

Southampton Early Years Strategy 2022-2027

Join us and make a difference
to children and their families



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**Children
& Learning**
Making a difference



SOUTHAMPTON
CITY COUNCIL



Our vision

We want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood.

1. Our focus and approach:

Child Friendly Southampton

Southampton's vision is to become a Child Friendly City starting in 2021 and working towards the goal of accreditation with UNICEF UK by 2024/25. Our values as a Child Friendly City are to:

Be Inclusive – by becoming a participative city in which children experience meaningful engagement in the design, delivery and place shaping of Southampton;

Listen – by implementing a participation framework for children within Southampton City Council's democratic processes within which consultation with children takes place;

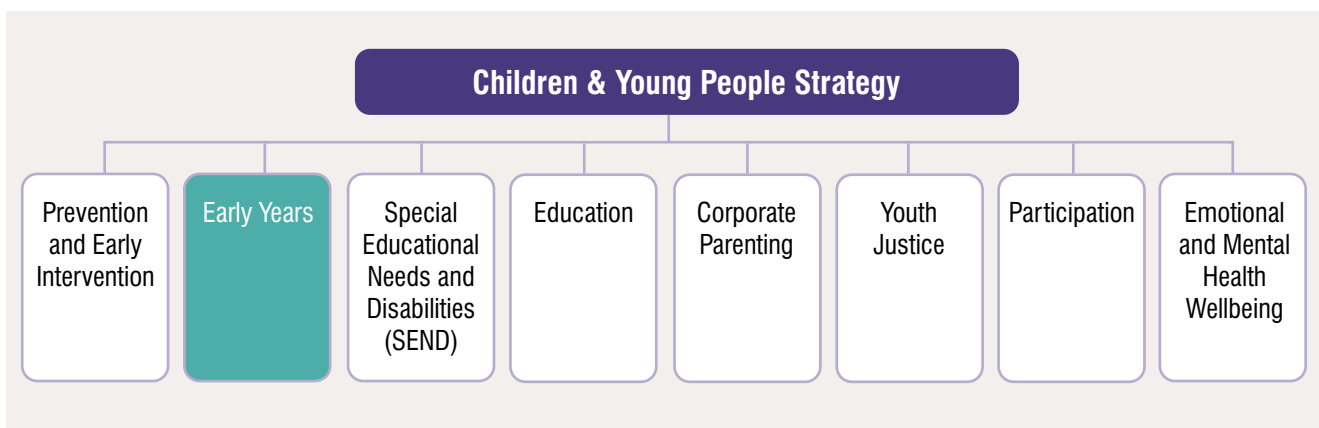
Learn - by ensuring all strategy and policy is informed by the active engagement of children, with new strategic commitments expressed in child friendly terms to support children's inclusion and participation in civic policy creation.

Raising living standards and confronting deprivation

Southampton is a relatively deprived city, with children and young people disproportionately affected. About 1 in 5 children are in low-income families and will experience poor housing, family debt and financial anxiety, and food insecurity. The COVID-19 pandemic has led to an exacerbation of deprivation and inequalities. This plan contributes to a robust strategy which will steer local services in their work to raise living standards and confront deprivation.

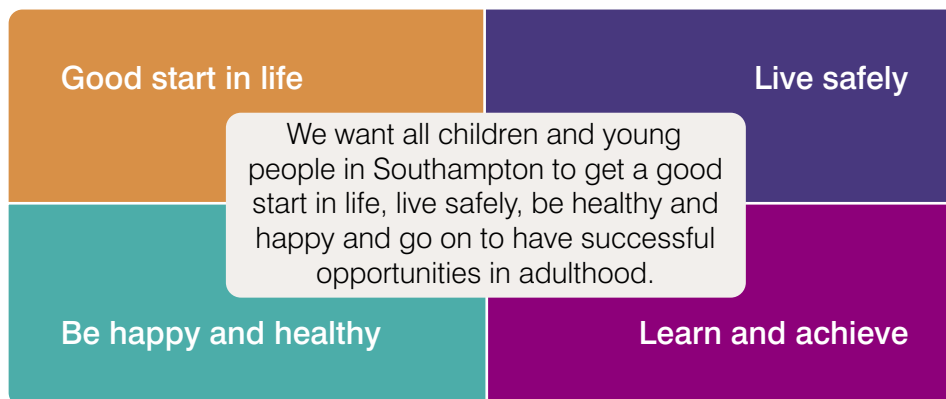
Southampton Children and Young People's Strategy 2022 – 27

Southampton's overarching Children and Young People's Strategy is underpinned by eight strategic plans, alongside a range of service delivery and improvement plans.



FOUR KEY PRIORITIES

This Children and Young People Strategy has four key priorities:-



Each underpinning strategy or action plan supports the achievement of these priorities either directly or indirectly through service specific goals and actions.

HOW WE WILL ACHIEVE THIS

The overarching principles that we are working to and which you will see in this plan are:

Early intervention, prevention, and inclusion

We will invest in prevention, working with schools and early years settings and communities to identify needs and deliver services as early as possible, to meet needs at the right time, in the right place and in the right way. We will promote educational inclusion and focus on preparing children for transitions and independence.

Relationship based work

We will build and sustain relationships of trust to build on successes, strengthen the quality of practice and make change together with: All children, young people, families and carers; Each other; early years settings, schools and colleges; Partners (health, police, voluntary and cultural sectors) and local communities.

Locality working

We will bring our services closer to the communities they serve by changing how and where we work. We will use local knowledge and intelligence (e.g. data and feedback) to ensure communities can access the services they need from us and partners, closer to home.

A skilled and stable workforce

We will build and develop confident, multi-skilled teams and future leaders through a strong learning and development offer and “high support, high challenge” culture, enabling more consistent relationships with children, families, early years settings, schools and partners and partners.



2. Introduction

DELIVERING OUR STRATEGIC PLANS

Each of our strategic plans sets out the outcomes that we want to achieve, the targets that we will need to deliver against to do this and how progress will be monitored.

This Early Years Strategy has been developed in recognition of the vital stage of early years in establishing and developing positive child outcomes. It also acknowledges family life as critical to child wellbeing and the difference early years services can make to our youngest children.

“The period from pregnancy to age three is the most critical, when the brain grows faster than at any other time; 80% of a baby’s brain is formed by this age.... This is a window of opportunity to lay a foundation of health and wellbeing whose benefits last a lifetime and carry into the next generation.”

(Nurturing care for early childhood development, World Health Organisation 2018).

We know that good quality affordable childcare from birth is an essential ingredient in economic, social, educational outcome and recovery from COVID (EPPSE Project 1997).

We are committed to ensuring our services are coordinated and delivered in a way which ensures a seamless pathway of services from minus nine months to five years, offering exciting and positive universal experiences, whilst ensuring targeted support is available for those who need it.

We are also committed to the re-positioning of early years as a key stage, with our public services ensuring the best outcomes possible for children and families. This will aim to ensure early years supports maximum impact on other directly related agendas such as safeguarding children, ensuring the effective use of resources, improving outcomes and aspirations for all children including those with SEND and their families, and support economic recovery from COVID.

3. What are we trying to achieve?

Our strategy provides a framework for service delivery within the context of statutory duties (namely but not exclusively the Childcare Act 2006 and 16, www.legislation.gov.uk/ukpga/2006/21/contents) in order to reduce the risk of legal challenge, ensure the best use of public funds and directly contribute to the local authorities strategic priorities for children and young people. Ensuring the best start for all children and supporting positive choices for families is at the heart of all we do.

In line with the aims of the act, our intended outcomes are to improve the wellbeing of young children and reduce inequalities.

We are committed to the development of an Early Years Strategy with the key objectives:

- To support the best outcomes for all children through excellent service provision from pre-birth to five years for children and their families (as a key stage in its own right).
- To support families to deliver the best outcomes for their children, reduce poverty and increase access to work, and work-related activity for families through the provision of sufficient high- quality childcare.
- To directly contribute to related LA strategies such as safeguarding, inclusion, education and economic recovery, through a preventative approach which balances universal and targeted methods.
- Adopt a cost-effective invest to save agenda, which ensures the best use of public resources through the earliest positive support.
- To develop a balance of self-help universal services, alongside more targeted support where needed.
- To facilitate the early identification of additional needs which could be supported by more targeted interventions.



4. Strategic Principles:

- Children and families will be held central in the planning and delivery of services.
- An active effort to include all children and families will be paramount throughout (getting it right for our least advantaged children supports better outcomes for all children and families). Specific design and delivery considerations will be given to ensure reach, engagement and empowerment of children and families who may typically be disadvantaged.
- Service positioning, accountability and coordination should reflect the equal importance of early years settings, schools and related services to enable investment and balanced priorities which complement each other. Multi-agency and cross departmental working must be planned to actively ensure families receive seamless pathways of services and the least number of transitions possible.
- A culture of working within the services must celebrate and build on family strengths, encourage self-help and peer support, as well as balance the need for safeguarding.
- A specific work strand should focus on transitions to ensure children and families move seamlessly from each stage of service delivery, and indeed between the early years and childcare services and other service areas such as schools and safeguarding.
- The profile and importance of early years settings, schools and safeguarding (including our early education and childcare providers) should be improved to reflect the value placed on it by the council.
- An invest-to-save agenda will balance the need for universal services (many of which can be supported by voluntary services engagement and a community development approach) alongside the provision of more targeted interventions.

In order to achieve these strategic aims, and further contribute to the existing plans for the growth of Southampton, this delivery will need to be underpinned by:

- Developing a service delivery plan which links activities to council strategic priorities so that staff understand how their roles link to the wider agenda and legal duties.
- Agreeing a clear matrix with managers and staff to ensure roles are both led by central strategy to ensure consistency, and are delivered seamlessly in communities based as close to families as possible.
- Monitoring of both this strategy and the service delivery plan with a clear performance management framework.
- Taking account of risks which might impact on the progress. It is not yet clear nationally or locally what the long-term impact of the pandemic or BREXIT will be. These risks, and others identified specifically within early years should be included in the service delivery plan.



5. Wider impact and added value

OUR VISION FOR ALL CHILDREN AND YOUNG PEOPLE

We want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood.

This, our vision for under 5s in Southampton, is the same vision as for the overarching Children and Young People's Strategy.

We know that a good start in life lays the foundations for better outcomes for children at school, and improved life chances throughout adult life. In turn we can support an intergenerational and constantly improving cycle of positive parenting and happy and healthy family life.

Early years services also directly support other equally important priorities for children and families in Southampton.

As well as ensuring legal compliance, a comprehensive early years strategy can offer a series of solutions to current challenges:

- A cost-effective use of resources, i.e. multiple funding streams from the private, voluntary and independent sectors contribute to the early years sector which add value to public resource, and an invest-to-save agenda.
- A safeguard for all children, including the least advantaged, for example through early guidance around positive parenting, early identification and support, and through inclusion in 15-30 hours of funded nursery education per week.

- The prevention of escalating needs and costs for some children with emerging needs.
- Narrowing the attainment gap throughout school, impacting on life chances later on.
- Economic recovery through inclusion in provision, which enables families to work.



6. The national context and our legal framework

All local authorities face a time of great challenge. Resources have been under pressure for some time and this has been compounded by COVID. Focusing particularly on early years, there is an acknowledgment that within the children's service arena there has for some time been a big focus on both safeguarding, early years and schools. Typically, these agendas, along with working towards efficiencies, tend to form local authority priorities.

"The 1,001 days from pregnancy to the age of two set the foundations for an individual's cognitive, emotional and physical development. There is a well-established and growing international consensus on the importance of this age range; it is part of the World Health Organisation's Global Strategy for Women's, Children's and Adolescents' Health, the UNICEF Baby Friendly Initiative, and in England, both the NHS Long Term Plan and Public Health England's 2016 guidance on "giving every child the best start in life".

The Best Start for Life, The Early Years Healthy Development Review Report, HM Government 2021

In 1997 Effective Pre-School, Primary and Secondary Education (EPPSE) was instigated as the UK's first major study to focus on the effectiveness of early years education. The key

findings reported that children who attended high quality early education were likely to:

- Achieve better GCSE results
- Follow a post 16 academic path
- Have better self regulation, social behaviour and be less inclined to hyperactivity
- Have a better increased lifetime earnings

COVID has served to magnify the experiences of children and families. Lockdowns in particular have meant a significant reduction in opportunities for families to socialise, gain support, learn from others. Some of our new parents and youngest children barely left their homes. This has created enormous challenges as lockdown restrictions have eased and the identification of previously un-identified developmental delays, (and safeguarding concerns) emerge. We fully anticipate that some children have experienced a positive and nurturing home environment throughout COVID, but many will have been living under great stress and will have missed opportunities to access early years services, which will have varying impacts such as speech and language development. In line with, 'Ofsted Covid 19 series: Briefing on Early Years Providers 2020', we are committed to using this strategy to ensure the best support for potentially widening inequalities which may have resulted from the pandemic.



The Childcare Act (2006 and update in 2016) was a pioneering piece of legislation as it was the first act to be exclusively concerned with early years and childcare and early childhood services. The three key drivers in this act are:

- To reduce child poverty
- To reduce inequalities between children
- Improve wellbeing for young children

The Childcare Act enables a framework for delivery under three key areas:

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

The responsibilities on local authorities were further defined by the Children and Families Act 2014 which seeks to improve services for vulnerable children and to support families. It underpinned wider reforms and policies to ensure that all children and young people can succeed, no matter what their background which is further strengthened by the Equalities Act 2010 (which superseded the Disability Discrimination Act 1995) and the Code of Practice Guidance 2015.

And of course, legislation is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) (1992). The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

We are fully committed to the UNHCR statement that:

'Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.'



7. Our Starting Point

Our teams provide services all over the city which support and work with children under five and their families. They all have a vast level of experience and knowledge in the delivery of pre-birth to five services, some of which stem back to the delivery of initiatives such as Sure Start local programmes, which acted as catalysts for change and subsequent legislation for early years services. Staff turn-over is relatively low and there is a huge commitment to supporting children and families in the best way possible, whilst meeting change and challenge positively. Experience and knowledge have resulted in confident management, which in turn empowers staff to think creatively.

These services are delivered by teams including midwifery, health visitors, Sure Start children's centres/0-19 hubs, Portage, inclusion, Family Nurse Partnership, early help teams, early years staff, social care, Virtual School, voluntary agencies, and approximately 250 registered childcare settings (98 Ofsted registered early years groups and approximately 150 Ofsted registered childminders).

Consultation with staff, childcare providers and parents throughout 2020-21 evidences that there remains a massive commitment to this vision.

The Local Government Association Early Years Peer Review noted in 2020:

“There is a strong sense of pride and collective ambition for Southampton. Staff are proud of their city, their own roles and the support provided to families. There are respectful relationships between professionals and also for the people they work with. The peer team were impressed by the passion and areas of noteworthy practice presented by staff throughout the review process. Staff are also aware of where improvements could be made and came forward with ideas about how these could be achieved. There is compelling evidence that partnership working is strong, particularly at the frontline and most specifically

during COVID lockdown. People cut across traditional boundaries between services taking practical steps to make sure settings stayed open and that services are delivered directly to families. Contact with families and support is maintained through the use of technology or socially distanced visits where appropriate.”

The commitment to this vision is seen in the improving results for children aged 5 over past few years:

- 71.1% of Southampton's five-year olds were judged to have reached a good level of development in the Early Years Foundation Stage in 2019, this compares with 71% in 2018, 70% in 2017 and 2016, and 66% in 2015. Figures for 2020 and 2021 are not available as there were no assessments during the pandemic.
- In addition to Foundation Stage profile, Southampton undertakes an annual Speech and Language Audit under the 'Every Child a Talker' (ECaT) programme. Worryingly, as a direct consequence of Covid – 19 and lockdowns, the current position indicates that 51% of children are currently not on track. The data identifies delays with Sensory needs, speech and Language and early play skills. The government have delayed the 2022, Early Years Foundation Stage results until June this year with results expected later in the Autumn term.
- Latest figures released by Ofsted shows that 97.3% of all Southampton's Ofsted registered early years and childcare provision is judged 'Good or above' (31st August 2021). This compares to 97% Nationally. This can be broken down further with 19% of provision was judged by Ofsted at 'Outstanding' compared to 17% Nationally.
- Current position as of 1st January 2022 indicates that despite the disruption and significant impact from Covid-19, Southampton has successfully maintained it's score of 97% of a provision being judged by Ofsted as 'Good or Above'.

Data taken from Early Years Foundation Stage Profile results 2019:

- 85.8% of Southampton's Year R (reception year) pupils were judged to be at least the expected level in Listening and Communication, compared with 84.9% for statistical neighbours.
- In the area of Understanding, 84.8% of all children in Southampton reached at least the expected level, compared with 84.3% for statistical neighbours.
- In the area of Speaking 84.3% of Southampton's children reached at least the expected level, compared with 84.1% for our statistical neighbours.

However, children in the city have high levels of obesity, poor dental health and high levels of admission to hospital for injuries. The city has high numbers of looked after children in comparison to many other cities, and Southampton's children and young people are more likely to be admitted to hospital for mental health conditions than the national average.

50.4% of children under five in Southampton live in the 30% nationally more deprived areas, and 20.2% live in the 10% most deprived areas.

Over 150 languages are spoken in Southampton's early years settings and schools.



8. Our strategy in action – the interdependent relationship between each strand

Each of our legislative requirements is interdependent on each other; improving the well-being of young children in Southampton is reliant on securing integrated early childhood services. Services need to be fully aware of the offer of the other services supporting and working with children under five and the full offer shared with parents in an accessible way.

Our duties, and good service delivery require us to direct and support multi agency commitment and working. In the early years sector this requirement goes far beyond that of simply sharing information across agencies and departments. Improving child outcomes in the early years is a shared responsibility in terms of direct delivery by council services, maternity and health services, Jobcentre Plus, early

years settings, schools and the community and voluntary sector. Parental engagement and choice are critical to our service design and implementation, as almost all of the services offered within the early years framework do not place any obligation or legal requirement on parents to take them up. Engagement in services is generally entirely voluntary and in addition to being demand led, a significant proportion of our services accessed in the early years in particular, are delivered in the private, voluntary and independent sector (for example our 15 and 30 hour entitlements). Our information duties (and strategy) are therefore critical in ensuring our services are found easily, navigated smoothly, and are engaging and positive at every stage.



Key priorities:

In Southampton we are committed to delivering these 5 priorities to ensure our children get the best start in life and our families get the support they need:



Reducing inequalities:

Sufficient high- quality, accessible and inclusive childcare and early education places are secured. Take-up of funded two, three- and four-year-old early education places is increased. Families' Matter Outcomes Framework is implemented delivering holistic whole- family working with families with children under five with multiple and complex needs. The local Family Hub (former Sure Start Children's Centres) offer is clearly identified, needs-led, and integrated with other services supporting families with children under five.



Inclusion:

Children are supported with an inclusive and accessible service that meets their needs and their families' needs.

Support and information, for parents and professionals, both digital and actual offer, is accessible and reflects the needs of the city's diverse population.

There is a clearly identified targeted offer for children at risk of speech, language and communication difficulties.

Parents, carers and children are included in the design of service delivery.



Raising standards:

Outcomes at the end of early years foundation stage increase.

The percentage of Ofsted good or above judgements for early years and childcare settings remains high.

Recruitment and retention of the workforce is prioritised, with clear career progression and continuous professional development opportunities.



Wellbeing:

Mental health and physical, nutrition and mental well-being of children, families and practitioners improves.

The impact of COVID on resilience and wellbeing informs service delivery.

There will be an increased understanding of the impact of adverse childhood experiences and how to help mitigate any impact.



Cohesive workforce:

There are agreed key performance indicators, reporting mechanism and scrutiny of early years services.

An Early Years Board is established, which will plan service delivery, and oversee and monitor progress.

The early years offer will enable seamless services for families, the effective use of resources and avoidance of duplication.

Roadmap of Services

	Early pregnancy	Late pregnancy	Birth to age one	Age 1-2	Age 2-3	Age 3-4	Age 5+	
	← Friends and Family →							
	← Library Services/Book Start →							
Universal Services	← Children's Centres/Baby Hubs/Family Centres →							
	← Midwifery →							
		← Health Visitor →						
							School →	
						← Early Years Entitlement (15+30 hours) →		
	← Childcare Services →							
	← Information, advice and guidance →							
Targeted Services available to certain groups					2 Year Old Entitlement (15 hours)	Early Years Entitlement (30 hours)		
Targeted Services available in response to needs				← SALT →				
	← Early Help/Troubled Families →							
	← Children's Social Care →							
	← IAPT Services →							
	← Specific issues Response, eg debt, support, domestic abuse help →							
			← SEND Services →					
	← Family Nurse Partnership →							



Priority	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
<p>Children are supported to reach their full potential</p>	<p>Life- time positive outcomes for children, and to generational impacts.</p>	<p>Needs-led, evidence-based continuous professional development programme for practitioners, which reflects national legislation and local data analysis, and responds to needs identified as a result of impact of COVID and lockdown.</p> <p>Targeted interventions for early years and childcare providers, to support raising of standards.</p> <p>Transition to school processes implemented by all early years settings, involving parents as partners.</p> <p>Ensuring a speech and language focus in all of our services, with shared key messages.</p> <p>Delivering a city-wide speech and language campaign.</p> <p>Targeted locality-wide, and LA-wide, actions to increase take-up of funded 2-year-old offer and 3 and 4-year-old offer.</p>	<ul style="list-style-type: none"> • Increasing the percentage of eligible two, three and four-year olds who take- up 15 hours funded early education • Maintaining the high percentage of Ofsted registered settings with good or outstanding outcomes
<p>Inequalities are reduced, including inequalities around physical and mental health, emotional wellbeing, protection from harm and neglect, education, training and recreation, and social and economic well-being</p>	<p>Parents being able to access employment can remove families from poverty and raise aspirations.</p> <p>Access to high quality early years education has positive impact on children's short and long- term outcomes.</p> <p>Inclusive support offer to meet needs of all children under five to ensure all can benefit.</p>	<p>An overarching locality needs- led approach, to reducing poverty.</p> <p>Regularly updated sufficiency assessment and analysis, with support for early years providers to expand in areas of need.</p> <p>Developing the wider early years workforce to actively encourage recruitment and selection, retention; and actively encourage and celebrate progression routes through the profession</p> <p>Parents being supported to access an inclusive high-quality early year's education and childcare offer and supported to return to work and/or access training.</p> <p>Families Matters Outcome Framework target around parents being supported to return to employment and raising aspirations.</p> <p>Reviewing early years SEND offer to better meet the needs of an increasing number and complexity of children under five with SEND.</p> <p>Increasing the training and development offer for Early Years practitioners to further their understanding of, and ability to, effectively support the social, emotional and mental health needs of children under five.</p> <p>Early Years Panel ensuring that children's needs are highlighted early and notified to relevant professionals and services, including at transitions.</p> <p>Working with Comic Relief and Dingley's Promise to deliver a training offer for practitioners to raise awareness and knowledge in working with children with additional needs.</p> <p>Ensuring all services are mapped, and access to information on support services, childcare and early education places is accessible and updated, in a format that reflect the needs of the local population.</p> <p>Developing a seamless pathway of universal services from pre-birth to five, which enable additional support when needed.</p> <p>Parents are fully involved in designing services.</p>	<ul style="list-style-type: none"> • Increasing the percentage of children reaching a good level of development at age five (Early Years Foundation Stage Profile Scores) • Increasing the percentage of looked after children and those with SEND support reaching a good level of development at age five (Early Years Foundation Stage Profile Scores)

Priority	What do we want to achieve?	How will we achieve this?	How will we know we are successful? Measurable outcomes
Children are safe, happy and healthy through early years	Children leading healthier lives, are better able to reach their potential, and less likely to need statutory services.	<p>Reviewing and revising processes for two-year-old health and education assessments.</p> <p>Supporting mental and physical health in pregnancy and after birth, for example stop smoking and breast-feeding support, and links to mental health support.</p> <p>Promotion around the importance of maintaining a healthy weight during pregnancy and in childhood.</p> <p>Further enhancing our Sure Start Children's Centres as our model for face-to-face locality working, supported by the emerging family hub models.</p> <p>Increasing Healthy Early Years Award involvement and including 'well-being' element within the award.</p> <p>Improving access to preventative support and advice to enable children and families to remain in non-statutory services; information to include provision of childcare in the area and other services or facilities or any publications which may be of benefit to parents or prospective parents.</p> <p>Using marketing and promotion to target key groups with key messages (for example, awareness of early intervention services and the two-year-old entitlement)</p> <p>Ensuring clarity of all service aims and communicating a road map of where families may start and end up (the pathway of services for that child).</p>	<ul style="list-style-type: none"> • Reduction in numbers of children under five open to social care • Obesity levels at age five are reduced

Our dashboard of high-level performance indicators will be fed through The Children and Young People's Strategic Partnership Board. Each measure will be illustrated with a case study to bring to life our data and ensure we remain child and family focused.



9. Summary of actions and next steps

This strategy aims to provide a starting point for an evolving and continually improving journey towards the best start for all children in Southampton. It provides a series of aims, principles, priorities, and outcomes intended to support delivery. To summarise our priority actions are as follows:

- Design and structure the early years offer to bring together services from pre-birth to five years, to enable improved coordination, seamless services for families, the effective use of resources and the avoidance of duplication.
- Maintain an ongoing dialogue with frontline staff and leaders across key areas of delivery. That dialogue will include a regular contact with families, and the creation of improved feedback loops which directly ask families how did we do.
- Develop the early years workforce workstream to actively encourage recruitment and selection, retention and actively encourage and celebrate progression routes through the profession. Good practice should be regularly collected and shared along with professional development opportunities for staff within the council and those working in partnership with. Good practice sharing should include pathways from volunteering and apprenticeships to business start-up and management support.
- Design of individual service areas, and the commissioning process for early years and childcare to take account of evidence-based practice.
- Hold the continuous improvement of service delivery at the forefront of service review, design and development. For example, opportunities through a community development approach will continue to be explored, and the use of IT in modernising delivery methods will be further enhanced.
- Ensure the profile of early years remains central to our local authority decision-making. Our performance management framework and dashboard will feed in to the Children and Young People's partnership Board.
- These conversations will aim to ensure that each agenda compliments and contributes to each other (for example social workers, health visitors and early years staff each have a role to play in both safeguarding AND the take up of early years services).



Legislation, policy and research impacting this strategy

Legislation	Summary points	Practice Guidance & Reviews
The Children Act 1989	<ul style="list-style-type: none"> • Reflect 1989 United Nations Convention on the Right of the Child • Welfare of children is paramount • Introduced section 47 enquiries 	<ul style="list-style-type: none"> • Working Together to Safeguard Children (last major updated December 2018 with a recent additional guidance December 2020) • Criminal exploitation has been added to the areas of risk in which practitioners should be developing their skills and knowledge to address • Keeping Children Safe in Education (2020) Updated January 2021 to include Covid guidance and Brexit guidance
The Children Act 2004	<ul style="list-style-type: none"> • Placed responsibility on safeguarding partners to plan together to safeguard children. • Introduced Early Help • Introduce Common Assessment Framework 	Children Act 2004 – last updated in July 2018 to reflect changes brought about by the Children and Social Work Act 2017
<p>The Childcare Act 2006</p> <p>This was amended by the Apprenticeship, Skills, Children and Learning Act 2009, and then by the Families and Children Act 2014 (see below)</p>	<ul style="list-style-type: none"> • Duty on local authorities to ensure sufficient childcare • Local authorities required to provide information to parents and families • Agencies are required to work together and integrated services. • Introduced the early Years Foundation Stage • Reformed regulation of childcare (Ofsted changes) <p>The 2009 Act (amidst a raft of legislation around apprenticeships and learning) set out targets around children’s safeguarding boards and Children’s Centres</p> <p>Later supported by regulations:</p> <ul style="list-style-type: none"> • Local authority duty to secure early years provision free of charge (2012) • Various regulations around amendments to the EYFS <p>Regulations made under this Act – both around early years entitlement:</p> <ul style="list-style-type: none"> • The Local Authority (Duty to Secure Early Years Provision Free of Charge) Regulations 2014 (S.I. 2014/2147) • The Local Authority (Duty to Secure Early Years Provision Free of Charge) (Amendment) Regulations 2018 (S.I. 2018/146). 	<p>Marmot Review (2010) – focussing on reducing health inequalities</p> <p>Graham Allen review (2011) – the need for early intervention</p> <p>Several reviews of the Early Years and Foundation Stage statutory framework including introduction of welfare requirements</p> <p>Sarah Tickell’s Early Years Foundation Stage Review framework</p> <p>Unknown Children Destined for Disadvantage – Ofsted- 2016</p> <p>The first 1001 days manifesto</p>
<p>Equalities Act 2010 (this superseded the Disability Discrimination Act 1995)</p>	<ul style="list-style-type: none"> • Legally protects people from discrimination in the workplace and in wider society. • Replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. • Introduced protected characteristics. 	Disabled Children and the Equality Act for Early Years (Council for Disabled Children) 2010

Legislation	Summary points	Practice Guidance & Reviews
Child Poverty Act (2010)	<ul style="list-style-type: none"> • Places a duty on Local Authorities to prepare a 'local child poverty needs assessment' setting out the needs of children living in poverty in the area. • Local Authorities have a duty to prepare a child poverty strategy to "set out the measures they propose to take to reduce and mitigate the effects of child poverty." 	<p>Government's social mobility and child poverty commission (2010) next steps report (2013).</p> <p>Frank Field Poverty Review (2010) Policy paper. Policy Paper 2010 to 2015 government policy: poverty and social justice updated 2015.</p>
The Children and Families Act 2014.	<ul style="list-style-type: none"> • Introduced a 26-week time limit for courts to decide whether or not a child should be taken into care. • introduced the Education, Health and Care Plan to support children and their families from birth to 25 years. • Made it a requirement of all state-funded schools to provide free school lunches for all pupils in Reception, year one and year two. • Made amendments made to the law to protect children cars from the dangers of second-hand smoke. 	<p>Special educational needs and disability code of practice January 2015.</p>
The Childcare Act 2016	<ul style="list-style-type: none"> • Extended the entitlement to 30 hours free childcare over 38 weeks of the year for three- and four-year-olds in families where all parents are working. 	<p>Early education and childcare statutory guidance Gov.uk (latest version 2018)</p>
Children and Social Work Act 2017	<p>Increases Local Authority Support for Looked After Children and clarifies roles of partners in safeguarding boards and the remit of serious case reviews.</p>	



