Early education and childcare for 2 year olds: information for schools
Summary

The Government believes that high quality early education and childcare has a positive impact on a child's later success and future outcomes. Evidence shows that starting younger, in high quality teacher-led provision can have a real and lasting impact on children's development and life chances, particularly for those from the most disadvantaged families.

The Department for Education is running a demonstration project with around 50 schools that are already taking, or preparing to take, two-year-olds. None of these schools are in Kent. This pack aims to offer further information to schools interested in extending their age range to include two year olds.

Toddler Property Law

If I like it, it’s mine
If it’s in my hand, it’s mine
If I can take it from you, it’s mine
If I had it a little while ago, it’s mine
If I am doing or building something, all of the pieces are mine
If it looks just like mine, it’s mine
If I think it’s mine, it’s mine
2 How to use this guide

Information is provided here which is drawn from Government documents advising schools on a proposed way forward. Links are provided to websites showing legislation and processes as well as research documents and case studies.

This document can be downloaded from www.kent.gov.uk

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4 National context

4.1 Introduction

Elizabeth Truss, the education and childcare minister at time of writing, contacted every council in England in February 2014 to suggest that school nurseries should extend their opening hours and allow flexible hours. The letter indicated that the Government is changing the law so that school nurseries can also take 2 year olds without having to register separately.


In July 2014 Ofsted confirmed that this change requires an amendment to primary legislation. This has been included in the Small Business Bill introduced into Parliament summer 2014. Ofsted anticipates that the provisions would get Royal Assent in Spring 2015 and be in place from September 2015. The Ofsted website will be updated at the appropriate point.

Therefore schools offering places for 2 year olds would need to register separately “as normal” with Ofsted.1

This would mean in the interim that Ofsted would inspect and report separately on 2 year old provision registered separately.

4.2 Summary briefing - broadly taken from document issued by the Department for Education (DfE)

The DfE wants to support and encourage more primary schools to take nursery children, including those aged two, and be open and providing childcare for more hours each day, and more days each year including creating a seamless and flexible 8am – 6pm nursery offer wherever possible.

4.2.1 Why should schools do this?

- There are clear and long-term benefits to having children ready to learn when they enter reception;
- School nursery provision supports parents looking for high quality, flexible nursery care;
- Offering nursery places onsite as an integrated offer could help to attract high quality teaching and school support staff to work at a school, particularly in areas which have had difficulties in securing high quality staff.
- Better use of school resources will make school assets work better.

4.2.2 How can schools do this?

Maintained schools can run a nursery for children aged 2-4 years, and the Government has enabled them to lower their age ranges by up to two years without having to follow a formal statutory process. (see Appendix 3)

The Government is also legislating so that schools won’t need to register separately with Ofsted to take two-year-olds.

All new, good and outstanding early years providers are able to receive funding (through the local authority), and can offer Government funded places for some two-year-olds. Those judged as satisfactory/requires improvement may also offer places for all three- and four-year olds. Nurseries can open 8am-6pm to offer maximum flexibility, and parents can be charged for additional hours.

1 “schools providing childcare for children who are not their pupils … may apply as normal [to be registered with Ofsted]” http://www.ofsted.gov.uk/resources/guide-registration-childcare-register Section 34 page 13
4.2.3 Space and facilities

- The school will need to identify suitable space for early years provision;
- If schools are already in the process of carrying out building works or are part of a Basic Need Expansion Programme, it would be advisable to include thinking about this in discussions with their Area Education Officer so that any options for reconfiguring the space can be included.

4.2.4 Staffing

- Most school nurseries have a combination of teachers and support staff;
- Teachers, including Early Years Teachers, can work in the nursery

4.2.5 Business models

- Nursery provision can be offered flexibly between the hours of 8-6pm as a combination of the funded early education, topped up by paid for sessions;
- By charging parents for additional hours, schools are able to include the cost of employed teacher time within the chargeable costs making the provision financially sustainable;
- Please see the examples of school nurseries offering 8-6pm flexible care, and which highlight charging models and ways to manage staff rotas.(Appendix 1)

4.2.6 Early Years Foundation Stage

- EYFS is the curriculum for Early Years; from 2016 the Early Years Foundation Stage Profile (EYFSP) will no longer be compulsory as the Government brings in a reception baseline;
- OFSTED assess outcomes and have clarified they have no preferred teaching style;
- There is no requirement for ‘learning journeys’.

4.3 The Children and Families Act 2014, Part Four (Childcare)

Section 88 removes the requirements in section 28 of the Education Act 2002 on governing bodies of maintained schools to consult with local authorities, staff and parents on whether to offer community facilities or services. This would remove a current burden on schools considering offering before and after school childcare, amongst other services. It also removes the requirement for the governing bodies to have regard to advice or guidance from the Secretary of State or local authorities before providing such facilities;

4.4 The new Early Years Foundation Stage (EYFS) Statutory Framework 2014

Section 3.9 EYFS

“Some schools may choose to mix their reception classes with groups of younger children, in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group.

In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

For children aged three and over in maintained nursery schools and nursery classes in maintained schools (except for children in reception classes):

• There must be at least one member of staff for every 13 children;
• At least one member of staff must be a school teacher as defined by Section 122 of the Education Act 2002 and the Education (School Teachers’ Qualifications) (England) Regulations 2003; and
• At least one other member of staff must hold a full or relevant level 3 qualification”

Schools’ partner providers must meet the relevant ratio requirements for their provision.”


4.5 Curriculum

The EYFS sets Early Learning Goals in prime and specific areas. The prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The specific areas are those through which the prime areas are strengthened and applied.

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

(pages 4-5)

The Early Learning Goals summarise the knowledge, skills and understanding that children should have gained by the end of the Reception Year. The Early Years outcomes guide gives examples of areas of learning and development indicating progress in these areas in age bands. The EYFS states that each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

4.6 Progress check at age two

[Extract from The Sutton Trust “Sound Foundations report as below at 4.7]

“3.3 The revised EYFS framework...introduced a progress check to be completed by providers [when children are between two and three years old]. This is intended to allow early identification of additional needs, provide information to parents about their child’s development and support both practitioners and parents in meeting children’s needs more effectively. An integrated health and early education review at 24 to 30 months of age is currently in development by the DfE and the DoH, which will bring together the Healthy Child Programme review for children aged between 24 and 30 months and the Early Years progress check at two.”

In Kent, work is in progress on this integration and information will follow in due course.

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Pages 10 -13
4.7 Sutton Trust

This report from the University of Oxford, published in January 2014, looks at what current research tells us about the quality of early childhood education and care for children under three, and provides recommendations for policy and practice.

The full report is available here and extracts are provided below:

www.suttontrust.com/our-work/research/item/sound-foundations/

Selected Recommendations:

2. The Sutton Trust recommends that there be a requirement that all staff working with funded two year olds be qualified to at least Level 3 (A-level standard) and have support from a graduate practitioner…Children accessing funded places in group settings should also have direct access to a graduate practitioner for at least part of each funded session. Children who are likely to be lacking stimulation at home will need more than warm and responsive care to enhance their language and their thinking.

7. Work to ensure that there is a good social mix in early years settings, so that poorer two year olds mix with other children and improve their social and language skills in the process.

8. Settings should ensure that their physical environments are appropriate for two year olds…Best available evidence suggests that groups should comprise no more than 12 children…Ensuring an appropriate environment will be particularly important for settings catering for two year olds for the first time (such as schools).

p17“Guidelines suggest that…toddlers should experience three hours of physical activity each day”.

9. Ofsted should reinstate the EYFS judgement within school inspection reports to specifically reflect quality for children under the age of five…[and] add a specific grade to all inspection reports (for schools and early years settings) reflecting quality for children under the age of three. Given that many schools will be taking two year olds for the first time, reinstating a specific Early Years judgement within school reports will be particularly important to ensure that quality can be closely monitored.
5 Kent context

5.1. Bold Steps for Education

Our vision is for Kent to be the most forward looking area in England for education and learning so that we are one of the best places for children and young people to grow up, learn, develop and achieve. We aim for Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background. The early years are a critical time of development and learning for children to get the best start in life.

5.2 Kent Early Years and Childcare Strategy 2014-2017

The Kent Early Years and Childcare Strategy 2014-2017 has 5 strategic aims:

• To develop a more integrated approach to early years and childcare provision and services
• To ensure better continuity of provision and services across the 0 – 5 age range
• To ensure increasing numbers of children are school ready at the end of the Early Years Foundation Stage (EYFS) and make a successful transition to school
• To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children
• To develop a system wide approach to continuous improvement in early education and childcare provision through more collaborative networks of providers and the use of traded services.

5.3 Providing places for 2 year olds in Kent

The Kent Childcare Sufficiency Assessment report is available here, giving high level information about demand for 2 year old places:


Information is available by District (p62-115). Please note that data was accurate as at April 2014 and that there may have been closures or openings of childcare provision since that date – the availability of childcare places changes frequently.

The Early Years and Childcare Service’s Sufficiency and Sustainability Team can come and work with you to look at business planning for the provision of 2 year old places.

Please contact the team via email on: Sufficiencyandsustainability@kent.gov.uk

5.3.1 Free Education Places for Two Year Olds in Kent (known locally as the Free for 2 scheme):

• The aggregate take up in the academic year 2013-14 was 79%
• The target for September 2014 is 6,501 places
• At the time of writing, in September 2014 over 90% of places will be available to applicants
Early education and childcare for 2 year olds: information for schools

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<thead>
<tr>
<th>Area</th>
<th>District</th>
<th>Childcare Sufficiency Officer</th>
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<tbody>
<tr>
<td>South</td>
<td>Dover</td>
<td>Jo Keohane</td>
</tr>
<tr>
<td></td>
<td>Shepway</td>
<td>Stephanie Harvey</td>
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<td></td>
<td>Ashford</td>
<td>Jeanette Prior</td>
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<td>East</td>
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<td>Lisa Thompson</td>
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<td>Pippa Fordham</td>
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<tr>
<td></td>
<td>Dartford</td>
<td>Sue Jefferson</td>
</tr>
<tr>
<td></td>
<td>Sevenoaks</td>
<td>Maria Boxley</td>
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### Overview

FF2 funding is available for up to 570 hours per year from the relevant date shown below. It can be taken as 15 hours per week over 38 weeks (term time only) or 12 hours per week over 48 weeks (as a stretched offer).

The relevant dates are:

- Children born in the period **1 April - 31 August** (inclusive): the start of Term 1 following their second birthday (after summer holiday)
- Children born in the period **1 September - 31 December** (inclusive): the start of Term 3 following their second birthday (after Christmas / New Year holiday)
- Children born in the period **1 January - 31 March** (inclusive): the start of Term 5 following their second birthday (after April holiday)

If a family are in receipt of one or more of the following benefits then they are potentially entitled to a free early education place for their two year old:

- Income Support
- Income based Jobseekers Allowance
- Income related Employment and Support Allowance
- Support through Part 6 of the Immigration and Asylum Act
- Child Tax Credit and with an annual income not over £16,190
- Working Tax Credit and have annual gross earnings of no more than £16,190 per year
- The guaranteed element of State Pension Credit
- Disability Living Allowance for their two year old.

#### 5.3 Free Early Education Places for Two Year Olds in Kent

(known locally as the FF2 scheme)

5.3.2 It is understood that not all schools are located in areas where there may be an identified need for FF2 places but this is an element of the DfE’s plan to extend provision for 2 year olds in schools.

5.3.3 Changes to Free Early Education for 2 Year Olds from September 2014 are detailed below
Free early education is also available to:

- children looked after by the local authority
- children that have a current statement of Special Educational Needs or an Education, Health and Care plan
- children that have left the care of the local authority as a result of an adoption order, a special guardianship order or a residence order.

The offer can be delivered sessionally or flexibly. The minimum session length for a 2 year old is 2½ hours and the maximum is 10 hours.

Free early education places can be taken between the hours of 7.00am and 7.00pm.

Families have the option to split their hours between a maximum of two FF2 Registered Providers (Early Years and/or Childminders).

£4.94 is paid per child per hour.

Families cannot be charged for accessing the FF2 Scheme. However, if families wish their child to attend for more hours per week than they are entitled to, charges can be made. In these cases, providers must ensure that families are made aware of any additional costs from the outset to avoid any misunderstanding.

If a provider does not have the full hours available, less may be offered and the remaining hours can be taken with one other FF2 Registered EY Provider or FF2 Registered Childminder.

Once they have taken up a place, eligible 2 year olds remain entitled to this place until the 3 year old funding starts, even if the family’s circumstances change.

Please see Appendix 2 for information about how the FF2 scheme works.

5.4 Funding

- If children access the FF2 scheme (see above section 5.3) the set rate of £4.94 is paid per child per hour. Families cannot be charged for accessing the FF2 Scheme. However, if families wish their child to attend for more hours per week than they are entitled to, charges can be made
- If children are not eligible for the FF2 scheme, then accessing a 2 year old place is chargeable to their parents. Providers across Kent charge in the range £3.50 – £6.50 per hour per two year old. It would be advisable to identify what rates are charged locally before setting charges and an income budget.

Examples are also given in Appendix 2 of schools across England already delivering places as part of the pilot scheme. The range of hourly rates for two year olds indicated in the examples is £2.36 - £4.80 with discounts given for children of staff and for increased use.

<table>
<thead>
<tr>
<th>Place</th>
<th>Senior manager/Head Teacher/EYFS co-ordinator</th>
<th>Supervisory staff/Qualified teachers</th>
<th>Other paid staff</th>
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<td>Nursery Nurses £11.50</td>
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<td></td>
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<td>Other paid EY support staff £8.80</td>
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<td>Primary schools with nursery class</td>
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<td>Other paid EY support staff £8.80</td>
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<td>Sessional provision</td>
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<td>£7.90</td>
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5.5 Support Services

5.5.1 Early Years and Childcare Improvement Service

The Early Years and Childcare Improvement Service offers a package of support which covers:

- responsibilities of the Head Teacher
- requirements for leadership and management
- the role of governors
- working towards continuous improvement

Please contact EYC ImprovementServices@kent.gov.uk with any queries.

A package will be available “Supporting and Providing for Two year olds”. See Appendix 3 for further details.

5.5.2 The School Improvement Offer

We are very pleased to be able to share the School Improvement Support offer for all LA Maintained, Academies and Free schools.

This offer is the product of on-going conversations with Headteachers and reflects national initiatives and changes, as well as locally determined priorities.

It provides both breadth and depth, based on core support which is non-chargeable for all schools and a Service Level Agreement (SLA), chargeable, that provides an entitlement and the offer of flexible packages that can be tailored to individual school needs.

All elements of the School Improvement offer, core and chargeable, reflect all Key Stages from Early Years through to Key Stage 5.

Our aim is to offer excellent value for money within a quality framework.

The most cost effective way of maximising your spending power will be to purchase the SLA which provides a wide range of support and enables you to use your credits to meet your school improvement priorities very effectively.

Collaborations can talk to their Senior Improvement Adviser (SIA) to use their credits collectively for even greater purchasing power.

Please see http://www.edukent.co.uk/ for further details or contact: schoolimprovementSLA@kent.gov.uk Jayne Bartholomew 01622 694955*

5.6 Enhancing families’ involvement in their children’s learning

Involving families is clearly important and it is part of effective established practice to involve all parents with the learning of all of their children. This section looks at what may be different for a two year old.

The London Early Years Foundation produced a report ‘The Twoness of Twos’ which is about how 2 year olds can be assured of receiving high quality and care experiences. Highlights include research conducted on “Leading engagement with parents” and “Leading within the community”.


As at 4.5, The Early years outcomes guide gives examples of areas of learning and development indicating progress by age bands which may be useful to share with families, showing progress and next steps.

A reading list for parents and practitioners is offered at Appendix 9, with highlights below: 5.7 Kent schools already offering places

We are aware that at least three schools with maintained
nurseries already take rising 3s. Additionally, Hythe Bay Church of England Primary School via an integrated Children’s Centre offers places for younger children.

5.8 Special Educational Needs and Disabilities (SEND)

In Kent ‘we expect every early years provider, mainstream school and post 16 setting to make effective provision for disabled children and those with SEN so that they make good progress in their learning and can move on easily to the next stage of their education and later into employment and independent adult life.’

(Working together –improving outcomes. Kent’s Strategy for SEND)

The SEND Code of Practice (2014, numbers below refer to this Code) states that

5.6 Maintained nursery schools must:

• use their best endeavours to make sure that a child with SEN gets the support they need
• ensure that children with SEN engage in the activities of school alongside children who do not have SEN
• designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
• inform parents when they are making special educational provision for a child

They must also prepare a report on:
• the implementation of their SEN policy
• their arrangements for the admission of disabled children
• the steps being taken to prevent disabled children from being treated less favourably than others
• the facilities provided to enable access to the school for disabled children, and
• their accessibility plan showing how they plan to improve access over time

5.10 All early years providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children.


• General support and training for schools on all aspects of Inclusion is provided through the Early Years School team led by Polly Sharman.
• Specific advice for parents can be located at Children Centres and local support groups, on the KCC Local Offer site www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer and in the SEND: guide for parents and carers www.gov.uk/government/publications/send-guide-for-parents-and-carers
• Children who already have an identified need prior to starting at school at the age of two may have had support through Early Support and the KCC Portage Service. Should this be the case a planned transition into school should involve a Team around the Child meeting.
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• In addition support and advice including links to National organisations with expertise in meeting the needs of children with SEND can be found on the KELSI website both on the School and Early Years sections of the site and includes the following key documents.

Best Practice Guidance for the Early Years

This Kent resource sits alongside and complements the ’Mainstream Core Standards for all Learners’ document and has been developed utilising the knowledge and expertise of Specialist Teaching and learning Service Professional Leads; Early Years Advisors; Specialist Teachers for SEND in Early Years; Early Years Setting SENCOs, and both Mainstream and Special School Professionals. Best Practice guidance is set out in a graduated response to meet the needs of all children, firstly at a Universal level (‘Whole Setting Response’), secondly at a Targeted level (‘Including children with SEND’) and finally at a ‘Personalised/ Individualised Learning’ level. The final sections of the guidance provide advice and support for specific types of Special Educational Needs and/or Disabilities.

The Best Practice Guidance Checklists are available to support a referral to the Local Inclusion Forum Team (LIFT).

Early Support resources

Visit the National Children’s Bureau for all the latest early support information. The Early Support information resources describe, discuss and explore either a specific condition/disability or more general information that parent, carers and young people have told us they would find useful to know.

(www.ncb.org.uk/early-support/resources/information-resources)

KCC Personal care guidelines

www.kelsi.org.uk/school_management/day-to-day_administration/health_safety/personal_care.aspx

ERIC is a national charity that supports children with childhood continence care. It has example toileting policies and signposts to sources of advice and help for parents and professionals

www.eric.org.uk/

Inclusion Development Programme

The Inclusion Development Programme can help and support early years and schools practitioners through web-based materials such as training, models of good practice and classroom guidance.


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<td>Early Years Professional (DfE)</td>
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<td>D</td>
<td>Teaching Assistant (DfE)</td>
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<td>Lead Practitioner for 2 year olds (KCC)</td>
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<td>A 2 year old is not a 3 year old - KCC Early Years and Childcare Service - Sandi Mortimer, Lindsey Cryer, Virginia Gruitt &amp; Stella Nalini</td>
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<td>Hempsall Consultancy films highlighting 2 year old developments:</td>
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<td>Overcoming Challenges Around Introducing Two-year Olds Into a School Setting – Marcus Faulkner, Bearbrook Combined School and Pre-school, Aylesbury, Buckinghamshire</td>
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<td>Reading List - for parents and practitioners</td>
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Appendix 1

Free for 2 Scheme - How it works

Contact the Free For 2 team at eyfreefor2@kent.gov.uk. Complete and return a Childcare Provision Participation (CPP) Form. You will receive the FF2 Registered Provider paperwork necessary to administer the scheme. You will also appear on the FF2 Registered Provider List. This is a list held by children’s centres and the Children and Families Information Service (CFIS). It is used to direct parents to FF2 registered provision in their area.

- Let us know of any changes to the information you provide. Without your most up-to-date email address, we cannot let you know about any changes to the scheme and you risk not receiving payment.

- Complete a FF2 Application Form for each family with a child in the correct dob range that enquires about a FF2 place. There are two FF2 Application Forms. One for ‘economic claimants’ and one for ‘special educational needs / care and adoption claimants’. Notes on completing the forms are included with the FF2 Registered Provider paperwork.

- If a child is eligible, we will send you an ‘Eligibility Confirmed’ email. Never accept a child under the terms of the scheme until you have received this email. We cannot guarantee payment if we haven’t confirmed eligibility.

- If a child is not eligible, please inform the parent. If the parent wishes to appeal, please follow the notes provided.

- If a child has been referred via a children’s centre, you must ask the parent for their ‘Eligibility Confirmed’ email. The referring children’s centre will hand them the email when they notify them of the outcome of their eligibility check. Sometimes the children’s centre will email this confirmation directly to you as well.

- Ask the parent to complete a Parental Declaration Form. This should be kept at your setting for audit purposes.

- Complete and return a New Starter Claim Form (NSCF) on the day that a new (confirmed eligible) child takes up their free place with you.

- Complete and return a Continuing Claim Form (CCF) for children who are going into their second or third term on a FF2 place with you.

- Complete and return an Adjustment Claim Form (ACF) for children who are attending for more hours/weeks than originally claimed.

- Contact the FF2 Team if a child you are expecting does not arrive to take up their free place.

- Keep a record of the children you have claimed for, the date you sent the paperwork to us and the amount due for each child. This will help when completing your year-end tax return for HMRC. Check your bank statement to ensure that you have received the payments you are expecting (by referring to the dates listed on the Provider Payment Schedule) and notify us of any discrepancies immediately.
Appendix 2

Appendix 2A

Schools with full-day nursery offers: ARK Ayrton Primary Academy, Southsea PO5 4LS

ARK Ayrton Primary Academy opened in September 2013, taking around 450 children from ages 3-11. Its ARK Alpha nursery offers 89 places per day; a mixture of funded and paid-for places. The majority of children are aged between 3 months and 5 years. The school also has an onsite LA maintained nursery as part of the school, offering free entitlement places only. The school and its nurseries are in a deprived area.

The offer to parents

ARK Alpha’s day is 7.30am to 6pm, 51 weeks of the year, with breakfast between 7.30am and 9am, and half day sessions from 9am to 1pm and 1pm to 5pm (tea from 4pm to 5pm). Twilights, the after school club, runs from 3.30pm to 6pm. Extra hours can be bought at either end of sessions subject to availability. Parents agree a contract when their child joins the nursery, and four weeks’ notice of change is required.

When possible, the school is flexible on the use of free entitlement hours, i.e. not just morning and/or afternoon sessions 5 days week, and the two onsite nurseries work together to provide this. Most nursery children use the free entitlement during term times, even though the nursery is open 51 weeks a year.

Arrangement of sessions

ARK Alpha is almost full, and around a third of daily attendance is full-day. Many parents choose school day hours to follow the days of school-age siblings. Balancing sessional attendance with full-day, full-week care is a challenge for the nursery managers, but so far they have not needed to consider turning parents away. Collaboration between the two nurseries increases options for meeting patterns of demand.

Arrangement of staff

ARK Alpha employs 28 staff, who work a flexible 37 hour week. Rotas are determined weekly based on the number of children in each room each day. Minimum requirements are that each of the 5 rooms has a Level 3 qualified member of staff present at all times (25 of the staff are Level 3 or above). Staff are employed under LA terms and conditions which are more costly than in private nurseries, e.g. additional maternity benefits, paid sick leave etc.

Quality and outcomes

There is an exchange of experience between the two nurseries; for example, the teacher in the LA nursery mentors ARK Alpha staff, and ARK Alpha staff can work alongside LA nursery’s team. The former has improved room layouts, understanding of phonics, expectations of group work etc. Nursery staff have also joined school-based training on literacy and numeracy. ARK also provided the time of an Early Years Specialist to work alongside the ARK Alpha team, deliver training and offering advice.

Evidence from the moderated reception outcomes last year showed that there was sustained impact of attending both nurseries, with pupils who had attended them scoring most highly. Other benefits include the children getting used to school surroundings sooner, and pupils learning to be responsible towards much younger children.

Costs and funding

ARK Alpha’s current fee structure (designed with the input of parents) is based on: the aim of breaking even and maintaining a contingency fund; being competitive compared to other local settings; and the need to ‘step’ fees so that more use results in a lower rate per hour.

Full week - £205, Full day - £44, school day - £31, half-day - £19, Twilights - £12, extra hour £5.75. Breakfast is 50p, lunch £2 and tea £1 (breakfast and tea included in paid sessions). 10% sibling discounts and 15% discounts for the children of staff are available.
Appendix 2B

Schools with a full-day nursery / pre-school offer: Bourne Abbey CE Primary Academy, Lincs PE10 9EP

Bourne Abbey is a mixed primary academy which takes children from two to 11. It has around 680 pupils, and has been an academy since 2010. It was judged by Ofsted to be outstanding in 2007, and again in 2010.

The school's nursery offer has three parts. First, a Kindergarten with 29 places for children aged between two and four. It runs from 8:45am - 3:15pm, 38 weeks of the year. Second, outside these hours, the Kids' Club caters for all of the school's children from 7:30am - 9am and 3.15pm – 6pm. Third, a teacher-led, non-fee paying Nursery for up to 38 three- and four-year-olds per session, for funded hours only.

The offer to parents

The Kindergarten has three sessions: 8:45-11:45, 11:45-12:15 and 12:15-3:15. A month's notice is usually required if a parent wishes to change their bookings. Parents /carers can use their child's funded hours in the Kindergarten in the term after their 3rd Birthday.

The Kids' Club operates a flexible booking system whereby parents / carers can book sessions to fit their requirements.

The Nursery offers a choice of 5x 3hr morning sessions, 5x 3hr afternoon sessions, 2½ days at the start of the week or 2½ days at the end of the week. To offer a full day's care, a parent of a three year old can use the Nursery for their funded hours and then pay for extra hours in the Kindergarten and / or Kids' Club.

Arrangement of staff

The Kindergarten and Kids' Club are staffed by regular contracted staff, with a bank of temporary staff who are employed when needed. The Kindergarten and Kids' Club combined have 12 NVQ 3s and four NVQ 2s. The Kindergarten and Kids' Club are run by a Leader, a Deputy and playworkers as needed to fulfil ratios.

The school's own Nursery is staffed by a graduate and four NVQ 3s. The school decided to staff the Nursery at one over the required 1:13 ratio to give the children more individual attention.

Quality and outcomes

The Nursery’s graduate is responsible for teaching, planning, the resources budget and the organisation of staff. They also oversee all assessments and evidence collection and other nursery processes such as tracking. They work with all children in all sessions on focused, led or highly structured activities. Other staff may also lead activities or participate in child initiated activities, overseen by the graduate.

The graduate is also head of pre-school provision (Nursery and Kindergarten) and monitors and supports teaching/learning throughout the year, ensuring the high quality of pre-school provision and care. The graduate is in turn supported and monitored by the senior Deputy Head, who is an early years specialist.

Continuity of care and education from 2 years, including liaison with main school, results in a smooth transition into reception. This helps maximise the progress and development for each child.

Costs and funding

Kindergarten fees: 3hr session £12, lunchtime session £2. Kids' Club: breakfast £4.50, after school care £6.50 per session. The approximate average for a full week's care in the East Midlands is £194 (Bourne Abbey’s equivalent is £185). Surplus funding is partly used to ensure quality staffing and to retain graduate leaders. The resulting quality of provision keeps up the levels of demand and revenue.
Appendix 2C

Schools with an 8am-6pm nursery offer: Evelyn Street Primary School, Warrington, WA5 1BD

Evelyn Street is a community school, which had 208 pupils in February 2014. It takes children from two to 11, with a school-run nursery with 52 places for three- and four-year-olds and 16 places for two-year-olds. Nursery provision is available between 8am and 6pm during term times.

The school was last inspected in November 2011, when it was rated outstanding by Ofsted.

The offer to parents

The school’s breakfast club runs from 8am to 8.50am and caters for children up to five years old. Nursery sessions run from 8.50am to 11.50am and 12.20pm to 3.20pm, with lunch in between. After hours care – for all children from the nursery and school – is available between 3.20pm and 6pm. Parents can flexibly choose which of these services they use, and can use their funded hours for any of them.

Arrangement of sessions

The school takes eight two-year-olds per session. For around 8 months after its introduction provision was for four children only, from 8.50 to 3.20 but this was expanded because of demand.

Arrangement of staff

Nursery provision is run by a teacher and three assistants who hold Level 2 and 3 childcare qualifications. Their contracts are based on term times and are temporary, but the school focuses on giving them stability of employment. Staff deployment is reviewed weekly to check staffing requirements, and termly to respond to fluctuating numbers.

Provision is overseen by the teacher, who agrees with staff each week what activities they will do with the children the following week. Staff are given some responsibility for this and encouraged to present plans for agreement. The teacher has 30 hours direct teaching time per week, 10% non-contact time and three hours senior leadership time.

Quality and outcomes

The engagement of children and parents early on results in a measurable difference in the attainment and behaviour of the children, particularly the more vulnerable. Transition to reception is also much smoother, helped by visits to reception before they join and reception staff visiting the nursery.

Costs and funding

Fees for two-year-olds: Breakfast £5, 3hr session £13, lunch session £2.20 (with food £4.50)

Fees for three- and four-year-olds: Breakfast £1.50, 3hr session £10.50, lunch session £1.75 (with food £3.85). The school’s rates are a little lower than other providers in the area, and the approximate cost of a full week’s care in the NW region is £195 (Evelyn Street’s equivalent is £131.75).

The school aims to just cover costs, but is currently running with a small surplus, which is used to buy resources and for training and development for nursery staff.
Appendix 2D

Schools with an 8am-6pm nursery offer: St Bede CE Primary Academy, Bolton, BL3 3LJ

St Bede is a mixed primary academy for children aged two to 11. In Spring 2014 it had 34 maintained nursery children (who attend part time) and 451 children from reception to year 6. It has been an academy since 2011 and was judged by Ofsted to be outstanding when it was last inspected in 2010.

The Academy runs three nurseries, with two more opening in September 2014. The two more established nurseries are "outstanding" and the newer nursery is "good", working towards "outstanding". All of them take children between six-weeks and five years old. The capacities of the nurseries range from 81 – 100 children, and the occupancy rates of the two more established nurseries are around 75% and 95%.

The offer to parents

The nurseries open from 7:30am to 6pm, 52 weeks of the year excluding bank holidays. Funded hours can be used flexibly in multiples of five hour half-days across the week – and can be used over 38 weeks of the year, or spread over 51 weeks. Full days are discounted, and full time children receive a sibling discount.

Arrangement of sessions

The majority of parents block-book for fixed periods, and four weeks' notice of change is required. Occupancy is monitored weekly, and provision is reviewed monthly to check when occupancy is lower and therefore which sessions might be marketed over the following month.

Arrangement of staff

Part-time and full-time workers have contracted hours that match nursery opening times. Permanent staff include Room Leaders and staff for each room. Casuals cover sickness, holidays etc. To ensure quality, NVQ level 2 staff are treated as unqualified in staffing ratios. Casual staff are often offered more hours, and recruited permanently. Most of the nurseries' managers have been trained up and promoted from within.

Weekly staffing rotas are planned by setting managers, based on bookings for the following week. Staff can be moved between the nursery sites for maximum efficiency. Children arrive throughout the day, so there is an element of overstaffing during certain times.

Quality and outcomes

Each nursery is led by an Early Years Practitioner, who can draw on teacher support from the academy. The academy Assistant Head - an SLE for Early Years - supports planning, structured learning opportunities and learning environments. The school nursery staff, led by an NNEB, also offer ECAT and phonics support.

The area manager provides early years quality inspections around the country, helping the school to regularly review and check its nursery provision, and giving training and advice to each Nursery Manager.

The school works with children and their parents almost from birth, bringing in external help early and getting the children school-ready, making the transition easier for all concerned. Opening times, and holiday care for older children, maintain engagement with more vulnerable children and families.

Costs and funding

Nursery fees and reflect local demographics, the nursery's reputation and other local provision: full week £150 - £167; full day £36 - £40; half day £22 - £25; per hour £4.50 - £4.80. Food charges depend on choice of sessions and a family's circumstances (2.5 hr session - 70p for lunch or tea; half day session - £1.40 for lunch or tea; full day session - £2.80 for lunch and tea). NW region full week average = approximately £195.

Staffing – the largest cost – accounts for 60%-65% of fee income. Food costs around 5% of fees income. The nurseries aim for a net profit of around 20%, which is reinvested into the charity and used for charitable causes such as a hardship fund and providing free places for vulnerable children.
Appendix 3A

1. Headteacher / Owner / Manager

1.1 Committing to taking two year olds.
- Giving children a good start – Government’s commitment to providing most disadvantaged 2 year olds with good quality childcare to support narrowing the gap (relevant legislation & research based evidence)
- Research

1.2 Ensuring quality provision
- Staff CPD for example in understanding why the key person approach is vital to support children’s emotional needs
- Accessibility – are toilets appropriate for potty training, outside space, homely, accessible resources
- Appropriate resources
- Treasure Chest
- Appropriate activities
- Routine
- Staffing structure
- Deployment
- Building

1.3 Partnership working
- With parents - home visits, settling in and including parents in their children's learning
- Health visitors
- Children’s Centres
- SENCO and LIFT
- Other agencies (SS, STL, LA etc)

1.4 Things to consider
- Ratios - a one to four adult to child ratio is a statutory requirement
- 2 year progress check (linked to HV assessment) is a statutory requirement
- CPD for staff
- Recruitment of appropriate staff
- Practicalities around taking two year olds
- Ensuring there is a two year olds ‘champion’ in the school and on governing body
- Funding implications – ensuring there is a budget to make changes needed for example for appropriate resources, making the setting accessible and for staff CPD
- Registering with Ofsted, are you going to offer extended care?

2. QTS / Graduate / Early Years Teacher / Leader

2.1 Initial visit
- To review current provision and start a School/Setting Improvement Plan for two year olds
- This could include an ITERS audit carried out by moderators
- Tracking progress
- 2 year old progress check

2.2 Leading on supporting the emotional needs of 2 year olds
- Attachment
- Brain development
- Emotional development
- Responsive care and routines
- Tuning into two year olds
- Interactions
- Social relationships and friendships
- Transitions
- Organising a Key Person Approach

2.3 Being Two
- What is it like to be two?
- Prime areas touching on specific areas
- Schematic play
- Being outside

2.4 Improvement service support visits
- Quality assurance
- Challenge
- Bespoke agendas
- Carry out audits
- Support development planning
- CPD for staff
- Observation and feedback
2.5 Leading the learning of two year olds

- Quality appropriate resources
- Physical space
- Floor based play
- Planning and organisation
- Characteristics of Effective Learning
- Challenging
- Creative opportunities
- Secure cosy spaces

2.6 Leading on communication and language

- Language development
- Communication verbal and non-verbal
- Storytelling, narratives, books, rhymes
- Letters and sounds
- ECAT / EAL
- Conversations

2.7 Leading on the physical needs of two year olds

- Development stage
- Physical development supports brain development
- Enabling environment (indoors/outdoors)
- Risk (challenge and assessment)
- Supportive staff

2.8 Leading and championing the needs of two year olds

- Critical reflection and self-evaluation
- Supervision
- Being an agent of change
- Retention
- Having an overview of children's progress
- Coaching and mentoring
- Collaboration and team work

3. Support Assistant / Practitioner

3.1 Available workshops include;

- Twoness of Two’s
- Child Development
- The Key Person in Action
- Heuristic Play
- Sensory Play / Open Ended Resources
- Prime areas of learning
- Characteristics of Effective Learning
- Enabling Environment Inside and Outside
- Personal Care Routines
- Every Child a Talker *
- Creating quiet spaces to talk
- Schema
- A Place to Explore
- Open-ended Play
- Signing Awareness

4 Governors / Committee

4.1 Why take 2 year olds?

- Giving children a good start – Government’s commitment to providing most disadvantaged 2 year olds with good quality childcare to support narrowing the gap (relevant legislation & research based evidence)
- Funding entitlement for 2 year olds (potential for these children to become PP children)

4.2 Statutory Requirements of the EYFS

- Key Person
- Ratios
- Planning for play opportunities to support learning & development (Observation, Assessment & Planning - OAP)
- 2 year progress check (linked to Health Visitor assessment)
4.3 Let me be two

- Overview of personal, social & emotional developmental needs and limitations, how this relates to Key Person Approach, the layout of the environment, daily routines & care routines.
- Additional policies - i.e. Sleep policy, Dummy policy

4.4 Partnership working

- With parents
- Health visitors
- Other agencies (Social Services, Specialist Teaching & Learning, LA etc)
- Children’s Centres

4.5 Things to consider

- Staffing/ CPD - relevant knowledge and qualifications
- The environment – room layout, size, suitable resources/equipment/size & height of furniture/ furniture to meet care routines/area for sleeping
- Meeting their PSE needs (as described above)
- Policy changes/implementation
- 2 year old advocates within SMT & governing body
- SIP (School/Setting Improvement Plan) for 2 year olds
- Accessing LA support from 2 year old specialists

5 Continuous Improvement/SEF

- Improvement Adviser Impact & Challenge
- To Be Two Audit
- ITERs
- ECAT *
- Well-being & Involvement
- SMT / LA Adviser
Appendix 3B

Early education and childcare for 2 year olds: information for schools
Appendix 4

Extracts from: Two year olds in schools: summary of delivery approaches and support needs. Baseline survey of schools Research report April 2014


Introduction & Background:
This report presents a summary of some of the key findings from a baseline survey of schools carried out as part of an implementation study examining what works in developing and delivering two year old provision in schools.

Summary:
- Most schools were currently or planning to deliver provision by themselves (76%) but around one in ten were working with private providers (9%) or children’s centres (9%). Almost all provision was based or planned to be based on the main school site, usually within the main school building (56%).
- The median number of places schools offered or planned to offer was 16. The majority of schools indicated that these were or would be part-time places only, offered as morning or afternoon sessions across five days a week. Over half of schools said they expected to increase the number of places offered over the 2013/2014 academic year.
- The majority of schools offered or planned to offer places in the morning and afternoon (80%) five days a week (98%). Half of these schools already allowed or planned to allow flexibility for families to ‘mix and match’ which mornings/afternoons their child attended, while the remaining half did not.
- Almost all schools currently providing for two year olds were integrating two and three year olds together to some extent (92%), challenges relating to building work or changes to physical spaces had delayed progress for others.
- Just under two in five schools were offering parents the opportunity to pay for top-up hours (38%) and/or offer additional care around sessions (36%), with just a small further proportion expecting to start to offer this later in the year.
- Three quarters of schools filled all of their available two year old places by the time of the survey fieldwork (74%). Schools used many methods to engage parents and inform them of places available, including home visits and parents’ evenings. They also shared information via local connections, for example children’s centre staff and health visitors.
- A number of schools reported challenges around: registration with Ofsted (30%), identifying sources of finance (34%) and considering future financial sustainability (37%).
- Almost seven in ten schools said they would welcome support and advice on sources of funding, and sustainability. More than one in four also said they would welcome further information and support regarding developing approaches to working in partnership with parents and supporting the emotional, learning and development needs of two year olds.
- Thirteen schools reported it challenging to develop their workforce in order to provide high quality (level of experience and training) staff with capacity to meet the needs of two year olds and indicated they would welcome support and information on how to improve this (29%).

Aims and influences

What is your main reason for developing and/or delivering provision for two year olds in your school?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Main</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>(If there are other key reasons, please tick up to a maximum of three)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>To increase the school readiness of two year olds in order to improve outcomes</td>
<td>83</td>
<td>9</td>
</tr>
<tr>
<td>To create links with parents at an earlier stage</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td>To address a lack of provision for two year olds in our local area</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>To enable joint planning of the curriculum across all ages</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>To provide convenience for parents</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Early education and childcare for 2 year olds: information for schools

How many places were/will be offered?

<table>
<thead>
<tr>
<th>(Please enter total number of places)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>27</td>
</tr>
<tr>
<td>10-19</td>
<td>38</td>
</tr>
<tr>
<td>20-29</td>
<td>11</td>
</tr>
<tr>
<td>30-39</td>
<td>24</td>
</tr>
<tr>
<td>40 and above</td>
<td>0</td>
</tr>
</tbody>
</table>

Going forward, over half of all schools (53%) reported they expected to increase the number of places offered over the 2013/2014 academic year. Two schools indicated they planned to increase the number of places offered by a significant amount. One school was already offering 16 places but aimed to offer 40 by summer 2014.

When were/will these places be offered?

The majority of schools (81%) reported currently offering part-time places only. A small proportion of schools reported offering full time places only (five) or a mixture of full-time and part-time (three).

Did schools currently offer or plan to offer enhancements to the funded part-time places?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top up hours paid for by parents/carers</td>
<td>71</td>
</tr>
<tr>
<td>Provision before or after the part-time sessions</td>
<td>67</td>
</tr>
<tr>
<td>Places during school holidays</td>
<td>50</td>
</tr>
<tr>
<td>Top-up hours paid for from my school budget</td>
<td>0</td>
</tr>
</tbody>
</table>

What did integration between two and three year olds look like?

Thirty-four of the thirty-seven schools currently delivering places to two year olds reported integrating two and three year olds (92%):

- Four schools reported doing so as the child approached their third birthday, integrating only during the term before their third birthday as ‘rising threes’.

  Three schools currently providing places had not integrated two and three year olds but aimed to do so as soon as possible. They explained that delays in building work and changes needed to the physical space had prevented them from doing so to date. Once completed, one school noted they expected to integrate during “external play, snack times, and language development focus times”.

  Seven schools who had not yet begun providing places for two year olds indicated that two and three year olds would be integrated some of the time they are in the setting and one indicated that they would be integrated all of the time.

What did schools do to prepare for delivering places for two year olds?

Engage parents to inform them of places available for the majority of schools (74%) all places had been filled by the time of completing the survey and they were working from a waiting list, indicating that demand had outstripped supply in their local area.

Schools appeared to have worked hard to engage and inform parents of the places available, (42%) reported doing so three or four months ahead of delivery while a third reported doing so one or two months ahead of delivery.

Schools also used a wide range of methods. The most frequently used strategies were: letters home to parents (85%); using the school website (72%) and schools newsletter (70%).

When asked which ways of engaging parents schools found to be most effective, schools indicated the following methods:

- Using school contacts and resources, such as letters home to parents of existing children (47%), school newsletter (28%) and school website (24%).
- Drawing upon wider connections within the local community, such as children’s centres (30%) and engaging parents via health visitors (28%).
• Engaging parents during informal day-to-day conversations, such as pick-up and drop-off times (26%), as well as offering parents a chance to meet and discuss the provision through home visits (26%) and parents evenings (19%).

Adapting the physical environment of the school

When asked to what extent schools carried development work in preparation of delivering places for two year olds, 85% of schools (forty) reported carrying out some changes to the physical environment of the school while a smaller proportion (seven) reported their current environment was adequate and no changes were made. Of the forty schools who reported making changes:

Eighteen schools reported adapting the washing/changing/toilet facilities 'a lot' and thirteen 'a little' to make them appropriate for two year olds.

• Fifteen schools reported adapting the indoor physical environment 'a lot' and twenty-one 'a little'.
• A similar proportion of schools (fifteen) reported adapting the outdoor environment 'a lot' and nineteen 'a little'.
• A smaller proportion of schools indicated changes were made to kitchen facilities a lot (eight) or a little (eight). Twenty-two schools reported their kitchen facilities were adequate and no changes were made.

New approaches for working with parents

In addition to the range of physical adaptations to their school premises, survey respondents indicated that they had made some changes to their staffing (including recruitment and training) and also the way they worked with parents.

How was the provision for two year olds staffed?

Almost all schools (forty-six) indicated they made changes to their existing staffing model and/or training to some extent in preparation for delivering places for two year olds. Of these forty-six schools:

• Thirty-six schools reported recruiting new staff, the majority of which also reported adapting the roles of existing staff (thirty-one).
• Ten schools reported their current resourcing was adequate and did not recruit new staff. Of these schools, a high proportion reported adapting the roles of existing staff 'a little’ (six) or ‘a lot’ (one). The three remaining schools were those with experience of delivering places for two year olds and reported not adapting the roles of existing staff or recruiting new staff.
• Forty-two schools reported carrying out training with staff about the needs of two year olds a little (twenty-five) or a lot (seventeen).

Effectiveness

When asked to share suggestions for how other schools can use their budgets and staff time effectively, one school noted the importance of quality staff in engaging parents.

“Employ the most well qualified/experiences staff that you can afford and use them to engage with the parents at every opportunity- stay and play sessions, parent workshops, home visits etc.”

Ratio of staff to two year olds

A majority of schools reported a staffing ratio of one member of staff to four children (96%) and the remaining two schools reported one staff member to three children (4%).

Which staff are working with two year olds on a regular basis?

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years professional/teacher</td>
<td>92</td>
</tr>
<tr>
<td>TA</td>
<td>62</td>
</tr>
<tr>
<td>Nursery assistant</td>
<td>51</td>
</tr>
<tr>
<td>Higher teaching assistant (TA)</td>
<td>40</td>
</tr>
<tr>
<td>SEN TA</td>
<td>19</td>
</tr>
<tr>
<td>Head teacher</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>
Aspects of planning, set-up and delivery of provision considered ‘not easy’ by schools

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Easy</th>
<th>OK</th>
<th>Not Easy</th>
<th>Matter still requiring attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have found identifying/allocating sufficient funds for our current provision for two year olds</td>
<td>6%</td>
<td>57%</td>
<td>34%</td>
<td>2%</td>
</tr>
<tr>
<td>We have found the process of registering with Ofsted</td>
<td>17%</td>
<td>39%</td>
<td>30%</td>
<td>13%</td>
</tr>
<tr>
<td>Developing facilities and an appropriate environment to address the physical needs of two year olds has been</td>
<td>28%</td>
<td>57%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>Developing a quality staff capacity, via recruitment or training</td>
<td>30%</td>
<td>57%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Addressing legal requirements has been</td>
<td>21%</td>
<td>70%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Advertising and recruiting parents of two year olds has been</td>
<td>44%</td>
<td>41%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Supporting the emotional needs of two year olds</td>
<td>29%</td>
<td>64%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Supporting the learning and development needs of two year olds</td>
<td>33%</td>
<td>61%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Securing buy-in from governors and/or other local stakeholders</td>
<td>58%</td>
<td>33%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Developing approaches to working in partnership with parents</td>
<td>39%</td>
<td>57%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

When asked to share key learnings on resources needed to develop provision, schools found the following to be important:

“High quality staff to ensure consistent high standards as the current cohort of two year olds were vulnerable children”

“Most important, high quality staff who are passionate about twos, who provide a language rich environment that is full of fun.”

The on-going support and information needs identified by schools closely mirrored many issues they identified as challenging:

- The majority of schools said they would welcome information and advice on financial matters, including; sources of funding for provision for two year olds (69%) and planning for long term financial sustainability (69%).
- Many schools would also welcome information and advice with regards to developing staff quality and capacity, via recruitment or training (29%).
- When asked to rate the confidence of their staff in aspects of working with two year olds on a scale of 1 (not confident) to 5 (extremely confident), a significant proportion of schools reported that staff were less confident in supporting the needs of children from families who are speakers of other languages (45%) and working in ways that are inclusive of two year olds with special educational needs and disabilities (32%). It would seem these are potential areas where information and support would be welcomed by schools.
- Many schools would also like to further improve on the following aspects of their provision, including:
  - Developing approaches to working in partnership with parents (29%). In the run up to delivering places, twenty-four schools (51%) reported carrying out 27a little development work to adapt or adopt new approaches for working with parents while fifteen (32%) did not.
  - Supporting the emotional needs of two year olds (27%) and supporting the learning and development needs of two year olds (20%).
Appendix 5


As a consequence of the changes introduced by the 2013 Regulations, governing bodies of all categories of mainstream school can now make the following changes to their schools without following a formal statutory process:

- Expansion (enlargement of premises);
- Alteration of upper or lower age limit by up to two years (except for adding or removing a sixth-form);

Appendix 6

A Early Years Foundation Stage Leader: Person Specification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFE recognised qualified teacher status</td>
<td>Additional educational qualifications MA etc</td>
<td>Application Registration at interview</td>
<td></td>
</tr>
<tr>
<td>Evidence of relevant and recent professional development</td>
<td></td>
<td>Application Registration</td>
<td></td>
</tr>
<tr>
<td>Evidence of keeping abreast of educational developments</td>
<td></td>
<td>Application/ interview</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent EYFS classroom practitioner</td>
<td>Key Stage 1 teaching experience</td>
<td>Application/ references/ interview/ observation</td>
<td></td>
</tr>
<tr>
<td>Recent experience of planning, teaching and assessing in a play based child-centred learning environment.</td>
<td></td>
<td>Application/ interview</td>
<td></td>
</tr>
<tr>
<td>Has experience of creating an innovative, imaginative play based EYFS curriculum.</td>
<td></td>
<td>Application/ interview</td>
<td></td>
</tr>
<tr>
<td>Skills and attributes</td>
<td>Essential</td>
<td>Desirable</td>
<td>Evidence</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>A thorough understanding of effective teaching and learning outdoors.</td>
<td></td>
<td>Application/ interview</td>
</tr>
<tr>
<td>8</td>
<td>A commitment to raising achievement for all pupils</td>
<td></td>
<td>Application/ interview/ observation</td>
</tr>
<tr>
<td>9</td>
<td>The commitment to ensure that every child really does matter</td>
<td></td>
<td>Application/ interview</td>
</tr>
<tr>
<td>10</td>
<td>An effective team player</td>
<td>Contribution/leadership of staff task groups</td>
<td>References/ interview</td>
</tr>
<tr>
<td>11</td>
<td>The ability to work flexibly and sensitively with the whole school community</td>
<td></td>
<td>References/ interview</td>
</tr>
<tr>
<td>12</td>
<td>Willingness to contribute to the extended life of the school.</td>
<td>Experience of running after school activities, school events etc.</td>
<td>Application/ references/ interview</td>
</tr>
<tr>
<td>13</td>
<td>Good ICT Skills</td>
<td></td>
<td>Application/ references</td>
</tr>
<tr>
<td>14</td>
<td>The ability to work under pressure and to tight deadlines</td>
<td></td>
<td>References/ interview</td>
</tr>
<tr>
<td>15</td>
<td>Good behaviour management skills</td>
<td>A commitment to a positive whole school ethos</td>
<td>Application/ references/ interview/ observation</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Up-to-date knowledge of the EYFS and the relevant statutory and non-statutory curricula / frameworks.</td>
<td></td>
<td>Application/ interview</td>
</tr>
<tr>
<td>16</td>
<td>Understanding of Formative and Summative EYFS assessment.</td>
<td></td>
<td>Application/ interview/ observation</td>
</tr>
</tbody>
</table>
JOB PROFILE

B Nursery School

<table>
<thead>
<tr>
<th>Post Title:</th>
<th>Early Years Foundation Stage Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay scale:</td>
<td>Main / Upper Pay Spine with TLR £2535</td>
</tr>
<tr>
<td>Responsible to:</td>
<td>The Head Teacher</td>
</tr>
<tr>
<td>Responsible for:</td>
<td>The learning and development of the children in Nursery.</td>
</tr>
<tr>
<td>Job Purpose:</td>
<td>To further the aims of the school and support the Head Teacher in ensuring the vision of the school is communicated, clarified and made tangible to everyone.</td>
</tr>
<tr>
<td></td>
<td>To lead and develop teaching and learning in the Nursery.</td>
</tr>
</tbody>
</table>

Main responsibilities:

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

1. To carry out the professional duties of a Teacher as set out in the School Teachers’ Pay and Conditions Document. Carry out teaching duties in accordance with the EYFS.

Generic Responsibilities

1. Establish a purposeful and safe learning environment and manage behaviour constructively by establishing and maintaining a clear and positive framework and a supportive culture in line with the school behaviour policy.
2. Contribute to the monitoring and development of the progress of Nursery children to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short, medium- and long-term to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare to develop home/school links.
4. Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of children are met and excellence and enjoyment is achieved.
5. Assess, record and report on the development and progress of children and analyse relevant data to promote the highest possible aspirations for children. Provide timely, accurate and constructively feedback on children’s attainment, progress and areas of development.
6. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experiences.
7. Communicate effectively and work collaboratively within and beyond the nursery team, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of children.
8. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
9. Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well-being of children and young people. Take appropriate action where required.
10. To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework.

11. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

Specific Responsibilities

1. Create an imaginative play based child-centred curriculum and learning environment based upon active learning.

2. To lead the teaching and learning in the Nursery.

3. Utilise the outdoors environment to enhance the everyday EYFS curriculum.

In addition, Upper Pay Spine teachers are expected to:

1. Make a substantial and sustained contribution to the school.

2. Make significant contributions to implementing workplace policies and practice and to promote their implementation.

3. Give advice on the development and well-being of children and young people, if required,

4. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
JOB PROFILE

C Early Years Professional

Grade H

Line Manager: Foundation Stage Leader

Job Purpose

• To take a lead role within the school for the delivery of high quality Early Years provision that meets the needs of each individual child.
• To take a lead role in the development and delivery of a range of service responsive to the needs of families.
• To take a lead role in working ensuring high quality transition within the nursery from 0-5.

The key roles of this post will generally include:

Providing support for children by

1. Supporting pupils consistently whilst recognising and responding to their individual needs.
2. With the teacher develop and implement Individual Education/Behaviour/Support.
3. Establish productive working relationships with children, acting as a role model
4. Actively promote inclusive practice within the classroom setting to ensure acceptance of all children.
5. Take a lead role in managing the effective transfer of children across provisions, in particular across the 0-3 and wrap around provision.
6. Challenge and motivate children, promote and reinforce self-esteem
7. Have challenging expectations that encourages children to act independently and build self-esteem.
8. Ensure the safe welfare of the children.

Providing support for the teaching team by

1. Work with teacher and other staff in planning, evaluating and adjusting learning activities as appropriate
2. Observe and evaluate children’s responses and progress through observation and planned recording
3. Manage record keeping systems and processes
4. Take lead role in the development and implementation of appropriate behaviour management strategies
5. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.
6. Implement agreed learning activities/teaching programmes, adjusting activities according to child’s responses/needs.
7. Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for children to broaden and enrich their learning
8. Determine the need for, prepare and use specialist equipment, plans and resources to support children
9. Ensure the classroom reflects the best standards of work displayed to full advantage.
10. Organise and manage appropriate learning environments and resources for learning
11. Create a safe, stimulating learning environment which encourages children
12. To work and behave to the best of their potential.
Providing support for families by
1. Leading the development and delivering of, in partnership with other agencies, a range of parenting skills training courses for local families; and to assist in the development and delivery other relevant child care/family support groups.
2. Leading the development of strategies to empower local families to develop and extend their support networks.
3. Developing and maintaining links with local agencies, groups and organisations
4. Leading the involvement in the provision of health, welfare and training services for families

Providing support for the school by
1. Complying with and assisting with the development of policies and procedures relating to child protection, behaviour, anti-bullying, anti-racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Being aware of and support difference and ensure all children have equal access to opportunities to learn and develop
3. Contributing to the overall ethos/work/aims of the school
4. Establishing constructive relationships and communicating with other agencies/professionals, to support achievement and progress of pupils
5. Attending and participating in regular meetings
6. Participating in training and other learning activities as required
7. Recognising own strengths and areas of expertise and using these to advise and support others
8. Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in nursery.
9. Such other responsibilities allocated which are appropriate to the grade of the post

Line management responsibilities where appropriate
1. Manage other teaching assistants
2. Liaise between managers/teaching staff and teaching assistants
3. Hold regular team meetings with managed staff
4. Represent teaching assistants at teaching staff/management/other appropriate meetings
5. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

**Essential**

**Knowledge of:**
- Understanding of the EYFS and principles of child development and learning processes
- The range of support services/providers
- Effective ICT skills
- Communicate effectively both orally and in writing to children and adults

**Qualifications:**
- Early Years Professional Status

**Experience:**
- Working with children of relevant age (3-5 years)
- Working with families, establishing and maintaining relationships
- Working as part of a team

**Dispositions:**
- High expectations
- Patience
- Commitment to confidentiality
- Sense of humour
- Ability to use own initiative
- Effective organisational skills

**Desirable**

**Knowledge of:**
- Understanding of relevant legislation/codes of practice relating to child protection

**Qualifications:**
- Full First Aid Qualification
- Relevant Degree

**Experience:**
- Clerical duties, report writing
- Managing employees
- Working with young children in a nursery setting (0-5 years)
- Working with children in Foundation Stage in school setting.
JOB PROFILE

D Teaching Assistant

Level 3 Grade E

Line Manager: Lead Practitioner

Job Purpose

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers and will need to respond to questions and generally assist pupils to undertake set activities. The primary focus will be to maintain good order and to keep pupils on task.

The key roles of this post will generally include:

Providing support for pupils by

1. Using specialist (curricular/learning) skills/training/experience to support pupils
2. Assisting with the development and implementation of IEPs
3. Establishing productive working relationships with pupils, acting as a role model and setting high expectations
4. Promoting the inclusion and acceptance of all pupils within the classroom
5. Supporting pupils consistently whilst recognising and responding to their individual needs
6. Encouraging pupils to interact and work cooperatively with others and engage all pupils in activities
7. Promoting independence and employ strategies to recognise and reward achievement of self-reliance
8. Providing feedback to pupils in relation to progress and achievement

Providing support for the teacher by

1. Working with the teacher to establish an appropriate learning environment
2. Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Being responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertaking marking of pupils' work and accurately record achievement/progress

Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
7. Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
8. Administering and assess routine tests and invigilate exams/tests
9. Providing general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

Providing support for the curriculum by
1. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implementing local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Supporting the use of ICT in learning activities and develop pupils’ competence and independence in its use
4. Helping pupils to access learning activities through specialist support
5. Determining the need for, prepare and maintain general and specialist equipment and resources

Providing support for the school by
1. Be committed to the safeguarding and promotion of the welfare of children and young people.
2. Being aware of and complying with policies and procedures relating to child protection, behaviour, anti-bullying, anti-racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
3. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
4. Contributing to the overall ethos/work/aims of the school
5. Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
6. Attending and participate in regular meetings
7. Participating in training and other learning activities as required
8. Recognising own strengths and areas of expertise and use these to advise and support others
9. Providing appropriate guidance and supervision and assist in the training and development of staff as appropriate
10. Undertaking planned supervision of pupils’ out of school hours learning activities
11. Supervising pupils on visits, trips and out of school activities as required
12. Such other responsibilities allocated which are appropriate to the grade of the post
### JOB PROFILE

**E  Lead Practitioner for 2 year olds**

**POST GRADE: MANAGES/SUPERVISES**

| Reports to: | Foundation stage leader |

#### PRIMARY JOB FUNCTION

- The role of the Lead Practitioner is to be committed to giving all children the best possible start in life by working alongside colleagues within the EYFS team, parents and other professionals. The senior management is responsible for strategic direction and all line management functions.
- Lead, motivate and guide on what is best practice for 2 year olds to ensure that each individual child’s needs are fully met and that all children are supported to make the best possible progress, including those whose needs or circumstances may require targeted intervention and/or additional support.
- Develop, lead and embed consistently high quality teaching and learning practices for 2 year olds, to support all children to reach their full potential, particularly in the prime areas of learning and development, through rich and varied inclusive play opportunities & experiences in a safe, stimulating and enabling environment.
- Using precise assessments to gauge each individual child’s starting points on entry, monitor on-going progress through a sharply focused tracking system, swiftly identifying children in need of additional support to reach age-appropriate developmental levels and facilitate the implementation of a range of intervention and support strategies based on a comprehensive picture gained about the child and their family through partnership working.

#### DUTIES AND RESPONSIBILITIES

1. Through hands-on practice and guidance, underpinned by a sound knowledge of child development, the EYFS Framework and the key person approach, lead the development of high quality practice for 2 year olds, which is sensitive and skilled in facilitating every child to form a secure emotional attachment with their assigned key person, who will provide a secure base from which each child can access a nurturing environment that promotes children’s emotional resilience, independence, autonomy and creativity.

2. Role model and support colleagues in the understanding of the term ‘teaching’ as described in the Ofsted document, ‘Evaluation schedule for inspections of registered early years provision’.

3. Take responsibility for promoting and safeguarding the welfare of every child in your care and those who you come into contact with, this is underpinned by a sound knowledge of safeguarding and up-held by effective policies and procedures, ensuring that all children are appropriately supervised and that safeguarding is central to everything.

3. Play a key role in leading, developing and evaluating effective systems for observation, planning, and assessment, drawing on the knowledge of the key person, parent, other professionals and staff, to support and enhance the learning and development of each individual child, enabling accurate and informed assessments to be made of the individual child’s progress over time, identifying any gaps in development starting to appear for individuals or groups and swiftly addressing them to ensure that all individuals or groups of children maintain a good rate of progress.
4. Undertake regular CPD to continue to be able to fulfil this role including Safeguarding and First Aid training at a level commensurate with role.

5. Assist, establish/support a culture of well-focused effective self-evaluation, taking into account the views of children, parents, staff and all other stakeholders to establish priorities for improvements through continuous identification and review of strengths and areas for development, which impact on the quality of the teaching and learning to further improve outcomes for children.

6. Actively facilitate in the promotion of developing effective partnerships with every child's parent/carer, by establishing highly successful systems and strategies to communicate, engage and involve every parent/carer in their child's learning and development both in the nursery and at home. Act as a role model for other practitioners in developing and maintaining a partnership with parents/carers that values their contributions and involves them in their child's education, including support for the home learning environment and ensuring smooth transitions and continuity of care for the child and support for the parents on entry to the setting, within the setting and into other settings or reception class.

7. Contribute to developing positive relationships and close working links with the range of professionals and outside agencies, in order to promote access to wider integrated services for all families and children and support a multi-disciplinary team around the child and family approach.

8. Act as a role model in developing and maintaining consistent age-appropriate positive behaviour strategies.

9. Where appropriate, lead in-service training and advice on individual CPD opportunities for other members of staff.

10. Uphold the principles of and model good practice in inclusion and equality of opportunities in all aspects of the role, working with your anticipatory in mind duty; supporting early identification and intervention strategies at all times with a sound knowledge of current legislation around equality & inclusion, including a good working knowledge of the SEND code of Practice 2014.

11. Contribute to the development of relevant policies and procedures.

12. Keep up to date with all best practice research and guidance for early years, particularly around working with 2 year olds, local and national policy and legislation changes and be able to disseminate to colleagues in the setting.

13. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of School.

14. To undertake other duties commensurate to the grade of the post.

**ADDITIONAL**

To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.

To achieve agreed performance outcomes and outputs, and personal appraisal targets, as agreed by the line manager.

To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.

To carry out duties and responsibilities in accordance with the school's commitment to customer service excellence and ensure compliance with the customer care standards.

To be committed to the school's core values of quality, equality and empowerment and to demonstrate this commitment in the way duties are carried out.

To ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.

To carry out duties and responsibilities in accordance with the school's Health and Safety Policy and relevant Health and Safety legislation.

At all times to carry out responsibilities/duties within the framework of the school's Dignity for all Policy. (Equal Opportunities Policy).
Appendix 7

KCC Early Years and Childcare Service - Sandi Mortimer, Lindsey Cryer, Virginia Gruitt & Stella Nalini

“Two year olds are undoubtedly a very special group… Their development can be spectacular with most children moving from two-word utterances to speech that is in simple sentences and fairly clear. Their play also changes dramatically with children becoming increasingly sociable and imaginative. This development though is not automatic. It is more likely to occur when they are being supported by knowledgeable, nurturing adults… While the decision to fund 2 year olds in an early years setting may seem straightforward on paper, the reality is that great thought and care is needed if 2 year olds are to flourish in our settings. Contrary to the views of some policymakers, they are not just shorter versions of 3 year olds! They think differently, play differently and this is what makes them so special”

(Getting It Right for Two Year Olds (2014) - Penny Tassoni)

This guidance has been put together to support those settings/schools catering for 2 year olds, whether in mixed age group settings or full day care settings. The coloured grids are organised under the holistic heading of ‘Nurturing and Learning,’ taking key features of meeting a 2 year old child’s needs and highlighting what one would expect to see and hear in the setting/school and why. The list is not exhaustive and practitioners should refer to the 3 Prime Areas of the EYFS 2014 for further guidance as well as utilising relevant books (Book List on page 10) and other related research.

‘Each child must be assigned a key person. Providers must inform parents and/or carers of the name of key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate’

(Early Years Foundation Stage 2014, Section 1.10)

Working as a key person with any child effectively requires an ongoing meaningful and respectful dialogue with parents and families. It is imperative for the child to ensure care and learning is consistent and unique and mirrored between the home learning environment and the setting/school. Families, whilst knowing their children far better any practitioner, often appreciate and may benefit from support with interpreting behaviours and needs of their children as their verbal communication is still evolving. Equally, key persons can benefit from listening to parents/families to gain a richer understanding of how a child ‘ticks’ and successful strategies parents/families adopt in the home environment to support their child’s care and development. A shared united approach can only enrich and support a child reaching its full potential. Regular visits to the family home can be extremely useful in supporting a richer understanding of an individual child’s context, experiences and emerging interests.
### Early education and childcare for 2 year olds: information for schools

#### BEING AND BELONGING

<table>
<thead>
<tr>
<th>Nurturing/learning</th>
<th>What would you expect to see</th>
<th>What would you expect to hear</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Warm friendly relationship between key person/buddy and parents/families prior to commencement – personalised key person info/leaflet shared with parents/families</td>
<td>• Conversations illustrating prior knowledge about family, routines, interests, pets, etc. on commencement</td>
<td>To support effective transition into setting and settling in process. Parents/families often feel ‘professionals’ are experts. Makes key person more ‘human’ and approachable.</td>
</tr>
<tr>
<td></td>
<td>• Parent/family members remaining with child throughout settling in process</td>
<td>• Ongoing conversations and sharing of joint observations between parents/families and key person – celebrating who child is and what they can do</td>
<td>Finding out about what and who fascinates a young child at home will support further planning to meet individual needs. The support of a special adult is essential for a child’s PSED (Gerhardt 2006). Reassuring for child to recognise ‘special adult’.</td>
</tr>
<tr>
<td></td>
<td>• Visual display board illustrating which key children each key person/buddy has. Child clearly knows key person – looks for them</td>
<td>• Child asking for key person/buddy – attempting their name Family members reassuring child about their departure and affirming they will be returning and that the key person/buddy is going to care for them</td>
<td>2 year olds are learning to trust so frank, honest explanations regarding family member leaving will support their understanding and promote trust.</td>
</tr>
<tr>
<td></td>
<td>• Key person/buddy working sensitively with parent/family member at departure and arrival times</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Warm, respectful, affectionate, reassuring and smiling key person and other staff</td>
<td>• Positive comments, reassuring noises, ‘happy sounds’ from both child and all practitioners</td>
<td>Embeds feeling of security, attachment and bonding promoted – higher levels of wellbeing promoting higher levels of involvement and learning–comfortable in setting. Demonstrates good knowledge and understanding of individual child. Child feels loved/respected and contained.</td>
</tr>
<tr>
<td></td>
<td>• High levels of wellbeing (fish in water) - smiling, laughing, relaxed body language, calmed easily, sleeps readily</td>
<td>• Laughter, attempts at communication</td>
<td>Respects and values the individuality of 2 year olds, including their tendencies to demonstrate idiosyncratic behaviours and rituals, illustrating their need to make choices and develops their sense of autonomy.</td>
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<td></td>
<td>• Attentive practitioners respond promptly to child’s needs – linking to key person/buddy</td>
<td>• Child’s name being used with warm relevant comments</td>
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<td></td>
<td>• Snuggly cosy time with undivided attention of key person</td>
<td>• Conversations between practitioners</td>
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<td></td>
<td>• Child can access their comfort objects freely – these may include dummy, blanket, soft toys</td>
<td>• Conversations link to family, home, likes and interests</td>
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<td></td>
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<td>• Acknowledgement of child’s needs</td>
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<td></td>
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<td>• Positive affirmations about comfort objects</td>
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<tr>
<td>Nurturing/learning</td>
<td>What would you expect to see</td>
<td>What would you expect to hear</td>
<td>Why?</td>
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| **BEING AND BELONGING** | • There is evidence of a nursery ‘community’: key group displays; photographs from home; All About Me books or containers  
• Child given time and patience to carry out explorations and make discoveries at their own pace  
• Promotion of inclusion and diversity – positive images, objects relevant to child’s home life and experiences – discussions with parent/s and families about their cultures and practices including translations/survival words  
• Child’s privacy and dignity is respected | • Practitioners making references to photographs and books  
• Encouraging comments  
• Positive acknowledgements at child’s attempts to master skills  
• Naming of actions and objects  
• Key words, phrases, songs in child’s home language  
• ‘Pet’ words/survival words e.g. ‘cuggie’ for comfort blanket  
• Sensitive conversations with parents/families – gentle lines of enquiry  
• Sensitive and reassuring interactions | Valuing all areas of child’s life, promoting good links between home and setting/school.  
Promotes strong self-esteem/positive self-image.  
Promotes independence.  
Reinforces and validates child’s actions and dispositions to learning.  
Provides opportunity for child to recognise and make familiar links – promotes well-being and positive self-image.  
Extends sense of belonging to other family members, promoting self-worth and valuing diversity.  
Identification of other areas that may impact on child’s learning. |
| **EMOTIONS AND COMMUNICATIONS** | • All practitioners actively having conversations with child  
• All practitioners respond to child’s attempts to communicate – verbal and non-verbal  
• Sensitive discouragement of dummies when not needed to pacify  
• Practitioners make use of relevant and appropriate audit tools e.g. ECAT (Every Child a Talker) Ten Top Tips  
• Spontaneous singing rhymes/stories  
• Sharing ECAT philosophies with parents/families | • Encouraging words and descriptive praise  
• Genuine interest in what child is saying or attempting to communicate  
• Encouragement of two-way conversations  
• Two or three word only questions used  
• At least 12 second pauses to allow child to process question and formulate a response  
• Discussions with parents/families philosophies noticed within the home and setting/school | 2 year olds require time and patience from staff and real ‘listening’ with repeating back.  
Child learns their attempts to communicate are valid and will encourage them to try again.  
Language development can be hindered when dummies are used for long periods.  
Too many words can be overwhelming.  
Young children need time to assimilate the spoken word and compile a response.  
Supports appropriate communication in home learning environment. |
<table>
<thead>
<tr>
<th>Nurturing/learning</th>
<th>What would you expect to see</th>
<th>What would you expect to hear</th>
<th>Why?</th>
</tr>
</thead>
</table>
| PERSONAL CARE     | • Key persons provide time and patience for child to develop new personal care skills  
• Involvement in the care of the child is prioritised over routine tasks of the day e.g. record keeping, tidying up.  
• Key person/buddy supporting child through transitions, using physical reassurance, visual prompts and auditory indicators. No periods of waiting or lining up  
• Discussions with parents/families explaining transitions and strategies to aid  
• Key person/buddy supports child’s individual need to sleep | • Encouraging phrases, simple descriptions, use of repetition, use of visual clues, lots of praise  
• Verbal reassurance, meaningful explanations and repetition of phrases.  
• Reference made to visual cues and regular and consistent use of auditory clues  
• Interactions supporting and acknowledging the feelings of parents/families as well as the child  
• Liaising with parent/s on specific care needs/strategies* e.g. Use of pacifiers | 2 year olds need time to assimilate and accommodate new experiences and develop skills.  
Promotes independence  
Validates child’s actions  
Ensures needs are met at all times.  
2 year olds go through significant changes: toilet training, giving up dummies/comforters, sleeping in bigger bed... Changes experienced at nursery must be suitably supported by someone they trust with realistic expectations – who has also built strong relationship with parents/family.  
Most 2 year olds still need to nap during the day. Supports developing immune system.  
Lack of sleep can affect behaviour. |
| PERSONAL CARE     | • Sufficient time to settle child and given time to wake up at their own pace – sitting quietly, cuddles  
• Key person/buddy changes child’s nappy/supports potty/toilet training consistent with home approach* preserving child’s dignity and privacy  
• Practitioners supervise and role-model hand-washing correctly whilst encouraging independence | • Use of soft, quiet tones  
• Reassuring comments  
• Use of comforters, if required  
• Clarification with parents/families of procedures followed at home* – offering advice  
• Key person/buddy explains to child before and during carrying out toileting support  
• Positive praise  
• Daily discussion with parents/family – use of ‘contact book’ or similar  
• Adults giving clear and simple instruction on hand-washing  
• Giving encouragement and praise | Some 2 year olds have difficulty in getting to sleep. May be very tired and need support in getting to sleep.  
Can take a while before child is fully awake.  
Child feels secure, safe, respected and comfortable which promotes effective transition, mastering of new skills and self-esteem.  
Consistent and timely approach to introducing toilet training linked to practice at home*.  
2 year olds are unlikely to wash their hands to the suggested levels in the ITERS without support – good practice from the outset will support them in developing and embedding good healthy habits.  
Reduce risk of cross-infection. |
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<thead>
<tr>
<th>Nurturing/learning</th>
<th>What would you expect to see</th>
<th>What would you expect to hear</th>
<th>Why?</th>
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</thead>
<tbody>
<tr>
<td>PERSONAL</td>
<td>• Encourage child to use tissues to wipe nose independently – mirror at child height to assist their independence – support with disposing of tissue appropriately and washing hands with role-modelling if required – visual prompts</td>
<td>• Drawing child’s attention to the need to wipe nose</td>
<td>2 year olds often have runny noses but appear unaware or bothered by it.</td>
</tr>
<tr>
<td>STIMULATION</td>
<td>• Key person/buddy ‘tuning into’/noticing child’s interests and fascinations</td>
<td>• Key person/buddy affirming interests and extending language</td>
<td>2 year olds are not always able to vocalise their needs and interests so adults need to be able to ‘tune-in’ to them support their choices and explorations.</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>• Sharing of photos, DVDs with parents/families and vice-versa</td>
<td>• Celebration of child and two-way sharing to further support learning</td>
<td>2 year olds are familiar with home corners already, different resources added ensure the area remains inviting and interesting.</td>
</tr>
<tr>
<td></td>
<td>• Familiar and consistent resources e.g. Home corner with a few elements of surprise</td>
<td>• Child attempting to name objects</td>
<td>As 2 year olds explore with resources they can manipulate and making their own discoveries, they will often repeat to embed learning.</td>
</tr>
<tr>
<td></td>
<td>• Wide range of open-ended resources accessible – child exploring and able to place objects in, out, on, under, through other objects, build and connect</td>
<td>• Memory recall of recognised objects</td>
<td>Evolving understanding of cause and effect.</td>
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<tr>
<td></td>
<td>• Symbolic play emerging</td>
<td>• Involved play</td>
<td>Emerging imagination.</td>
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<tr>
<td></td>
<td>• Low-level texture boards and interactive displays, including photos of themselves – fascination with making discoveries</td>
<td>• Noise of repetitive play/ Chattering to themselves</td>
<td>Making sense of the world through their senses. Also working out how things move/ what they do.</td>
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<tr>
<td></td>
<td>• Discussions with parent/s about food likes and dislikes, different strategies encouraging eating, two-way sharing of recipes</td>
<td>• Giggles and laughter</td>
<td>Recognition and recall.</td>
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<tr>
<td></td>
<td>• Naming of foods and tools</td>
<td>• Child making reference to symbolism of objects in their play</td>
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<td></td>
<td>• Gentile encouragement and praise</td>
<td>• Squeals of delight</td>
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<td></td>
<td>• Describing process in simple short sentences and use of visual prompts</td>
<td>• Noise of repetitive play</td>
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<td></td>
<td>• Drawing child’s attention to the need to wipe nose</td>
<td>• Affirmations from practitioners</td>
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<td></td>
<td>• Detailed instructions on how to use tissue</td>
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<tr>
<td>Nurturing/learning</td>
<td>What would you expect to see</td>
<td>What would you expect to hear</td>
<td>Why?</td>
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</tbody>
</table>
| STIMULATION       | • Range of (safety) mirrors, items of clothing e.g. hats, small scarves, sunglasses, shoes, bags for child to experiment with dressing and seeing themselves  
• Parents/families contributing items to support play  
• Practitioners aware of and ‘tuning into’ child’s schematic explorations - providing resources that embed and extend schematic dispositions to learn. Fine and gross motor opportunities that allow child to put and move items and/or themselves into, on, under, through, down, up, transport, connect, disconnect and rotate | • Noises of determination  
• Giggles/laughter  
• Naming of items  
• Practitioners’ acknowledgements and comments  
• Extending language and interests  
• Discussions with parents/families to support mastering skill  
• Key person/buddy using and repeating language and naming actions that links to schema/s being explored and interest extended | 2 year olds need opportunities to master and practice personal care skills at home* and in the setting/school.  
Builds confidence and ‘can do’ attitude.  
Children make sense of the world through their schematic exploration and learn about the properties of objects, how they work and cause and effect. Through the provision of a range of appropriate materials children can foster and extend their learning and ‘thoughts in actions’. |
| STIMULATION COMMUNICATIONS | • A wide range of creative, exploratory resources on offer including sand, water, mud, dough, art materials, musical instruments and cooking opportunities  
• Practitioners involved and role-modelling fun  
• Range of good quality appropriate books – regularly rotated  
• Ready access to a richly resourced outdoor environment – offering challenge and risk whilst providing a sense of security and cosy space  
• Photos & personal art work of all the children on display on walls at child height and in interest books – child can be seen accessing and pointing to their art work and themselves | • Descriptive words  
• Child’s excitement  
• Different auditory stimuli  
• Spontaneous and planned reading/singing (child/group)  
• Noise of children and adults outdoors (happy sounds)  
• Interactions between children  
• Environmental sounds  
• Acknowledgements of practitioners to child’s enquiry/recognitions  
• Child verbally making links with photos and pictures | 2 year olds are fascinated with the qualities of materials they come into contact with, mixing and stirring, putting in and taking out, etc. The process is more important than any end-product.  
Important in developing communication and language – new vocabulary.  
Helps children manage their feelings and behaviour.  
Children are often more comfortable talking outdoors. |
<table>
<thead>
<tr>
<th>Nurturing/learning</th>
<th>What would you expect to see</th>
<th>Why?</th>
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</thead>
<tbody>
<tr>
<td><strong>ENVIRONMENTAL CONSIDERATIONS</strong></td>
<td>• Adequate staffing – effectively deployed in setting</td>
<td>2 year olds are striving to be independent and ‘in control’ of their learning whilst still needing a lot of nurturing, encouragement, guidance and praise. Ensuring an enabling, exciting and evolving environment is offered is imperative to support and foster their lines of enquiry, curiosity and growing independence, autonomy and confidence.</td>
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<td></td>
<td>• Adequate space to allow for free movement – not overcrowded i.e. to accommodate push and pull-along toys, tunnels, tents and dens etc.</td>
<td>Providing 2 year olds with adequate challenge and risk will also help build their confidence, resilience and higher levels of well-being. The need to ensure a safe and healthy provision and practice indoors, outdoors and in the broader community including their home environment is crucial.</td>
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<tr>
<td></td>
<td>• Balance of safe environment (indoors and outdoors) - yet opportunities for challenge and risk-taking</td>
<td>Plenty of time spent outdoors is beneficial for general healthy development as well as stimulating chemicals in the brain that enhance positive emotions, reducing 2 year olds’ impulsiveness and frustration.</td>
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<td>• Cosy, comfortable, quiet area away from active noisier play… where child can rest and relax</td>
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<td></td>
<td>• Suitable 2 year old child-sized domestic furniture</td>
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<td></td>
<td>• Steps to reach sinks and toilet</td>
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<td>• Handrails for steps</td>
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<td>• Nappy-changing station with steps, if possible</td>
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<td>• Resources at low level – easily visible</td>
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<td>• Sufficient quantities of resources to avoid conflict</td>
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<td>• Small portable storage vessels</td>
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<td>• Choking hazards removed/risk assessed</td>
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<td></td>
<td>• Sleep mats or low level beds are used (unless a cot specifically required)</td>
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<td>• Clean, individual bedding</td>
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<td></td>
<td>• Clean individual flannels/towels/tissues</td>
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<td></td>
<td>• Accessible drinking water (in personalised cups)</td>
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<td>• Accessible tissues, mirror and waste-bins</td>
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<td></td>
<td>• Child-height coat pegs</td>
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<td>• Simple visual time-line to be utilised to illustrate routine of day</td>
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<td></td>
<td>• Photos of child on coat peg, personal cubbie-hole, registration board, learning journeys and similar</td>
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<td>• High quality hygiene practice by all practitioners</td>
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</table>
### Early education and childcare for 2 year olds: information for schools

<table>
<thead>
<tr>
<th>Nurturing/learning</th>
<th>What would you expect to see</th>
<th>Not in place</th>
<th>Work in progress</th>
<th>In place and effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONITORING AND EVALUATING CHILD’S PROGRESS</strong></td>
<td>• Evidence of strong and meaningful relationships between key person and parents and families.</td>
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<td>• Making use of different evaluative audit tools e.g. PPEL (Parents as Partners in Early Learning) ECAT (Every Child a Talker) ITERS (Infant/Toddler Environment Rating Scale)</td>
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<td>• Strong evidence of a range of strategies used to involve all parents/families in their children’s fascinations and learning in their home environments</td>
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<td>• Systems are in place to ensure the statutory Progress Check at 2 Years Old is carried out efficiently within time-frames as required and shared with parents/families</td>
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<td>• The setting/school has clear relevant systems in place to ascertain children’s starting points on entry</td>
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<td></td>
<td>• The setting/school has clear relevant systems in place to monitor, review and evaluate children’s progress during their attendance period (individual, specific groups and whole cohort)</td>
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<td>• Support strategies are in place and implemented to narrow ALL gaps identified, including helping families engage with more specialist support</td>
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</tbody>
</table>

“PSED – see Gerhardt 2006.” Personal Social and Emotional Development


“IDP, 2008” Inclusion Development Programme

“ITERS” Infant/Toddler Environment Rating Scale
Appendix 8

Hempsall Consultancy is delivering a contract for DfE called A2YO. Films highlighting 2 year old developments can be accessed here:

http://www.hempsallconsultancies.com/a2yo

Appendix 9

Overcoming Challenges Around Introducing Two-year Olds Into a School Setting – Marcus Faulkner, Headteacher, Bearbrook Combined School and Pre-school, Aylesbury, Buckinghamshire
Overcoming Challenges Around Introducing Two-year Olds Into A School Setting

Bearbrook Combined School and Pre-school

- Bearbrook is a growing two form school currently with 430 pupils and 80 children in pre-school.
- 30% of our children speak English as a second language.
- 40% of pupils are from a minority ethnic group.
- 78 children are in receipt of pupil premium.
- 14 statemented children, three children with higher needs funding and 30% SEN.
- Women's refuge and homeless hostel within our catchment area.
- We have a large staff of 87.
Challenge: Building Capacity by ensuring.....

- that our buildings and resources are fit for purpose and do not necessarily reflect ‘classrooms’ in their layout and use.
- that our furniture is appropriate and enables us to create cosy spaces.
- that there is ‘expertise’ in place – for Bearbrook we needed to look to recruit, appoint and train staff.
- that our ratios are correct.

- that we had the right staff in place to support and work alongside the parents, hence employing a Parental Engagement Lead Learner.
- That we are meeting the care needs of a two year old which is very different.
- The staff and children at the pre-school are truly a ‘key part’ of the school and not seen as an ‘add on’.
Challenges to overcome in Improving Quality of Provision and Implementing structured learning to improve early education:

- The big question……. Should the two years olds be kept separated from our three and four year olds?
- You can not plan too far ahead – child initiated planning and responding to the needs of the pupils.
- Providing opportunities for all children to mix. When you have two year olds together in a setting on their own, for many of them language is an issue as a result there is very little dialogue amongst the children, so conversation can become adult led.
- Ensuring that there is more adult intervention and modelling, as sometimes they find it difficult to access resources in a productive way e.g. free flow snacks doesn’t always work.

Four key ingredients for improving pre-school education and hence our provision for two year olds:

The first are the professional skills of those who work with children.

Research has shown that factors like national or regional policies are less influential on pupils’ achievements than factors within each school

Of the school factors, the skills of staff came top.
The other factors

- The second vital ingredient is the raising of aspirations and expectations.
- Third, staff morale and attitude to their craft. It is hard to improve what you do through clenched teeth.
- Fourth is the climate within the school. A positive attitude to improvement in which people look at what is happening in setting, reflect on it and implement judicious change.

After all it is about us........ understanding that 2 year olds are capable of accessing the curriculum as long as it is fun, engaging, and being sensitive to their needs.
Challenge: Enabling children’s development by enhancing partnerships with families and other agencies

- ‘School readiness’ is a term banded around BUT for two year olds it is all about valuing and bringing the home environment into school.
- Children and their parents have high needs, so it is about identifying their needs and signposting them to the correct agencies.
- It is not just ‘childcare’ – we need to enable parents to understand that children are there to learn.

How have we enhanced partnerships with our families and other agencies?

- Employing a member of staff to oversee parental engagement with the right experiences and expertise.
- Lots of opportunities for families to become involved in their children’s learning through home visits, workshops, effective use of translators, providing information packs, talking to other professionals, working closely with the Children’s Centre.
- We have changed the way in which start and end of sessions happens – lots of meaningful dialogue with parents and the chance for them to see their child’s achievements.
• ‘Wow’ cards reassure parents that what they do at home is extremely important and included within the child’s profiles.
• Regular and meaningful parental consultations.
• Longer settling in policy and parents can stay as long as it takes.
• Two year olds reports for parents and other agencies.
• Working with these children – we need to adapt our environment to them rather than them adapting to us.

• ‘Toddler groups’ to get to know the children sooner.
• Looking to enable the parents to further develop the learning at home e.g. prompt sheets, newsletters, the use of ‘chatter bags’ and focused home visits.
• We have successfully put in a joint bid with another school to lead two Children Centre’s to further develop effective relationships and early intervention strategies.
The need for Mutuality

At a time when there is increasing emphasis on devolving decision-making and responsibility to local level, it is important to stress the continuing role of collective leadership. Education is a public service and all learners are entitled to provision that will enable them to achieve, or exceed their potential. This equivalence of opportunity cannot be achieved through individual schools or agencies working in isolation. Nor can it be achieved through market forces. There is a collective responsibility, therefore, to ensure a consistently high quality of education in all communities.

And of course there have been many positives:

- We are identifying children with additional needs, so we are now able to intervene much earlier.
- Parental engagement is now good and because of the nature of the two years olds we are able to build relationships quicker and model to the parents how to support their learning.
- We have been able to signpost parents to outside professionals.
- Vulnerable parents are not so isolated as they are now forming supportive and mutual relationships with other parents.
- The two year olds have benefited greatly as far as their emotional and social needs. The children as they turn three are more resilient.
It has not always been a smooth ride!

Adding value is not enough for some of our young people, we need to challenge their destinies. We are not editing life stories, we are creating new narratives.
Every Child Matters: It’s all about life chances for our children!

Marcus Faulkner
headteacher@bearbrook.bucks.sch.uk
01296 488331
nurture inspire achieve
## Appendix 10

### Suggested reading list for parents:

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Schemas in Young Children: Again! Again!</td>
<td>978-1408189146</td>
</tr>
<tr>
<td>Understanding Your Two-Year Old</td>
<td>978-1843102885</td>
</tr>
<tr>
<td>Games to play with 2 year olds</td>
<td>978-0876592359</td>
</tr>
</tbody>
</table>

### Reading list for practitioners:

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>How Children Learn</td>
<td>978-0904187557</td>
</tr>
<tr>
<td>Extending Thought in Young Children</td>
<td>978-1412921329</td>
</tr>
<tr>
<td>Understanding Early Childhood</td>
<td>978-0335262687</td>
</tr>
<tr>
<td>I Am Two: Working Effectively with Two Year olds and Their Families</td>
<td>978-0904187601</td>
</tr>
<tr>
<td>Getting it Right for Two Year olds</td>
<td>978-1471807992</td>
</tr>
<tr>
<td>Provision and Progress for Two Year Olds</td>
<td>978-1446274279</td>
</tr>
<tr>
<td>What Does It Mean To Be Two</td>
<td>978-1907241383</td>
</tr>
<tr>
<td>A Place to Talk for Two Year Olds</td>
<td>978-1408192443</td>
</tr>
<tr>
<td>Making Their Day, Providing for Two Year Olds</td>
<td>978-1873743423</td>
</tr>
<tr>
<td>Key Times for Play: The First Three Years</td>
<td>978-0335211975</td>
</tr>
<tr>
<td>A Nurturing Environment for Children Up to Three</td>
<td>978-0955803307</td>
</tr>
<tr>
<td>People Under Three: Young Children in Day-Care</td>
<td>978-0415305679</td>
</tr>
<tr>
<td>ITERS (Infant/Toddler Environment Rating Scale)</td>
<td>978-0807746400</td>
</tr>
<tr>
<td>Working with Babies and Children – From Birth to Three</td>
<td>978-1446209066</td>
</tr>
<tr>
<td>Play in the EYFS: Heuristic Play</td>
<td>978-1904575924</td>
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</tbody>
</table>

[www.elizabethjarmanfoundation.org.uk](http://www.elizabethjarmanfoundation.org.uk)
[www.ican.org.uk](http://www.ican.org.uk)
[www.talktoyourbaby.org.uk](http://www.talktoyourbaby.org.uk)
[www.booktrust.org.uk](http://www.booktrust.org.uk)
[www.kelsi.org.uk](http://www.kelsi.org.uk)
[www.ecat.org.uk](http://www.ecat.org.uk)

Kent provides comprehensive resources and training to support all aspects of supporting and providing for the needs of 2 year olds Kent Early Years and Childcare Improvement Services