

CFA Reference No:	CFA Use Only	Status	CFA use only
Directorate	Children and Adults		
Team/service	Early Childhood Service		
Proposal to be assessed			
Your name & position	Chris Ellis or Lesley Bennett	Contact No.	01243 520800
New/existing proposal?	New	Proposal CFA deadline	
For this form we refer to your proposal/policy/project as proposal			

1. Please outline your proposal

The WSCC Early Childhood Service (ECS) are seeking approval to introduce a scheme of payment in order to reduce the subsidy needed from the Sure Start Early Years and Childcare Grant (SSEYCCG) and to continue to deliver the training programme offered by West Sussex County Council to all private, voluntary and independent (PVI) early years and childcare providers in West Sussex.

As a local Authority we have a statutory duty to provide information, advice and training to childcare providers. As stated in The Childcare Act 2006 Chapter 21, Part 1, Section 13.

The current budget from the Sure Start Early Years and Childcare Grant (SSEYCCG) for securing the Training and Support programme is £450,000.

Income from a training subscription scheme is estimated to be in the region of £100,000 if a 50% take up is achieved.

A new framework agreement with training providers will commence in April 2011 for a period of four years until 31st March 2015. The external trainers are needed to sustain the Service's capacity to deliver the training programme.

The training and support programme needs to be flexible and able to respond to needs of the customers in West Sussex and reflect the changes to the Early Years Foundation Stage (EYFS) and qualifications for the sector, West Sussex Children and Young Peoples Plan, Play Strategy and Government initiatives including:

- Training that will contribute towards the continuing professional development of all staff in delivering the Early Years Foundation Stage and support quality improvement leading to better outcomes for children in West Sussex.
- Training that helps practitioners and settings meet the requirements of the Early Years Foundation Stage and Ofsted Childcare Register e.g. first aid, health & safety, child protection and safeguarding, equality and inclusion, food hygiene, manual handling.
- Providing training in response to training needs analysis delivered through formal and training programmes and support sessions e.g. leader forums, Early Years Professional network meetings, courses at a variety of levels, open-access advice/group sessions and taster sessions.
- One-off training events to meet immediate needs e.g. conferences, workshops and advice sessions.
- Sector specific training e.g. national strategies Every Child a Talker (ECAT), Progress Matters and Monitors, Social and Emotional aspects of development (SEAD).
- Continuing professional development (CPD) courses for experienced practitioners e.g. management and leadership programmes and courses that develop business skills.

Include the main aims and anticipated outcomes.

2. What places or geographical areas will be affected?

West Sussex - county wide

All private, voluntary and independent (PVI) early years and childcare providers, childminders and maintained nursery and reception class in primary schools implementing the Early Years Foundation Stage in West Sussex

e.g. West Sussex / districts / wards / County Local Committees / towns / specific buildings.

3. Who are your customers?

All Private, Voluntary and Independent (PVI) early years and childcare providers and practitioners in West Sussex including:

- Day Nurseries.
- Pre-schools.
- Before and after school clubs
- Holiday playschemes.
- Crèches.
- Maintained nursery and reception class in primary schools implementing the Early Years Foundation Stage*
- Children and Family Centres.
- Childminders.

*Reception classes in primary schools access the Early Years Foundation Stage (EYFS) training provided by the Early Childhood Service (ECS).

This means we support approx. 6000 practitioners working in PVI early years and childcare settings including:

- 1100 registered childminders.
- 580 early years and childcare providers.
- 200 maintained schools implementing the EYFS.

Main customer groups, including current non-users you would like to attract.

4. Can you provide evidence showing what your customers think about this proposal?

The ECS has sought the views of early years and childcare providers and training providers delivering the current programme of training and the practitioners that attend the training.

Examples of evidence:

The ECS has built into it's work opportunities to consult and assess the views of their customers e.g. The SPICE event held on 8/9 February 2010 which included a knowledge café where practitioners met the senior members of staff from the service (policy and decision makers) to talk about the initiatives we are implementing and how they feel about them.

Evaluations from the current programme of courses capture the feedback from individual courses and provide the opportunity for individual practitioners to comment on their experience and learning. This has been reflected in the review of the programme.

Providers/settings complete a training and development plan annually that provides an opportunity for training needs of their staff team to be identified.

The teams of childcare support co-ordinators and early years advisory teachers regularly visit and support settings in all elements of their self evaluation of quality provision and are able to feedback any concerns issues and requests captured during their visit from listening to the needs of the practitioners and providers. This is particularly effective in highlighting training needs.

Consultation has been carried out with providers on the elements of training that should be covered by the subscription scheme and the proposed terms and conditions which will be reflected in the development and implementation. In addition a questionnaire will be sent to all settings in September 2010 the results of which will be used to shape the Subscription scheme.

Training providers providing the commissioned training on behalf of the ECS were approached for their opinion during a review meeting on qualifications in July 2009* on behalf of the principals of the three further education colleges in West Sussex.

- Central Sussex College
- Northbrook College
- Chichester College

This has resulted in changes to the funding for bursaries that support qualification attainment.

*List of attendees available if required.

The ECS is very aware of the diversity of needs within the workforce and that generic courses are no longer the most effective way to provide training. With this in mind the future programme of Early Years Foundation Stage (EYFS) training is offered in three bands. The level and content of delivery has been reviewed as a result of evaluations from courses and discussion with practitioners and providers. It is also focused on continuous quality improvement and the involvement of settings in a process of self-evaluation in order to agree targets for specific areas of support and development is key to this work.

The training is now being offered in the following three bands.

- **Introductory** - Any practitioners new to working in EYFS, including pre-school practitioners, teachers and teaching assistants
- **Universal** - Continuing Professional Development (CPD) for all practitioners
- **Extension** - Managers, Early Years Professionals, Foundation Stage Leaders, Inclusion Co-ordinators/Special Education Co-ordinators

In addition training providers are able to respond to the needs of practitioners attending training e.g. providing an interpreter on an initial childminding training course in Crawley.

Training is offered at a variety of times and in locations and venues across the county in order to offer choice and make training accessible to all practitioners. This includes the Children and Family Centres.

Please let us know what data sources you have already used to help you understand customer needs (qualitative/quantitative). Give detail of any research* and engagement activities you completed and the dates they were carried out, and any future planned activity. Please attach supporting documents where needed.

*Date of Research Governance Approval:

Ongoing throughout the work of the ECS.

5. From this evidence:

5a What have you learnt from understanding your customers?

Practitioners appreciate the current financial climate and the restrictions that the local authority will have for being able to continue to fund the training and support programme.

Training providers appreciate that funding is likely to be reduced and that any funding or income generated will have to be prioritised.

Information and support sessions for providers will be planned to provide the support and information for those that need it during the implementation of the training subscription scheme.

5b Are there any customers who are negatively affected by your proposal?

Some settings will still use other training providers and will prefer not to be restricted on which training providers they have to use by joining the scheme.

Some settings may find it difficult to fund the training subscription particularly Childminders who work alone and settings with a transient/temporary workforce e.g. holiday playschemes.

5c Are there any customers who are positively affected by your proposal?

All providers and practitioner should be able to continue to access a comprehensive and reviewed training and support programme, which will not be available if we are unable to fund training after April 2011.

Please use the table overleaf to help prompt your thinking for this question.

WSCC wants to understand customer needs and tailor services to fit those needs wherever possible. We also have a legal obligation to provide evidence that we have considered the needs of the following equality groups. The groups are not mutually exclusive and are intended to help prompt your own thinking.

Diverse Communities. For example:		Impact?		
		Positive	Negative	None
Gender	Women	Yes		
	Trans People	Yes		
Sexual Orientation	Lesbian Women	Yes		
	Gay Men	Yes		
	Bisexual	Yes		
Black and Minority Ethnic	Asian / Asian British	Yes		
	Black / Black British	Yes		
	Mixed Race	Yes		
	Irish	Yes		
	Gypsies & Travelers	Yes		
	Chinese	Yes		
	Migrant Groups	Yes		
	Refugees/Asylum	N/A		
Disability	Physical Impairment	Yes		
	Sensory Impairment	Yes		
	Mental Health	Yes		
	Learning Difficulties	Yes		
	Long Term Health	Yes		
Age	Aged 0 to 17	Yes - children		
	Aged 18 to 25	Yes		
	Aged 50 to 80	Yes		
	Aged 80+	N/A		
Belief (Give Details)	Religion or Belief	Yes		
Carers	Carers	Yes		
Social	Rural	Yes		

Deprivation	Urban	Yes		
	Unemployed	Yes		
	Homeless	N/A		
Other	Training Providers/businesses	Yes – opportunity to supply WSCC		

6. From these findings are you going to make any changes to your proposal?

If Yes:

What are they?

Yes, the information and lessons learnt from Hampshire County Council as well as national strategies have shaped the proposal. See Appendix B for questions answered by HCC after research visit.

The service has listened in depth to the needs of practitioners working in settings in West Sussex e.g. what courses should be provided in the programme.

The training providers who want to deliver the training programme e.g. courses identified that will be a priority to commission.

If No:

Why not (i.e. costs)?

Please provide full details explaining why you are or are not making any changes to your proposal. Please use the Action Plan summary overleaf to record any action plans needed to deliver these changes.

7. How will you monitor and evaluate to make sure your proposal continues to meet the needs of customers?

The training subscription scheme will be monitored for take up and reasons for not joining explored. Actual attendance versus the value for money represented by the cost of the subscription will be assessed for a range of different types of settings

The training providers are monitored through contract reviews. The frequency of the meetings depends upon the volume and complexity of delivery. E.g. further education colleges have termly contract meetings where as meetings with smaller independent training providers are annual.

The methods for monitoring are:

- Feedback from course attendances both formal and anecdotal.
- Monitoring and figures on the take up of training.
- Assessment of the impact that training is having on the quality of practitioners practice.
- Individual Contract meetings with training providers

- Setting visits by ECS staff.
- Group Training Provider review meetings.
- Development days for tutors to ensure consistency of key messages.
- Training needs analysis from settings through funding applications and the online workforce audit tool.
- Observation of courses.
- Moderation meeting to review course content.
- Investigation of complaints from attendees.
- Focus groups at events.

Please consider what factors you will monitor (both qualitative and quantitative) to ensure that you track and respond to the needs of your customers.

Senior Management sign off

Signature		Date	
	Lesley Bennett		23/02/10

ACTION PLAN SUMMARY

On this sheet, please refer back to questions 6 & 7 of your form and summarise what actions you will be taking to respond to issues raised within the Customer Focus Appraisal.

No.	Action Details	CFA ref no:	CFA Use Only
		Person Responsible	By When?
1	Send and collate the questionnaire to settings. Use to feed into the development of the scheme.	Workforce Development Officers	October – December 2010
2	Develop the training subscription scheme.	Justine Buchanan, Lesley Bennett	In March 2011 and ongoing
3	Provide information and support sessions for setting providers to encourage take up of the training subscription scheme and what can be assessed from the training and support programme.	Lesley Bennett	Throughout the contract
4	Contract management of successful training providers and co-ordination of the courses they deliver, including customer feedback.	Workforce Development Officers	Throughout the contract
5	Collate feedback from course attendance both formal and anecdotal.	Workforce Development Officers	Throughout the contract
6	Monitor figures on the take up of training, including accessibility from all representatives within the sector.	Workforce Development Officers	
7			
8			
9			