

## Output from the Early Years Engagement Event – Open Space Discussion Items and Statements

Convener	Issues	Statement of what the Board should do or take notice of?
(Jersey Parent carer Forum)	Do all Parents/Carers understand the processes and provisions available along the Early Years pathway? (2/3)	<ol style="list-style-type: none"> <li>1) The goal must be to formulate a 'Jersey Offer' which we know is deliverable. Then it will be possible to provide accurate and timely information to parents.</li> <li>2) Focus on Early Years policy for 3-4 year olds <ul style="list-style-type: none"> <li>• The board should explore increasing school SEND budgets to include the nursery year</li> <li>• CYPES Department should have more ownership of Early Years provision. This includes funding and providing support across both private and public nurseries to address disparity e.g. additional hours and wrap-around care.</li> </ul> </li> </ol>
(Every Child our Future)	With so many strands to this, who is ultimately responsible for 'delivering' the result and what exactly does the result look like? (1/9)	<ol style="list-style-type: none"> <li>1) Appoint an individual with ultimate responsibility to <u>drive</u> the stated goals to achieve a Best Start for <b>ALL</b> children. This should ensure a strategy with clear objectives (living and breathing) that can be driven forward even after this CoM leave.</li> <li>2) Define and unravel the Early Years Roadmap – What does it look like? Reveal all the agencies/services that 'touch' a family and child along the journey. Provide points to measure, experiences to improve and ultimately an effective accountability framework for Government.</li> </ol>
(Nursery owners)	Government Subsidies for Early Years (2/5)	<ol style="list-style-type: none"> <li>1) Commitment to the principle of - Government to commit to facilitate access to Early Years provision for all children from 0-5 by providing families with sufficient funding</li> <li>2) Funding – Provide clarity on longer term (3-5 years) financing to allow family and provider planning and to ensure equity of funding in the current and any future system between States and non-States sector.</li> </ol>
(Centre point Trust)	Social Workers difficulty in finding funding for children who do not for the criteria or age for funding (2/8)	<ol style="list-style-type: none"> <li>1) We need a local offer so families can understand the services available and their entitlement. Consideration should be given to this including funded nursery places for all two year olds.</li> <li>2) The Board should focus on the recruitment and retention of social workers. Permanent, long- serving experienced staff build relationships, knowledge and awareness. This issue is central and impacts widely. We also need to upskill</li> </ol>

		<i>the childcare sector to achieve parity with the teaching profession. This includes appropriate pay to compete with other professions.</i>
<b>(Centre point Trust)</b>	<b>Parental choice in choosing a nursery that is best for their family (and the pressure they receive from Income Support) (2/9)</b>	<ol style="list-style-type: none"> <li>1) <i>Recognise that families need a fair choice to access additional hours where they choose...(both private settings and school nursery classes and/or whilst on income support) e.g. 10 additional hours only available in School nurseries</i></li> <li>2) <i>Understand the pressure faced by working parents of very young children;</i> <ul style="list-style-type: none"> <li>• <i>Childcare allowances? (tax/Income Support</i></li> <li>• <i>Support from employers? (Breastfeeding etc.)</i></li> <li>• <i>All year round need? (extended funded nursery hours)</i></li> <li>• <i>Continuity of care for the child</i></li> </ul> </li> </ol>
<b>(Children's Services)</b>	<b>How can we support positive and secure attachment? Knowledge, Skills etc., practical tools and engagement with parents (1/6)</b>	<ol style="list-style-type: none"> <li>1) <i>Every decision we make as a policy board will work towards encouraging the development of positive attachments for Jersey's children in their earliest years. We will build a society where everybody understands attachment (teachers, employers, parents and all)</i></li> <li>2) <i>Steps to take include;</i> <ul style="list-style-type: none"> <li>• <i>Make care givers/parents an easier choice (e.g. child friendly employment practice, tax incentives, flexible hours, working from home, parental leave etc.)</i></li> <li>• <i>Recognise that many families in Jersey are unusually isolated</i></li> <li>• <i>Provide training for teachers, parents and professionals etc.</i></li> <li>• <i>Recognise and take seriously, make courageous decision about the reality of our divided society and the impact it has on the Early Years (current policy often undermines our ability to form attachments)</i></li> </ul> </li> </ol>
<b>(Parenting Services) and (Jersey Early Years Association)</b>	<b>Think Family: Help parents be free from anxiety in order that the child can also feel free from anxiety(1/8)</b>	<ol style="list-style-type: none"> <li>1) <i>There needs to be more meaningful involvement with, and a voice for, families.</i> <ul style="list-style-type: none"> <li>• <i>A joined up, independent, child and family services hub to ensure access for all families to clear information and messages</i></li> </ul> </li> <li>2) <i>We need inclusive policies for families. A Minister for children and families to oversee the design and development of family policies across government through ongoing consultation with families and the public, private and voluntary sectors.</i></li> </ol>
<b>(Family Nursing and Home Care)</b>	<b>Early Years Mental Health - Access to Perinatal and maternal mental health (2/6)</b>	<ol style="list-style-type: none"> <li>1) <i>Mental health challenges in the Perinatal stage and Early Years are normal and to be expected; they must be resourced as such.</i> <ul style="list-style-type: none"> <li>• <i>We need a universally accessible, safe, family hub</i></li> </ul> </li> <li>2) <i>We only have one perinatal mental health worker for the whole of Jersey</i> <ul style="list-style-type: none"> <li>• <i>We need a dedicated, fully resourced perinatal Mental Health service including;</i></li> </ul> </li> </ol>

		<ol style="list-style-type: none"> <li>1) Psychiatrist</li> <li>2) Specialist nurses</li> <li>3) Clinical psychologist</li> <li>4) Open/unrestricted referral system</li> </ol>
<b>(Highlands College Students)</b>	<b>High quality training available and accessible for all e.g. voluntary sector and all those working with children 0-3 before they start nursery (1/1)</b>	<ol style="list-style-type: none"> <li>1) More CPD training available for all, including voluntary sector for those working with children and families in the 1001 critical days</li> <li>2) Pulling together in one place, a place (a portal) where all resources and courses are available for all working in the sector (a great example is the Safeguarding Partnership Board website and Skills Jersey's work with other industries)</li> </ol>
<b>(Bethesda Pre-School)</b>	<b>Quality of training EY staff (2/2)</b>	<ol style="list-style-type: none"> <li>1) Full-time childcare students are not interviewed, this must change</li> <li>2) There is a need to upskill nursery staff hosting placement students with a resourced coaching development/training CPD offer.</li> </ol>
<b>(Public Health and (Parent Rep. JCCT)</b>	<b>How to address the issue of 20% of children in reception being overweight or obese (1/7)</b>	<ol style="list-style-type: none"> <li>1) What should be done?  Create a consistent Early Years nutrition framework (similar to the EYFS) that works for children, parents and professionals.  AND <ul style="list-style-type: none"> <li>• better signposting to nutrition information (single source)</li> <li>• More education and training for children, parents and professional (like HENRY)</li> </ul> </li> <li>2) Take notice of...  There is a lack of consistent nutrition information (signposting ) advice and education <ul style="list-style-type: none"> <li>• Pre-natal</li> <li>• Children, parents and professionals</li> <li>• Jersey and beyond</li> </ul> </li> </ol>
<b>(Family Nursing and Home Care)</b>	<b>Breastfeeding – recognised benefits for child's outcomes (1/4)</b>	<ol style="list-style-type: none"> <li>1) The opportunity to increase support for continued breastfeeding by ensuring its inclusion in the curriculum on childcare courses</li> </ol>

		2) <i>To explore how Childcare regulations can be utilised to ensure staff knowledge and practice, and that facilities support parents with continued breastfeeding</i>
<b>(Children's Services)</b>	<b>How do we engage with the most hard to reach vulnerable families? (1/5)</b>	<p>1) <i>How do we identify hard to reach, vulnerable families to know what they need and what the issues are?</i>  <i>Use and share existing information better;</i></p> <ul style="list-style-type: none"> <li>• <i>Joined up record keeping</i></li> <li>• <i>Managing information across transitions</i></li> <li>• <i>Communication along the child's journey</i></li> </ul> <p><i>Commitment from Ministers to discover, determine need of and engage with families outside or opting out of universal services – They are not always who you might expect!</i></p> <p>2) <i>Government and Services need not to be 'hard to reach'. They need to make it easier to know;</i></p> <ul style="list-style-type: none"> <li>• <i>How we do things for children</i></li> <li>• <i>Good easy to understand information (Hub and online revamp)</i></li> <li>• <i>Signposting</i></li> <li>• <i>What to expect from different services</i></li> <li>• <i>Peer support</i></li> <li>• <i>More diverse workforce that reflects the population</i></li> </ul>
<b>(JCCT) and (Autism Jersey)</b>	<b>Better support, resources and educational provision for children with hidden disabilities. Statutory right for children with SEN and /or disabilities to access the private and voluntary mainstream day nurseries and pre-schools from birth (2/1)</b>	<p>1) <i>Explore and fund SEND training requirements build capacity in all day care settings (important children are included and not sent home if support worker isn't in work, ill or on holiday)</i></p> <p>2) <i>Amend Day care of Children Law registration to expand SEN code of practice to private nurseries as a registration requirement</i></p> <ul style="list-style-type: none"> <li>• <i>Links to consistency of provision</i></li> <li>• <i>Also links to conversations about training provision and requirements</i></li> </ul>
<b>(Family Nursing and Home Care)</b>	<b>Early help for pre-school children No family Support worker for pre-schools*, limited availability of nursery funding for 0-3 year olds especially where English is not first language (2/7)</b>	<p>1) <i>What should be done?</i></p> <ul style="list-style-type: none"> <li>• <i>Ensure smooth transitions between support services i.e. 'Health to Education'</i></li> <li>• <i>Access (aligned to Early Help) to Family Support Workers from under 3s (conception to 18)</i></li> <li>• <i>Targeted access to the Nursery Education Fund from two years</i></li> </ul> <p>2) <i>Take notice of...</i></p>

		<ul style="list-style-type: none"> <li>• <i>The diverse make-up of the Island and ensure services are targeted to meet specific needs (celebrate diversity)</i></li> <li>• <i>Greater access to support from conception onwards (not just three plus)</i></li> <li>• <i>Better representation amongst professional of other cultures and languages – more bilingual or language skills</i></li> <li>• <i>Consistent messaging re: EAL (i.e. fluency is the focus in <u>any</u> language)</i></li> </ul> <p>* “...the early intervention family support worker consider requests for involvement from across the workforce and direct requests from families.” Response from Debbie Key, Parenting</p>
<b>(Child Development Centre)</b>	<b>How do we ensure that services are inclusive of children with the most complex development needs (1/2)</b>	<p>1) <i>What should be done?</i></p> <p><i>Develop a local offer for Jersey which features;</i></p> <ul style="list-style-type: none"> <li>• <i>Defined entitlement</i></li> <li>• <i>A clear system and process map to understand pathways</i></li> <li>• <i>Increased transparency of offer across public/private and voluntary sectors</i></li> <li>• <i>Provide resources online/hardcopy/other languages</i></li> <li>• <i>Should be co-produced with families</i></li> <li>• <i>Children should have a lead worker / team around them</i></li> <li>• <i>Based on principle of equity</i></li> </ul> <p>2) <i>Take notice of...</i></p> <ul style="list-style-type: none"> <li>• <i>Recruitment issues are negatively impacting children</i></li> <li>• <i>Demand and referral routes will continue to increase</i></li> <li>• <i>Current system is defined by inequality (parent choice/geography/funding stream/inconsistent quality</i></li> <li>• <i>Resources are insufficient to meet the needs of children and families (staff and funding) spend in the Early Years is <u>preventative</u> invest to save ££</i></li> <li>• <i>Transitions are vulnerable times for families with children with complex needs.</i></li> <li>• <i>SEN Code of Practice 0-19 is not fully implemented and not statutory</i></li> </ul>
<b>Speech and Language Therapists</b>	<b>Not defined</b>	<p>1) <i>Understanding that education does not start at nursery;</i></p> <ul style="list-style-type: none"> <li>• <i>Some families don't access traditional play groups as their child is different and they feel judged by other parents. JELLY clubs were used as a resource to support children and families pre-nursery. They offered a 'judgement free playgroup'</i></li> <li>• <i>Access to interpreting services in school nurseries to provide a differential diagnosis between EAL and Language learning difficulties – this allows timely identification of difficulties</i></li> </ul>

		<ul style="list-style-type: none"><li>• <i>Ensuring that the most vulnerable children attend two year development check so timely referrals to SALT are made (post code or catchment driven?)</i></li><li>• <i>Understand the importance of early communication and interaction (what does good look like?)</i></li></ul> <p>2) <i>Cross departmental working and Joined up thinking;</i></p> <ul style="list-style-type: none"><li>• <i>Early Years SALT to have joint initiatives with Education. A whole system approach to planning and developing services in the Early Years. Ideas to maximise – communication skills from pre-birth?</i></li><li>• <i>Foundation skills for education are communication skills. - This needs an overall vision from Health and Education. An overall plan to ensure appropriate stimulation and opportunities at an early age</i></li></ul>
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