



SERVICES FOR
SCHOOLS
and other educational settings

EYFS Learning and Development Networks

Spring Term 2023



Aims of today



To provide you with an opportunity to meet with and share ideas with other early years lead practitioners



To discuss how we value and celebrate diversity in our settings



To reflect on feedback from the West Sussex Parent Survey

Transition Events 2023

Area	Date	Time	Venue
Adur and Worthing -Worthing	Monday 15 May	2pm-5pm	Vale School
Adur and Worthing - Worthing	Wednesday 17 May	3.30pm-6.30pm	Springfield Infant School
Adur and Worthing - Adur	Tuesday 23 May	9am-11am	The Glebe Primary School
Arun - Bognor Regis	Wednesday 17 May	9.30am-3.30pm	The Regis Centre
Arun - Littlehampton	Thursday 18 May	1.30pm-4.30pm	The Wickbourne Centre
Chichester – Centre, Manhood and The Witterings	Monday 15 May	9am-12pm	Chichester Free School
Chichester - Midhurst	Monday 15 May	4pm-7pm	Midhurst Primary School
Chichester West	Thursday 18 May	4pm-5pm	Bosham Primary School
Crawley South	Tuesday 23 May	9:15am – 11:45am	Broadfield Primary Academy
Crawley North	Thursday 25 May	2pm-5pm	Our Lady Queen of Heaven Catholic Primary School
Horsham - Billingshurst and Pulborough	Tuesday 16 May	2pm-5pm	Billingshurst Primary School
Horsham – Horsham and Roffey	Wednesday 24 May	10am-1pm	Horsham Family Hub (The Needles)
Mid Sussex - Burgess Hill	Thursday 18 May	1pm-3pm	The Kings Church, Burgess Hill
Mid Sussex - East Grinstead	Wednesday 17 May	3.30pm-6.30pm	Blackwell Primary School
Mid Sussex - Haywards Heath	Tuesday 16 May	1.30pm-4.45pm	Warden Park Primary Academy

Diversity and Inclusion

A group of colorful human figures representing diversity. The figures are in various colors including blue, yellow, green, red, and brown, standing in a line. The background is a soft, out-of-focus grey.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

Elements of good practice – Leadership and Management

- Gathering information so you can build on children's starting points as they arrive
- Supporting families to feel confident to share this information with us
- Providing appropriate ways for families to share information with us
- Understanding their cultural background – including religion, home language, family make-up, home life ...
- Ensuring each child's background is represented in your setting so they feel included and valued
- Provide children with meaningful, non-stereotyping opportunities to understand similarities and differences – including looking at the wider context of the world we live in
- Avoiding gender bias in our settings
- An aspirational curriculum that meets the needs of all children in your setting

Inside the EYFS – A Unique Child

A Unique Child

Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Birth to 5 Matters –

- Equalities and Inclusion apply to all children and families
- Equity requires more than treating everyone the same
- Talking about race is the first step in countering racism
- Building awareness through first-hand experiences has a lasting impact
- Ensure children can see themselves and their families reflected in the environment
- Practitioners working with children acknowledge and value each child



Making a Difference to Children's Lives

It's only when children feel valued and included that they can achieve their full potential.

Knowing children's starting points helps us to plan their learning more effectively.

Knowing about their background helps us to understand what they bring to the setting.

Supporting children to value what is the same and what is different about each other supports to build inclusive communities.

We need to narrow the attainment gap before children start school to improve social mobility.

EYPP and Deprivation Funding

Some children's uniqueness allows them to access additional funds to help us, help them narrow the gap.

EYPP and Deprivation Funding

Inclusion Funding

Disability Access Fund

Free Entitlement

New Rates 2023/24 (from summer term 2023)

- £4.97 per hour (3 and 4 year olds)
+£0.25 per hour from 2022/23
- £6.0 per hour (2 year olds)
+£0.57 per hour from 2022/23
- EYPP £0.62 per universal hour plus £0.47 per
universal hour for Deprivation Funding
Combined £1.09
+£0.02 per hour from 2022/23



West Sussex Parent Survey Feedback

- Survey was live for the entire month of September 2022
- 739 surveys were completed
- 49% included children who were 0-4
- 78% included school age children
- 27% included a child with SEND.
- **Over 90% of families with children under 5 felt their child's setting had a positive impact on their child's development.**
- 83% could access all the formal childcare they required.
- Those who could not was reported to be in the main due to cost, not availability of places.

When choosing childcare the top three choices for those with pre-school children were:

1. Reputation
 2. Location was close to home/work
 3. Ofsted outcome
- Childcare being on a school site was identified as less important than it being close to siblings school.
 - 29% stated that their childcare requirements had changed since the pandemic – with 53% of these requiring more childcare and 22% requiring more flexibility in how the hours are accessed.



- 92% felt the setting their child accessed supported learning and development, with the following areas being stated as the most important:
 1. Staff
 2. Support the setting gives child
 3. Outside space
- Of the 8% that said the setting did not support their child's learning and development, this was based on
 1. the information the setting share with them
 2. the support the setting gives child

“As a parent, with many friends accessing childcare in WSCC. The overall comments, views and opinions are all so positive. Seeing how hard the settings work is amazing. My little girl loves accessing nursery. We are lucky to have so many high quality providers nearby.”

“The nursery setting my son attends is amazing!”

“Without the childcare provider, my son wouldn't have been diagnosed with autism and developmental delay. By the time my son was 20 months, the health visitor service had refused to meet him or accept a referral for special needs because of covid. It was the childcare provider that pushed for this and got it to happen, so my son's life has been improved an invaluable and immeasurable amount due to their help and support”

172 families used the free text box to comment.



The main themes to come from these are:

1. A lack of sufficient places and/or flexibility of opening hours/sessions offered
2. Cost being prohibitive and/or funded places not always being free
3. Lack of provision for children with SEND
4. Lack of provision of wrap around care for school age children

Thinking about families at your setting...

- How do you engage with parents about their needs? How regularly do you do this?
- How do you know your pattern of delivery/sessions meet the needs of the families attending?
- How do you know your service meets the needs of the families in your community?
- What is working well?

Reflections

- Any thoughts about this feedback from the survey?
- Any shocks/surprises?
- Does it match what is happening in your area?

Any Questions?

improvement qic
well-being recruitment
staffing health supervisions
training inspections safeguarding
educational programs
retention planning eyfs
curriculum qualifications



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**Thank you for joining us, we hope
to see you again soon.
Have a safe journey home.**

