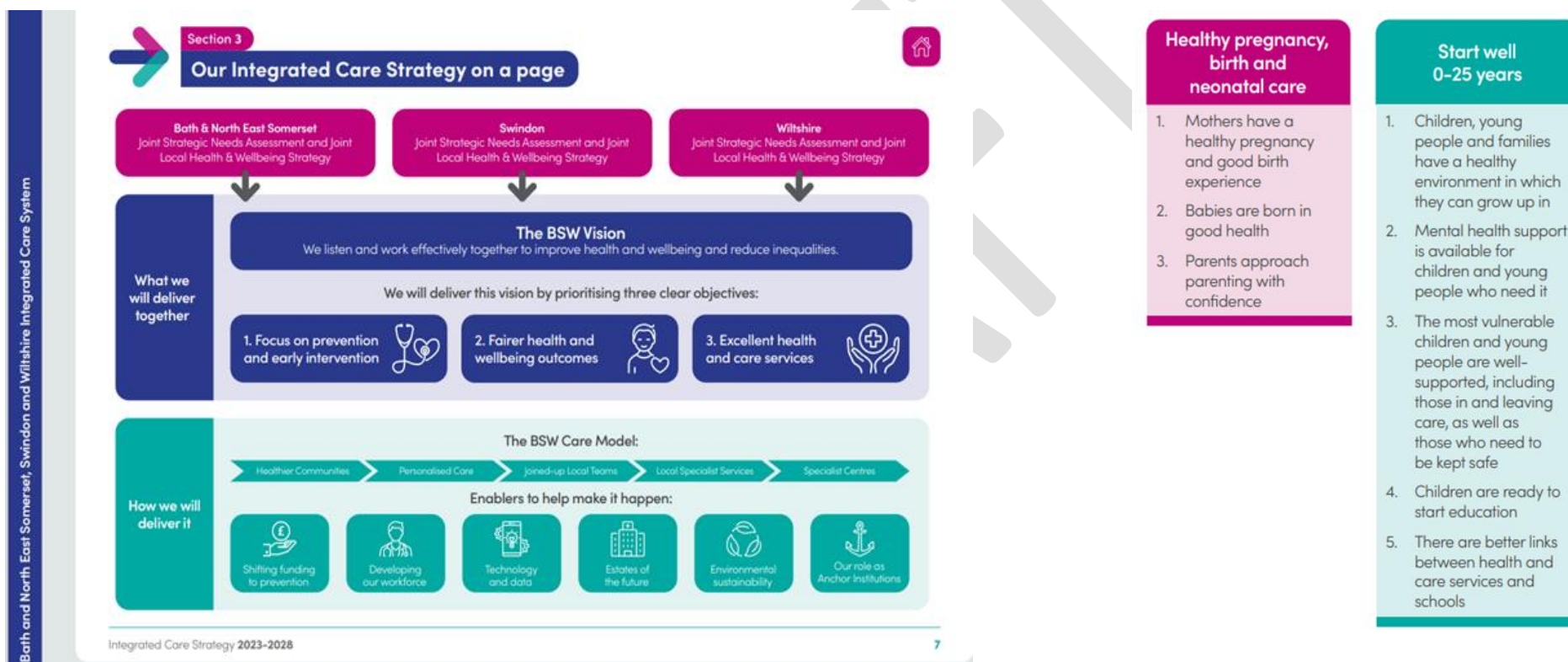
Working together

We design and deliver our services in partnership with service users, local communities and other public sector partners where appropriate. We collectively consider how to integrate our work, get maximum value for public sector spend and plan our use of the public sector estate together.



The Local Authority County Business Plan can be viewed here: [Business plan - Wiltshire Council](#)

Appendix 10: Overarching Strategic Approach: Integrated Care Board (NHS).



The Local NHS Strategy can be viewed here: [Integrated-Care-Strategy-v4.pdf \(bswtogether.org.uk\)](https://www.bswtogether.org.uk/Integrated-Care-Strategy-v4.pdf)

Appendix 11a: Local documents supporting the Early Years

Wiltshire Childcare Sufficiency Report

Wiltshire Council has a statutory duty to secure sufficient childcare places, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for children with disabilities). This also relates to children who are entitled to Two-Year-Old Funding, Three and Four-Year-Old Funding (universal Early Years Entitlement (EYE) and the extended 30 hours entitlement).

In 2022, 54% (105) of parents stated that 'their childcare arrangements meet their needs mostly or fully' (down from 80% in 2020). However, there were 46% that stated 'their childcare arrangements now 'partly, or does not meet their needs currently'. In 2020 this was 20% and has increased in 2022 to 46%. 37 of these 89 parents provided reasons why the childcare arrangements partly or do not meet their needs, and the main reason related to wraparound care and holiday provision (16 parents). This was due to the hours being offered and availability within their locality. Nine parents stated the additional cost on top of funded hours for their childcare (hours outside their funded hours or wraparound hours) was a barrier, meaning they were not able to afford more of their local childcare.

In Wiltshire, all three and four-year-old children are currently entitled to 15 hours funded part-time nursery education. Working parents with children aged three and four are entitled to an additional 15 hours per week. These places are available in pre-schools, full day-care nurseries, independent schools, nursery classes in schools and with childminders. Settings can be managed by a school or privately run and many in Wiltshire are run by the voluntary sector. They are often situated on school sites and use is also made of local facilities such as community & church halls and through private accommodation.

Early Years Entitlement funding is available to settings with at least a Requires Improvement Ofsted judgment. The 40% most disadvantaged two-year olds are able to access 15 hours early education in an Ofsted judged Good or Outstanding setting, in Wiltshire, this funding is known as 'Better 2gether Funding'. Childcare sufficiency is assessed three times a year through occupancy surveys. This gives an indication of the capacity of settings and alongside proposed housing developments produces a picture of need. A childcare census is undertaken every year, and this is used with live birth data to consider whether there is a need for additional provision.

Wiltshire has family hubs located across the county. Family hub services are also provided in a range of venues in local communities so that families can access support close to where they live as well as services being available online and via telephone if required. Spurgeons are funded to deliver services in Wiltshire with the aim to support all children to get the best start in life.

Wiltshire Council currently commissions four charities to provide District Specialist Centres (DSC) for specialist early years support for children with SEND. All four Wiltshire DSC settings are rated Outstanding by Ofsted.

Wiltshire Health and Wellbeing Strategy^[2] is a shared strategy, latest version of which is 2019-2022, which aims to improve the health and wellbeing of the local population, reduce inequalities and promote the integration of services. A new strategy is in development following publication of the Joint Strategic Need Assessment. In line with Wiltshire Council's Business Plan, it will continue to use the following four themes:

Improving social mobility and tackling inequalities, prevention and early intervention, localisation and connecting with communities, integration and working together

Wiltshire's SEND and Alternative Provision Strategy 2024-29^[6] has a vision for 'all children and young people with SEND and their families to have a voice that is heard. They will know how to access, and be able to access, the joined-up support they need to thrive in their communities, enjoy life and reach their full potential'.

The six priority areas for the strategy are:

- Children and young people and their families will be at the centre of planning, views and aspirations heard and acted upon, as true partners.
- Getting the right support at the right time, identifying and acting on our children's needs at the earliest opportunity and through promotion of inclusive approaches and practice across the local area.
- Provide opportunities for timely planning, reflective of the views of the child or young person and parent-carers' current needs, that have clear outcomes
- Ensuring excellent quality communication and information, for families to have a positive experience when navigating services, with information that is easy to access and use.
- Professionals and officers across the SEND system will have the skills, knowledge, and training to enable effective collaboration across services, joint assessments and sharing of good practice.
- Children and young people will be prepared for adulthood and experience timely transitions, leading to increased skills, greater independence, and a greater range of opportunities in life

^[2] [D19025-HW2018-strategy-vFINAL.pdf \(wiltshireintelligence.org.uk\)](#)

^[6] [Meeting needs together, ambitious for all - Local Offer](#)

Appendix 11b: Strategic undertakings supporting the Early Years

Family Hubs

Family hubs bring together existing services and unite a range of different organisations in a 'one-stop shop' approach across a network of different locations within the community.

The previous government had a manifesto pledge to champion family hubs to offer support for families with children aged 0-19 (25 with SEND). Family hubs are a place-based way of joining up locally in the planning and delivery of family services. They bring services together to improve access, improve the connections between families, professionals, services, and suppliers, and put relationships at the heart of family support. Family hubs offer support to families with a particular focus from conception to age two, and for school age children from 0-19 or up to 25 for those with special educational needs and disabilities (SEND), with a great Start for Life offer at their core. Family hubs aim to incorporate the allied government programmes: Supporting Families Programme, Reducing Parental Conflict Programme, Best Start in Life and Early Years Entitlement for 2 year olds.

Wiltshire has a long-term focus on investing in prevention and early intervention. Children and young people having the best start in life is a fundamental part of improving their long-term life chances. Providing the 'early help' to make sure families will get the right help at the right time from the most appropriate professionals.

The main family hubs will be located at

- County Hall, Trowbridge
- Monkton Park, Chippenham
- Five Rivers Health and Well-Being Centre, Salisbury

There are smaller, 'navigator' hub locations in the map as follows:

- Amesbury Library • Bradford on Avon Library • Bulford: The Beeches • Calne Library • Chippenham Monkton Park and Library • Corsham – Springfield Campus • Cricklade Leisure Centre • Devizes Library • Downton Library • Malmesbury Library • Marlborough Library • Melksham Community Campus • Mere School/ Town Council, library • Pewsey The Vale Community Campus • Royal Wootton Bassett library • Salisbury Library and Five Rivers Health and Well-Being Centre • Tisbury Nadder Centre • Tidworth Leisure Centre • Trowbridge Library and Cotswold Space • Warminster Library • Westbury Community Project Hub

Family Help (Early Help) Strategy 2022-27

The Family Help strategy sets out in appendix 2 a clear vision, principles, and a plan for a multi-agency approach to ensure children, young people and families across Wiltshire can access the right help at the right time through a co-ordinated approach to prevention and early intervention. It brings together partners from across the system – commissioners and suppliers (local authority, health, police, education settings and the voluntary sector) to drive transformational change aimed at improving outcomes for children, young people, and families. Key workstreams include the development and implementation of a unifying brand for Family Help, an enhanced partnership workforce development offer and the family hub model for Wiltshire. At the heart of the Family Help model is a place-based approach aimed at whole system solutions and sustainability. This approach is underpinned by the principle of integrating the existing assets at community level alongside the existing services delivering both preventative and intervention activity in the sphere of early help. The implementation of a core practice framework across the children and young people's workforce will be part of the local strategy and includes training such as Five to Thrive and Making Every Contact Count (MECC).

Wiltshire School Places Strategy

The School places strategy also identifies a need to work with the early years commissioning team to identify whether any pre-schools could move into surplus school accommodation. Particularly those pre-schools who are already on school sites in old mobiles.

Wiltshire Home to School Transport Policy

Children in the Early Years do not qualify for transport support in the form of a car or a specialised minibuses to cater for wheelchair users; transport is only available for children who are of statutory school age and have an Education Health and Care Plan in place or live a certain distance from their school.

An Early Years setting in Westwood and Iford closed in 2019 and there is no alternative Early Years provision now locally. This makes it difficult to access any Early Years provision for families who do not have access to transport.

The Early Years Strategy identifies an ongoing need to assess and address Wiltshire's particular rural local needs relating to geography, transport and access to Early Years settings, services and support. This need is included in the Early Years Action Plan appended to this strategy.

A map of local Early Years Settings and other provision of relevance to Children in the Early Years in Wiltshire in 2024 is included below

The Early Years Service

The Early Years Service supports schools and Early Years settings, often called nurseries, pre-schools, and childminders in Wiltshire. It incorporates a team of specialist early years advisers passionate about raising outcomes for children to ensure they get the best start in

life. The team includes Early Years Advisory Teachers, Quality Assurance Officers and Early Years Inclusion Advisors working closely with Schools, Early Years Settings, Childminders and Family Hubs to offer support and advice and improve outcomes.

Early Years Advisory Teachers

A team of dedicated early years teachers with a wealth of knowledge and experience of working in early years settings and reception classes are able to advise on all aspects of learning and development, including assessment.

Quality Assurance Officers

A team of two highly experienced quality assurance officers work with settings and childminders to support on aspects of welfare, safeguarding and learning and development for childminders.

Early Years Inclusion Advisors

A team of highly skilled inclusion advisors support with inclusive practice in settings as well as supporting individual children in setting with specific needs. The inclusion advisors are able to support with SENCO support and how to use specific strategies and interventions effectively to support children with additional needs. Please look at our dedicated page for more information.

Early Years Co-ordinator

Works directly with our District Specialist Centres (DSCs) and Portage to ensure that we have the right children accessing the right services. They support with transition into mainstream early years settings and ensures that we as a local authority have oversight of all our early years children with SEND.

Early Years Pathway Navigators

This team work on identifying and supporting our early years children with SEND to access different pathways that will help to meet their individual needs. They will work with a range of professionals from different services across the council and externally to ensure the best outcomes for our early years children with SEND.

Early Years Sufficiency Officers

This team works directly with providers to look at their capacity and sufficiency of spaces across the council. The work with providers top create more spaces. They look at the need for childcare across the county and identify where more spaces need to be created but also where there is less demand and how can we keep small providers viable.

Early Years Entitlements Team

This team works with providers to ensure that they receive their Early Years Entitlements (EYE) correctly and on time to ensure that they can keep running. They monitor the number of children accessing spaces across all of the different funding streams. They also manage the Early Years Pupil Premium (EYPP) and the Disability Access Funding (DAF) to ensure that this additional funding get to the right children. The entitlements team also support families where there are funding queries or complaints about fees or extra charges such as consumables and are able to challenge providers where these are seen to be excessive, or the correct guidance is not being followed. This team ensure that all Wiltshire providers sign up to and agree the Local Provider Agreement (LPA) and holds settings not following this signed agreement to account where necessary.

The Early Years Integrated 2-3 year review

The purpose of the Integrated 2-to-3-year review is to identify the child's progress, strengths and needs at this age to promote positive outcomes in health and wellbeing, learning and behaviour. The review facilitates appropriate intervention and support for children and their families where needs are identified and ensures families receive a wraparound coordinated response to support the best outcomes for the child. The review also supports information gathering to support service planning to reduce inequalities in children's outcomes.

Universal Offer 27-month ASQ-3 and ASQSE review (Health Visiting Team)

The Health Visiting Team reviews the development of children between the ages of 27 and 30 months as part of the delivery of the Healthy Child Programme

<https://www.gov.uk/government/publications/commissioning-of-public-healthservices-for-children/health-visiting-and-school-nursing-service-delivery-model>

This facilitates early intervention and supports children to be ready for school and is one of the five mandated contacts offered to all families. The child's physical, social, and emotional development is assessed at the review using the age-appropriate Ages and Stages Questionnaires. This is a parent led assessment where parents carry out practice activities with the child prior to the review with the Health Visiting Team. At the review contact, the health visitor or community nursery nurse explores the parental responses, observes the child's behaviour and parent-child interactions as well as carrying out a further assessment of the developing speech, language and communication using the Early Language Implementation Measure (ELIM). Discussions with parents around key public health messages support healthy family lifestyles. Families are offered ongoing support for identified areas of need in the form of a support bundle and onward referral to specialist provision as required. 2-year funding conversations encourage families to explore free nursery provision. Families are signposted to partner agencies, such as the family hub for additional support as identified. The appointments are held in community-based venues, and families receiving targeted, or specialist provision are seen at home. The parent held record is completed with the review information. Families are encouraged to share this with the EYS.

Early Years Progress Check at age 2 (Early Years Settings)

The statutory EYFS Progress Check applies to children who attend an Early Years setting, which in contrast to the Health Visiting review, is not all children in Wiltshire. It is completed by early years practitioners to assess the development of all children in settings from 24 to 36 months. The EYFS Progress Check at age two is a statutory requirement for registered early years providers as part of the EYFS Statutory Framework. <https://www.gov.uk/government/publications/progress-check-at-age-2> <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

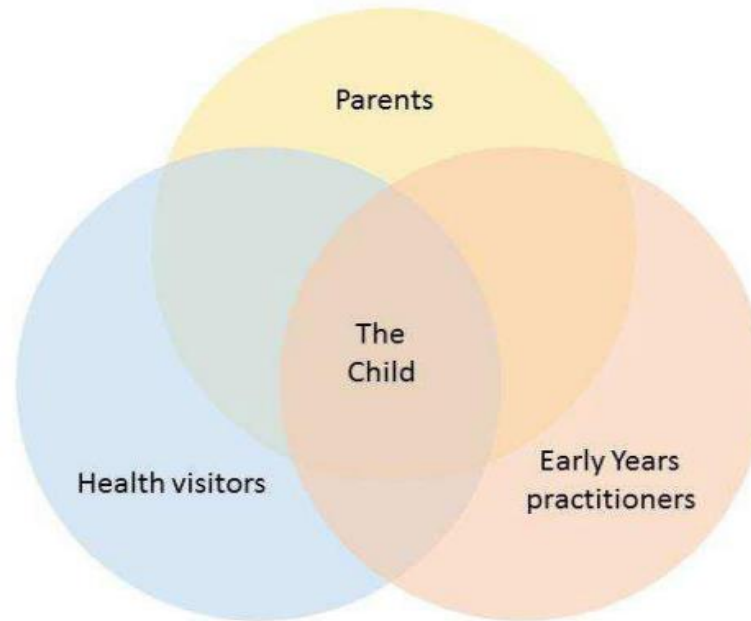
This progress check identifies the child's strengths, and any areas where the child's progress is not meeting expected outcomes within the prime areas of learning. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO), Early Years Inclusion Advisor (EYIA) or health professionals as appropriate.)

The Integrated 2.5 Year education and Health Review/Check

The combination of both the above assessments forms the Integrated Review and considers the child's progress within the social and educational environment, as well as the family environment. This then identifies any support required in areas of health, physical, social, cognitive, or emotional development. The Integrated review is an opportunity, when a need is identified, to bring together both the above health and educational reviews, as well as the parent/carer input to achieve a holistic and comprehensive picture of the child and enables areas requiring additional support to be identified. A complementary approach is key, and Parents /Carers have a fundamental part to play in the review. The starting point of the review should be that the parent/carer knows their children best. This knowledge needs to be reflected throughout the review process. Through effective partnership working, supporting children to be ready for school has the potential to increase a child's ability to achieve positive outcomes, and therefore the possibility to increase long term benefits.

Parents bring:
in-depth knowledge of their child

Health visitors bring:
knowledge of the family context and child health and development



Early Years practitioners bring:
knowledge of early learning and development and day-to-day observation of the child in their early years setting

Where the knowledge of **parents, health visitors and early years practitioners** is brought together then their shared knowledge and understanding will enable a clear and more complete picture of the child.



Appendix 12: Legislation, policy and research impacting this strategy

Legislation	Summary points Practice	Reviews
The Children Act 1989	<ul style="list-style-type: none"> •Reflect 1989 United Nations Convention on the Right of the Child •Welfare of children is paramount •Introduced section 47 enquiries 	<ul style="list-style-type: none"> •Working Together to Safeguard Children (last major updated December 2018 with a recent additional guidance December 2020) •Criminal exploitation has been added to the areas of risk in which practitioners should be developing their skills and knowledge to address •Keeping Children Safe in Education (2020) Updated January 2021 to include Covid guidance and Brexit guidance
The Children Act 2004	<ul style="list-style-type: none"> •Placed responsibility on safeguarding partners to plan together to safeguard children. •Introduced Early Help •Introduce Common Assessment Framework 	Children Act 2004 – last updated in July 2018 to reflect changes brought about by the Children and Social Work Act 2017
The Childcare Act 2006 This was amended by the Apprenticeship, Skills, Children and Learning Act 2009, and then by the Families and Children Act 2014 (see below)	<p>Graham Allen review (2011) – the need for early intervention Several reviews of the Early Years and Foundation Stage statutory framework including introduction of welfare requirements Sarah Tickell's Early Years Foundation Stage Review framework Unknown Children Destined for Disadvantage – Ofsted- 2016 The first 1001 days manifesto</p> <ul style="list-style-type: none"> • Duty on local authorities to ensure sufficient childcare •Local authorities required to provide information to parents and families •Agencies are required to work together and integrated services. •Introduced the early Years Foundation Stage •Reformed regulation of childcare (Ofsted changes) The 2009 Act (amidst a raft of legislation around apprenticeships and learning) set out targets around children's safeguarding boards and Children's Centres Later supported by regulations: •Local authority duty to secure early years provision free of charge (2012) •Various regulations around amendments to the EYFS Regulations made under this Act – both around early years entitlement: •The Local Authority (Duty to Secure Early Years Provision Free of Charge) Regulations 2014 (S.I. 2014/2147) •The Local Authority (Duty to Secure Early Years Provision Free of Charge) (Amendment) Regulations 2018 (S.I. 2018/146). 	<p>Marmot Review (2010) – focussing on reducing health inequalities Graham Allen review (2011) – the need for early intervention Several reviews of the Early Years and Foundation Stage statutory framework including introduction of welfare requirements Sarah Tickell's Early Years Foundation Stage Review framework Unknown Children Destined for Disadvantage – Ofsted- 2016 The first 1001 days manifesto</p> <p>2023 – Update to reflect change in entitlements for children from the term after they are 9 months old who are from working families to access initially 15 hours of funded children care and increasing to 30 hours funded childcare by September 2025.</p> <p>2024 – changes to the Early Years Statutory Framework</p>

Equalities Act 2010 (this superseded the Disability Discrimination Act 1995)	<ul style="list-style-type: none"> •Legally protects people from discrimination in the workplace and in wider society. •Replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. •Introduced protected characteristics. 	Disabled Children and the Equality Act for Early Years (Council for Disabled Children) 2010
Child Poverty Act (2010)	<ul style="list-style-type: none"> •Places a duty on Local Authorities to prepare a 'local child poverty needs assessment' setting out the needs of children living in poverty in the area. •Local Authorities have a duty to prepare a child poverty strategy to "set out the measures they propose to take to reduce and mitigate the effects of child poverty." 	Government's social mobility and child poverty commission (2010) next steps report (2013). Frank Field Poverty Review (2010) Policy paper. Policy Paper 2010 to 2015 government policy: poverty and social justice updated 2015.
Health and Social Care Act 2012	Sets out 5 mandated universal contacts between Health Visitors and children/ parents between birth and 2.5 years, including an ante natal visit.	2021 review to increase Health Visitor contacts to 7, including at 6 months and 1 year. Best Start in Life, the first 1001 Days March 2021 Family Hubs and Start for Life programme guide August 2022
The Children and Families Act 2014.	<ul style="list-style-type: none"> •Introduced a 26-week time limit for courts to decide whether or not a child should be taken into care. •introduced the Education, Health and Care Plan to support children and their families from birth to 25 years. •Made it a requirement of all state-funded schools to provide free school lunches for all pupils in Reception, year one and year two. •Amendments made to the law to protect children in cars from the dangers of second-hand smoke. 	Special educational needs and disability code of practice January 2015
The Childcare Act 2016	•Extended the entitlement to 30 hours free childcare over 38 weeks of the year for three- and four-year-olds in families where all parents are working.	Early education and childcare statutory guidance Gov.uk (latest version 2024) 2023 – Update to reflect change in entitlements for children from the term after they are 9 months old who are from working families to access initially 15 hours of funded children care and increasing to 30 hours funded childcare by September 2025.
Children and Social Work Act 2017	Increases Local Authority Support for Looked After Children and clarifies roles of partners in safeguarding boards and the remit of serious case reviews	