

Review of Early Childhood Education in
Jersey
Early Years Childhood Partnership
Task and Finish Group
November 2017



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Executive summary:

The Early Years Childhood Partnership (EYCP) was requested to review the education funded services available to children in the academic year in which they turn 4 years of age and to identify how services for pre-school children (0 – 5 years) should be structured in the future to ensure the needs of the child and family are best met.

A task and finish group comprising representatives from Children’s Policy, Childcare and Early Years Services, Jersey Early Years Association, a Primary School Head teacher and Jersey Child Care Trust met from April to October 2017. The group was chaired by Dr Cathy Hamer, Chair of the Early Years Childhood Partnership, and received highly regarded and much appreciated support from Sarah Stoten, Project Manager.

The group reviewed the evidence for what matters in promoting children’s learning and well-being in the early years, the benefits of early investment and an overview of the Jersey context including the early years workforce, capacity, demand and funding. Three principles for early childhood education in Jersey were developed along with immediate, short and medium - term recommendations. Appendices include other work of the EYCP, distribution data and emerging findings from an EYCP survey of parents.

This report represents the start of a journey to giving all children in Jersey the best start in life. It opens the door for further thinking and future development to be taken forwards by the Early Years Childhood Partnership.

Dr Cathy Hamer

November 2017

Section One - RECOMMENDATIONS

Recommendation One

1.1 Immediate Retract current proposals to means test families for access to the 20 free hours in both the private and the public sector. Revisit the Nursery Education Fund (NEF) partnership agreement and consider reviewing the number of places in registered nurseries in line with demand.

1.2 Short Term 2018 to 2019 Consultation with parents to assess demand and also inform and review current policy to provide pre-school provision at all States primary schools. Seize the unique opportunity to investigate partnership as a possible private /public enterprise with the parishes as a 0-12 provision within a hub or integrated setting.

1.3 Medium /long term 2020 onwards Implement a capital programme for Children's Centres and Public / Private early years partnerships. Give consideration to Early Childhood Education from conception when considering the needs of babies, toddlers, young children and their families.

Recommendation Two

2.1 Immediate Create an Early Years focussed advisory group with representatives from the Department of Constitutional and Community Affairs, the newly appointed Children's Commissioner, as well as the Health and Social Security Departments. (This could be an EYCP work stream). The agenda should be defined in order to establish a clear commitment. Support and promote the importance of Early Childhood Education in Jersey and consolidate this thinking in future strategies linked with educational policy from early years through to post 16 options.

2.2 Short Term 2018 to 2019 Investigate, in partnership with the Department of Health and Social Services, the opportunities to expand the provision of integrated Children's Centres in the West and additionally in the town area. As a result of this partnership, publish an early years strategy that aligns with the 'Future Jersey' long-term community vision. "Our children will enjoy the best start in life" and "Provide every child with the educational opportunity to help realise their potential". The EYCP is engaging with parents and emerging findings are attached at **Appendix 7**. Engagement with children has commenced and will be further promoted. Consider school catchment clusters as the basis for planning community partnerships.

2.3 Medium /long term 2020 onwards Develop partnerships with businesses and investigate their means to support working parents. This extends to the Treasury and Social Security Departments when analysing the tax breaks and benefits afforded to families from various backgrounds. Develop a long-term vision for Early Childhood Education and associated funding bid as part of the next Medium Term Financial Plan (MTFP) growth process.

Recommendation Three

3.1 Immediate Promote the importance of the early home learning environment. i.e. the use of Raising Early Achievement in Literacy (REAL) as part of the Early Childhood Development programme, family support workers etc.

3.2 Short Term 2018 to 2019 Creation of an Early Years Premium fund for less advantaged children to include two and three year olds. Ensure the best use of Special Educational Needs (SEN) funding for nurseries.

3.3 Medium /long term 2020 onwards Continue to develop family focused policy and practice across Government, and extend this approach universally.

Recommendation Four

4.1 Immediate Align Early Years services (including in the Education Department) to ensure shared practice and objectives whilst also strengthening inclusion. Clearly define the current teams/organisations and individuals who have a remit for early childhood education, family and children support etc. such as the early childhood development programme including Outcome Based Accountability (OBA) led by the National Children's Bureau (NCB), Social/Children's policy, Community and Constitutional Affairs and other EYCP Groups.

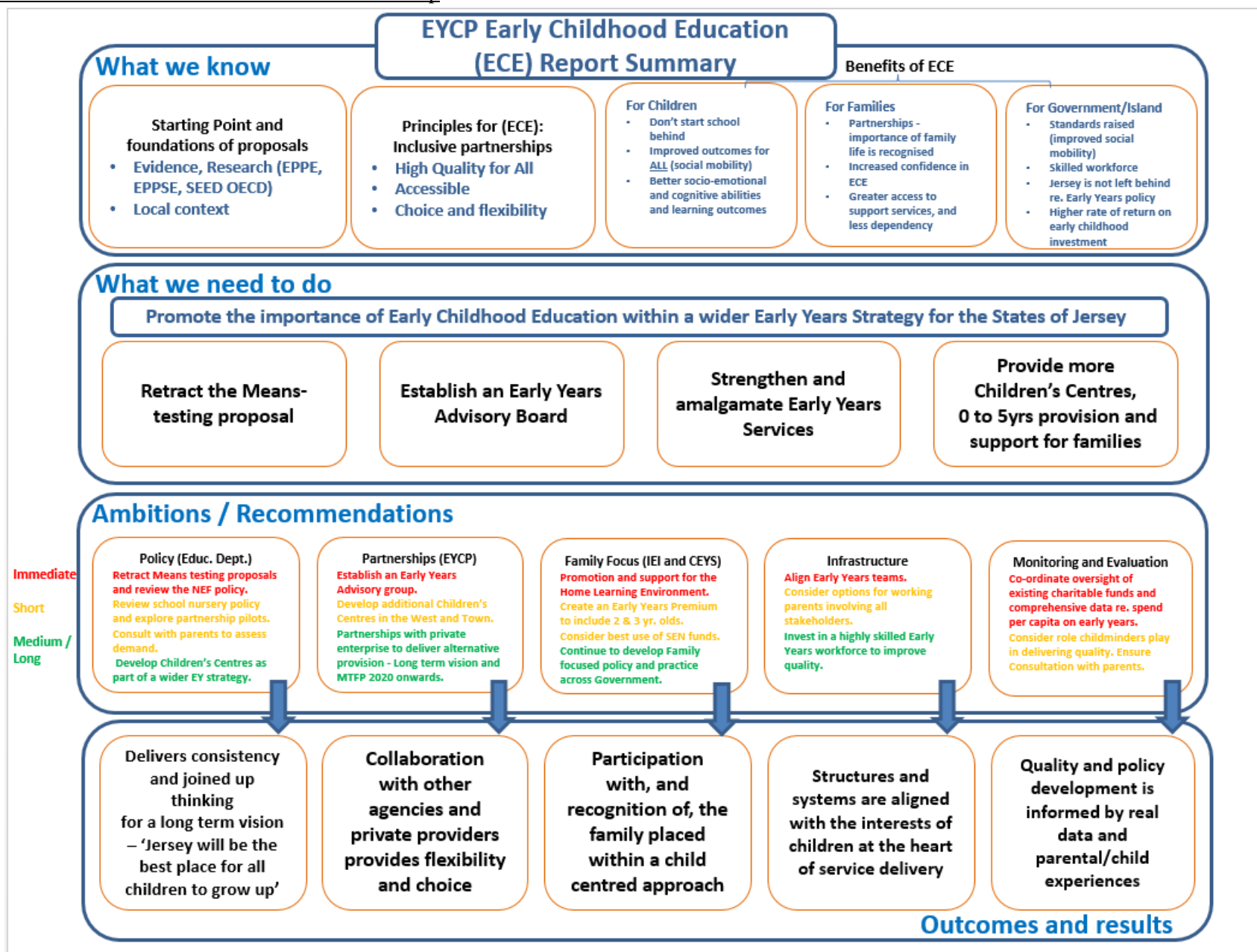
4.2 Short Term 2018 to 2019 Consult with all stakeholders to consider options for working parents where Early Childhood Education is not available outside of term-time.

4.3 Medium /long term 2020 onwards Invest in, and develop, a highly skilled early years workforce.

Recommendation Five

5.1 Immediate Develop accurate data that analyses the spend per capita across all age ranges (Foundation stage, KS1-5) in Jersey allowing comparison internationally, with England and with a statistical neighbour. Investigate how to centralise existing charitable funds under one co-ordinator to ensure consistent application of criteria and to provide transparency of access.

5.2 Short Term 2018 to 2019 Consider the role child minders play in providing high quality provision and whether there is any scope to bring them into the NEF system. Create and monitor greater opportunities for parents to feedback and highlight their concerns / needs. Encourage formal membership to working groups and government sponsored projects, through, for example, the Parent's forum.



Section Two – OVERVIEW AND BACKGROUND

Terms of reference

The EYCP is requested to review the education funded services available to children in the academic year in which they turn 4 years of age. This will include:

- The delivery of early years education in States Primary Schools
- The delivery of States Nursery Education Fund (NEF) places in the private and voluntary sector
- The delivery of early years education in private schools

The EYCP is tasked with identifying how services for pre-school children (0 – 5 years) will be structured in the future to ensure the needs of the child and the family are best met, taking into account:

- 1) States of Jersey strategic priorities, including the Education Department strategic aims and business plan actions.
- 2) Capacity of the system.
- 3) The purposes for which States funding is made available in the pre-school year (including high quality care, early education, parental support) and whether this is effectively used to meet these purposes.
- 4) How we quantify 3 above, including how we measure impact; assessments used to ensure quality assurance, value for money, equity/parity and public and parental confidence in Early Education (e.g. publication of reports).
- 5) The range of services available to children and their families and whether there are any gaps in service. Inclusion for children attending the wide range of settings which are States funded.

Task and finish group membership

Cathy Hamer, Chair, Early Years and Childcare Partnership **(EYCP)**

Tanya Brint, Treasurer, Jersey Early Years Association **(JEYA)**

Andrew Heaven, Director of Children's Policy, Community and Constitutional Affairs Department **(CCA)**

Nicola Mulliner, Head of Early Years, Childcare and Early Years Services **(CEYS)**, Education Department

Adam Turner, Primary School Head teacher

Fiona Vacher, Executive Director, Jersey Child Care Trust **(JCCT)**

Sarah Stoten, Project Manager, Education Department

Approach

- (i) review the international evidence
- (ii) review local position to date
- (iii) identify key principles
- (iv) provide recommendations

The Early Years Task and Finish Group were tasked with reviewing Early Years Education in Jersey. The terms of reference (presented in April 2017) identified two main areas of focus, the first being;

‘...the education funded services available to children in the academic year in which they turn 4 years of age.’

Whilst the second area of focus was more visionary and longer term;

‘...identifying how services for pre-school children (0 – 5 years) will be structured in the future to ensure the needs of the child and the family are best met.’

The group met on seven occasions to establish key principles and agree a way forward.

The overall approach for this review has been to develop recommendations, immediate to medium term, that are informed by research and evidence. This includes Jersey information and research as well as longitudinal studies such as the Effective Provision of Pre-School Education [EPPE] Project (1997 - 2003) and the subsequent extended study, Effective Pre-school, Primary and Secondary Education Project (EPPSE 3-16+). These insightful pieces of work have since been complemented by international research by the Organisation for Economic Co-operation and Development (OECD) and more recently research in England by The Study of Early Education and Development (SEED) which followed 6,000 children from age two through to the end of Key Stage One.

The significant positive effect of early education is strongly evidenced. The group focused on how these benefits might be realised within a Jersey context. In the first instance where the budgetary envelope was constrained but also in the long term where investment in early education might be prioritised in order to achieve better long term outcomes for children.

Meeting Dates

Thursday 27th April, Wednesday 24th May, Wednesday 28th June, Wednesday 19th July, Thursday 28th September, Wednesday 12th October and 30th November.

The final recommendations were presented to the Senior Management team on Wednesday 8th November and subsequently to the Minister for Education on Thursday 9th November.

Definitions

What is Education and Care?

Many different acronyms have been used in referencing Early Years or Early Childhood Education and Care (ECEC). The differing terms have been used to encapsulate this very significant journey in the early years by a multitude of academics in their research papers¹.

Attempts to differentiate the care element, the needs of children and parents or carers from the educational value elements of Early Childhood Education and Care proved a difficult task for this group. It became increasingly apparent that every aspect of a child's developmental and learning journey from 0-5 was educational with caring being an intrinsic element. Interaction with professionals in the Health, Education, private, voluntary and community sectors plays a part in supporting parents and children, strengthening home learning environments and creating unique learning experiences in a variety of settings.

Taken as a whole this creates educational opportunity, firstly for children via those tentative steps they take into the school environment and, as these independent young people grow, out into the community as young adults, economic contributors and as parents themselves.

As a result of their discussions, the group agreed that it would adopt the term **Early Childhood Education (ECE)** as it strongly defined the significant early years of learning for children, parents and practitioners alike. This might be in an integrated children's centre where a young mother receives support from a health visitor, in a nursery used by a working parent where a two year old is being encouraged to explore the world around them or in a school setting where a parent is attending a nursery rhyme session.

The importance of ECE in the development of a child has been evidenced widely, most recently in Starting Strong² which, in its international review, reports that "Combining education and care is a widespread practice: as the divide between the 0 – 2 and 3 – 5 age groups has become less pronounced, so has the divide between education and care."

¹ Power and resistance in early childhood education: From dominant discourse to democratic experimentalism, (Moss, Sept 2017), Journal of Pedagogy

² <http://www.oecd.org/edu/school/startingstrong.htm> (2017)

Section Three – THE EVIDENCE

Early years: What matters in promoting children’s learning and well-being?

Research evidence provides insights into what works in early childhood education and the most effective ways of improving the life chances of babies and young children as well as having significant benefits for the economy.

Key Points

The evidence shows that:

- Pre-school experience, compared to none, enhances children’s all-round development.
- A significant positive effect of early education at 2 on language and socio-emotional development when children were assessed at 3 was found.³
- High quality pre-schooling is directly related to better intellectual/cognitive and social/behavioural development in children.
- Attending a high- or medium-quality pre-school has a lasting effect on social and behavioural outcomes.⁴
- Pre-school quality is a significant predictor of later Key Stage 2 performance in both English and mathematics.⁵
- Good quality can be found across all types of early years settings; however, quality was higher overall in settings integrating care and education and in nursery schools.

Transition into reception⁶:

- In order to establish an effective transition into Reception, it was strongly believed that this was best viewed as a process that emphasised continuity rather than a single event
- Funding and non-contact time need to be made available for YR staff to effectively address the range of issues associated with transition to YR from previous provision
- Information provided for Reception staff needs to present a holistic picture of the individual child and it is important that assessments, or indications of a child’s level of development, are consistent and accurate

³ SEED - Impact Study of Early Education Use and Child Outcomes Up to Age 3, July 2017

⁴ 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

⁵ 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

⁶ Teaching Four and Five Year Olds: The Hundred Review of the Reception Year in England (Early Excellence 2016)⁶

DURATION

- The duration of attendance is important with an earlier start (under 3 years of age) being related to better intellectual development and improved independence, concentration and sociability.

INTENSITY OF PARTICIPATION

- Full time attendance led to no better gains for children than part-time provision.
- Disadvantaged children, in particular, benefit significantly from good quality pre-school experiences, especially if they attend centres that cater for a mixture of children from different social backgrounds.

THE IMPORTANCE OF HOME LEARNING

- The quality of the learning environment of the home (where parents are actively engaged in activities with children) promoted intellectual and social development in all children. Although parents' social class and levels of education were related to child outcomes the quality of the home learning environment was more important. The home learning environment is only moderately associated with social class. What parents do is more important than who they are.
- The Effective Provision of Pre-school Primary and Secondary study⁷, a longitudinal study tracking a large sample of children through different phases of education and identifying the effects of background characteristics on children's cognitive and social behavioural development, found that:
 - When students were 16 years old, high quality pre-school attendance and the early years home learning environment (HLE) shaped students' GCSE attainment. It showed that attending any pre-school, compared to none, predicted higher total GCSE scores, higher grades in GCSE English and maths, and the likelihood of achieving 5 or more GCSEs at grade A*-C. The more months students had spent in pre-school, the greater the impact on total GCSE scores and grades in English and maths.
 - It also showed that positive parenting experiences, especially a more stimulating home learning environment when children were young, helped to promote better long term outcomes. A high or a very high HLE at early ages predicted both a higher total GCSE score and better grades in English and maths, and achieving the GCSE benchmark measures of 5 A*-C and 5 A*-C including English and Mathematics.

⁷ Sammons, P. et al (2015) Pre-school and early home learning effects on A-level outcomes. Effective Pre-School, Primary & Secondary Education Project (EPPSE) Research report t

The benefits of early years investment

Evidence⁸ 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:

- Cognitive development at age three can be associated with the use of formal and informal individual Early Childhood Education and Care (ECEC) between the age of two and three.
- 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.
- ECEC interventions also boost children's confidence and social skills, which provides a better foundation for success at school (and subsequently in the workplace).
- Greater access for families to services improved early identification and intervention which eliminates or reduces costly and damaging social problems^{9,10}
- Early years investment strengthens opportunities to 'close the gap' and raise standards at the end of Key Stage two but also in Key Stage four outcomes.(GCSE)

The existing evidence shows that improvements in child development at age three and age four can be linked to later monetary benefits from reduced Special Educational Needs (SEN), truancy, school exclusion, crime, smoking and depression and from improved employment rates and earnings. The new analysis of NPD data shows that improvements in Key Stage 1 (KS1) attainment at age seven can be linked to later monetary benefits in reduced SEN, truancy and school exclusion and from higher qualifications leading to higher lifetime earnings¹¹.

ECEC has the potential to benefit families as well as children. It can enable parents to work, re-enter the labour market, undergo training to improve employability and work more hours. Thus, it can play a role in improving family income, reducing welfare dependency and poverty, and improving social mobility for families – and later for the children themselves¹².

⁸ <https://www.gov.uk/government/.../study-of-early-education-and-development-seed>

⁹ <https://www.gov.uk/government/publications/early-intervention-the-next-steps--2>

¹⁰ webarchive.nationalarchives.gov.uk/20110120090128/http://.../poverty-report.pdf

¹¹ Study of Early Education and Development (SEED): The potential value for money of early education - Research report - July 2017 - Gillian Paull and Xiaowei Xu - Frontier Economics

¹² Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three - Research report - July 2017 - Edward Melhuish, Julian Gardiner & Stephen Morris

Benefits analysis of Early Childhood Education

Children	Parents	Government/Island
Children don't start school already behind	Families are not left to pay the price Reduction in poverty	Labour market participation improved. Higher individual earnings
Closing the development gap in the early years and ensuring that all children, regardless of birth or background, achieve is vital in championing social mobility	Increased confidence in the Early Childhood Education system	Standards raised Social mobility improved from generation to generation
Improving children's cognitive abilities and socio-emotional development creates a foundation for lifelong learning making children's learning outcomes more equitable.	Importance of family life is recognised and appreciated	Lower crime
Better levels of health and wellbeing.	Working in partnership with parents benefits children and their families as it ensures services genuinely meet local families' needs	A more skilled workforce that is better prepared to take on the future challenges of a global and digital economy.
	Greater support and access to referred services	Jersey is not left behind in terms of policy development around early childhood education – "All countries should provide two years of tuition-free pre-primary education, which is critical for early cognitive development and also enables working parents to generate more family income" ¹³ .
	Reduction of dependency on services and possible income support	Invest now to save later: The financial case for investing in children's early years is strong. The rate of return on investing in early childhood programmes can be about 13.7% ¹⁴ .

A strategic vision for early years will be worth more than the sum of its parts.

Without investment the youngest and most vulnerable in our society will start off behind with an uncertain chance of catching up. Every child should be given the opportunities they deserve – they are the Island's future citizens.

¹³ https://www.unicef.org/media/files/UNICEF_Early_Moments_Matter_for_Every_Child_report.pdf

¹⁴ García, Jorge Luis, et al., 'The Life-cycle Benefits of an Influential Early Childhood Program', Human Capital and Economic Opportunity Global Working Group, Working Paper 2016-035, Chicago, December 2016, p. 1, , accessed 22 April 2017

Section Four - PRINCIPLES: Early childhood education in Jersey

Based on local, national and international evidence and research the group developed the following principles in relation to early childhood education in Jersey

Principle 1: High Quality for All

Children and parents should be able to access high quality early years provision defined by the following characteristics of quality to establish 'Gold Standard' child and family focussed Early Childhood Education

Characteristics of quality:

- The quality of adult-child verbal interactions that support children in developing skills in sustained shared thinking and emotional well-being as well as developing strong relationships, effective communication and self-regulation
- Initiation of activities
- Knowledge and understanding of the curriculum
- Knowledge about how young children learn
- Adult skills to support children
- High levels of parent engagement in their children's learning
- An environment that promotes the inclusion of all children
- Collaboration and shared accountability based on outcome measures for children.

Evidence from Effective Pre-school, Primary and Secondary Education Project (EPPSE):

- The quality of the pre-school effect is stronger for children from a deprived background.
- The process quality (what happens when they are there i.e. the practices, the climate of the setting) is more important than the structural quality i.e. the resources.
- There were more intellectual gains for children in centres that encouraged high levels of parent engagement in their children's learning.
- The most effective settings adopted discipline/behaviour policies in which staff supported children in rationalising and talking through their conflict.

The impact of the early home learning environment and high quality settings (and the collaboration between the two) will determine successful outcomes for children beyond the early years. How this is developed by practitioners and providers is a measure of quality.

(i) A highly qualified diverse workforce

A workforce reflecting ethnic and cultural minorities gives a welcome message to minority communities and increases respect for diversity.

*Evidence – High quality and qualifications of well trained staff:*¹⁵

- Predictor of later Key Stage 2 performance in both English and Mathematics.
- Multiple studies have shown that having highly qualified staff is the biggest indicator of quality.
- Better qualified staff offer higher quality support for children age 30 months to five years in developing communication, language, literacy, reasoning, thinking and mathematical skills.

¹⁵ 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

- Children made more progress in pre-school centres where staff had higher qualifications, particularly if the manager was highly qualified. Having trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the curriculum leader) had the greatest impact on quality.
 - Save the Children research suggest that children who attend a nursery setting with an Early Years Teacher or equivalent were almost 10% more likely to reach a good level of development (EYFS)
- (ii) Consistent standards and benchmarking with quality assurance through external monitoring. This should include long-term impact evaluation to support continuous improvement

Evidence – The quality and practices in pre-school provision

- The quality of pre-school centres is directly related to better intellectual/cognitive and social/behavioural development in children

Evidence – The type of pre-school

- There are significant differences between individual pre-school settings in their impact on children. Some settings are more effective than others in promoting positive child outcomes.
 - Integrated centres that fully combine education with care and have a high proportion of trained teachers, along with nursery schools, tend to promote better intellectual outcomes for children.
 - Good quality can be found across all types of early years settings. However, quality was higher overall in integrated settings, nursery schools and nursery classes.
 - Children tend to make better intellectual progress in fully integrated centres and nursery schools.
 - Specifically education and care with childminders at age 2 has been found to have a significant positive effect on children’s language development and behaviour at 3.¹⁶
- (iii) Parents are supported to promote early home learning

Evidence – The importance of early home learning

- The quality of the early home learning environment promoted intellectual and social development in all children. The activities that parents do with their children is more important than who they are in terms of social class and levels of education.

¹⁶ SEED - Impact Study of Early Education Use and Child Outcomes Up to Age 3, July 2017

Principle 2: Accessible

Parents/carers and children should have free access to early childhood education that meets their needs

(i) A universal offer

This should be publicly funded and free to parents of every child aged 3 – 4 years in the year prior to their entry to statutory schooling (Reception) as a minimum.

(ii) Responsive to parent and child voice

Providers and policy advisors must be informed by stakeholder views and experiences. This ‘voice’ should inform policy development and not be sought after policy implementation.

Evidence – The Cost of Childcare research report, Jersey Community Relations Trust

JCCT focus groups of parents in both 2012 and 2014 found that they were of the unanimous opinion that childcare was expensive.

“Most parents expressed the wish for their child to attend nursery for socialisation benefits but this benefit was foregone due to the limited flexibility and overly expensive nature of the provision.”

The 2014 focus group findings show that “whilst the NEF hours allow for parents to return to work, the hours available make it difficult for people to find work as there is still a need to find adequate wrap around care or part/term employment.”

Evidence – JCCT Working parents survey, 2017

The highest percentage of support parents reported having was from extended family followed by a flexible employer.

In response to the question ‘What would help meet work and family needs?’ the greatest response was to have ‘More money to afford a childcare option’.

(iii) Locality

Provision should be available to meet the needs of families whether this is based on proximity to home, work or other family based services. Capacity should also be considered where demand is greatest, e.g. in highly developed areas and business districts or where socio-economic influences have placed greater demand on supply. There is a need to consider St Helier in particular but also the outskirts of rural parishes where there are sometimes less settings available.

(iv) Inclusive

Access should be granted to all families regardless of circumstances, financial or social background, individual child need or any other categorisation. Parity and equity of access is paramount.

Integrated centres that co-operate across boundaries yield better results both in the short-term – by addressing the complex needs of children and families living in difficult conditions – and in the long-term, by contributing to the regeneration of local communities.¹⁷

¹⁷, Vandenbroeck, M. & Lazzari, A. (2014) Accessibility of early childhood education and care: a state of affairs, European Early Childhood Education Research Journal, 22:3, 327-335 2014.

(v) Parity

Private, public and community provision must co-exist in the interest of meeting the needs of working and/or disadvantaged families and those whose children have specific needs.

(vi) Reactive to demographics

Universal provision should be reactive to changing birth rates and migration (internal and external). As with school planning, this should be transparent and ongoing, providing long term projections to inform policy and infrastructure requirements.

Evidence – The impact of attending a pre-school centre

- Disadvantaged children, in particular, can benefit significantly from good quality pre-school experiences, especially if they attend centres that cater for a mixture of children from different social backgrounds.
- Children who benefit from high-quality childcare start school on average around three months ahead in their literacy and language skills compared with children who attended low-quality settings, and eight months ahead of children who did not attend any childcare. The benefits carry on throughout a child's life: they are 20% more likely than children who go to low-quality settings to get 5 A*–C GCSEs, and they earn more as adults.¹⁸

¹⁸ Untapped Potential. Save the Children 2016

Principle 3: Choice and flexibility

The offer should be pertinent to family settings, work patterns and personal preference with parents and carers able to understand the options available

(i) Information

Information regarding any published and promoted universal offer must be up to date and clearly available in multiple languages early on, ideally before parents plan their families. Details on how and when to apply, to whom, as well as easy to understand concise eligibility criteria should be widely available with all professionals and organisations working with parents being well informed as well as information on websites etc.

Advocates for families and children, e.g. the EYCP, JEYA, JCCT, Brighter Futures, other charities and government agencies must be regularly and actively consulted if any policy deviation is to be considered.

The universal offer must take into account the varying needs of families and the specific barriers they face when researching and choosing education and childcare options.

(ii) Providers working in partnership

A diverse range of providers in the private, public, voluntary or community sector should be encouraged and supported in an effort to deliver flexibility and choice. Partnership working in order to provide the widest range of high quality early childhood education should be actively promoted. Partnerships must be developed that are good for settings and achieve quality transitions for children and childcare solutions for parents.

(iii) Flexibility and responsiveness

Wrap around provision including flexible opening hours, staggered start times and session options must be available to support take up of the core universal offer. Settings must take into account parent and child voice/demand by meeting the needs of parents and the children in their care actively involving parents and promoting early home learning.

Evidence – Duration

- The duration of attendance is important with an earlier start (between the age of two and three) being related to better intellectual development and improved independence, concentration and sociability.
- There was no evidence that full time provision resulted in better outcomes. An extended period of pre-school experience on a part time basis (5 sessions) is likely to be more advantageous than a shorter period of full time (10 sessions).¹⁹

Evidence – Transition

Ofsted's 2014 good practice report on school readiness found a "mutual understanding of what was expected" between early years provision and school was key. An advantage of school-based nursery provision is that it can make the transition to school easier.

¹⁹ EPPE 2003

Principles - Summary

Inclusive partnerships			
Collaboration between schools, settings, services and agencies, whether States, private, voluntary or charity funded is essential in supporting children’s wellbeing and learning outcomes alongside helping families work and achieve their goals.			
<i>A key requirement would be to design solutions through consultation with families and all other stakeholders.</i>			
	1. High quality for all	2. Accessible	3. Choice & flexibility
	<i>Children and parents should be able to access high quality early years provision</i>	<i>Parents/carers and children should have free access to early childhood education that meets their needs</i>	<i>The offer should be pertinent to family settings, work patterns and personal preference with parents and carers able to understand the options available</i>
What?	Child centred Family friendly Highly qualified, diverse workforce Consistent standards & benchmarking Quality assurance – external monitoring Continuous improvement – long term impact evaluation Parents supported to promote early home learning	Responsive to parent and child voice Inclusive for families and their ability to access Universal education offer – publicly funded Need specific: <ul style="list-style-type: none"> - Social - EAL - SEND - Gender - Disadvantage Parity: private & public provision Reactive to demographics	Parent and child voice / demand Children from different social backgrounds co-exist Published and promoted offer (process & communication) Information Diverse range of providers Workforce reflect local culture Equity – staffing
Where? Enough supply for demand	Providers – pre-schools, childminders, day nurseries, nursery classes Child and family services	Locality based	Pathway into mainstream education
When?			Access - Starting age Intensity of participation – no. of hours Duration – no. of weeks/terms Opening hours Wraparound provision
How? Who delivers	Jersey premium (early years) Integrated settings / way of working – Education, health & social services, social security, etc.	Access to settings and home by multi-agency services	Adequate structures / practice / resource

Section Five – OVERVIEW OF THE CURRENT SITUATION

Cost of Childcare, research report, 2017, Jersey Community Relations Trust

This report looks to assess the cost and availability of childcare, offering insights from stakeholders (parents and childcare providers) and provides a basic financial model.

Working Parent Survey, 2017, Jersey Child Care Trust

An online survey for working parents in Jersey received a total of 734 responses over a 5 week period.

Starting School Age report, 2017, Education and Home Affairs Scrutiny Panel

A report to consider the age at which children should commence statutory schooling.

The early years workforce in Jersey:

Highlands University College provide Level 2 - 6 courses. In 2016, 43 students completed relevant courses, an increase of 10 on the previous 2 years.

A Level 3 qualification is needed for nursery officers, Level 2 is generally for volunteers working in schools or support staff in private settings. Of those achieving early years degrees fewer use this within the early years sector than in the wider children's workforce.

NB There is a lack of career pathway in early years and childcare.

Capacity and demand – The Jersey context (School nursery places)

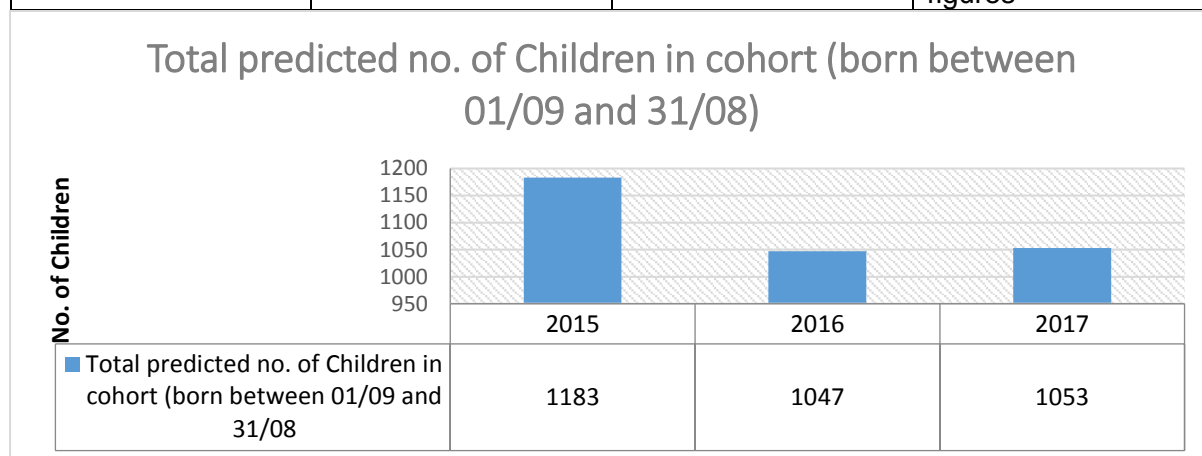
Observations over the last three years

- High demand for places in town nurseries, particularly Rouge Bouillon, Janvrin and Springfield. The addition of a 26 place nursery at Springfield has provided much needed capacity.
- Demand in the East of the Island, St Martin and Grouville has been partly met by the expansion of Trinity School.
- Many parents cannot afford to pay for additional hours provided in the private sector over and above the 20 NEF hours (subject to any policy changes in the future).
- Newly arrived families and those where English is not the first language, do not understand that early registration of interest in a nursery place is more likely to secure a place.
- Lower take up of afternoon places, results in some nurseries often being only half full.
- Two-form entry schools have higher demand for their single entry nurseries. Rouge Bouillon and Grouville are good examples of this over subscription.
- The nursery allocation process follows a number of iterations as parents/carers juggle their childcare options over the period between allocation (April) and the start of school in September. This means that waiting lists are maintained to reallocate places when family circumstances change.
- Strong relationships have been fostered with The Bridge, Jersey Childcare Trust (JCCT), Brighter Futures, Pathways Health Visitors, Inclusion and Early Intervention Teams (IEI), Children's Services and Speech and Language Therapy (SALT) who are able to advocate for those children often missing from the registration process.

Birth rate indicators

The following is a very rough gauge of the population size of children living in Jersey of pre-school age between 2017 and 2020.

Date of birth	School start date	Predicted cohort size (based on birth data)	Comments
1.9.13 – 31.8.14	Sept 17	1032	Increased to 1053 taking into account net migration
1.9.14 – 31.8.15	Sept 18	955	
1.9.15 – 31.8.16	Sept 19	1060	
1.9.16 – 31.8.17	Sept 20	1000	Estimated using Sept 16 – Feb 17 figures



School nursery places

	2015	2016	2017
Total predicted no. of Children in cohort (born between 01/09 and 31/08)	1183	1047	1053
Total No of applicants to school nurseries	677	582	589
Total no. of places available in school nurseries	535	571	597
Total no. of places allocated (and accepted) in school nurseries	528	503	531
Total no. of children in NEF nurseries	538	502	444

19 out of 22 primary schools have nursery classes providing a total of 597 places. The schools which do not have nursery classes are Les Landes, St Mary’s and St Luke’s. The distribution of nursery schools, pre-schools and children’s centres can be found in **Appendix 8**.

Private childcare capacity

There are 23 day nurseries (1 Avranches, closed whilst gathering data for this report). They are open 51/52 weeks and range in size from 24 – 137 places. In total they provide 1269 registered places (This will reduce to 1237).

There are 7 pre-schools. They are open 38 weeks and range in size from 20 – 38 places. In total they provide 193 registered places (This will reduce to 169).

Current registered child minders total – 80

Total no. of registered places – 256

Of these Registered Child minders, 55 provide 154 places for children aged birth to twelve.

APPENDICES

Appendix 1 - Other parallel task and finish groups overseen by the EYCP

Early Years Information Sharing

The Early Years Childhood Partnership (EYCP) has identified Information as an important priority in relation to children and their families. By working together it is proposed to focus on two aspects - Information Sharing and Information Giving.

The desired outcomes of the work are to ensure that comprehensive data is available on which to plan and develop services and that parents have timely access to key universal messages in the best way.

Early Years Strategy/Priorities

Following the Care Inquiry work is in progress to refresh the Children's plan/framework. The Early Years Strategy task and finish group is currently considering priorities including seeking children and parents' views. Links with other strategies include:

- Food and nutrition strategy (2017)
- A Mental Health Strategy for Jersey (2016 - 2020) Planning together, for our future
- Children and Young people's strategic framework

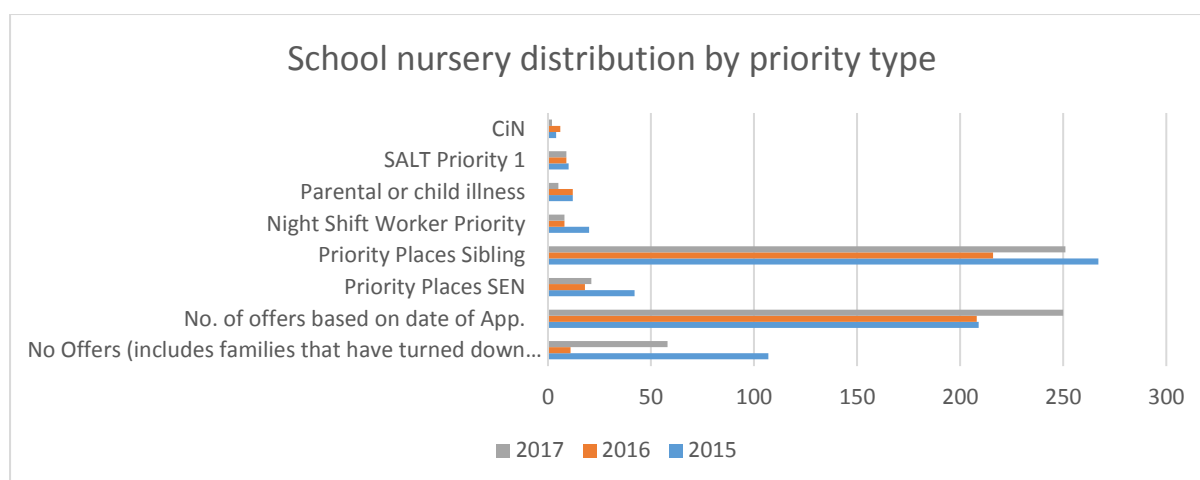
The **review of the Childcare Registration team** and the system of registration will lead to a more consistent and standardised approach that will take into account both the compliance with regulatory requirements under the Daycare of Children (Jersey) Law 2002 and the work towards meeting quality standards. This move will deliver parity and consistency across the early years sector as a whole in terms of recognising quality as a principle of endorsing effective early education.

Appendix 2 - School nursery allocation criteria

- 1) **Children suspected of being at risk** - These are children who usually have multiple agency contact and have been referred to the Children’s office for child protection issues. The Education Department acts on recommendations from Social Workers and other professionals who deem placement at a school nursery to be not only in the child’s best interests but also necessary for their wellbeing and protection.
- 2) **Children with social, educational, physical or emotional needs (e.g. medical conditions, disability or health needs)** - Most of these places are allocated on a referral basis from health professionals or States agencies who believe that a child’s medical or social conditions warrants a priority place being allocated
- 3) **Children from families with particular needs (e.g. siblings with special needs, multiple births, parental illness, night shift workers)** - Families who have another sibling with a disability or medical condition, this may include where specialist provision is required. Consideration is also given to families with twins or a serious parental medical condition together with night shift workers, usually from the emergency services or care industry who work through the night.
- 4) **Children with brothers and sisters at the school** - Where siblings are already at the school, a nursery place is allocated so the children are at the same school
- 5) **Time between date of birth and date of application** - this is the main consideration for the majority of applications, the earlier a child is registered after their birth the greater the chance of getting a school nursery place.

NB Since not all primary schools have a nursery, there is no catchment area priority for enrolment and parents are free to apply for entry to any school.

Admission by priority criteria



	2015	2016	2017
<i>No. of offers (includes families that have turned down offers)</i>	107	11	58
<i>No. of offers based on date of application</i>	209	208	250
<i>Priority Places SEN</i>	42	18	21
<i>Priority Places Sibling</i>	267	216	251
<i>Night Shift Worker Priority</i>	20	8	8
<i>Parental or child illness</i>	12	12	5
<i>SALT Priority 1</i>	10	9	9
<i>CiN</i>	<5	6	<5

Appendix 3 - Distribution of nursery places and additional hours 2015 to 2017

Nursery	Capacity 2015	Places offered 2015	Children Receiving Additional Hours 2015	Capacity 2016	Places offered 2016	Children Receiving Additional Hours 2016	Capacity 2017	Places Offered (and accepted) May 2017	Children Receiving Additional Hours 2017
Bel Royal	30	30	20	30	20	16	30	19	16
D'Auvergne	45	45	27	45	41	22	45	45	24
First Tower	40	40	28	40	40	24	40	29	15
Grands Vaux	30	27	15	30	13	13	30	18	7
Grouville	30	30	23	30	30	18	30	30	18
Janvrin	30	28	21	30	29	20	30	30	16
La Moye	30	30	16	30	26	21	30	30	19
Mont Nicolle	30	29	22	30	30	27	30	30	17
Plat Douet	30	40	26	40	39	23	40	40	15
Rouge Bouillon	30	30	15	30	30	13	30	30	14
Samares	30	26	17	30	22	12	30	29	14
Springfield	0	0	0	26	26	20	26	27	14
St Clement	30	28	23	30	28	20	30	28	15
St John	30	27	18	30	27	13	30	29	9
St Lawrence	30	30	17	30	20	11	30	24	11
St Martin	30	30	21	30	31	23	30	30	9
St Peter	30	30	21	30	29	18	30	20	13
St Saviour	30	28	16	30	23	14	30	20	6
Trinity	0	0	0	0	0	0	26	23	11
Total	535	528	346	571	504	328	597	531	263

Appendix 4 - Private setting NEF places 2015 -2017

Nursery	No. of NEF children 2015	Nursery	No. of NEF children 2016	Nursery	No. of NEF children 2017
Acorn	30	Acorn	29	Acorn	30
Acrewood	24	Acrewood	18	Acrewood	22
Avranches	31	Avranches	25	Avranches	0
Beaulieu	12	Beaulieu	18	Beaulieu	13
Bethesda	20	Bethesda	18	Bethesda	20
Bluebird	8	Bluebird	10	Bluebird	0
Busy Beans	9	Busy Beans	12	Busy Beans	11
Centrepont	33	Centrepont	23	Centrepont	19
Charlie Farley's	12	Charlie Farley's	17	Charlie Farley's	10
Cheeky Monkey's at Durrell	7	Cheeky Monkey's at Durrell	16	Cheeky Monkey's at Durrell	21
Communicare	13	Communicare	13	Communicare	14
De La Salle	13	De La Salle	23	De La Salle	22
Duck Pond	16	Duck Pond	12	Duck Pond	14
La Petite Ecole (Fort Regent)	26	La Petite Ecole (Fort Regent)	21	La Petite Ecole (Fort Regent)	25
La Petite Ecole (St Marks Road)	15	La Petite Ecole (St Marks Road)	14	La Petite Ecole (St Marks Road)	15
Le Hurel	14	La Pouquelaye Nursery	8	La Pouquelaye Nursery	10
Leeward	29	Leeward	19	Leeward	21
Little Oaks (Highlands)	36	Little Oaks (Highlands)	30	Little Oaks (Highlands)	31
Little Oaks (Le Coie)	31	Little Oaks (Le Coie)	15	Little Oaks (Le Coie)	0
Nestling	10	Nestling	10	Nestling	10
Organic Kids (Castle Quay)	11	Organic Kids (Castle Quay)	17	Organic Kids (Castle Quay)	12
Organic Kids (La Providence)	16	Organic Kids (La Providence)	17	Organic Kids (La Providence)	10
Rainbow Tots (Beaumont)	16	Rainbow Tots (Beaumont)	14	Rainbow Tots (Beaumont)	12
Rainbow Tots (Quennevais)	5	Rainbow Tots (Quennevais)	7	Rainbow Tots (Quennevais)	9
Scallywags	13	Scallywags	0	Scallywags	0
Silverstar	22	Silverstar	20	Silverstar	20
St Michael's	0	St Michael's	14	St Michael's	17
Sunnyside	19	Sunnyside	28	Sunnyside	17
Village Preschool	12	Village Preschool	6	Village Preschool	8
Westmount	35	Westmount	28	Westmount	31
	538		502		444

Appendix 5 - Distribution of provision by secondary school catchment area

Catchment	Primary school	Nursery class	Day nursery	Pre school
Les Quennevais	Les Landes			
	St Mary's			Silver Star
	St Peter's	St Peter's	Rainbow Tots (Beaumont)	Bethesda St Peter's Village
	La Moye	La Moye	Rainbow Tots (Les Quennevais)	Communicare
	Mont Nicolle	Mont Nicolle		
	Bel Royal	Bel Royal	Organic Kids (La Providence) Busy Beans	
Grainville	St John's	St John's		
	Trinity	Trinity	Cheeky Monkeys	Acorn
	St Martin's	St Martin's		
	Grand Vaux	Grand Vaux		
	St Saviour's	St Saviour's	St Michael's De La Salle	
	Springfield	Springfield	Beaulieu Sunnyside Charlie Farley's Too La Petite Ecole (St Mark's Road)	
	Janvrin	Janvrin	Little Oaks (Highlands) Leeward	
Le Rocquier	Grouville	Grouville		Duck Pond
	Plat Douet	Plat Douet	Acrewood Charlie Farley's	
	St Clement's	St Clement's		
	Samares	Samares	Happy Hatchlings	
	St Luke's		Centrepont	
Haute Vallee	St Lawrence	St Lawrence		
	First Tower	First Tower	Westmount	
	D'Auvergne	D'Auvergne	La Pouquelaye	
	Rouge Bouillon	Rouge Bouillon	Nestling La Petite Ecole (Fort Regent)	

Appendix 6 - FUNDING

Existing budgets - Nursery Education Fund (NEF)

Original Budget 2017		1,248,614
Carry Forward and additional		500,723
Total		1,749,337

NEF Rates

Currently the NEF pays £3,914 per child to private nurseries to provide 20 hours of funded early childhood education in private registered settings during term time for a year.

NEF Rates, Autumn Term total payments and number of children in Autumn Term

Year	Rate	Number of children in Autumn term
2009/2010	£4.55	360
2010/2011	£4.66	383
2011/2012	£4.78	475
2012/2013	£4.90	422
2013/2014	£5.02	458
2014/2015	£5.15	515
2015/2016	£5.15	535
2016/2017	£5.15	505
2017/2018	£5.15	444

Parent funding – school nursery places: NEF additional hours:

A parent who wishes to purchase additional hours in a school nursery will pay £5.15 per hour. This rate has remained the same since 2014 when the rate was increased from £5.02 per hour. This means that the rate, per year, is £1,823 for 10 hours and £911.55 for 5 hours. Additional hours under the NEF scheme, at the NEF rate, cannot be purchased in the private sector. However, additional hours can be purchased in the private sector at a rate determined by the provider.

Fixed School funding

Fixed funding for nursery classes is calculated on an annual basis. Every school with a nursery receives funding for one full time teacher and two nursery officers (on 32.5 hour contract at a Grade 6), as well as two lunchtime supervisors five hours a week. In addition, sickness/training cover for four days in also included.

The total budget for the 19 schools with nursery classes is £2.328m. This does not include the school overheads or premises costs and excludes any adjustments in 2017 for pay awards.

Income from the sale of additional hours in schools nurseries generates approximately £215k.

Medium Term Financial Plan (MTFP) Savings

Savings against the Nursery Education Fund have been put forward as part of the Medium Term Financial Plan (MTFP). Savings of £250k have been offered in 2018 (having been delayed in 2017 to make time for this review. A further £467k is earmarked for 2019 as part of the savings assumed to be realised as part of the means testing proposals.

Other monies spent on funding childcare places (predominantly for younger children) in 2016

Approximately £132,076 was held by various charitable organisations for the purpose of providing hardship support and assistance with childcare costs.

Appendix 7 - Emerging findings from ETCP e-survey of parents – October 2017

1. What does the island do well for children and families?

120 responses

Comment	Frequency
Environment / healthy lifestyle– Clean, safe , secure, healthy to play, walk, run, cycle Green spaces, wooded areas, beaches, parks, outdoor space	64
Schools – extra curricular, after school clubs	31
Midwife and HV / healthcare, weighing service for babies. Childbirth – Pain free. Baby clinics. Hospital & community	25
Activities & events – Jersey heritage, clubs	21
Baby groups, Playgroups, Toddler activities	15
Family friendly – restaurants, themed parks/tourist attractions, play areas in pubs, indoor soft play, outdoor climbing areas, museums, bowling alleys, Tamba, Durrell, park run	12
Childcare options/quality – preschool, private nursery, school nursery classes	12
20 hours free childcare	10
Access to advice & Support – The Bridge, Speech therapy, CDC	9
Information & support – new parents	6
Sports facilities/opportunities	6
Library	4
Opportunities – business, sport, drama, music	4
Maternity grant / leave	2
Charities supporting work that States agencies do	2

The outstanding response related to the island environment, in particular Jersey being a safe place for children and families.

Individual responses included:

“Safety first and foremost.” “A safe and secure place with a lovely healthy environment to raise a family.” “It’s safe, and that’s priceless.”

2. What challenges do children and families face on the island? 130 responses

Comment	Frequency
Cost of childcare Balancing work/childcare – need to work Lack of flexibility. Variable quality	54
High cost of living/financial challenges/financial stress - Parents time poor, under pressure. Cost of food, clothing, Dr's. Poverty.	51
Lack of family friendly policies, financial support for parents, limited maternity leave. Pressure to return to work. Lack of co-ordinated approach	20
Lack of affordable activities. Cost prohibitive.	20
Insufficient activities – especially at weekends, during the winter, when wet. Lack of play areas.	19
Cost of accommodation Insecurity and poor quality in the private sector	18
Traffic, parking, road safety Public transport. Air fares	15
Schools - Term holiday restrictions, cost of school uniforms, class sizes, starting school age too low, peer & exam pressure. Need for breakfast clubs,	10
Culture / community – diverse, closed, competitive, isolation, lack of network/s (e.g. family) Cyber bullying. Internet abuse	10
Lack of specialists, support with child development, EAL and SEN, stress management for families	9
Means testing preschool funding	5
High levels – alcohol consumption, domestic violence, poor mental health – lack of support	4
Pollution – Litter, needles in public parks	4
Population - Increase in EAL, over population e.g. schools	3
Limited nursery place options	1

The over-riding responses related to the cost of childcare, the need to work and balance work and childcare and the high cost of living.

Comments included:

“The high level of working families driven by the high cost of living and the imperative to get as many local people working in the economy creates a system where parents are time poor and under extreme pressure. Mothers in particular, are required to effectively ‘double shift’ to juggle work and home environments.” “Childcare costs are a massive challenge.”

Several parents commented on the cost of childcare and financial pressure affecting their decision about starting a family or having another child.

3. What else could the island do to improve the experience for children and families?

121 responses

Comment	Frequency
Increase facilities – especially for young children (soft play, small play area in each Parish, baby changing and breastfeeding facilities & post-natal baby groups) play areas, swimming pools/lessons and facilities for teenagers. Covered shopping centre.	36
Provide more varied support for everyone who needs it (despite registration status) e.g. highly qualified early years practitioners, Children’s Centres, family wellbeing services, families wanting to adopt/foster	23
Make childcare affordable – reduce costs	21
Increase family focussed activities and affordable events & places for families e.g. recycle arts and crafts	19
Child and family friendly policies. Improve maternity and paternity rights. Put children at the heart of social policy. Enshrine UNCRC principles in local legislation	18
Financial help for families	14
Support for healthy lifestyles - Offer cooked school lunches universally, free milk in nursery and primary. Provide balanced information regarding vaccines. Provide opportunities to increase exercise. Protect the environment – stop pollution e.g. diesel cars. Cap the population.	13
Pre-school education open and free to all – withdraw means testing. Extend free pre-school education – increase hours. Provide support for younger children who need nursery but family are unable to pay.	11
Increase choice in education system – nature and forest school, Montessori, flexibly policy on holiday absence.	7
Flexible working e.g. charter	5
Create communities around schools. Before and after school activities. Places for families to be together. Start building relationships with families early.	5
Adequate affordable housing with quality control over housing standards. Regulate registered properties.	5
Develop integrated education and childcare. Clear, open system of benchmarking childcare. Consistent, high quality childcare.	5
Extend free Dr’s service and support. Better healthcare. Greater flexibility.	5
Listen to real stories of people affected day to day and across all spectrums of lifestyle. Hold forums and workshops to share ideas for improvements.	3

Increasing facilities for young children and teenagers was the predominant response followed by the provision of support for everyone who needs it. Other responses included reference to ways this might be achieved e.g. through making childcare affordable, developing Children’s Centres, creating communities around schools and ensuring pre-school education is open and free to all.

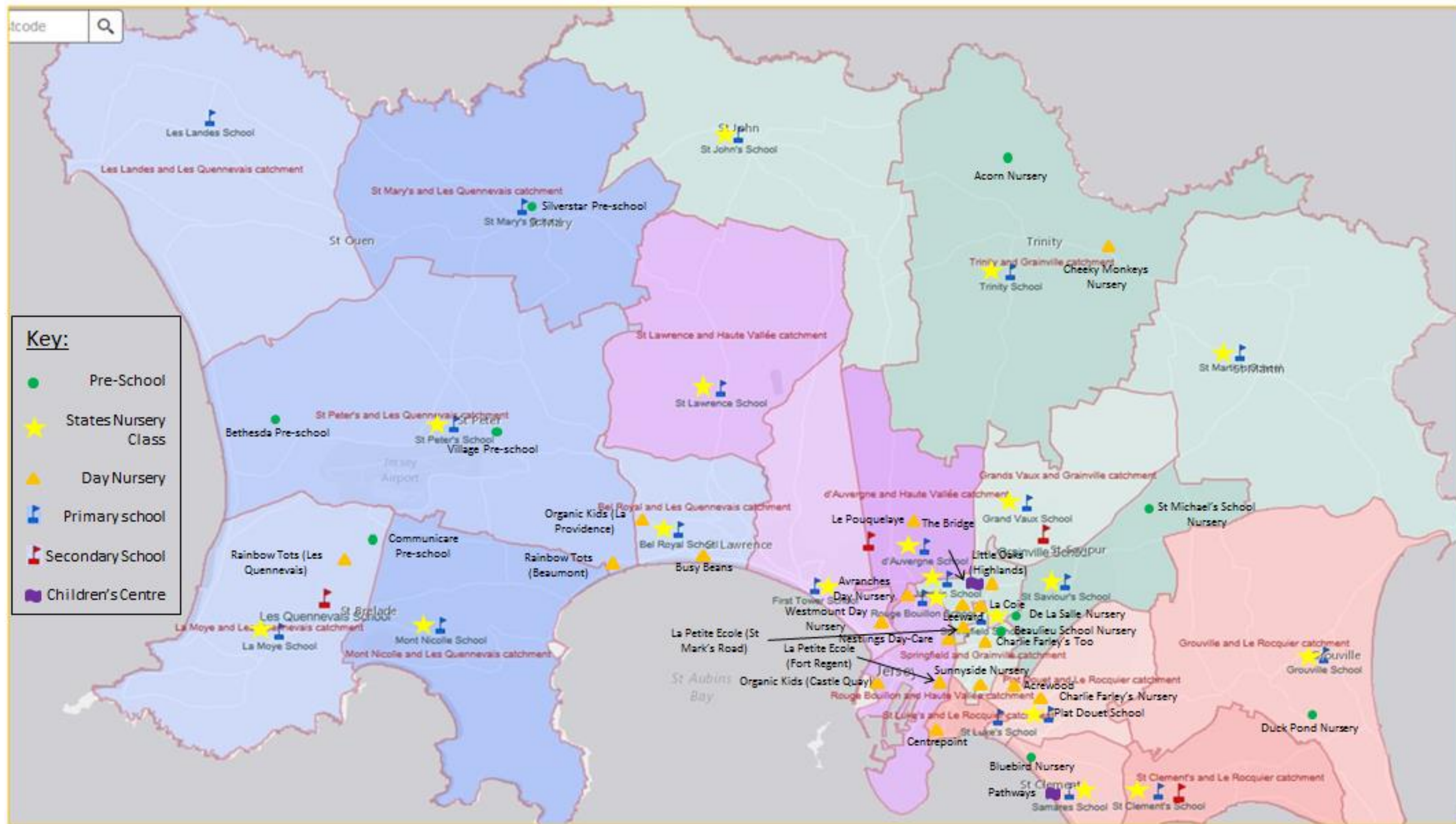
Comments included:

“The island could greatly improve the experience for families and children regarding health and education by providing balanced information that promotes health as widely as possible. It is such a shame that public vs private are effectively pitted against each other rather than working in symbiosis. We have incredible practitioners in both walks, amazing schools and a

knowledge base so concentrated in our 5 miles by 9 that there is the potential for Jersey to be blazing a trail with regards its population's health, wellbeing and education."

"Firstly, the island needs to recognise that it takes a village (parish) to bring up a child, society needs to change to allow parents to parent..."

Distribution of Schools, Nurseries and Children’s Centres in Jersey



[Appendix 9 Glossary of terms](#)

CCA – Department of Community and Constitutional Affairs

CEYS - Childcare and Early Years Services

CiN – Child in Need

ECEC Early Childhood Education and Care

ECE - Early Childhood Education

EPPE - The Effective Provision of Pre-school Education project

EPPE - The Effective Pre-school, Primary and Secondary Education project

EY - Early Years

EYCP - Early Years Childhood Partnership

GCSE - General Certificate of Secondary Education

HLE - Home learning environment

IEI - Inclusion and Early Intervention Team

JCCT - Jersey Child Care Trust

JEYA - Jersey Early Years Association

KS1 – Key Stage One

MTFP - Medium Term Financial Plan

NEF - Nursery Education Fund

NPD - National Pupil Database

OECD - Organisation for Economic Co-operation and Development

OBA - Outcomes Based Accountability

REAL – Raising Achievement in Literacy

SALT - Speech and Language Therapy

SEED - The Study of Early Education

SEN - Special Educational Needs

YR - Reception year