

Early Years Policy Development Board

1. Purpose

The purpose of this paper is to describe and outline some of the emerging policy areas identified by the Early Years Policy Development Board (the Board) during 2019. This paper also describes current actions and identifies the timeline for progressing policy proposals in 2020.

2. Background

To date, the Board has considered a range of subjects and sought ways of engaging with stakeholders. This includes holding an Early Years Event in July and learning about Early Years in Jersey through presentations at the Board’s meetings throughout this year;

- a. Insights and local Data
- b. Personal Tax
- c. Jersey Premium in the Foundation Stage
- d. The Welsh Government’s Approach
- e. The role of Health Visiting and FNHC
- f. Income Support components for Children and Families

At recent meetings, the Board has discussed the Governance and oversight of various streams of work that make up the children’s agenda. It is clear from stakeholder feedback that the period conception to 5 includes many services accessed by families and their children for which clearer signposting and improved access/delivery are required.

3. Scope of future policy design and activities

Below are some of the emerging policy options for further consideration in 2020. They will be developed further by the Board during 2020 using the previous insights gained by the Board and analysis from the work commissioned from 4Insight (Parental Focus Groups) and Oxera (Early Years Market Analysis).

Emerging Strategic Policy Areas

Policy Areas	Emerging Options	Summary Evidence <i>(International Evidence from studies such as SEED, EPPE and EPPSE¹)</i>
Extend the current	Extending the provision by offering 20 free hours per week	<ul style="list-style-type: none"> • An earlier start in Early Childhood Education (ideally before the age of three) relates to better

¹ SEED - Impact Study of Early Education Use and Child Outcomes Up to Age 3, July 2017, Siraj-Blatchford, I. et al. (2011)

Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study, Department for Education, Research Report DFE-RR128 6, Ibid & Sylva, K et al (2008)

Final Report from the Primary Phase: Pre-school, School and Family Influences on Children’s Development during Key Stage 2 (Age 7-11) EPPE. Research Report DCSFRR061

Policy Direction Report

<p>Nursery Education Offer</p>	<p>to 2–3 years olds. Children would be eligible for the free hours from the start of the Autumn term (September) after they turn 2, up until they start at school the academic year after they turn 4.</p> <p>Increasing the number of hours in the current Nursery Education Fund. There are two options to consider:</p> <p>a: Extending the provision for 3–4 year olds from 20 hours to 30 hours per week</p> <p>b: Extending the provision for 3–4 year olds from 20 hours per week during term time to 20 hours year-round (thereby increasing availability from 38 to 52 weeks)</p>	<p>intellectual development and improved independence, concentration and sociability</p> <ul style="list-style-type: none"> • Cognitive development at age three can be associated with the use of formal and informal individual Early Childhood Education between the age of two and three. • Evidence indicates that investment in preventative approaches not only raise standards from early years to post 16 and beyond, but also provide value for money in the long term. • Full time attendance of Early Childhood Education led to no better gains for children than part-time provision. • In the early years pre-school experience positively impacts on socialisation, language development and behaviour reducing the potential anxiety surrounding starting school through better transition opportunities and getting to know families.
<p>Building capacity in Early Years Workforce</p>	<p>Incentivising higher qualifications for childcare staff:</p> <p>a: Introducing a government wage subsidy for qualified teachers (percentage to be decided once more information is available on wages and/or funding availability)</p> <p>b: Introducing a government funding pot for training which childcare providers can bid for funding from in order to put a member of staff through an advanced level training qualification</p>	<p>A graduate workforce can be equipped with the skills to ensure quality interaction with children in the Early Years can result in better outcomes. Oxera have been asked to help understand how providers in Jersey can harness the benefits of a more qualified workforce.</p> <ul style="list-style-type: none"> • A highly qualified diverse workforce - Multiple studies have shown that having highly qualified staff is the biggest indicator of quality. • The quality of the pre-school effect is stronger for children from a deprived background
<p>Family Friendly Employment measures</p>	<p>Extending opportunities for paid paternal leave which would increase the time parents were able to spend with their children at home without financial stress.</p> <p>Proposals made by the Minister for Social Security in</p>	<ul style="list-style-type: none"> • Parents at some focus groups felt that during the Early Years of 0 to 3, there was less support for families to stay at home especially when being with their children was deemed to be of most benefit to their child. • The impact of the early home learning

	(P.100/2019) changing provision in the Employment (Jersey) Law for paid and compulsory paternal leave.	environment and high-quality settings (and the collaboration between the two) can determine successful outcomes for children beyond the early years.
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4. Governance and oversight

A number of parallel projects and programmes of work are running across Government these include;

1. Health and Community Services Care model Implementation - Connecting Care to Children
2. Target Operating model re-structuring - Creating clear teams with responsibility for Early Years, Early Help and Inclusion within CYPES
3. Right Help Right Time and other projects within the Change for Children Programme
4. Best Start Partnership prospectus delivery
5. Mental Health Provision and the redesign of Emotional Wellbeing and Mental Health services for Children
6. Putting Children First as a Common Strategic Priority in the adopted Government Plan
7. Jersey Strategic Needs Assessment

The above projects/programmes are overseen by a number of Boards and / or Senior Management Teams as well as the Children’s Strategic Partnership Board. There is a complex structure of Boards, project teams, programmes and unconnected workstreams in many cases working to the same objectives. The Board will receive updates from the Best Start Partnership Board and various programme Boards to maintain an oversight of service re-design and operational delivery throughout 2020

5. Key milestones in 2020

The Board is asked to consider / agree the timeline for publishing recommendations to the Chief Minister and wider public.

December 2019	Headlines from Parental Focus Groups presented
Early January 2020	4Insight Focus Group final findings presented
	Oxera compiling initial data for the Early Years Market Place Assessment
Late January 2020	Draft report and recommendations from Oxera
Late February 2020	Final report and recommendations presented by Oxera
	Last opportunity to receive key presentations to the EYPDB before recommendation report is drafted
March – April 2020	Policy proposals drafted and considered by the EYPDB
May 2020	Final Report published