

Royal Greenwich Childcare Strategy and Sufficiency Assessment 2016-18



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I Introduction to our strategy and sufficiency assessment 2016-18

Royal Greenwich has a very strong track record of supporting the development and quality improvement of early education and childcare provision. Giving children the best possible early learning experiences coupled with a comprehensive range of early help support is a high priority. The value of supporting childhood is embedded in the activities and ambitions of all stakeholders.

Our commitment to training and developing the workforce, improving practice and supporting the development of new provision is a reflection of this. This childcare strategy and sufficiency assessment sets out how the excellent Early Years Foundation Stage profile outcomes will be sustained, the impact of high quality childcare provision further explored and how additional places and capacity will be delivered.

1.1 The role of the local authority

We have a duty under the Childcare Act 2006 to ensure there is sufficient childcare for working parents of children aged 0-14 (or up to 18 for disabled children). Good intelligence about the demand for and capacity to deliver childcare is key to informing our sufficiency planning and the development of recommendations for decisions on funding allocations.

Our statutory responsibilities also include:

- Securing sufficient high quality early learning places for disadvantaged 2 year olds (who meet a prescribed criteria relating to low income, being in care or having left care through a permanence arrangement, or having special educational needs or a disability) to access 15 hours free early learning per week
- Ensuring there are sufficient early learning places for all 3 and 4 year olds whose parents want to access 15 hours free early learning per week
- Ensuring we meet our duties under the Equality Act 2010 when securing early learning places
- Providing information, advice and assistance to parents who intend to use childcare

We play a strategic role in the provision of childcare locally; our role is one of market facilitator rather than provider and we are expected to support providers across the sector to meet the needs of working parents and carers so far as is reasonably practicable.

Early learning places should be in settings judged to be good or outstanding by Ofsted and are expected to be flexible and available across all providers (private, voluntary, independent (PVI) and maintained by the local authority), including children's centres, to enable parents to have a choice that best suits their child and family needs and circumstances.

Whilst the quality of provision is regulated and assessed by Ofsted, local authorities have the responsibility to improve quality and directly engage with providers who fail to achieve a good or outstanding outcome in inspections. We also provide support and challenge to drive improvement for provision which is not subject to inspection because they are caring for children over 8 years old or are exempt¹.

Further information on our duties can be found in the [statutory guidance for local authorities on the provision of early learning and childcare](#)².

1.2 Local and national changes 2015-17

- Since October 2014, our Children's Centres have been delivered by commissioned providers. There are five area based contracts across the borough. Further details on these contracts and how they were awarded can be found from the [cabinet report](#)³.
- From April 2015, the Early Year Pupil Premium (EYPP) was introduced to provide additional funding for settings to improve the outcomes of disadvantaged 3 and 4 year olds.
- From September 2015, schools are no longer required to register early years provision with Ofsted for children aged two and over.
- From September 2015, Ofsted's Common Inspection Framework (CIF) was introduced for education, skills and early years. Grades are given for overall effectiveness and four key judgements including outcomes for children & quality of teaching, learning and assessment.
- From September 2016, the right to request process for wraparound and holiday childcare was introduced in schools.

¹ www.legislation.gov.uk/uksi/2008/979/made

² <https://www.gov.uk/government/publications/early-education-and-childcare--2>

³ <http://committees.royalgreenwich.gov.uk/documents/s33236/06 - Children's Centres main Report.pdf>

- From September 2017 the government will extend the existing universal 15 hours free entitlement for 3 and 4 year olds to 30 hours for eligible working families. Parents and carers of 3 and 4 year olds who are working and earning a weekly equivalent to 16 hours at minimum wage and less than £100,000 a year will be able to access an additional 15 hours free early learning per week. Families who do not qualify for the 30 hours will still be eligible for the universal 15 hours.

1.3 Main achievements

- In 2016, 79% of Greenwich children achieved a good level of development in the Early Years Foundation Stage Profile (EYFSP); this is the highest (top) proportion of children for English boroughs and reflects the quality of provision and our investment in early learning and early help.
- 84% of our active early years registered providers are judged good or outstanding as at 31 March 16; up from 82% the previous year and better than London (83%).
- We completed the delivery of the 2 year old capital programme in 2015 and this produced around 600 additional places.
- The take up of free early learning places for 2 year olds has increased from 54% in 2015 to 78% in autumn 2016.
- In 2016, 88% of all 3 and 4 year olds take up free early learning places; higher than the London average (86%).

1.4 Key priorities for 2016-18

For this period and based on the current provision, government and local priorities the following have been identified as the key priorities for focus, support and development.

Priority one - Improve quality of provision so that all settings are good or outstanding

Priority two - Increase capacity in PVI and maintained settings to accommodate additional 15 hours

Priority three - Support the sustainability and development of existing and new provision

Priority four - Fully engage childcare providers in the delivery of Early Help support for children and their families

The following assessment and commentary supports the above and the overview of how the priorities will be addressed is shown in appendix two.

1.5 Do we have sufficient childcare?

- Overall, we have sufficient early years and childcare provision to meet the needs of parents and carers. There are sufficient funded early learning places at borough level for our disadvantaged 2 year olds and all our 3 and 4 year olds.
- However, we recognise that there are some areas of the borough where pressures for places exist or where there is a lack of high quality, flexible childcare for families or the type of settings preferred.
- There are current (short-term) pressures and/or demand for:
 - Group childcare places for children aged 0-4 and disabled children with complex needs particularly in the East;
 - Funded 2 year old places within group childcare settings in the East and the South;
 - Greater flexibility of provision to meet the needs of working/training parents across most areas but particularly within the Central B area.
 - High quality childminders particularly in the East, West and Central A areas.
- Our projections (medium term) suggest that:
 - A minimum of 593 net additional childcare places will be required over the next five years to match the 7% rise in the population aged 0-4; with the majority of places required in the West and to a lesser extent in Central B areas;
 - More funded 2 year old places will be required in the West from 2018;
 - With the introduction of the extended offer for eligible families of 3 and 4 year olds from September 2017, we estimate that around 2,100 children will be eligible for 30 hours and around 3,200 will remain eligible for the universal offer of 15 hours;

- Growing demand and need for wraparound and holiday childcare across all areas to match the 19% rise (+6,455 children) in the population aged 5-14, with further consideration up to the age of 18 for disabled children; the highest wraparound and holiday need is projected in the West and Central B areas.

1.6 Feedback from local parents and carers

- Consistent with our [Children and Young People Plan \(CYPP\) 2014-17](#)⁴ ambition (4.1), our assessment is informed by the voice of local parents and carers. We gather this intelligence in a number of ways including:
 - Intelligence from our Family Information Service (FIS) as to enquiries regarding childcare provision in the borough;
 - Local parent and carer survey;
 - Learning from any complaints received.
- We also draw on intelligence and feedback from our local providers, including:
 - Local childcare provider survey (PVI and childminders);
 - Local school survey on 30 hours extended entitlement and wider childcare sufficiency monitoring;
 - Local Children's Centres survey and feedback from representatives;
 - Networks with local providers / forums
- We have reflected feedback received in this assessment but recognise:
 - Feedback thus far is a snapshot assessment up to June 2016 so findings from this assessment may change over time as new information becomes available. This is because the supply of the childcare market (particularly PVIs and childminders) is fluid and changes regularly. The market is also subject to changing levels and patterns of parental demand for childcare places across the borough;
 - Our first wave of local surveys listed above had small sample sizes (less than 50 respondents) and therefore are not representative of their local population.

2 Borough Context

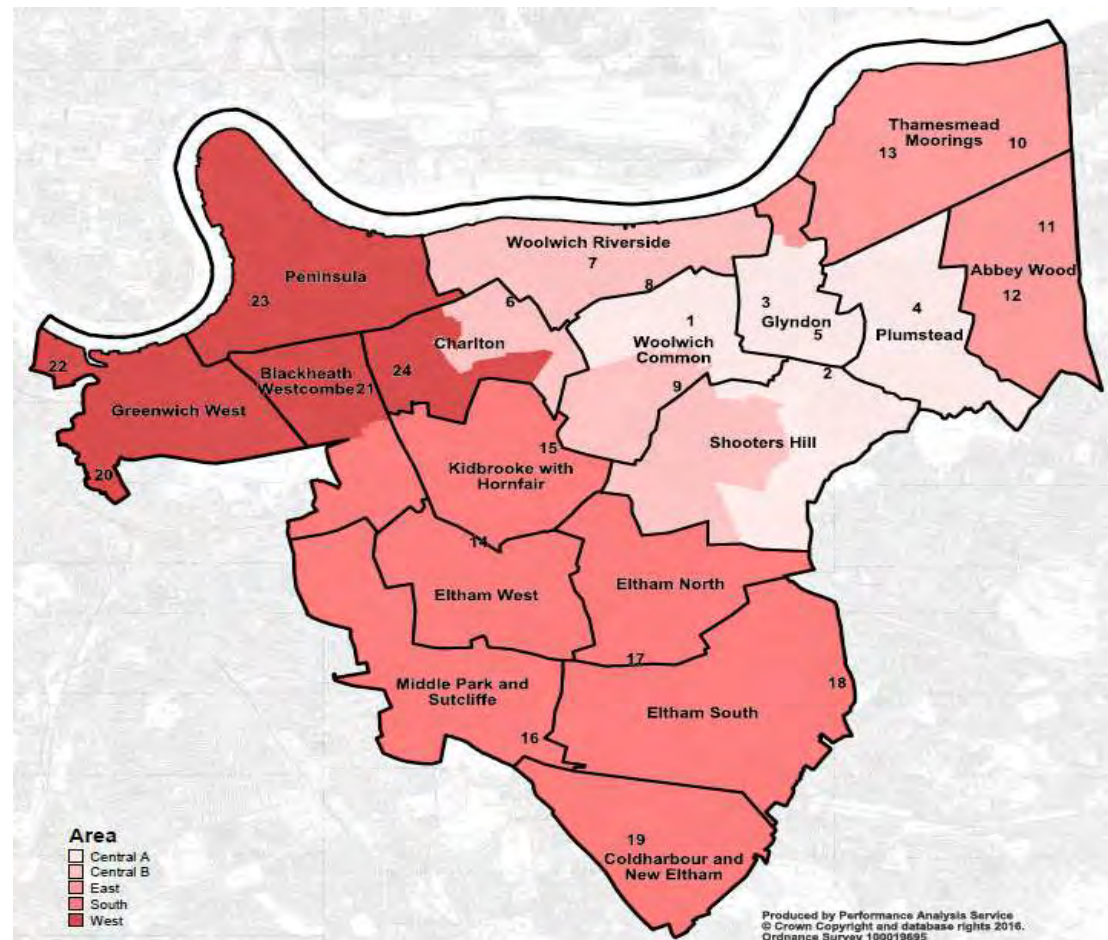
2.1 Structure of early learning and childcare provision

We organise and plan services for early learning and childcare provision using five Children Centre (CC) areas: Central A, Central B, East, South and West.

⁴ http://www.royalgreenwich.gov.uk/downloads/file/624/children_and_young_people_plan_2014_to_2017

This enables commissioned Children Centres to plan and deliver early years services and respond flexibly to the patterns of need in each area. Support for existing and new provision is tailored to meet the needs of the provider, based on Ofsted recommendations and / or issues relating to sustainability.

Map I: Royal Greenwich Children Centre Planning Areas and associated wards



<p>CENTRAL A</p> <p>1 Brookhill</p> <p>Slade Federation</p> <p>2 Slade</p> <p>3 Glyndon</p> <p>4 Plumstead</p> <p>5 Plumstead Common</p> <p>CENTRAL B</p> <p>Pound Park Federation</p> <p>6 Pound Park (NS)</p> <p>7 Cardwell (PS)</p> <p>8 Mulgrave (PS)</p> <p>9 Eglington (PS)</p>	<p>EAST</p> <p>Waterways Federation</p> <p>10 Waterways</p> <p>11 Mulberry Park</p> <p>12 Abbey Wood (NS)</p> <p>13 Discovery (PS)</p> <p>SOUTH</p> <p>Storkway Federation</p> <p>14 Storkway</p> <p>15 Shooters Hill</p> <p>Vista Field Federation*</p> <p>16 Vista Field</p> <p>17 Eltham</p>	<p>Alderwood and Greenacres Federation</p> <p>18 Alderwood (PS)</p> <p>19 Greenacres (PS)</p> <p>WEST</p> <p>Quaggy and Invicta Federation</p> <p>20 Quaggy</p> <p>21 Invicta (PS)</p> <p>22 Rachel McMillan (NS)</p> <p>23 Robert Owen (NS)</p> <p>24 Sherington (PS)</p> <p>NS - linked to nursery school</p> <p>PS - linked to primary school</p>
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Royal Greenwich has a wide offer of provision both in terms of type and volume of settings. Volume does change as providers enter or leave the market place but as a snap shot⁵ across the five areas of the borough there are:

- 4 Nursery schools
- 64 primary schools of which 55 have nursery classes
- 24 Children's Centres
- 69 PVI (private, voluntary or independent) nurseries
- 21 PVI pre-schools
- 12 PVI crèches
- 454 childminders
- 38 out of school clubs

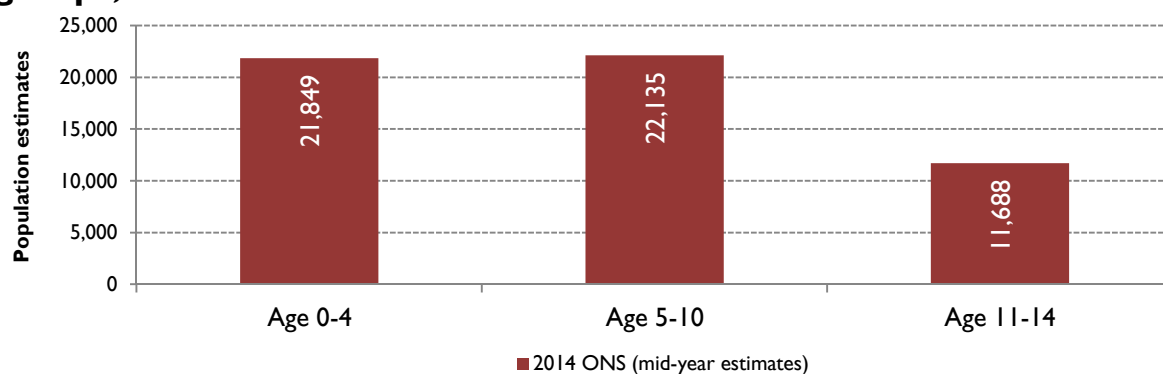
Detail as to the volume of different types of provision by area is given in section six.

2.2 Population and projections

More young children: 24% of the Royal Greenwich child population is aged 0-17; higher than London (22%) and England (21%)

Very diverse: Around 68% of primary school pupils and 61% of secondary school pupils are from black and minority ethnic (BME) backgrounds.

Figure 1: Royal Greenwich population estimates by childcare age groups, 2014

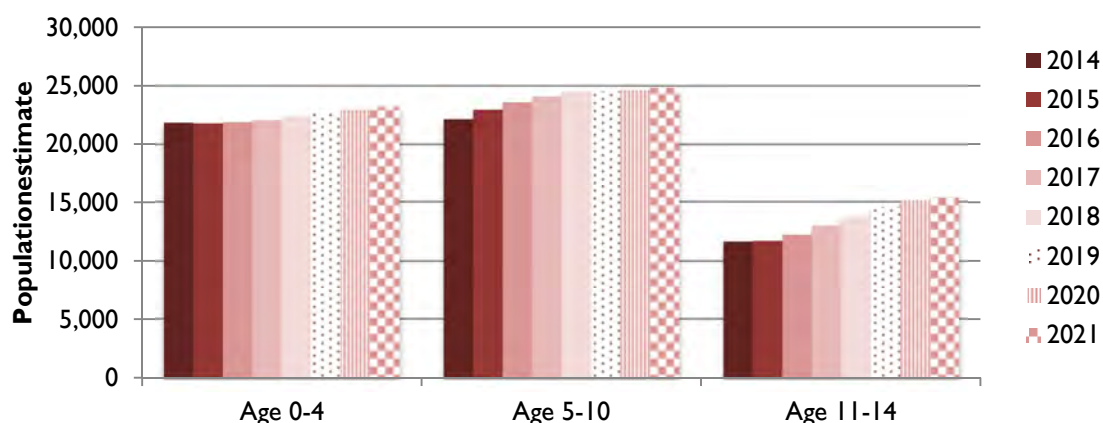


Source: 2014 ONS mid-year estimate

Rising population: The 0-14 population is projected to rise by 15% (or 8,094 children) by 2021. The fastest growth will be for the age group 11-14 (33% rise), followed by the age group 5-10 (13% rise) and 0-4 age group (7% rise).

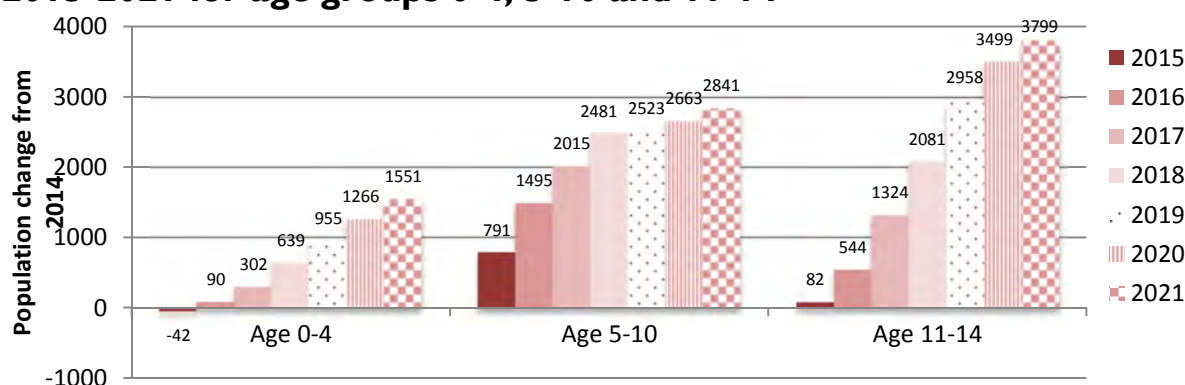
⁵ As based on Ofsted registration data Nov 16

Figure 2: Royal Greenwich population estimates by childcare age groups going forward



Source: 2014 ONS mid-year estimate

Figure 3: Royal Greenwich projected population change from 2014; 2015-2021 for age groups 0-4, 5-10 and 11-14



Source: 2014 ONS mid-year estimates with GLA (2014) projection data

The population projections at an area level are set out in section 6 but the headline messages are:

- projections for children aged 0-4 show a significant rise in the West and to a lesser extent in Central B, with a more stable position in the other areas;
- projections for children aged 5-10 show a significant rise in the West and to a lesser extent in Central A and Central B (until 2018) areas, with small declines projected in all other CC planning areas;
- projections for children aged 11-14 show significant rises in all CC planning areas, with the highest in the West.

The demographic profile of the five planning areas below provides a good indicator of the level of demand for and the types of childcare services needed.

Figure 4: Planning Areas - Early Years Services

Areas		Central A	Central B	East	South	West
Population	Age 0-4	• 4,730	• 3,321	• 4,106	• 5,696	• 3,996
	Age 5-10	• 4,690	• 3,330	• 4,541	• 6,098	• 3,476
	Age 11-14	• 2,412	• 1,713	• 2,215	• 3,664	• 1,684
Headline characteristics		<ul style="list-style-type: none"> • 2nd largest land area • Densely populated • High % BME • High % lone parents • 2nd most deprived area 	<ul style="list-style-type: none"> • 2nd smallest land area • High % BME • Highest % lone parents • 2nd fastest pop. growth rate projected 	<ul style="list-style-type: none"> • Smallest land area • Of total population; highest % aged 0-14 • Most deprived area overall • Highest % BME, % additional needs; % lone parents etc. 	<ul style="list-style-type: none"> • Largest land area • Largest population aged 0-14 • 2nd least deprived area overall 	<ul style="list-style-type: none"> • Lower deprivation • Fastest pop. growth rate projected • Least deprived area overall
Commissioned Children Centre (CC) Federations		• Brookhill and Slade (5)	• Eglinton • Pound Park (3)	• Abbey Wood • Discovery • Waterways (2)	• Alderwood and Greenacres • Storkway (2) • Vista Field (2)	• Quaggy & Invicta • Rachel McMillan • Robert Owen • Sherington
Number of settings (CCs = Children Centres CMs = childminders)		<ul style="list-style-type: none"> • 13 primary • 2 secondary • 2 special (prim) • 5 CCs • 76 CMs • 26 PVLs 	<ul style="list-style-type: none"> • 1 nursery sch. • 8 primary • 3 secondary • 4 CCs • 63 CMs • 16 PVLs 	<ul style="list-style-type: none"> • 1 nursery sch. • 11 primary • 1 secondary • 4 CCs • 89 CMs • 10 PVLs 	<ul style="list-style-type: none"> • 19 primary • 7 secondary • 1 special (sec) • 1 PRU • 6 CCs • 133 CMs • 31 PVLs 	<ul style="list-style-type: none"> • 2 nursery sch. • 13 primary • 2 secondary • 1 special (sec) • 5 CCs • 58 CMs • 24 PVLs
CC reach areas with the highest level of deprivation; LSOAs in bottom 10%. (IDACI 2015)		• Glyndon most deprived	• Cardwell most deprived	• Mulberry Park most deprived	• Vista Field most deprived	• Rachel McMillan most deprived
Children (0-4) identified with additional needs/disability⁷		• 3-4% of population	• 3-4% of population	• 5-6% of population	• 3-4% of population	• 2-3% of population
% BME population aged 0-4 (2014)		• 78%; above LA ⁸	• 74%; above LA	• 80%; above LA	• 47%; below LA	• 61%; below LA
% lone parent families with children aged 0-4		• 32% of families; above LA and Eng. ⁹	• 35% of families; above LA and Eng.	• 35% of families; above LA and Eng.	• 26% of families; above Eng.	• 30% of families; above Eng.
Take up of formal childcare by low income working families¹⁰		• 13%; below LA and Eng.	• 14%; below LA and equal with Eng.	• 19%; above LA and Eng.	• 15%; equal LA and above Eng.	• 17%; above LA and Eng.
% Children aged 0-4 living in households receiving out of work benefits¹¹		• 36%; above LA and Eng.	• 37%; above LA and Eng.	• 35%; equal LA and above Eng.	• 36%; above LA and Eng.	• 28%; below LA and Eng.
No. children estimated to be eligible for 30 hours in Sept 17¹²		• 455	• 326	• 399	• 516	• 451

⁶ Calculated from 2014 ONS mid-year estimates at LSOA level

⁷ Source: School and Early Years census (2014) and ONS mid-year estimates.

⁸ Estimated % BME for LA average was 67% (2014).

⁹ Estimated % lone parent families for LA average was 31%; nationally 24%. Source: ONS 2011 national census; HMRC child benefit data.

¹⁰ Source: HMRC tax credit data (2012). LA average is 15% and England 14%.

¹¹ DWP benefits data (2013). LA average is 35% and England 32%.

¹² Assumes same proportion of eligibility across all areas

Further characteristics and trends on the borough's child population can be found in the annual [Profile of Children and Young people in Royal Greenwich](#)¹³.

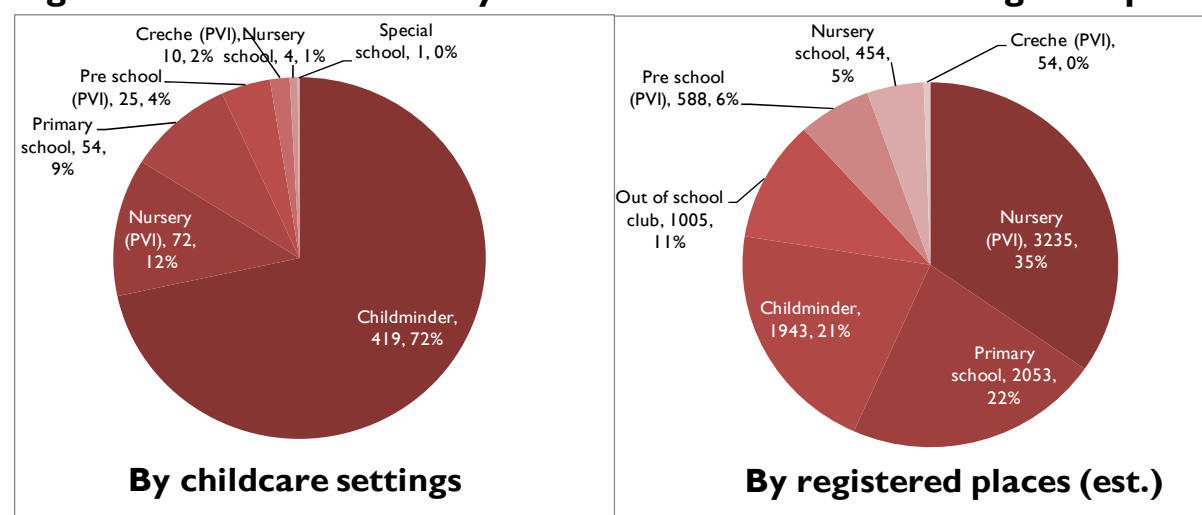
3 Royal Greenwich Childcare Sector

3.1 Childcare for Under 5s

We have a vibrant and diverse childcare market for children aged 0-4. An integral part of our childcare sector are Children's Centres which provide a hub within geographical communities for the delivery of a wide range of services for young children and parents, particularly in the more deprived areas of the borough.

The most common type of childcare providers in the borough are childminders (72% of all settings); childminders are even more prevalent in the East area, making up 81% of providers and feedback from Children's Centres in the East highlights growing demand for more group childcare settings. The largest proportion of places (35%) are provided by Private, Voluntary and Independent (PVI) nurseries. As highlighted in more detail in section 5, primary schools and nursery schools provide most nursery class places for 3 and 4 year olds.

Figure 5: Breakdown of Royal Greenwich childcare settings and places



Source: Ofsted (31 December 2015) and Early Years database

Note – In addition, there are 54 (out of 64) primary schools and one special school (out of 4) that offer nursery class provision. There are also 24 Children's Centres and 126 registered home childcarers.

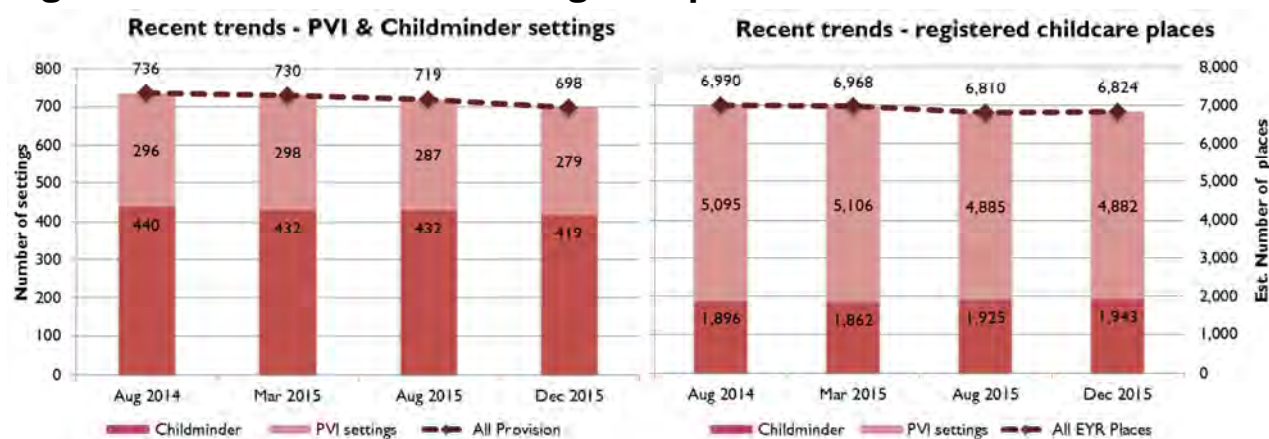
¹³ http://www.royalgreenwich.gov.uk/downloads/file/2958/profile_of_children_and_young_people_in_royal_greenwich_2015

Since August 2014, we have seen a 5% drop in number of settings; partly due to changes in Ofsted registration requirements i.e. de-registration of some settings which no longer require registering.

There has also been a 2% drop in registered childcare places; due to a 4% reduction in PVI setting places. In contrast, childminder places rose by 2% over this period.

2016 saw the closure of four small settings which were unable to continue trading. Small schemes across the country are finding it increasingly difficult to sustain as the profit margins needed to operate cannot be realised in such settings. However, the need for robust and innovative business planning is essential for all providers and as such has been identified as a key priority for 2016-18.

Figure 6: Recent trends in settings and places



Source: Ofsted

To match the projected 7% increase in the population of children aged 0-4 by 2021 (as set out in section 2.3), a minimum of 593 net additional childcare places (FTE) in registered settings will be required over the next five years with the majority required in the West (720) and to a lesser extent in Central B (278) areas.

The development of additional places to support the additional 15 hours for entitled 3 and 4 year olds is planned in the West by September 2017.

Additionally, all existing provision of 3 and 4 year olds, across the borough, are being supported to look at how they can support the delivery of the new duty. This key priority is driving work to support providers in looking at the flexibility of their offer, optimising the space available to them and forging working partnerships with other local providers.

Figure 7: Estimated FTE places currently available and needed going forward

Area	Childminder	Creche (PVI)	Pre school (PVI)	Nursery (PVI)	Primary school	Special school	Nursery school	Total Est. FTE	Estimated 0-4 population change by 2021	FTE shift based on pop change	Est. minimum FTE required for 2021
Central A	337	12	161	687	440	26		1,663	-4.3%	- 72	1,592
Central B	264	42	63	525	338		126	1,358	20.5%	278	1,636
East	424		44	227	442		78	1,215	-6.7%	- 81	1,134
South	635		320	831	534			2,320	-7.3%	- 169	2,150
West	283			964	299		250	1,796	40.1%	720	2,516
Borough	1,943	54	588	3,235	2,053	26	454	8,352	7.1%	593	8,945

Source: Ofsted (31 December 2015), Early Years dataset and 2014 ONS with GLA projection data

We know that parental preference for particular types of settings will influence the supply of the childcare market. It is expected that a significant proportion of additional places will be created in group childcare settings such as nurseries, through expansion of existing provision and new provision secured as part of future housing developments; especially in the West (Peninsula) area.

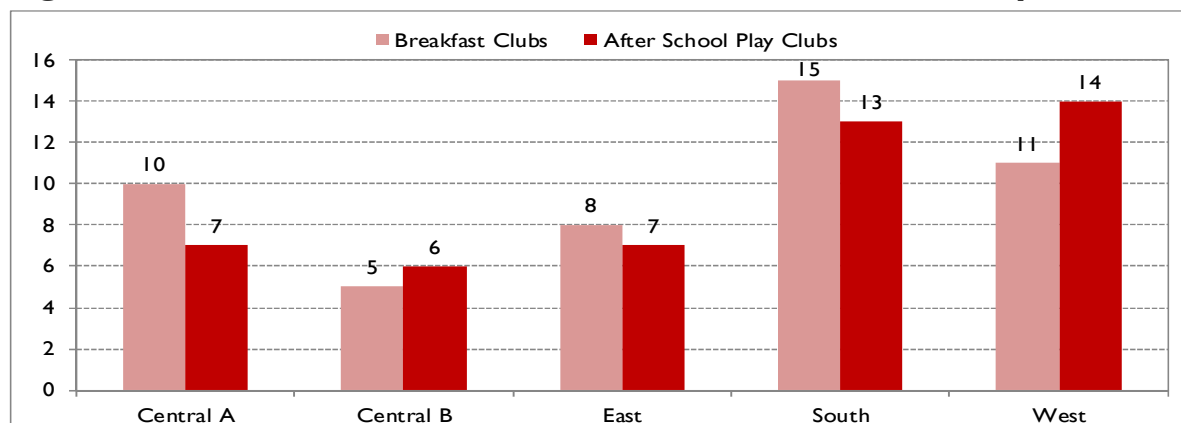
It is important to note, that the above projection on additional places assumes no change to the supply and structure of the childcare market. However, we know that the childcare market is fluid with providers entering and/or exiting the market at least every month. Also, the introduction of the new 30 hours free entitlement for eligible 3 and 4 year olds from September 2017 will impact on additional places going forward. Estimates of demand are in Section 5.

Work to support the introduction will focus not only on the delivery of the places for entitled childcare but keep a watching brief on the availability of places for entitled two year olds and baby places, which are both expensive to provide and purchase.

3.2 Childcare for 5 -14 year olds

The vast majority of childcare provision for children aged 5-14 is provided in wraparound provision (breakfast and after school clubs) by schools and PVI organisations. The chart below shows the distribution of wraparound provision in each area.

Figure 8: Number of Breakfast Clubs and After School Play Clubs



Source: Greenwich Children's Services

There is currently limited intelligence available on the number of places for wraparound and holiday childcare to measure capacity. However, we know that there are only a small number of schools without some form of wraparound provision on site across areas (be that in school or via a provider). Where schools do not provide it, parents are signposted to local PVI provision or our Family Information Service (FIS) who advise parents on appropriate wraparound and holiday childcare in their area.

In early 2016, the Government consulted on parents' right to request that their child's school consider establishing wraparound and/or holiday childcare and childcare providers' right to request the use of school facilities at times when the school is not using them. As part of the consultation, draft guidance for schools was produced.

The [consultation response](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525140/Rights_to_request_gov_consultation_response.pdf)¹⁴ has been published and the final guidance was published in May 2016¹⁵ with the right to request process introduced from the autumn term 2016. Feedback from our local schools survey¹⁶ showed that some schools and nurseries have started to receive requests from parents already.

A small local survey of PVI childcare providers¹⁷ suggests that there is interest from some providers (in all planning areas) for expanding childcare provision for children aged 5-14 and indicated some pressure and demand for places in the West.

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525140/Rights_to_request_gov_consultation_response.pdf

¹⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525135/Rights_to_request_guidance.pdf

¹⁶ 15 out of 68 schools and maintained nurseries responded to the local school survey.

¹⁷ 46 PVI and childminders responded to this question from our local survey.

We will continue to share intelligence with schools about projected demand and requests from parents and providers to better inform our understanding of demand and the local market for 5-14 year old childcare.

To meet the projected 19% increase in the 5-14 age group (+6,455 children, as per section 2.3), there is likely to be growing demand and need for wraparound and holiday childcare across all areas; with the highest need projected in the West and Central B areas by 2021. Our annual school place planning report sets out the proposals to address the need for more school places and expansion of existing provision, or creation of new provision will always consider the wider use of space within a school.

Work with existing providers to increase provision will be carried out and where premises are a limiting factor links to schools and other community facilities will be facilitated. Business support to new and existing providers of this childcare is integral to the priorities identified in terms of both sustainability and quality of provision.

3.3 Childcare for children with SEND

We are fully committed to a comprehensive and inclusive education service and continue to work with schools and PVI settings to ensure all children and young people with special educational needs and disability (SEND) have access to appropriate provision to meet their needs.

We also have four special schools. Of these, [Willow Dene](#) provides early learning for under 5s with severe and complex special education needs – and therefore a SEN statement or Education, Health and Care (EHC) plan. [Toucan](#) based at Willow Dene also provides specialist childcare for children aged two and who have complex needs. There is high demand for these services and priority is given according to individual needs rather than proximity to the school.

Children's Services also provide funding to support 2, 3 and 4 year old children engage in their early learning place. Providers working with children requiring targeted or additional support can make an application for 1-1 support, additional hours and/or specialist equipment¹⁸. This enables access to free early learning for children with SEND (prior to them having an EHC plan). This additional support is also extended beyond SEND needs to vulnerable children

¹⁸ Requests can be for a) additional hours where an Early Help Assessment identifies this as necessary to support the child's needs b) additional staffing to enable a child with SEND to access an early years setting c) specialised equipment in PVI settings to support a child to access the setting.

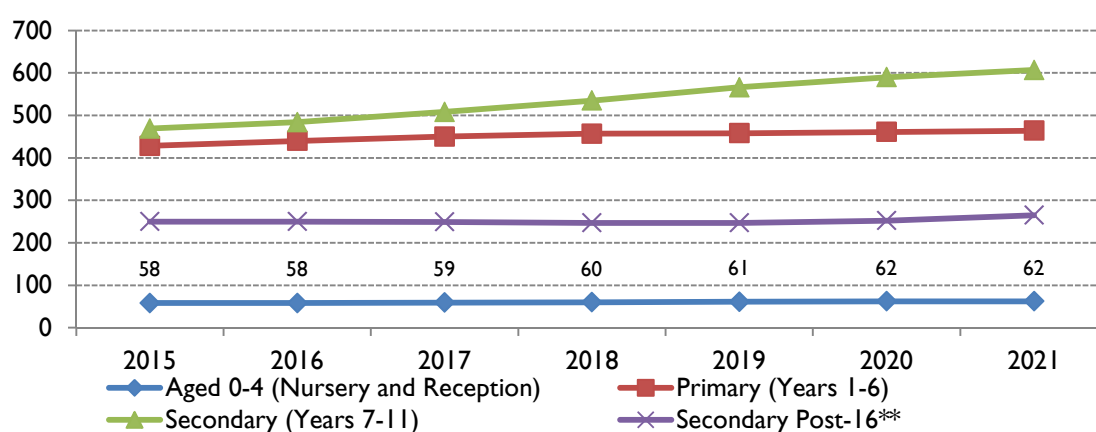
from families where there are difficulties such as domestic violence, substance abuse, or chronic illness of a parent.

Workforce development is essential to making sure that provision is able to really meet the needs of all children; a comprehensive training offer reflecting need and site visits to support delivery are in place and will further develop in the coming period.

Parents and carers are always encouraged to research the right provision for their child; the need for live, user friendly information has been identified as a priority and will be developed and delivered in the coming period.

In line with our rising population, the total number of young people attending Royal Greenwich schools who have a statement of SEN or EHC Plan has been rising overall, although the picture at the various phases of education has been mixed with no established trend for children aged 0-14. By 2021, the highest projected growth is among secondary pupils (29%).

Figure 9: SEND trends and population projections (statement / EHC)*



Source: School census

*Projected statements/EHC plans derived using forecast changes in population trends.

Autistic Spectrum Disorder (ASD) and speech, language and communication difficulties are the most prevalent conditions, identified as the primary need for 58% of pupils with a statement or EHC Plan.

Below the statement and EHC cohort of young children there is a much greater number with lower level needs. Early years and school census data suggests there around 750 under 5's attending Royal Greenwich provision identified as having SEND but not at the statement / EHC threshold.

To meet the current and projected levels of demand, the following additional specialist educational provision will open in September 2016:

- a secondary phase to Willow Dene School providing 40 places on the Wickham Lane site (Central A; bordering the East)
- An expansion of Newhaven providing 55 places for pupils aged 11-18 with ASD and challenging behaviour at the Kings Park site (South).

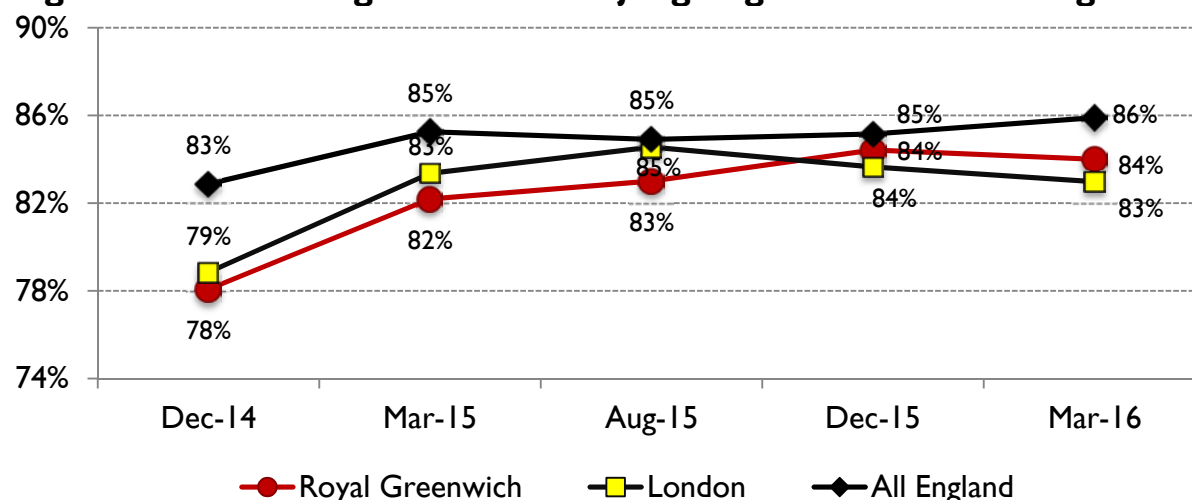
The expansions may create additional demands for wraparound and holiday childcare which the market will have the opportunity to respond to.

3.4 Quality of childcare

We are committed to ensuring all parents and carers have access to good quality provision that will support their child's education, personal and social development. Children's Services support registered childcare providers who have been graded by Ofsted as Requires Improvement, Inadequate or have not yet been inspected.

The quality of PVI childcare and childminders has improved over the last year and Royal Greenwich is now level with London with 84% settings judged good or outstanding (as at March 2016).

Figure 10: Percentage of childcare judged good or outstanding

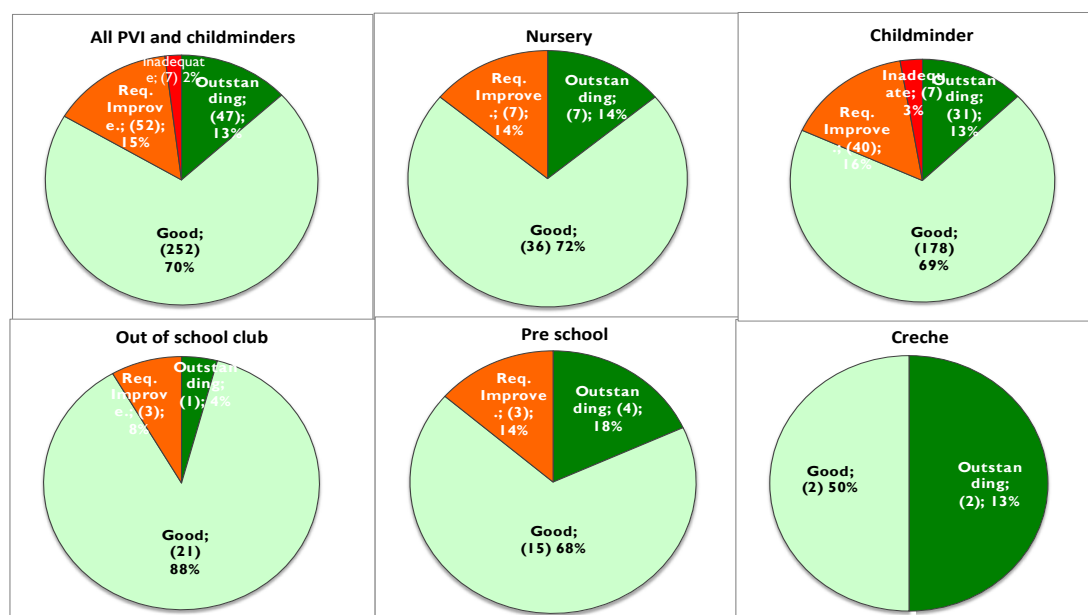


Source: Ofsted – PVI childcare and childminders

The quality of primary school provision in Royal Greenwich is also very high. As of September 2016, 97% of schools were judged to be good or outstanding, compared to the London average of 93%.

A breakdown of quality by type of setting is provided below:

Figure 11: Quality of PVI settings and childminders



Source: Ofsted (as at 31 Dec 2015) and Early Years database

The quality of childminders (82%) is slightly below the borough average for all PVI and childminder settings (84%). The East (73%), West (73%) and Central A areas (79%) have lower proportions judged good or better.

The quality of childcare remains a key priority; a well trained workforce, sustainable business model and strong leadership and management are key and will be supported in the coming period.

3.5 Flexibility of childcare

We know that convenient, flexible childcare that fits with the working/training patterns of parents is important; particularly for working parents wanting to take up their free early learning entitlement. The government is planning to broaden and extend the types of hours offered by providers in order to provide working parents with greater choice and flexibility over their childcare. Findings from this consultation are due to be published later this year.

In our local parent and carer survey¹⁹, the majority (78%) told us that the times and days of childcare provision is currently available meets their needs. However just over a third of them (34%) agreed this was only because they

¹⁹ 32 local parents and carers responded to this question.

were able to complement their formal childcare with informal arrangements with family and friends.

Currently just over half of our registered childcare providers (54%) are able to offer flexibility throughout the day with a choice of morning or afternoon sessions. Only half of childcare providers (mainly playgroups and preschool settings) are currently open throughout the year.

Children's Centres in the Central B area told us that there is a need for greater flexibility of provision to meet the needs of parents working/training:

"Many of our parents would like to access training or employment opportunities which is often an issue as the flexibility of settings is limited and they are unable to do so due to the time contrasts of childcare." (Children's Centre representative, Central B)

However, we know that flexibility around places for babies and those entitled to free early learning places can be restricted due to the significant staffing and operational costs associated with the delivery of this provision.

Where flexible provision is offered for free early learning places (typically 15 hours per week), the most common models providers surveyed indicated are:

- 7.5 hours over 2 days
- 5 hours over 3 days
- 5 morning or afternoon sessions (3 hours)
- 10 hours per week (stretched offer over 51 weeks)
- Flexibility to meet individual needs (childminders)
- 6 hours over 2.5 days
- Flexible start and finish times (childminders)

Parents who choose childminders tend to have greater flexibility in the times that are offered to them. However, this can also come at a cost to some childminders:

"Agreeing suitable hours, some parents want unsocial hours which extends my working day - they do not understand that their child may come late and stay late but others arrive early in the day." (Childminder, East)

Flexibility of affordable provision is essential to support working parents and as a key element of the introduction of the additional 15 hours it is a key focus and will be fully explored with each provider; partnerships will be encouraged and supported between providers to supply flexible places between them where there are barriers to direct flexible delivery.

Figure 12: Opening times of Early Years settings

Opening Times		Central A		Central B		East		South		West		Borough	
Total settings		26		17		11		29		24		107	
Term Time		14	54%	10	59%	5	45%	14	48%	7	29%	50	47%
All Year Round		12	46%	7	41%	6	55%	15	52%	17	71%	57	53%
Open AM		25	96%	17	100%	10	91%	29	100%	24	100%	105	98%
Open PM		23	88%	12	71%	8	73%	23	79%	22	92%	88	82%
Range of Times		Central A		Central B		East		South		West		Borough	
Creche	Earliest	09:00		08:45		09:00		09:00		-		08:45	
	Latest	16:00		14:30		17:00		12:00		-		17:00	
Pre-School	Earliest	08:30		09:15		09:00		08:00		09:00		08:00	
	Latest	15:30		12:45		15:30		16:30		16:00		16:30	
Nursery	Earliest	07:00		07:00		07:00		07:00		07:00		07:00	
	Latest	19:00		18:30		18:00		18:30		19:00		19:00	

Source: Greenwich Children's Services

3.6 Cost of childcare and affordability

Nationally, the cost of childcare has continued to increase, with prices to parents outstripping inflation over the past decade²⁰.

High childcare costs can also reduce the incentive for parents to return to work and/or sustaining full-time employment. For example, some parents find that they are actually better off financially as full-time parents rather than returning to work and paying for childcare. Parents are also more likely to use informal childcare arrangements with family and friends to avoid or reduce costs, particularly for young pre-school children under 2²¹.

Locally, parents also tell us that affordability of childcare is a common barrier for families who use or would like to use childcare.

“Formal childcare is too expensive.” (Parent aged 30-34, South)

“More affordable childcare is needed for those who work but are not entitled to Working Tax Credit. As childcare is very expensive is why we use informal childcare (Parent aged 30-34, Central B)

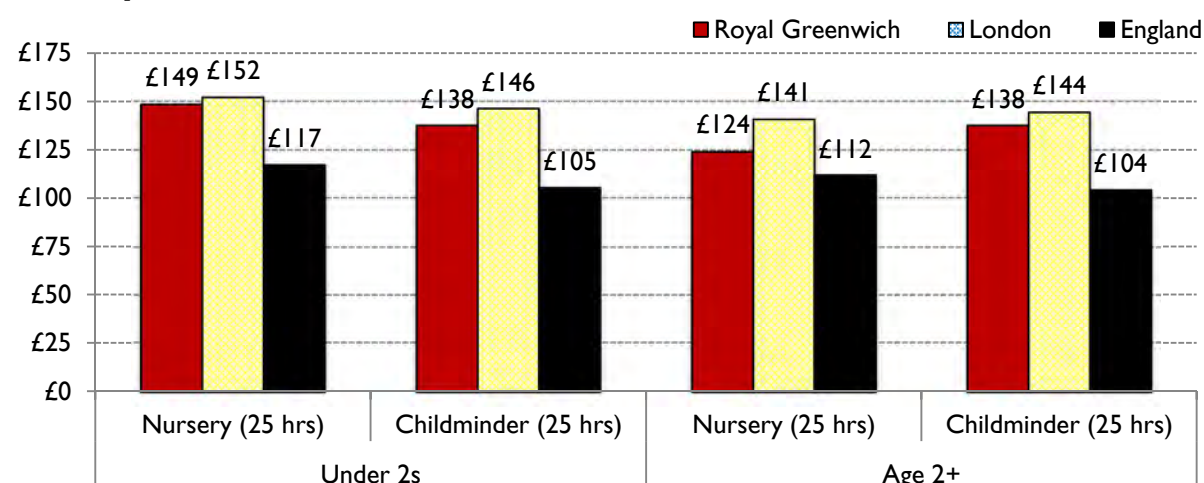
On average, PVI nursery settings in the borough are more expensive than maintained nurseries and childminders. Parents are also likely to pay more for younger children under the age of 2. The average full time nursery place (up to 50 hours) for a child under 2 in a PVI setting is around £300 per week – this

²⁰ <http://www.lgiu.org.uk/briefing/early-education-and-childcare-costs-dfe-economic-assessment/>

²¹ <http://www.lgiu.org.uk/briefing/early-education-and-childcare-costs-dfe-economic-assessment/>

accounts for 50% of the average weekly salary for a full time working resident of the borough.

Figure 13: Average prices for nurseries and childminder places for 25 hours per week²²



Source: Family and Childcare Trust – Cost Survey 2015

Working parents on low incomes can receive up to 70 per cent of their childcare costs through tax credits, up to a maximum of £175 per week for one child, meaning the parent gets £122.50 back per week. There is a limit of £300 per week contribution for two or more children towards childcare, meaning the maximum a parent can get back per week is £210. Further information on what and how to claim can be found on the Royal Greenwich [website](#)²³.

Working parents who are not in receipt of tax credit are entitled to help with their childcare costs through employer-supported vouchers and tax relief on workplace nursery costs.

The [National Audit Office](#)²⁴ reported that nationally, the average flat rate of early years funding per child has actually been frozen since 2013-14, meaning many providers have faced cuts in real terms. This is reflected in business models of local providers:

“Most remaining Pre-Schools are situated in community centres which are used by members of the public at other times, therefore there is less availability to expand on hours...” (Pre-school, South)

²² Nurseries and childminders record their prices in different ways. Some have an hourly rate, while others have a weekly rate for 50 hours provision from 8am-6pm. Where the nursery does not have a 25 hour rate, the price of 25 hours provision is half the 50 hour rate or calculated by multiplying the hourly rate by 25.

²³ http://www.royalgreenwich.gov.uk/info/200008/benefits/922/help_with_childcare_costs and http://www.familyandchildcaretrust.org/sites/default/files/files/Childcare_cost_survey_2015_Final.pdf

²⁴ <https://www.nao.org.uk/report/entitlement-to-free-early-education-and-childcare/>

“Funding for entitled 2 year olds is only sufficient for providers who are completely full and who have large numbers of paying or 3-4 year old entitled children. The smaller settings which rely on funded children, and can no longer get support for periods of low occupancy (often at the beginning of the Autumn Term) and are increasingly unsustainable in the long term. These tend to be the sessional settings...” (Children’s Centre response, Central A)

According to the Department for Education’s latest [review of childcare costs](#), there is scope for efficiencies in the staffing model adopted by the childcare market, and specifically by increasing the staff-to-child ratios; while some providers would benefit from economies of scale and scope.

It is recommended that where there is high demand and need for childcare places in the area and childcare providers are struggling financially, we support them to review their business models to improve sustainability as well as respond more effectively to the local patterns of demand for places and opportunities for development.

3.7 Accessing childcare and support

We know choosing suitable childcare can be difficult for parents. That’s why our [Royal Greenwich Family Information Service \(FIS\)](#)²⁵ and the [Greenwich Local Offer](#)²⁶ provides valuable one-to-one support and advice to parents around:

- Finding childcare to suit parent’s needs including [children with SEND](#)²⁷;
- Identifying financial support to help with the cost of childcare of childcare while studying, training or working;
- Putting parents in touch with people who can help them to access the training and employment that's right for them.

How to contact the Royal Greenwich FIS

Telephone: 020 8921 6921

E-mail: fis@royalgreenwich.gov.uk

Website: www.royalgreenwich.gov.uk/fis

Greenwich Local Offer:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

²⁵ <http://www.royalgreenwich.gov.uk/fis>

²⁶ <http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

²⁷ http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/service.page?id=_RIBAOgSxeQ

The Families Information Service has identified the need for better online information for parents and carers to support choice. The development of the Family Services Directory will realise this early into the period.

4 Free early learning for eligible 2 year olds: Together for Twos

Around 40% of our most disadvantaged 2 year olds who meet a prescribed set of eligibility criteria²⁸ can get up to 570 hours of free high quality²⁹ early learning per year.

“Together for Twos” as it is known locally is usually taken as 15 hours per week over 38 weeks of the year but parents can spread their entitled hours over three days or more, which can help them with work or study (flexibility).

A total of 1,465 designated free early learning places for eligible 2 year olds have been established locally. This means that up to 85% of children resident in the borough identified as eligible for a free place by the Department for Work and Pensions (DWP) can access a place. As at autumn 2016, 78% of eligible 2 year olds took up their place.

Parents can check their eligibility with their [local children’s centre](#) or the [Royal Greenwich FIS](#). Those who meet the criteria become eligible to receive free early learning places the term after their second birthday.

We also fund additional places for disadvantaged 2 year olds who fall outside the DWP entitlement criteria but meet our Local Priority (LP) criteria³⁰.

The vast majority of our funded 2 year old places are provided and taken up with PVI childcare providers but provision within maintained schools and nurseries accounts for around a quarter of places and this proportion is rising.

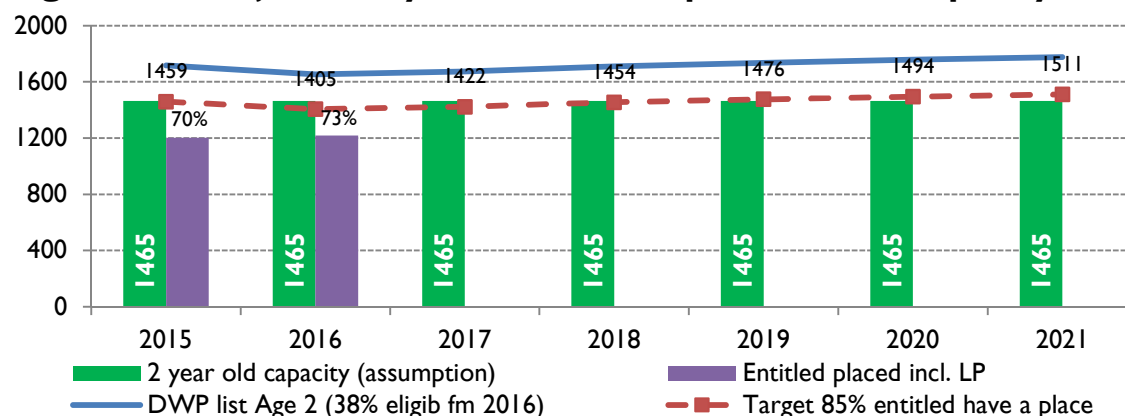
To further support take-up, the need for an online eligibility checker for parents has been identified as a priority. Where parents are digitally excluded, providers and other agencies will be able to check on their behalf.

²⁸ Children eligible if: their family receives Working Tax Credit and have an annual income under £16,190; they meet eligibility criteria for free school meals; they have a current statement of SEN; they are entitled to Disability Living Allowance; they are looked after by a local authority (LA); they are no longer looked after by the LA as a result of an adoption order, special guardianship order or a child arrangement which specifies with whom the child should live.

²⁹ Ofsted registered early years settings judged good or outstanding.

³⁰ LP criteria includes child significant health needs; child with severe developmental delay; child, CP plan; child disability/SEN; sibling disability/SEN; child of a young parent; parental mental or physical health problems; parental substance misuse; family DV recently; child from service family; would be EPlus but no recourse to public funds.

Figure 14: Projected 2 year old funded provision vs. capacity



Source: 2014 ONS with GLA trend and Early Years dataset for take-up (Autumn 15 and Spring 16)

Overall, we have sufficient places for eligible 2 year old places at borough level until 2018 to meet the target of 85% of them having a place. However, local evidence suggests there is some current pressure for places in areas within the East and the South.

Part of these pressures can be linked to an imbalance in the make-up of the childcare market across particular planning areas and this is most notable in the East. Here, childminders account for around 81% of the childcare market (72% for LA average) and it has the lowest number (7) and proportion of nursery settings (7% against 13% for LA average).

We also know that there can be greater parental preference for group childcare settings like nurseries rather than childminders and when these settings become full, the limited choice means that some parents decide not to accept their free entitlement offer with a high quality childminder.

Feedback from a Children's Centre representative within the East also highlighted high demand for 2 year old places.

The South covers a large geographical area, and while 2 year old funded places are available, they are not always in the right places for parents. The average distance that parents travel in the South to take up a place is over 1 kilometre

(1.2 km compared to LA average of 1km). As research suggests³¹, parents value convenience and if parents need to travel far to get to the childcare provider offering Together for Twos, they are unlikely to take up the offer.

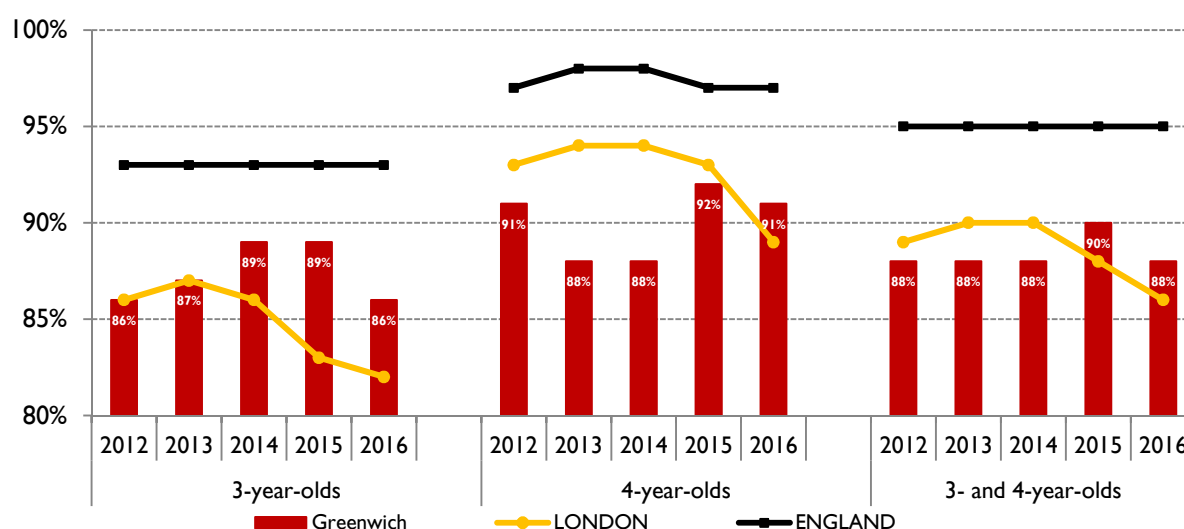
5 Free early learning places for all 3 and 4 year olds

5.1 Current take up levels

All 3 and 4 year olds in England are entitled to 570 hours of free early learning or childcare per year. This is also usually taken as 15 hours each week for 38 weeks of the year.

The chart table below shows that take-up is improving and above London for 3-4 year olds combined.

Figure 15: Percentage of 3 and 4 year olds receiving funded early learning places, January each year



Source: DfE: Provision for children under 5 years of age for January each year

Note - Published DfE figures include out of borough (OOB) children and some 4 year olds in reception places.

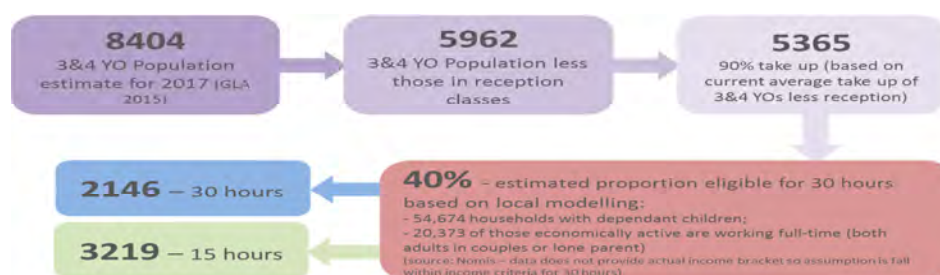
5.2 30 hour extended entitlement from September 2017

Estimating the number of children who may be eligible for the extended entitlement is a challenge because of limited reliable intelligence on who will meet the criteria. In response to concerns raised by local authorities, the DfE has developed an England level estimate of 390,000 and have apportioned that to each local authority. The DfE estimate that there will be 1,550 eligible 3 and 4 year olds in Greenwich from September 2017.

³¹ LGIU briefing 17 May 2016: Early learning and childcare costs, DfE economic assessment, <http://www.lgiu.org.uk/briefing/early-education-and-childcare-costs-dfe-economic-assessment/>

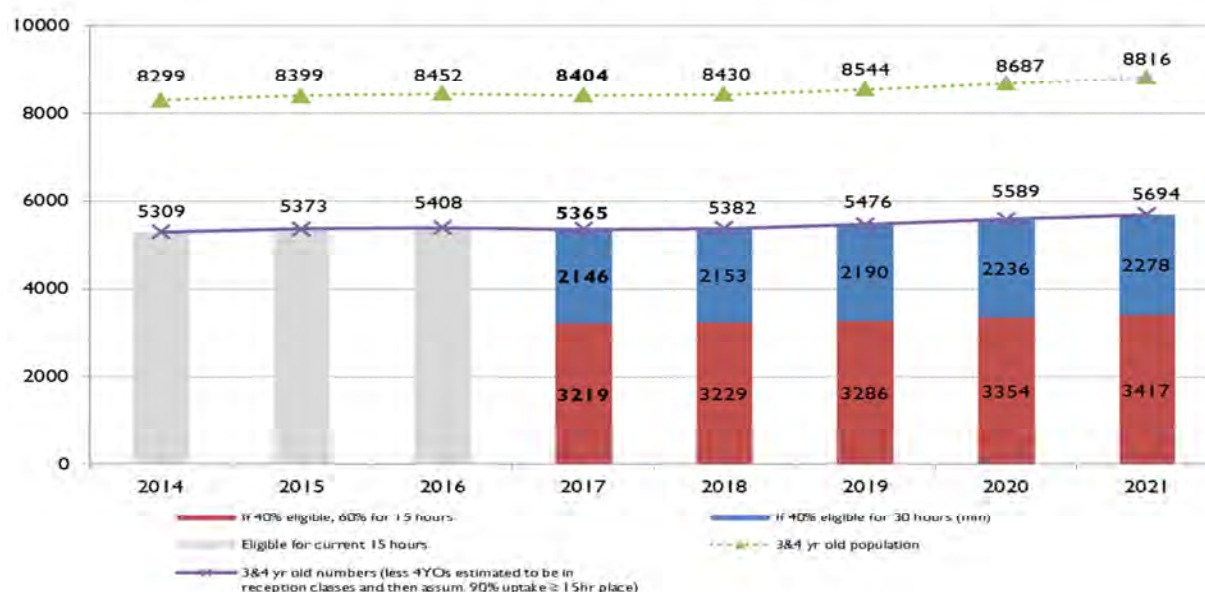
Our local estimates suggest a figure higher than this as shown in the figure below. Our estimates assume 40% of the 3-4 years olds that access nursery places will be eligible for 30 hours from September 2017. In real terms this would be a figure of around 2,146. The 40% estimate draws on what we know about current nursery uptake and data from the 2011 census in terms of the proportion of households with dependent children who are in full time work (both parents in two parents households) - a proxy therefore for the eligibility criteria.

Figure 16: Methodology for local 30 hours entitlement estimates



We recognise there are limitations with this model with respect to accurately determining the earnings element of the criteria; it is our current working assumption and will be revisited as new information becomes available and we are in the position to draw on actual intelligence coming through as parents apply.

Figure 17: Projections for 3-4 year old extended entitlement from 2017



Note - The 40% estimate set out gives the number of children that would be eligible for 30 hours and a proxy therefore for number of 30 hour places required were parental preference to be to access 30 hours in one setting

5.3 Assessment of impact

The majority (around 77%) of our funded 3-4 year old places are provided within maintained school/nursery settings and the vast majority of those (around 90%) provide 15 hour, not 30 hour places. If parental demand / preference is for a 30 hour place in a single setting then the estimates mean expansion of such places will need to happen to address this. It should be noted however that there is no duty on a provider to offer the extended 30 hours.

If the extended 30 hours entitlement for eligible children does lead to the expansion of 30 hour places, it could reduce the number of 15 hour places available in these settings, particularly if schools move to 30 hour place models and therefore fewer children can be accommodated at a given school i.e. if they choose to offer six hour days over the working week in term time.

This could lead to families only entitled to the current 15 hour free entitlement finding it harder to find a place in local settings.

Local survey findings from PVI providers and childminders on their capacity to deliver the extended 30 hours free entitlement shows concern over lack of a) capital finance to expand b) physical capacity to expand c) sustainability to deliver it (funding rate).

This development will have a significant impact on the market and there will be increased parental demand and expectation. A further survey, following the outcome of the National Funding Formula, will provide more detailed, current information in terms of the capacity to provide these place and identify support needs.

The most significant barrier to current providers increasing their capacity is site constraints as the majority are already utilising their existing site or building capacity to a maximum. The availability of capital funding will be key to addressing this gap. Capital investment is essential to support delivery of the extended 30 hours free entitlement; additional premises, remodelling of existing provision and minor works / modifications to enable delivery have all been identified as a priority for the coming period.

Housing development data shows that there is a need to expand childcare provision in particular growth areas of the borough, namely the West and Central B areas.

Our assessment is that we will need to expand 3-4 year old provision in all areas (but particularly in the growth areas) and encourage partnership working

between schools and other providers. Initial feedback from our local survey of schools suggests the following:

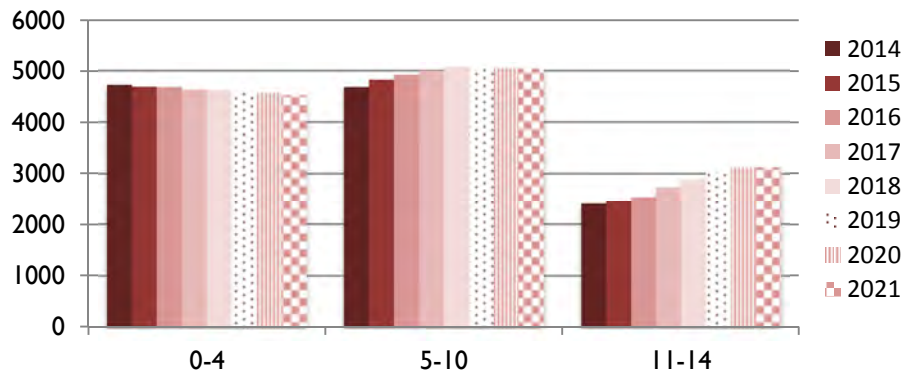
Interest in expanding provision to offer 30 hour places but concerns including:

- Delivery costs versus likely funding;
- Potential impact on school day i.e. working patterns, requirements over lunchtime, complexities of a mixed model if some children are attending 15 hours and others 30 hours;
- Space to accommodate; particularly lunchtimes;
- Will those only eligible for 15 hours get 'squeezed out'?

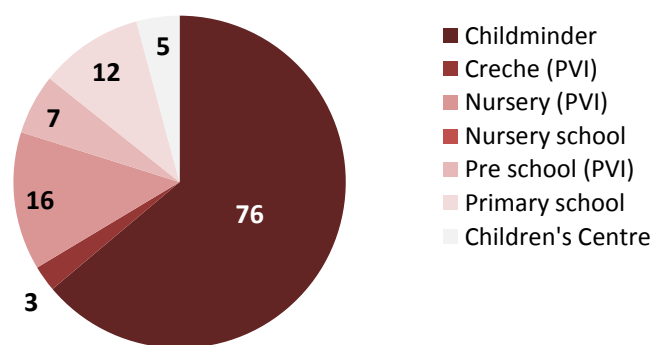
6 Appendix one: Area level summary data

6.1 Central A

Population and projections by age range:



Type and volume of 0 – 4 provision:



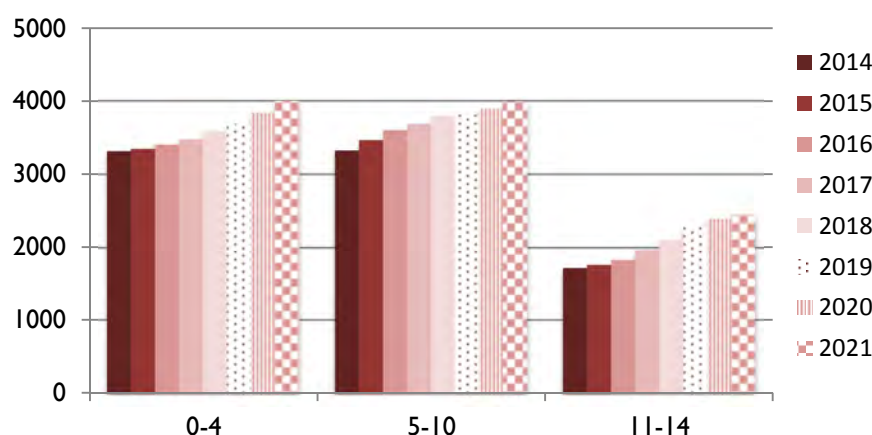
In addition to the provision above, schools in the area (including secondary for older children) offer breakfast and after school provision (10 and 7 settings respectively). One special school based in Central A has under 5 provision but due to the specialist nature, children will be attending from all across the borough

Key messages

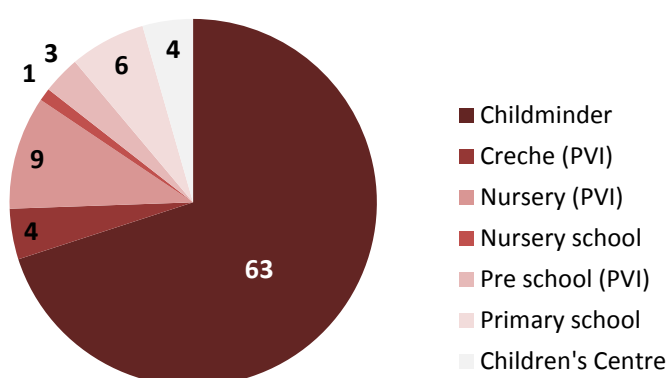
- We estimate that there are currently c1663 0-4 FTE places available in Central A (as per section 3);
- The slight drop in the projected 0-4 population indicates there will be sufficient provision up to 2021 however the new 30 hours entitlement may cause some pressures going forward;

6.2 Central B

Population and projections by age range:



Type and volume of 0 – 4 provision:



In addition to the provision above, schools in the area (including secondary for older children) offer breakfast and after school provision (5 and 6 settings respectively).

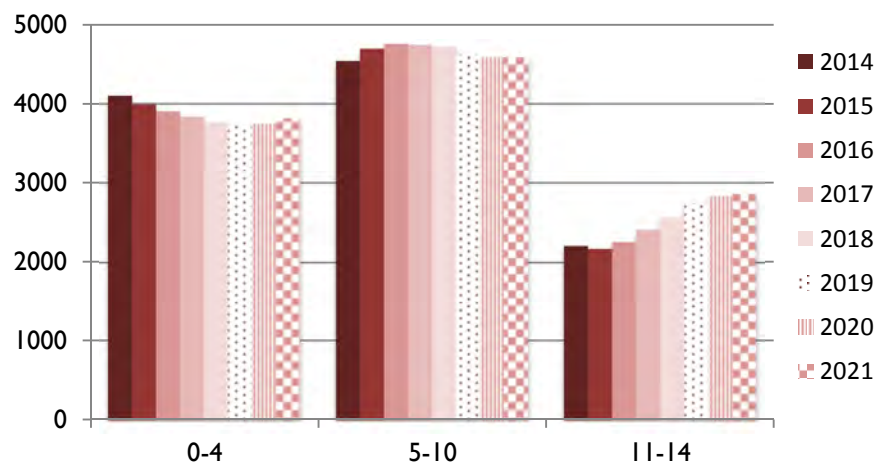
Key messages

- We estimate that there are currently c1 358 0-4 FTE places available in Central B (as per section 3);
- There are sufficient places overall but there is a need for greater flexibility of provision to meet the needs of working/training parents;
- A 21% growth rate is projected for the 0-4 population by 2021;
- Around 278³² additional FTE places estimated to be needed by 2021.

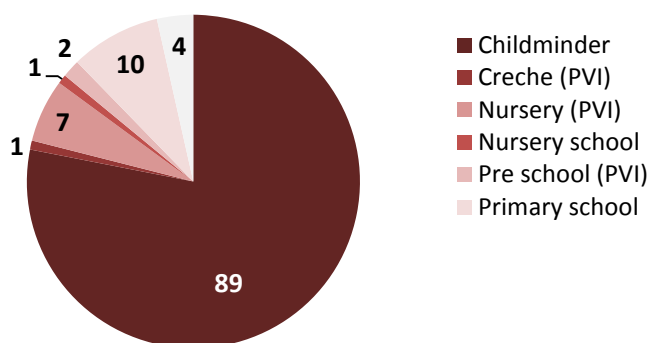
³² This estimate does not take into account any additional places or pressures that may be created from the introduction of the new 30 hours entitlement from September 2017. This will be reviewed once further intelligence becomes available.

6.3 East

Population and projections by age range:



Type and volume of 0 – 4 provision:



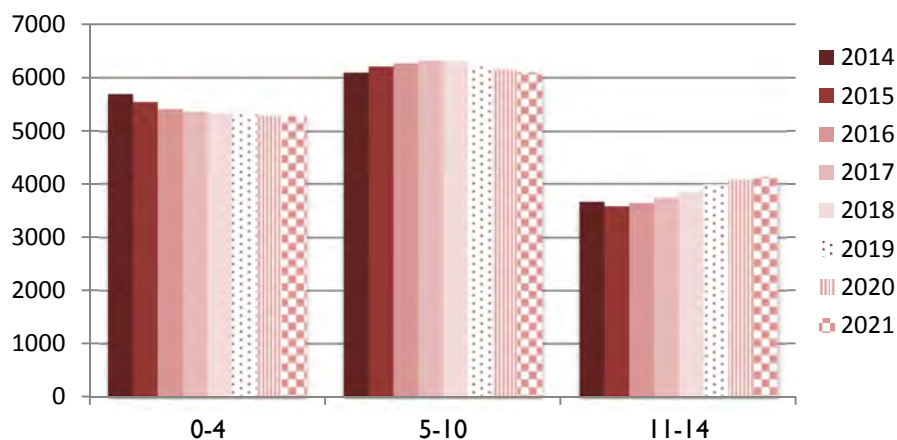
In addition to the provision above, schools in the area (including secondary for older children) offer breakfast and after school provision (8 and 7 settings respectively).

Key messages

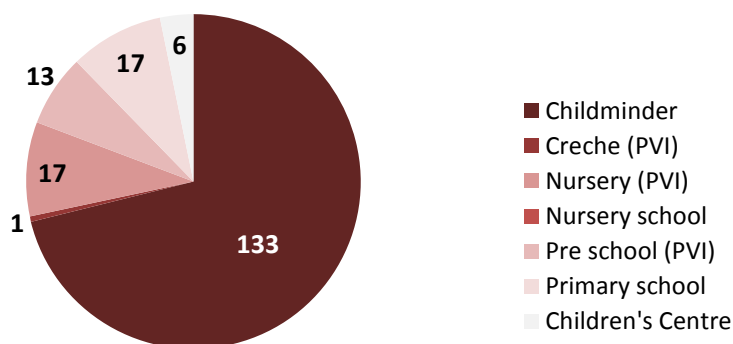
- We estimate that there are currently c1215 0-4 FTE places available in East (as per section 3);
- There are sufficient places overall but there are some pressures for more group childcare places for children aged 0-4 (particularly funded two year old places) and for disabled children with complex needs;
- The drop in the projected 0-4 population indicates there will be sufficient provision up to 2021 however the new 30 hours entitlement may cause some pressures going forward particularly for full-day childcare provision.

6.4 South

Population and projections by age range:



Type and volume of 0 – 4 provision:



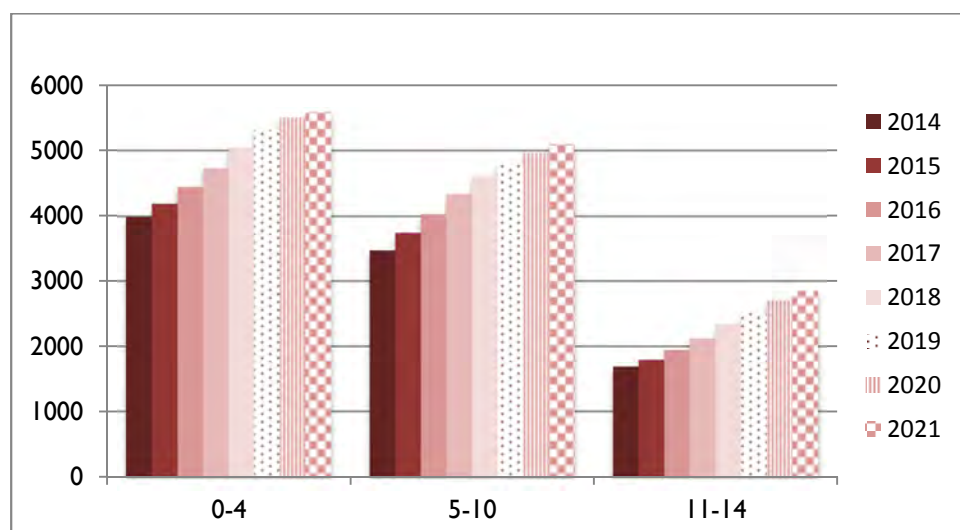
In addition to the provision above, schools in the area (including secondary for older children) offer breakfast and after school provision (15 and 13 settings respectively).

Key messages

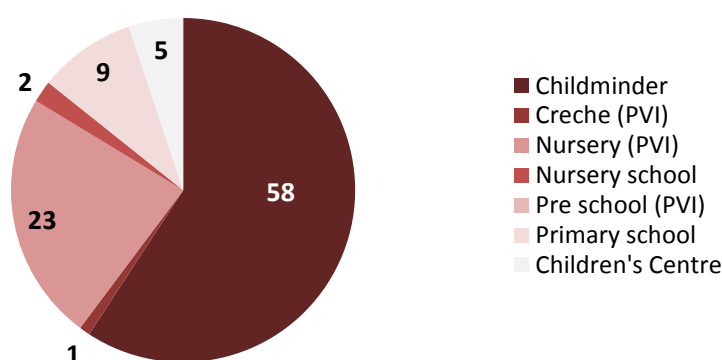
- We estimate that there are currently c2320 0-4 FTE places available in the South (as per section 3);
- There are sufficient places overall but some pressures for funded two year old places;
- The slight drop in the projected 0-4 population indicates there will be sufficient provision up to 2021 however the new 30 hours entitlement may cause some pressures going forward.

6.5 West

Population and projections by age range:



Type and volume of 0 – 4 provision:



In addition to the provision above, schools in the area (including secondary for older children) offer breakfast and after school provision (11 and 14 settings respectively).

Key messages

- We estimate that there are currently c1796 0-4 FTE places available in the West (as per section 3);
- There are sufficient places overall however this is a significant growth area with a 40% rise projected for the 0-4 population by 2021;
- Around 720³³ additional FTE places are estimated to be needed in the area by 2021.

³³ This estimate does not take into account any additional places or pressures that may be created from the introduction of the new 30 hours entitlement from September 2017. This will be reviewed once further intelligence becomes available.

7 Appendix two: Addressing our priorities

Priority one - Improve quality of provision so that all settings are good or outstanding <i>A review of the support arrangements for providers has led to some initial changes to better reflect themes from Ofsted inspections reflect needs and maximise the use of available resources.</i>			
What will we will do	Who will do it	Key dates	Measures of success
Provide support and challenge to settings through evaluation, observation and feedback	Area childcare team EYFS improvement team	Throughout period	<ul style="list-style-type: none"> • Requires improvement provision has at least a good outcome at subsequent inspection • Inadequate provision has a least a good outcome at subsequent inspection • Good provision has an outstanding outcome at subsequent inspection
Provide development support and insight to prospective and new providers, including engagement in recruitment activities	Area childcare team	Throughout period	<ul style="list-style-type: none"> • First inspections secure at least a good outcome
Improve supervision, leadership and governance arrangements in the PVI sector	Area childcare team	Throughout period	<ul style="list-style-type: none"> • Management and leadership are evidenced as strengths in inspection outcomes • Staff retention is evident
Implement a getting to good model of support to new and underachieving settings	Area childcare team	From March 2017	<ul style="list-style-type: none"> • Requires improvement provision has at least a good outcome at subsequent inspection • Inadequate provision has at least a

			<p>good outcome at subsequent inspection</p> <ul style="list-style-type: none"> • First inspections secure at least a good outcome
Develop learning networks in children's centre areas	Early Years Learning and Wellbeing Manager	By June 2017	<ul style="list-style-type: none"> • Positive feedback from providers • Impact on inspection outcomes evident
Improve early learning and childcare opportunities for children with Special Educational needs and Disabilities and others who find it less easy to engage in learning opportunities	Targeted Childcare Officer Inclusion Team	Throughout period	<ul style="list-style-type: none"> • Parents and providers report positive impact of additional support
Provide a dynamic and targeted training and development programme	Early Years Learning and Wellbeing Manager Area Childcare Team	From April 2017	<ul style="list-style-type: none"> • Participant take-up and feedback • Quality improvement visits note / observe impact of learning • Impact on inspection outcomes evident

Priority two - Increase capacity in PVI and maintained settings to accommodate additional 15 hours

The findings from a provider survey³⁴ to better understand the readiness of providers and any potential barriers to delivery will inform this work, along with learning from early implementers and innovators

What will we will do	Who will do it	Key dates	Measures of success
Create additional capacity within PVI settings in areas identified in the CSA	Early Years Learning and Wellbeing Manager	Jan – June 2017	<ul style="list-style-type: none"> • More places created and taken up • Two year old places sustained

³⁴ Survey December 2016

	Area Childcare Team		
Target business support to support PVIs able to deliver places	Early Years Learning and Wellbeing Manager	Jan – June 2017	<ul style="list-style-type: none"> • More places created and taken up • Two year old places sustained
Identify additional capacity with prospective providers	Early Years Learning and Wellbeing Manager	Jan – July 2017	<ul style="list-style-type: none"> • New providers able to deliver 30 hours entitlement
Develop communication strategy to support provider engagement and parental take-up	Early Years Learning and Wellbeing Manager Senior Families Information Officer	April – Dec 2017	<ul style="list-style-type: none"> • Comprehensive information published • 30 hour places taken up
Deliver capital projects as a result of success in the 2016 DfE capital funding opportunity	Early Years Learning and Wellbeing Manager Place Planning and Capital Projects Officer Project Manager, DRES	Jan – Aug 2017	<ul style="list-style-type: none"> • New places available in September 2017
Identify and deliver a programme of minor capital works and modifications	Early Years Learning and Wellbeing Manager Place Planning and Capital Projects Officer	Jan – Aug 2017	<ul style="list-style-type: none"> • New places available from September 2017
Work with schools to support delivery, focussing on partnerships to support associated flexibility	Early Years Learning and Wellbeing Manager Area Childcare Team	Throughout period	<ul style="list-style-type: none"> • Schools able to deliver 30 hours • Childminder and school partnerships in place • PVI provider and school partnerships in place
Engage in DfE support programme to develop work	Early Years Learning and Wellbeing Manager Early Help Service Leader	Dec 2016 – Sept 2017	<ul style="list-style-type: none"> • Key milestones met

Priority three - Support the sustainability and development of existing and new provision

Financial and organisational pressures on all small businesses have a significant impact but in this sector, where overheads are high and profit margins limited it is particularly an area of focus

What will we will do	Who will do it	Key dates	Measures of success
Provide business health checks to existing providers to identify efficiencies, opportunities for development and information to inform charging policies	Provider identified by DRES	Jan-May 2017	• Feedback from providers indicates positive impact of support
Engage new / prospective providers in business support activity	Area Childcare Team	Throughout period	• Feedback from providers indicates positive impact of support
Link voluntary sector providers to appropriate support to build capacity of management committees / boards of trustees	Area Childcare Team GAVS	Throughout period	• Feedback from providers indicates positive impact of support
Enable development and support with marketing strategies (including website design, engagement in the Family Services Directory (FSD) and use of social media)	Senior Families Information Officer South East Enterprise	Jan – June 2017	• Providers report positive impact of web presence • FSD usage shows increasing use of provider pages • Providers regularly (monthly) update their FSD entries
Provide policy development support in relation to fees, payment processes, waiting list management etc	Area Childcare Team	Mar – June 2017	• Providers report positive impact of support • Settings remain open / financially viable

Identify potential partnerships for delivery of out of school provision and facilitate joint working	Area Childcare Team	Feb – June 2017	<ul style="list-style-type: none"> • New / extended out of school provision is available • New / extended
Further promote the take-up and use of the Early Years Pupil Premium	Area Childcare Team Early Learning Officer	Throughout period	<ul style="list-style-type: none"> • Increase in take-up • Ofsted inspection reports reflect positive use of funding
Support parental choice and understanding by delivery of the Family Services Directory	Senior Families Information Officer	Mar – Aug 2017	<ul style="list-style-type: none"> • Take up of 30 hour entitlement

Priority four - Fully engage early learning and childcare providers in the delivery of Early Help support for children and their families

The Greenwich approach to delivering the best possible early help service to families both promotes and depends upon the rich blend of services and expertise available. Early learning and childcare providers are in a prime position to identify, enable and provide additional support for children and their families and ensure those requiring targeted and intensive support are identified early.

What will we will do	Who will do it	Key dates	Measures of success
Promote the use of the Early Help consultation line	Early Help Practice Managers	Throughout period (reviewed quarterly)	<ul style="list-style-type: none"> • Increase in use by childcare providers • Increase in early help assessment initiation and TAC engagement by childcare providers
Increase the number of early learning and childcare providers leading on Early Help Assessments and take on lead professional role	Inclusion Team Early Help Practice Managers Targeted Childcare Officer Area Childcare Team	Throughout period (reviewed quarterly)	<ul style="list-style-type: none"> • Increase in number of children being supported in TAC process

Improve engagement in Team Around the Child processes by early learning and childcare providers	Inclusion Team Early Help Practice Managers Targeted Childcare Officer Area Childcare Team	Throughout period	<ul style="list-style-type: none"> • Increase in engagement rate
Develop the early help guidance materials to reflect the needs of the sector	Early Help Service Leader	May and Nov 2017	<ul style="list-style-type: none"> • Tools of the trade are evidently in use • Early Help consultation line routinely signposts to guidance