

2009-2014

Early Years and Early Intervention Strategy



COMHAIRLE NAN EILEAN SIAR



EARLY YEARS AND EARLY INTERVENTION STRATEGY

2009-2014

Contents

| | |
|--|-----------|
| Introduction | 2 |
| Background | 2 |
| National Context | 4 |
| Local Context | 5 |
| Early Years and Early Intervention Strategy | 8 |
| Appendix A – Early Years and Early Intervention Action Plan | 9 |
| Appendix B – Integrated Early Years Strategy – 2005-2008 | 25 |
| Appendix C – National and Local Policy Documents | 31 |
| Appendix D – Early Years Partnership | 31 |

INTRODUCTION

“Every child fulfils their potential as a successful learner, confident individual, effective contributor and responsible citizen. Every child has access to world class learning and healthcare services that meet their individual needs and which promote resilience and wellbeing” (Articles 24, 28 & 29 of the United Nations’ Convention on the Rights of the Child (1989))

The Early Years and Early Intervention Strategy aims to provide children in the Western Isles with the best start in life. By improving children’s early experiences, identifying those at risk of low achievement, and supporting families and communities to develop their own solutions to meet children’s needs, the cycles of poverty and inequality will be broken.

This strategy is ambitious and will require the joint working of professionals, to keep the child at the centre of service provision and support.

BACKGROUND

Integrated Early Years Strategy

In 1998 the Scottish Executive produced a Childcare Strategy for Scotland. This Strategy recognised that good quality childcare benefits parents by enabling them to work. Childcare Partnerships were set up in every local authority area bringing together all those with an interest in childcare to promote expansion in line with parental demand. The Western Isles Childcare Partnership was set up in 1999 and has been in operation ever since.





During the 10 years that followed, each local authority produced and delivered strategies/childcare plans to take forward local initiatives to meet the objectives of the national Childcare Strategy. The Western Isles developed 2 childcare plans prior to 2005.

In June 2005 Comhairle Nan Eilean Siar approved the Integrated Early Years Strategy, which has guided the development of Early Years services within the Western Isles over the past four years. The Strategy contained the following targets:

- To investigate the feasibility of taking over the direct management of voluntary run, pre-school providers.
- To develop family centres.
- To repair/improve existing nursery premises.
- To work towards all staff having the qualification requirements of the Scottish Social Services Council (SSSC).
- To rationalise pre-school education to meet current demand.
- To develop Sure Start services for vulnerable families.
- To continue to develop childminding services to fill gaps in provision.

Significant progress has been made and is outlined in Appendix B.



NATIONAL CONTEXT

In December 2008, the Scottish Government launched the Early Years Framework. This framework outlined a holistic approach to ensure all children are provided with the best start in life.

Their vision states that:

- children should be at the centre of service delivery;
- the importance of strong, sensitive relationships with parents and carers is recognised and supported;
- children should be provided for within their wider communities.

While accepting that crisis management will be needed, there should be a shift in focus to prevention, early identification and early intervention. Universal services should be flexible and adaptable to ensure that they meet the needs of children and their families at an early stage.

The framework outlines 10 elements of transformational change:

- A coherent approach.
- Helping children, families and communities to secure outcomes for themselves.
- Breaking cycles of poverty, inequality and poor outcomes in and through early years.
- A focus on engagement and empowerment of children, families and communities.
- Using the strength of universal services to deliver prevention and early intervention.
- Putting quality at the heart of service delivery.
- Services that meet the needs of children and families.
- Improving outcomes and children's quality of life through play.
- Simplifying and streamlining delivery.
- More effective collaboration.

The Scottish Government accepts that the proposals are ambitious and, as there is no new money available for implementation, that the framework can only be taken forward by realigning and prioritising resources.

LOCAL CONTEXT

Comhairle nan Eilean Siar has a statutory duty to provide a funded place (up to 475 hours per year) for all 4 year olds and eligible 3 year olds. Up until 2005, with the exception of one Comhairle run nursery, the Comhairle had partnership agreements with the voluntary and private sector to provide pre-school education. Within the past 4 years several pre-school providers have transferred their management to the Comhairle. Currently there are 30 pre-school providers, 12 are managed by the Comhairle and 18 by the voluntary and private sector. Of the 30 providers, 16 provide a service through the medium of Gaelic, 3 offer a service in both Gaelic and English, and 11 operate through the medium of English. Although there is no statutory obligation for the provision of a childcare place for 2.5 year olds most pre-school centres provide this service when there is sufficient capacity and demand.

The majority of all day care for babies and children up to school age is provided in Stornoway and the Uists. Three of these units also provide afterschool and/or holiday care provision for children of primary school age. In addition the following services are available:

- Extended sessions/wrap around care in many pre-school centres.
- 2 Afterschool services operating within schools.
- 1 Holiday care service operating from within a school.
- 26 Childminders operating throughout the Western Isles and providing a service for children of all ages.

Up to date information on all registered pre-school and childcare provision in the Western Isles can be obtained from the Childcare Information Web Site: www.scottishchildcare.gov.uk





Over the past 10 years the expansion and quality of childcare and pre-school provision has been successful and there have been notable improvements in the following areas:

- The Sure Start service was highlighted as an area of good practice in Comhairle nan Eilean Siar's HM Inspectorate of Education Report in February 2009;
- There has been a significant increase in the number of staff with qualifications meeting the requirements of the Scottish Social Services Council;
- The implementation of single status has enabled Comhairle nursery staff to be paid a salary that reflects the increasing responsibilities of their jobs;
- The number of groups under the direct management of the Comhairle has increased, providing greater stability and improved pay and conditions.

Despite the many achievements there continues to be a significant challenge to the delivery of universal services within the Western Isles. A reduction in the local birth rate, a large and dispersed geographical area and an increasing pressure on resources makes service provision in rural areas very difficult. Over the past few years several pre-school units have closed due to low numbers. Childcare units within most rural communities are not viable and there has been a drop in the number of childminders delivering a service. To help ensure that universal services are provided in every area, the islands have been divided into larger Learning Communities. These learning community areas are outlined on a map in Appendix E.

Learning Community Initiative

The Learning Community Initiative supports inter-agency working to promote inclusion and to raise attainment and achievement. The key principles underlying this approach are:

- A multi-agency approach to planning and delivering services for children.
- Joint training and working.
- Family support through engagement with parents and carers.
- An emphasis on pastoral care, emotional and social development and citizenship.
- Engagement with the wider community.

Each Learning Community has been allocated an Early Years Support Officer to work alongside colleagues from health, education, community learning and development and social work. The Learning Community Team will work with pre-school and childcare service providers to target the needs of children and families within their community. Comhairle officers, through constant evaluation of Early Years services and support to families, will identify and address concerns at an early stage and take measures to adapt service provision to meet the needs of families.

Service delivery is in line with Getting It Right for Every Child (GIRFEC) principles. Agencies aim to improve outcomes for all children and young people by promoting a shared approach with and around children and families. To enable all children to become confident individuals, effective contributors, successful learners and responsible citizens every child needs to be: safe; healthy; achieving; nurtured; active; respected; responsible and included.

Although service provision may not be available in every village, by merging resources on a Learning Community basis it is hoped that all families will have access to the same generic service provision throughout the Western Isles.

Consultation

As part of a wider consultation process, meetings were held in each Learning Community to discuss the impact of the Integrated Early Years Strategy (IEYS) 2005-2008 and to discuss priorities for the future. Invitations were extended to service providers, parents and partner agencies. In addition, a questionnaire was circulated to parents. On the whole these meetings were positive with most individuals indicating that they were very satisfied or satisfied with the quality of current service provision. However, it was acknowledged that whilst progress had been made there were further priorities/concerns for the future. These included:

- The sustainability of fragile rural groups with fluctuating numbers.
- The need for equality of staff wages within the Early Years sector.
- Improved links between receiving schools and the voluntary sector.
- Coordination of spending to ensure best value and sharing of limited resources.
- Accessibility of services within rural communities.
- Lack/shortage of childcare provision for children aged 0-3 in rural communities.
- Reducing waiting times for professional support.
- Support with behavioural issues.
- Access to transport.
- Sharing of premises with community groups (this was a particular issue for two groups in the Stornoway area).
- Opening times of pre-school centres (to be reviewed to match school opening times).
- Lack of school holiday childcare.
- Lack of access to outside play areas.
- Pressure on voluntary management committees.
- Access to parent and toddler groups.

Using this information and the key strategic objectives outlined in the Scottish Government's Early Years Framework, a draft plan was put in place for the new Western Isles Early Years and Early Intervention Strategy. This draft was submitted to the Comhairle in April 2009 and was approved, pending further consultation. This consultation took place during May and June 2009.



EARLY YEARS & EARLY INTERVENTION STRATEGY

The Early Years & Early Intervention Strategy recognises the need for agencies to work together to fulfil their statutory duties, deliver integrated services for all children, and to deliver preventative and targeted services for vulnerable children and their families. Under the Concordat between the Scottish Government and Local Authorities, a Single Outcome Agreement has been submitted outlining the priorities, actions, indicators and targets for the Western Isles for the period 2008-2011.

The Single Outcome Agreement and the Community Planning Process are the key local mechanisms for taking forward the Integrated Early Years and Early Intervention Strategy. Several national and local policy documents and initiatives have also been considered. These documents are outlined in Appendix C.

An action plan for the period 2009 – 2014, has been produced and Strategic Objectives have been identified under each of the national and local outcomes with a focus on outcomes for children and their families. This action plan is outlined in Appendix A.

Key strategic objectives include:

- Parents are supported to access employment and training to help reduce the risk of child poverty through the provision of flexible and accessible childcare.
- Nurseries, schools and childcare centres develop their role in family and community learning.
- Promote common values in the workforce, enhance workforce skills and develop broader workforce roles.
- Parents will be provided with learning opportunities that will help them support their child's learning and development. Such development shapes future outcomes.
- A renewed focus on 0-3 as the period of a child's development that shapes future outcomes.
- Build on the work already progressed through Getting it Right for Every Child and Curriculum for Excellence to provide child centred, outcome focused services.
- Enhance early intervention, particularly in areas such as communication, literacy and numeracy.
- Empower communities to feel responsible for supporting children and families.
- Improve play opportunities and address barriers to play.
- Consistent access to intensive family support services in early years for those who need it.

The Western Isles Early Years Partnership (previously known as the Western Isles Childcare Partnership) will adapt and change to meet the strategic objectives outlined in the new strategy. Key organisations to be represented on this Partnership are outlined in Appendix D. The Department of Education and Children's Services will continue to consult local communities, undertake feasibility studies, progress new developments, and evaluate and adjust service provision to meet parental demand.

Quality Improvement

The Education and Children's Services Department Quality Improvement Team supports and challenges pre-school centres and staff within the Early Years team. Pre-school centres use the revised second edition of Child at the Centre as a framework for self evaluation. By using this framework as an audit tool pre-school centres and school nurseries will establish areas of development to be included within the annual improvement plan. The Education and Children's Services Department Early Years Team evaluate service provision using Quality Management in Education. By ensuring that there is a rigorous evaluation and development of services, the Department aims to provide high quality service provision to meet the needs of children and their families.

All education services are subject to inspection by HMIE and inspection reports are available on HMIE's website. Pre-school/childcare centres and childminders are also open to inspection by the Care Commission.

Western Isles Early Years and Early Intervention Strategy Action Plan

National Outcome One

We live in a Scotland that is the most attractive place for doing business in Europe.

Western Isles Single Outcome Agreement

- Cohesive and complementary business support services that add value to private sector organisations.
- Maximum take up of broadband connectivity by households and businesses.
- Growth in emerging sectors.
- An increase in inward investment in the Outer Hebrides.
- An increase in private sector earnings.
- An increase in net civilian migration.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|---|--|-------------------|----------|--------------------|----------|
| Business support services to the private and voluntary sector. | Continuation of business support services including: personnel advice; financial and funding advice; training, Sustainability and equipment grants. | All pre-school/childcare providers to have access to the support services they require to run a viable business. | Early Years Staff | Ongoing | Early Years Grant | Medium |
| Broadband connectivity available to all pre-school/childcare centres. | Analysis of individual sites. Appropriate equipment installed. | All pre-school/childcare centres to have access to the internet, e-mail and Glow. | IT Staff | Dec 2009 | Early Years Budget | High |

National Outcome Two

We realise our full economic potential with more and better employment opportunities for our people.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|---|---|--|--------------------|---|------------------|
| Parents are supported to access employment and training to help reduce the risk of child poverty, including through the provision of flexible, accessible and affordable childcare. | Ensure childcare vouchers are available for all CNES staff. | All CNES staff have access to childcare vouchers. | CNES Finance and Personnel Department Scottish Government | Sept 2009 | Self funding | High |
| | Encourage all organisations to provide childcare vouchers for their staff (Scottish Government). | Increase in the number of organisations providing childcare vouchers for their staff. | | To be confirmed | Scottish Government | Medium |
| | Increase in pre-school hours from 475 to 570 in August 2010. | All nurseries providing 15 hours pre-school education per week during the school term. | Early Years Staff | August 2010 | To be determined | High |
| | Nursery opening times to be reviewed. | Decrease in the proportions of individuals living in poverty. Reduction of the proportion of children that are living in households that are dependent on out of work benefits of Child Tax Credits more than the family element. Nursery opening times to suit the needs of parents. | Early Years Staff | Ongoing | Staff time | Medium |
| A strategic view of childcare accessibility and how to start addressing gaps. | Integrated pre-school and childcare services in every community matched to an assessment of local demand. | Childminders operating in every Learning Community Area. | Early Years Staff | Ongoing | Staff time | High |
| | | Family centres operating in every Learning Community Area with viable all day care provision for 3-5 year olds. | Inclusion and Early Years Staff | December 2011 | Staff time. Inclusion and Early Years Budgets. | High |
| | | Nursery provision expanded to meet demand. Early Intervention services linked to current childcare facilities. | Early Years Staff Early Years Staff | Ongoing Ongoing | Early Years Budgets Early Years Budgets | Medium Medium |
| A single gateway to a range of advice and information for children and families. | Provide a new Children and Families Information Web Site (Scottish Government). Advertise new web site through local media, public events and public places. | Children and Families web site in place and maintained by the Education and Children's Services Department. Increase in numbers of families accessing website. | Scottish Government | To be confirmed | Scottish Government | Medium. |
| Promote childcare as a career. | Sponsor 2 young people in any one financial year to work towards their childcare qualification through the Skill Seekers programme. | Increase in the number of qualified staff able to apply for posts. | Community Learning and Development Staff | December 2009 | £6,000 per year. Early Years Training Budget. | High |
| | Continue to sponsor these young people as they undertake the part time HNC qualification. Hold promotional events for school aged children. | Increase in the number of young people choosing childcare and early education as a career. | Lews Castle College | Sept 2010 | Early Years Training Budget. | Medium |

National Outcome Three

We are better educated, more skilled and more successful, renowned for our research and innovation.

Western Isles Single Outcome Agreement

- Successful community based adult learners.
- Appropriately skilled local workforce.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|--|---|-----------------|---|----------|
| Nurseries, schools and childcare centres developing their role in family and community learning. | Community Learning and Development Strategy. | Community Learning and Development Strategy targets met. | Community, Learning & Development | Ongoing | Community Learning & Development | Medium |
| | Train nursery staff in a number of parent support classes. | A minimum of one member of nursery staff in each family centre trained to deliver the following classes to parents: child development; positive parenting; "how to support children's acquisition of language" (both English and Gaelic); Curriculum for Excellence. | Early Years and Inclusion Staff | 2010/11 | Staff time | Medium |
| | Provide nursery staff with adequate information on the range of support agencies available and how to direct parents to these services. | Increase in the number of referrals made to support agencies by childcare providers. | Early Years Staff | 2010/11 | Staff time | Medium |
| Develop common values in the workforce, enhancing workforce skills and developing broader workforce roles. Children and families are supported by a workforce which is highly skilled, well trained, appropriately rewarded, well supported, highly valued by all with attractive career paths. | Provide staff with opportunities to share good practice through training, meetings and visits to other centres. | Increase in interagency working and practice. Increase in numbers of workforce registered with SSSC. Increase in numbers of the workforce meeting the requirements of the SSSC. | Early Years Staff and external training organisations | Ongoing. | Early Years Training Grant. | Medium |
| | Ensure all childcare workers are registered with the SSSC by 2011. | Increase in the number of groups that receive a positive HMle report. | Heads of Service, Health, Social Work and Education | To be confirmed | Staff time. | Medium |
| | Ensure CNES recruitment criteria will have registration with the SSSC as essential from 2011. | Increase in the numbers of the workforce undertaking required amount of CPD. | Department of Education and Children's Services staff | Ongoing | Health, Social Work and Education. | Medium |
| | Provide a range of continuous professional training opportunities for all staff in line with changing legislation and identified need. | Increase in numbers of workforce who are sharing information and ideas. Joint appointments between health, education and social work services. CPD and training aligned to those skills and qualities that will have the greatest impact on outcomes. | Voluntary Sector Providers | Ongoing | Existing training budgets | High |
| | Fund accredited qualifications for existing early year's staff to ensure they meet their registration requirements. | Every early years and childcare centre led at graduate level or equivalent. | Voluntary Sector | Aug 2010 | Existing mainplace budgets. funding (pre-school grant) To be determined | Medium |
| | Provide a range of interagency training opportunities linked to the inclusion training plan. | | | | | High |

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|--|---|--|-----------------|--|----------|
| | <p>Ensure every pre-school education centre has access to a teacher.</p> <p>Promote equity in salary and conditions between the voluntary and public sector.</p> <p>Continue to consider the direct management of any voluntary sector pre-school provider wishing to come under the direct management of the Comhairle.</p> | <p>Increase rate of pay within the voluntary sector and improvement of conditions.</p> | CNES direct management Staff. | Early Years | Ongoing. | |
| Develop a strategic view of where workers with broad skills can add services. | Ensure all learning communities fully operating with a wide range of multi agency input. | <p>All agencies working to GIRFEC principals.</p> <p>All children and young people to have access to the services they need in order for them to achieve the four capacities outlined in the Curriculum for Excellence.</p> | Education, Health and Social Work Staff. | Ongoing | Staff time. | High. |
| The Scottish Government will work with teacher education institutions to develop courses which will offer more specialised early year's skills. | Increase the number of teachers who access qualifications with a focus on early education. | Improved early years teaching skills and improved quality in early year's education. | Scottish Government. | To be confirmed | Scottish Government | Medium. |
| Early Intervention becomes a core value across a wide range of services in and beyond early years. | <p>Continue to expand and develop the services for vulnerable families.</p> <p>Provide training and information sessions for all agencies to enable a shared understanding and value.</p> <p>Set up an Early Years Group to take forward the objectives outlined in the EYF.</p> | <p>Increase in appropriate referrals.</p> <p>Multi-agency working with shared understanding and values.</p> | Officers within All agencies. | Ongoing | Staff time. Existing training Budgets. | Medium |

National Outcome 4

Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Western Isles Single Outcome Agreement

- Implementation of a Curriculum for Excellence.
- An increase in the number of school leavers in positive and sustained destinations.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|--|---|--------------|------------------------------------|----------|
| Parents are involved in their children's learning opportunities and are given learning opportunities that will help them support their child's learning and development. | Community Learning and Development Strategy. | Community Learning and Development Strategy targets met. | Community Learning and Development staff | Ongoing | Community Learning and Development | Medium |
| | Provide information sessions on a learning community basis to allow parents to support their children's learning. | Increase in the number of parents confident in supporting their children with their homework. | Department of Education and Children's Services | August 2010 | Staff time | Medium |
| | Provide a minimum of 2 parent information evenings in every pre-school, each academic year. | Increase in the number of parents who understand the curriculum being provided for their children. | Early Education Providers. | Ongoing | Staff time | Medium |
| | Continue to provide, increase and improve home school links. | Increase in the quantity and quality of information being provided to parents to support their child's learning. | Education and Children's Services staff. | August 2010. | Staff time. | Medium |
| | Continue to provide, increase and improve information provided by the LA. | Glow available to every parent and child with access to a computer in the Western Isles. | Schools | | | |
| All service providers engage with service users and the wider community to ensure that their needs are identified, assessed and addressed. | Continue to support Parent councils that are in operation in every school/ pre-school. Pupil Councils and Children's Parliament available for children of school age. Ensure children have a voice in the decision making progress. Set up a Parent Forum in every Learning Community. Pre-five children are consulted on the service/s provided and take an active role in the decisions which affect their learning. Ensure parent groups are in operation in every private childcare/pre-school provider. | Every parent and child in every Learning Community has a voice and the opportunity for that voice to be heard. Children take an active part in the decisions made that influence their lives. | Education and Children's Services staff Early Education/ Childcare Staff | Ongoing | Staff time | Medium |

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|--|--|--|-----------------------------------|---|--------------------------------|
| The Scottish Government and local partners will work together to implement Curriculum for Excellence. | <p>Curriculum for Excellence Strategy.</p> <p>Provide training for schools and pre-schools.</p> <p>Establish working groups to look at the new curriculum and produce supporting documentation.</p> <p>Scottish Government to provide an additional in-service day.</p> | <p>Implementation of the Curriculum for Excellence outcomes and experiences.</p> <p>Increase in the proportion of schools and pre-schools receiving positive inspection reports.</p> <p>Working groups in place and supporting documentation produced.</p> | <p>Education and Children's Services staff</p> <p>School and Early Education staff</p> | Ongoing | Staff time. | High |
| Equipping all young people to make positive choices about relationships and parenthood through Curriculum for Excellence, based on a mix of academic skills, skills for work, sex education, parenting skills and broader life skills matched to individual needs. | <p>Offer and promote the opportunity to take part in parenting skills/baby sitting skills to young people in S3/4.</p> <p>Sexual Health Strategy</p> | <p>Increase in the number of young people with basic parenting skills.</p> <p>Reduction of the number of pregnancies amongst under 16 year olds.</p> <p>Sexual Health Strategy targets met.</p> | <p>Education and Children's Services staff</p> <p>Health Professionals</p> | <p>August 2011</p> <p>Ongoing</p> | <p>Staff time</p> <p>Sexual Health Strategy</p> | <p>Long term</p> <p>Medium</p> |
| Through Curriculum for Excellence, the Scottish Government and local partners will continue to promote play based learning including early primary. | <p>Provide opportunities to use the community to enhance learning.</p> <p>Nurseries and schools supporting outdoor learning and outdoor play.</p> <p>Trying innovative approaches such as kindergarten.</p> <p>Ensure all infant classes to have enhanced play opportunities.</p> <p>Analysis of all nursery accommodation to ensure children have access to an outside play area.</p> <p>PPP reference groups to take into account play and learning opportunities both inside and out.</p> | <p>Young people have an understanding of their culture and the skills needed for local industry.</p> <p>Increased play and physical activity.</p> <p>Enhanced outdoor play provision in place.</p> | <p>Education and Children's Services staff</p> <p>School and Early Education staff</p> | Ongoing | Staff time | Medium |

National Outcome 5

Our children have the best start in life and are ready to succeed.

Western Isles Single Outcome Agreement

- Our children are educated in schools fit for the 21st century.
- A Croileagan or nursery place is available for all three and four year olds whose parents request one.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|--|--|---|-----------|-------------------------------|----------|
| A local review of partnership arrangements to align them with outcomes and start developing longer term and more strategic partnerships. | Continue the development of Learning Communities. Form a Strategic Early Years Partnership and ensure that this group links into the Community Planning Partnership. | Developed models of service delivery that combine public sector and partners working alongside each other to common objectives. Strategic Early Years Group operating and linking into the community planning process. | Early Years Partnership Education and Children's Services staff Community Planning Partners | Sept 2009 | Staff time | High |
| An enhanced programme of antenatal and postnatal support that meets a range of medical and social needs, based on parental capacity building model, with the health of parents at the core. | Local partners to work together to develop a parental capacity-building model for antenatal and postnatal services. HEAT Target 7 HEAT Target 2 | Reduction in the number of referrals to Social Work and Sure Start for parental capacity. All agencies working together with a common value and goal. Reduction in the proportion of live singleton births of low birth weight. Increase in the proportion of new born children exclusively breastfed at 6-8 weeks. Improved life expectancy at birth. Reduction of the number and percentage of children with dental cavities in primary one. Improvement in the quality of healthcare experiences. | Health Professionals Education and Children's Services staff | On going | Staff time NHS Budgets | High |
| Renew focus on 0-3 as the period of a child's development that shapes future outcomes. Develop clear strategic leadership for 0-3 services. | Form a Strategic Early Years Partnership and ensure that this group links into the community planning partnership. Provide training and support to all pre-three childcare services. Link pre- three services to | Strategic Early Years Partnership linked into the community planning process. A simplified and streamlined early years' service landscape. Steady reduction in the number of referrals made to Social Work and Inclusion. | Education and Children's Services staff. Action for Children. | Ongoing | Staff time. | Medium. |

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|--|--|--|---|---|---------------------------|
| | <p>pre-school services in Learning Community areas.</p> <p>Enhance and develop the service to vulnerable families.</p> | <p>Increase in the number of children starting primary school with a "readiness for school".</p> <p>Increase in number of children meeting their development milestones.</p> | | | | |
| Break down barriers between education and childcare through a move towards integrated, flexible services | <p>Continuation of the integration of LA pre-school, childcare and Sure Start service delivery and funding. Development of family centres in every Learning Community area.</p> <p>Expand current pre-school services to include "wrap around care" in line with demand.</p> | Integrated service delivery to meet the needs of children and their families on a Learning Community basis. | <p>Early Years Staff.</p> <p>Education and Children's Services staff.</p> | Ongoing. | <p>Staff time.</p> <p>Existing Early Years Budgets.</p> | Medium. |
| Build on the work already progressed through Getting it Right for Every child and Curriculum for Excellence to provide child-centred, outcome focused services. | <p>All staff to have training to ensure that they are aware of their legal obligations towards meeting the needs of children.</p> <p>Monitor staff practice and take appropriate action to ensure that the needs of children are being met.</p> | <p>All agencies working together with a common value and goal.</p> <p>Service provision based around the needs of the child.</p> | <p>Education and Children's Services staff</p> <p>Early Education staff</p> | Ongoing | Staff time | Medium |
| Parents are given appropriate support to help them understand the responsibilities and sustained commitment associated with bringing up a child and to develop the skills needed to provide a nurturing and stimulating home environment free from conflict. | <p>A multi agency Parenting Strategy to be developed for the Western Isles.</p> <p>Positive Parenting Programme (Triple P)/ or similar parenting programmes to be available to all parents.</p> <p>Provide workshops on Child Development in each Learning Community area.</p> <p>Recognition and support provided for parental mental health issues through the Sure Start service.</p> | <p>Parents feel better supported and have improved parenting skills.</p> <p>Greater capacity amongst parents to improve outcomes for themselves.</p> <p>All parents having access to information and support to enhance their parenting skills.</p> <p>Increase in the quality of parent/child interaction.</p> <p>Parents feel better supported and have improved parenting skills.</p> <p>Greater capacity amongst parents to improve outcomes for themselves.</p> | <p>Early Years Partnership</p> <p>Early Years Staff</p> <p>Action for Children</p> | December 2010 | <p>Staff time</p> <p>Existing Early Years Budgets</p> | Medium |
| Early intervention becomes a core value across a wide range of services in and beyond early years. | <p>Form a Strategic Early Years and Early Intervention Group.</p> <p>Provide joint training opportunities for staff.</p> | <p>Early Years Partnership in operation and all agencies working together with a common value and goal.</p> <p>All agencies working towards new national indicators for the early years.</p> | <p>Early Years Partnership</p> <p>Scottish Government</p> <p>All agencies</p> | <p>Sept 2009</p> <p>To be confirmed</p> | <p>Staff time</p> <p>Scottish Government</p> | <p>High</p> <p>Medium</p> |

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|---|--|--|--------------------------|--|----------|
| Communities feel empowered and responsible about supporting children and families and parents take responsibility for their own children. | Information sessions provided to Community Councils. Community Learning and Development Strategy. Set up Parent Forums in every Learning Community area. | Increase understanding, support and tolerance of young people within communities. Community Learning and Development Strategy targets met. Services in place to meet the needs of children and families. | Learning Community Teams | 2010 | Staff time | Medium |
| People working in adult services recognise the contribution they can make for the outcomes for young children and make this a priority within their service planning and delivery. | Form a Strategic Early Years Partnership. Provide joint training opportunities. | Strategic Early Years Partnership. All agencies working towards a common goal. | Early Years Partnership All agencies | Sept 2009 Ongoing | Staff time Existing training budgets. | Medium |
| The Care Commission will develop early intervention as an inspection focus for day-care of children services 2009-2010. | Provide training within Early Years establishments. | Staff have enhanced understanding of the importance of early intervention. Increase proportion of pre-school/childcare centres receiving positive reports. | Care Commission. Early Education/Childcare Staff. | 2009-10 | Staff time. | High. |
| Enhanced early intervention, particularly in areas such as communication, literacy and numeracy. This will be supported by HMle focusing on early intervention and good practice as part of the inspection process. | Provide training within all educational establishments. Continue the Bookstart and Rhyme Time projects. Further training on literacy and numeracy provided to all Early Years establishments. | Increase proportion of pre-school and other educational establishments receiving positive HMle reports. Reduction in the number of working age people with severe literacy and numeracy problems. | HMle Education and Children's Services Staff. Library Staff. | 2009-10 | Staff time. | High. |

National Outcome 6

We live longer, healthier lives

Western Isles Single Outcome Agreement

- Improve health of our children.
- People take part in outdoor activity on a more regular basis.
- A healthier population with an improved quality of life.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|---|---|---------|--|----------|
| Improve play opportunities and addressing barriers to play. Developing local play and green space policies and improving play opportunities. | <p>Form a multi agency Play Strategy.</p> <p>Provide play opportunities to very young children and their families through the "Play at Home" programme and various programmes provided by the Comhairle's Sport and Health Section i.e. Top Tots; Tumble Tots etc.</p> <p>Continuation of the Community Safety Partnership.</p> | <p>Multi agency play strategy in place and targets met.</p> <p>High quality play opportunities in every community. Increased play and physical activity.</p> <p>Reduce the number of children with a body-mass index outwith a healthy range by 2018.</p> <p>Increase the numbers and percentage of children walking or cycling to school.</p> <p>Community Safety Partnership targets met.</p> | <p>Community Learning and Development Staff</p> <p>CNES - Sport and Health Staff</p> <p>Health Professionals</p> <p>Department of Education and Children's Services Staff</p> <p>Community Planning Partnership</p> | 2010 | <p>Staff time</p> <p>Existing CNES and NHS resources</p> | Medium |
| Promoting positive environments for children and families through planning, regeneration and transport policies. | Community Planning Partnership. | Community Planning Partnership targets met. | Community Planning Partnership | Ongoing | Community Planning Partnership | Medium |

National Outcome 7

We have tackled the significant inequalities in Scottish Society.

Western Isles Single Outcome Agreement

- We meet the educational needs of all children.
- Our public services are accessible to everyone.
- A reduction in the number of people living in Below Tolerable Standard accommodation.
- People undertaking training find relevant employment.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|--|--|--|----------|--|----------|
| Adult services such as housing, transport and development planning put a greater focus on the needs of young children and families. | Housing Strategy Community Planning Partnership. Improve public services delivered. | Appropriate housing Strategy targets met. Community Planning Partnership targets met. Decrease in the proportion of individuals living in poverty. | Development Services. Community Planning Partnership. | On going | Development services Community Planning Partnership | Medium |
| All early years services for children, young people and families are planned and delivered in an accessible, flexible and affordable way. | Early Years Partnership in operation. Support to ensure that there is service provision in remote areas. | All agencies working together with a common value and goal. All agencies working towards new national indicators for the early years. | Early Years Partnership. Education and Children's Services staff. | Ongoing | Staff time Existing early years Budgets | Medium |
| Services are ready and able to deal with children and families whatever their circumstances. | Use Staged Intervention Model of referral to ensure that all children's needs are recorded and appropriate support put in place. | All agencies working together with a common value and goal. Service provision based around the needs of the child and their families. | Education and Children's Services staff. Health Professionals. | Ongoing | Existing budgets | Medium |
| Access to services is not restricted by disability or additional support needs, by ethnicity or language, by where people live or their social or economic circumstances. | Review referral system and waiting times on an ongoing basis. Form English as a second/ additional language support group. All staff to have training to ensure that they are aware of their legal obligations towards meeting the needs of children. Specialist staff training provided as and when required. Building adaptations & equipment to be provided to meet the needs of individual children. | Shorter waiting times for agency support. | Action for Children. | | | |

National Outcome 8

We have improved the life chances for children, young people and families at risk.

Western Isles Single Outcome Agreement

- We meet the needs of all children in the Outer Hebrides.
- We meet the needs of the most vulnerable children in our islands.
- Effective assessment and interventions to reduce immediate risk of harm to vulnerable children and young people.
- Improved educational outcomes for looked after and accommodated children and young people.
- Children who may be in need of compulsory measures of supervision have timely assessments of their needs and access to relevant support and guidance.
- We meet the long term needs of vulnerable children and those with disabilities
- Increased packages of community based support for children affected by disability and their families.
- Effective transitions planning for looked after and accommodated children and young people.
- Decrease numbers of children and young people affected by their own or parental substance misuse through framework for early identification and intervention and the provision of intensive specialist support in complex and entrenched situations.
- Services responsive to need and assessments completed timeously.
- Increased success in meeting the needs of vulnerable children through local based intensive services.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|---|---|----------------------------------|------------------|----------|
| Develop mutual support networks for parents and carers. | Support provided for parent and toddler groups. Support networks to be linked to family centres within each learning community. | Increase in the number of families with access to and accessing support. | Learning Community Teams | 2010 | Staff time | High |
| Universal services are empowered and confident about identifying needs and assessing risks to better meet the needs of vulnerable children and families. | Staff information sessions provided to ensure staff are aware of various referral processes and the range of support available. Staged Intervention Model of referral is used to ensure that all children's needs are recorded and appropriate support put in place. | Increase in number of early and appropriate referrals. Decrease in the numbers of vulnerable children or children with educational needs entering the education system with no early intervention and/or early educational support in place. | Education and Children's Services staff | Ongoing | Staff time | High |
| Historic cycles of poor health, poor attainment and other inequalities are broken by shifting the balance of support from crisis intervention to prevention and early identification and intervention. | Early Years Partnership in operation. | All agencies working together with a common value and goal. All agencies working towards new national indicators for the early years. | Early Years Partnership All agencies Scottish Government | Sept 2009 To be confirmed | Existing budgets | High |
| Improve support to family members including grandparents, who have care of looked after children. | Foster Care Policy and Procedures. | Continue to improve support provided to kinship carers. | Fostering and Adoption Panel Education and Children's Services staff | Ongoing Resources | Existing | High |

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|---|---|---|-------------|--------------------|----------|
| Consistent access to intensive family support services in early years for those who need it. | Family support services available from family centres within each learning community. | Increase in the number of families with access to and accessing support. | Learning Community Teams | August 2010 | Existing Resources | Medium |
| Sexual health advice and services integrated into services for high risk groups such as substance misuse and looked after children. Accessible drop-in sexual health services for teenagers. | Sexual Health Strategy Alcohol and Drugs Action Team. | Sexual Health Strategy targets met. Alcohol and Drugs Action team targets met. | Education and Children's Services staff Health Professionals | Ongoing | Existing Resources | Medium |

National Outcome 9

We live our lives safe from crime, disorder and danger.

Western Isles Single Outcome Agreement

- People in the Outer Hebrides will continue to live feeling safe with little fear of crime.
- Reduced risk of abuse or neglect to children and young people.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|---|---|--|---------|--------------------|----------|
| Reduce risk of abuse or neglect to children and young people. | Western Isles Children's Services Strategy Group. | Western Isles Children's Services Strategy group targets met. | Western Isles Children's Services Strategy Group | Ongoing | Existing resources | High |

National Outcome 10

We live in well-designed, sustainable places where we are able to access the amenities and services we need.

Western Isles Single Outcome Agreement

- Our transport infrastructure enables access to amenities and services.
- Planning decisions improve the way in which our settlements look and function.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|--|---|---------|------------------------------------|----------|
| Ensure that transport is not a barrier to any family accessing pre-school education. | Make links with community transport systems and public transport services to enable access to provision. Where possible nursery opening times to be brought in line with parent work times or school opening times. Transport grant and transport solutions to be put in place to support parents who have difficulty accessing services. | All children are able to access their funded pre-school education place. | Education and Children's Services staff | Ongoing | Existing transport and ASN funding | High |

National Outcome 1 1

We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

Western Isles Single Outcome Agreement

- A sustainable voluntary sector operating in the islands.
- Empowered and confident communities participating in local decision making

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|--|--|--|----------|---|----------|
| Early Years and Childcare has a strategic role within community planning structures, building on the existing statutory obligation for integrated children's services planning. Ensuring that the approach is centred on children's needs rather than processes. | Operate Multi Agency Early Years Partnership linked to community planning structures. New Integrated Early Years and Early Intervention Strategy. Western Isles Children's Services Strategy Group | All agencies and communities working together with a common value and goal. All agencies working towards new national indicators for the early years. | Early Years Partnership Western Isles Children's Services Group | Ongoing | Staff time | High |
| Community development programmes include parenting and early years as one of their priorities. | Community Planning Partnership. Learning Communities expanded to include all partners. Development of family centres in every Learning Community. | Community development programmes in place which meet the needs of children and families in their communities. | Learning community teams. Community Planning Partnership. Community Development and Learning Staff. Education and Children's Services staff | 2011 | Staff time Childcare Strategy funding held in balances | Medium |
| Opportunities for parents to get involved in services as volunteer helpers or similar roles. | All parents asked to volunteer to support in educational establishments. | Increase in the number of parent volunteers. | Head Teachers and Early Education staff. | Ongoing. | Ongoing. | Medium. |

National Outcome 1 2

We value and enjoy our built and natural environment and protect it and enhance it for future generations.

Western Isles Single Outcome Agreement

- Our built and natural resources protected and enhanced for future generations.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|--|--|--|-------------|--|----------|
| All pre-school and childcare provision operating from facilities that are fit for purpose. | Ensure that there is pre-school representation on all reference groups for new schools with nursery provision. | Nursery facilities fit for purpose within new schools. | PPP Project team | August 2009 | PPP Project | High |
| | Audit of all existing services and take steps to ensure that all buildings meet statutory requirements. | All pre-school/childcare buildings to meet statutory requirements. | Early Years Staff and Technical Services Staff | Ongoing | Existing pre-school budget and childcare strategy funding held in balances | High |

National Outcome 13

We take pride in a strong, fair and inclusive national identity.

Western Isles Single Outcome Agreement

- Increased number of Gaelic speakers in the Outer Hebrides.
- Growing confidence and pride in Hebridean Culture.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|---|--|---|--|-------------|-----------------------|----------|
| Gaelic continues to be promoted and supported throughout the Western Isles. | <p>Gaelic Policy in place.</p> <p>Support provided to parents who choose to put their children through Gaelic Medium Education.</p> <p>Promote benefits of Gaelic Medium Education to parents of pre-five children e.g. promotional events, leaflets and resources.</p> <p>Provide Gaelic language training for parents who wish it.</p> | <p>Gaelic Policy</p> <p>Increase in the numbers of children enrolling in Gaelic Medium education.</p> <p>Increased fluency and understanding of Gaelic within the adult population.</p> | <p>Education and Children's Services Staff</p> <p>Comunn Na Gaidhlig</p> | Ongoing | Gaelic Specific Grant | Medium |
| Subsidy and support will continue to be provided to Gaelic Medium pre-school education and viable all day care provision. | <p>Support and top up grant will continue to be provided to centres provided they are 10 miles from the next nearest Gaelic pre-school provider and numbers remain above 5.</p> <p>Continue to provide funding and support to viable "Wrap around Care" and all day care centres.</p> <p>Specialist Gaelic language training will be provided for staff.</p> <p>Equipment and resources will be purchased/produced to support the delivery of the Gaelic Language.</p> <p>Childminders who provide a service through the medium of Gaelic will be provided with Gaelic grant and training.</p> | <p>A high quality Gaelic medium service.</p> <p>Increase in the number of centres receiving positive HMIE reports.</p> <p>All day care provided in Gaelic to meet demand.</p> | Early Years Staff | Ongoing | Specific Gaelic Grant | Medium |
| English pre-school provision will be provided on a Learning Community area basis. | With the exception of Stornoway, mainstream pre-school provision will be provided on a Learning Community Area basis. | Mainstream pre-school provision will be provided in every Learning Community area. | Early Years Staff | August 2011 | To be determined | Medium |

National Outcome 14

We reduce the local and global environmental impact of our consumption and production.

Western Isles Single Outcome Agreement

- A reduction in the carbon footprint and emissions of the Outer Hebrides and especially those of public agencies and organisations.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|---|--|----------------------------------|-------------|------------|----------|
| The islands' young people to have an understanding of, and take an active part in, protecting the environment. | Educational programmes to be put in place within all pre-schools. | Increase in the numbers of eco pre-schools. Increase in the numbers of pre-school groups who recycle waste. | School and Early Education Staff | August 2010 | Staff time | Medium |

National Outcome 15

Our public services are high quality, continually improving, efficient and responsive to local peoples needs.

Western Isles Single Outcome Agreement

- Improved Comhairle customer services and access to them.
- Continuous improvement in the efficiency of our delivery and the quality of public services and customer satisfaction.

Integrated Early Years and Early Intervention Strategy

| Strategic Objective | Strategy | Measurement | By whom | By when | Resources | Priority |
|--|--|--|---|---------|------------|----------|
| Provide high quality Early Years Services which are responsive to local needs. | Continue to monitor and evaluate service provision to meet the needs of children and their families. Provide viable services on a Learning Community basis. | Good quality affordable services that meet the needs of children and their families. | Education and Children's Services Quality Improvement Officers. Early Years Staff. Schools and Early Education Staff. | Ongoing | Staff time | Medium |



Appendix B

Integrated Early Years Strategy 2005 – 2008 Targets and Progress

TARGET

Investigate the feasibility of CNES taking over the management of voluntary run pre-school groups.

Progress

1. Castlebay Playgroup and Croileagan Bhagh Chaisteil came under the direct management of the Comhairle on the 3rd October 2005.
2. Point Community Pre-school came under the direct management of the Comhairle in June 2006.
3. Tong Playgroup and Little Lochies Playgroup came under the direct management of the Comhairle on the 9th January 2006.
4. Sandwickhill Playgroup came under the direct management of the Comhairle on the 15th August 2006.
5. Croileagan an T-Oib came under the direct management of the Comhairle on the 9th January 2007.
6. Sgoil Araich Loch a Tuath came under the direct management of the Comhairle on the 13th August 2007.
7. Little Learners Nursery in Stornoway came under the direct management of the Comhairle on the 18th August 2008.
8. Croileagan Bhuirgh came under the direct management of the Comhairle on the 18th August 2008.
9. Little Teddies came under the direct management of the Comhairle on the 1st July 2008.
10. Benbecula under Fives came under the direct management of the Comhairle on the 21st October 2008.
11. In August 2008 all remaining voluntary sector providers were approached to ask if they would like to be considered for direct management. 16 voluntary groups indicated that they would like to be considered for direct management.

This target will be carried forward in the new Early Years and Early Intervention Strategy.

TARGET

Develop Family Centres in: Balivanich; North Uist (Saoghal Beag); Harris (Sir E Scott); Lochs (Sgoil Nan Loch); Stornoway; Point and South Uist (Chinn A Deas).

Progress

1. Balivanich – initial discussion has taken place. Facility for 0-2 care will be included in the new WISP school in addition to pre-school provision.
2. Saoghal Beag - A Service Level Agreement is being negotiated with Saoghal Beag Nursery for a family centre service. An extension has been put on to the Claddach Kirkibost building and the new centre opened in spring/summer 2008.
3. Harris – initial discussion has taken place. The pre-school provision planned for the new school can be used in flexible ways to meet the needs of children and families in the community.
4. Lochs – Questionnaire to parents regarding future service provision have been distributed and results collated. Due to insufficient demand this service will not be developed at this stage.
5. Stornoway – enquiries made regarding possible sites; meetings held with Stornoway providers.
6. Point - The pre-school provision planned for the new school can be used in flexible ways to meet the needs of children and families in the community.
7. Meetings held with WISP project staff to discuss pre-school provision within new schools. Study visit to schools on mainland completed in October 2007. Meetings with WISP team ongoing.

This target will be carried forward in the new Early Years and Early Intervention Strategy.

TARGET

Work towards all staff having qualification requirements of SSSC prior to 2009.

Progress

Childcare staff are required to have, or be working towards, a qualification that meets the requirements of the SSSC. Qualifications are fully funded through Early Education and Childcare grant. In the four years 2004 - 2008, a minimum of £325,880 has been spent on training, resulting in 98 childcare workers obtaining an accredited childcare qualification. In addition, Early Education and Childcare grants were used to fund a minimum of 92 in-service training events including: First Aid; Birth to Three; Child Protection; Autism Awareness; Curriculum for Excellence; Risk Assessment; Food Hygiene; Behaviour Management; Top Tots and ASN.

83% of the childcare workforce currently meet the requirements of the SSSC.

Childcare Partnership Office staff conduct an annual training audit at the beginning of each year. Results are collated and the information used to inform the annual training plan.

This target will be carried forward in the new Early Years and Early Intervention Strategy.





TARGET

Make urgent repairs to comhairle owned buildings and provide grant funding for repairs to pre-school centres in the voluntary sector.

Progress

In the financial years 2005 - 2007, £26,500 of Pre-school funding was committed to repair/enhance buildings. In the financial year 2007/08, £69,000 Play Capital Grant funding from the Scottish Government was committed for capital projects. In the financial year 2008/09 £17,718 was spent on repairs and maintenance. A minimum of £113,218 Child-care Strategy and Play Capital Fund has been spent on repairs and maintenance over the past 4 years.

Both Tong Playgroup and Sgoil Araich Loch a Tuath moved into their new nursery units on the 18 August 2008. Both units were funded by the Department of Education and Play Capital Fund.

Sandwick School Nursery moved to a classroom in the school during the summer holidays 2007. The renovation work to the classroom was funded through Play Capital Grant.

A link passageway between Leverhulme Gaelic Nursery and the School has been completed. This work was funded by Play Capital Grant. Other internal work is due to take place within this nursery including: replacement of doors and faulty heaters.

In addition, Play Capital Grant funded the following:

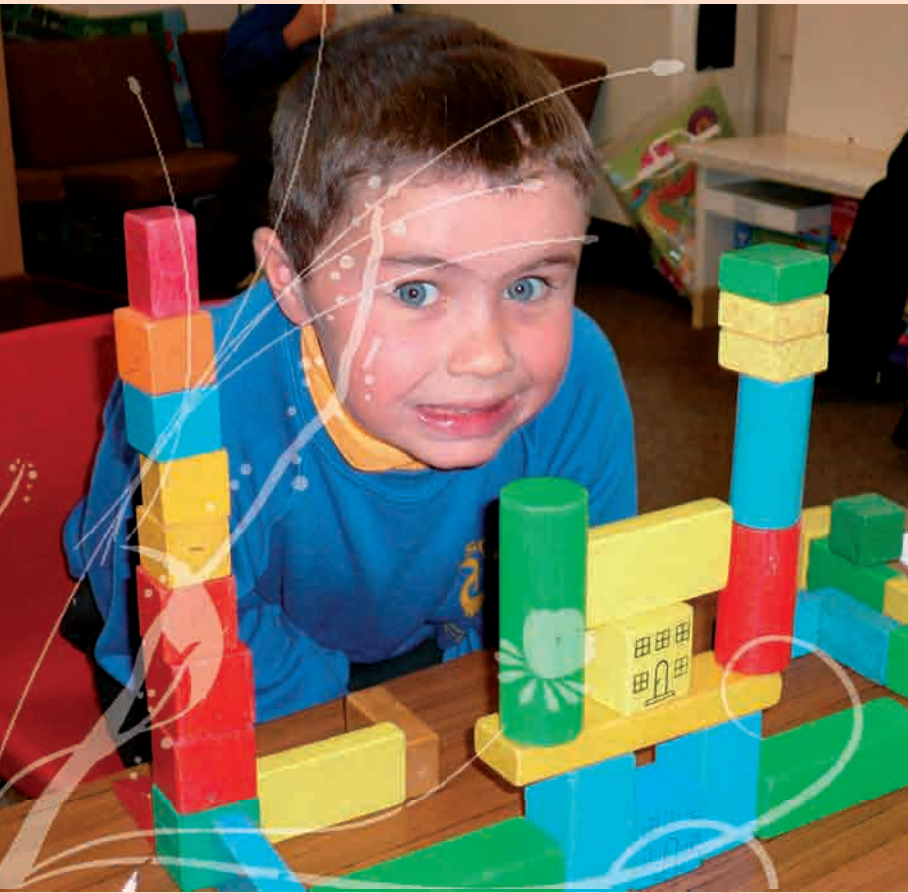
- Kitchen units at Uig Croileagan.
- Upgrade of toilets at Little Learners
- Health and Safety work at Point English Nursery.
- Outdoor Play Equipment at Stornoway Primary Nursery.

Point English Nursery had the playroom painted during the Easter holidays (2009); this work completed the refurbishment to the room which included new linoleum, display boards and a storage cupboard.

Little Learners Nursery was painted and some linoleum replaced during the winter 2008/09.

Balivanich School Nursery had the linoleum in the playroom replaced during the Easter holidays 2009.

This target will be carried forward in the new Early Years and Early Intervention Strategy.



TARGET

Rationalise pre-school education to meet the current demand.

Progress

The following groups closed at the end of June 2007: Croileagan Bhearnaigh, Croileagan Scalpaigh, Carloway, Eriskay and Westside Playgroups. In addition, Croileagan Eubhal closed at the end of June 2008.

This target will be carried forward in the new Early Years and Early Intervention Strategy.

TARGET

Work in partnership with other agencies to take forward the Scottish Executive's Integrated Strategy.

Progress

The final document was not launched by the Scottish Executive. However this document was replaced by the Early Years Framework which was published on the 10 December 2008.



TARGET

Continue to provide an after-school and holiday club in Laxdale Primary School.

Progress

Afterschool club numbers continue to increase and, at times, children have to be turned away. The holiday club has a steady stream of children with attendance varying each day.

TARGET

Develop all day care provision for 3-5yr olds in Stornoway Primary.

Progress

All day care for 3-5 year olds at Stornoway Primary was provided in 2006 and is available in both Gaelic and English.

TARGET

Develop sure start services for vulnerable families (children 0-3) including: play sessions; outreach support; parent support classes; resource libraries for parents; toy libraries; support groups for parents and play at home project.

Progress

2 Sure Start Development Officers were appointed in November 2005. Leaflets have been produced and distributed advertising the service. There has been a steady increase in the number of children receiving a service from Sure Start with 89 children accessing the service in 2008/09. Staff completed the "Positive Parenting Programme" in May 06 and are now able to provide individual parenting classes to parents.

The following services are currently being provided:

- Outreach support.
- Parenting support.
- Funded childcare places.
- Play sessions.
- Bookstart (packs purchased for children up to the age of 5 to promote early literacy).

Sure Start was highlighted as an area of good practice within the Department of Education's HMIE Inspection, January 2009.

This target will be carried forward in the new Early Years and Early Intervention Strategy.





TARGET

Develop childminding services to fill gaps in service provision.

Progress

An annual promotional campaign is run during the month of May.

SCMA subsidised two childminders in Barra. This pilot ran for 6 months.

Support to childminders ongoing.

Funding has been secured from the Fairer Scotland Fund to support 4 new childminders in rural Lewis. "Top up" funding will be provided to ensure these childminders earn a minimum of £150 per week.

This target will be carried forward in the new Early Years and Early Intervention Strategy.

TARGET

Conduct a feasibility study of a sitter service in Western Isles

Progress

Initial enquiries were made, but it was found that this service would not be viable in the Western Isles.

OTHER PROGRESS

Service Level Agreements with umbrella organisations have been reviewed. An Early Years Worker Post was established to support voluntary management groups, childminders and out of school childcare providers.

The Comhairle approved the development of Stornoway Primary Nursery Garden as this nursery had no garden facilities for the children. In addition, the Special Class had an undeveloped garden area. This project benefits children in the nursery and the Special Class. This work was completed in 2008.

National and Local Policy Documents

- The Curriculum for Excellence.
- The Early Years Framework (Scottish Government 2008).
- Draft Inclusion Policy and Practice on Inclusion (CNES 2004).
- Getting it Right for Every Child (SEED 2005).
- Better Health Better Care (Scottish Government 2007).
- HEAT Targets (NHS Scotland).
- Health for all Children (HALL 4).
- Children (Scotland) Act 1995.
- Scottish Schools (Parental Involvement) Act 2006.
- Education (Additional Support for Learning) (Scotland) Act 2004.
- Integrated Children's Services Plan (CNES 2005-2008).
- Department of Education Business Plan. (CnES 2008-11)
- Outer Hebrides Migration Study (CNES, January 2007).
- Western Isles Housing Strategy (CNES 2004- 2009).
- Local Single Outcome Agreements (CNES 2008 – 2011).
- UN Convention on the Rights of the Child (UNCRO)
- Skills for Scotland (Scottish Government 2007).
- Equally Well (Scottish Government 2008).
- Achieving our Potential (Scottish Government 2008).
- Draft Moving Forward – Inclusion – A policy for All (CNES 2009)

Early Years Partnership Membership

Representatives from

1. Comhairle nan Eilean Siar Elected Member/s.
2. Social Work.
3. HMle/Care Commission.
4. Health Promotion.
5. Midwifery.
6. Health Visitor.
7. CNES, Sport and Health.
8. Employment Services.
9. Community Development.
10. Further Education.
11. Education – Directorate.
12. Education – Curricular/Quality Improvement.
13. Education – Early Years Support.
14. Sure Start.
15. Action for Children.
16. Children's Panel.
17. Head Teacher/CNES Nurseries.
18. CNES/Finance.
19. Community Learning and Development.
20. Parent Council Rep.
21. Bookstart and Rhyme Time.
22. Alcohol and Drugs Action Team.
23. Parental and Child Mental Health.





Early Years Services
7 Harbour View, Cromwell Street Quay, Stornoway, Isle of Lewis HS1 2DF
Tel : 01851 822280 pwhite@cne-siar.gov.uk