

Highland Council

Early Learning and Childcare

Delivery Plan



September 2017

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Section One: Introduction and Executive Summary

Our vision in Highland is that all of Highland's children have the best possible start in life, enjoy being young and are supported to develop as confident, capable and resilient young people in order to fully maximise their potential. This vision forms the guiding principle within Highland Council where services to children and young people are delivered through the integrated Care and Learning Service, working in partnership with NHS Highland and the Third Sector. This vision is shared in our communities through community planning structures and partnerships, and is fundamental in planning services across the four areas that make up our unique Geography.

We share the Scottish Government commitment to ensure that the expansion of early learning and childcare (ELC) is delivered to all our children in order to enrich their lives and provide them with the skills to develop into confident and capable young adults and set the trajectory for the rest of their lives. We want to be able to demonstrate to their parents and carers that services we provide in Highland are of the highest quality to ensure their confidence in the provision. We need those services to be flexible in order to best meet the needs of children and parents, and accessible so that all children are able to take up their entitlement.

This plan for Highland will help to shape the evolving journey of early years social policy that will develop over the next 15 – 20 years in Scotland. We have detailed the steps we have taken to expand provision so far and our vision to take this expansion forward into 2020. This plan will offer the Scottish Government assurance that we are fully committed to expanding the current 600 hours of funded early learning and childcare for all three and four year olds and eligible two year olds, to 1140 hours by 2020. We will work with parents, partners, communities and other key stakeholders to ensure that this happens and we are committed to delivering high quality ELC that is child centred and meets their needs, the needs of their parents and the needs of communities.

Section Two: Philosophy for ELC in Highland

Our philosophy is built on the knowledge that the foundation for future health and wellbeing of our children is established at the earliest stages of life. We know that the care, stimulation and nurture a child receives from pre-birth onwards sets that trajectory and our services are built around the Highland Practice Model that has a focus on early support, early assessment and early intervention to ensure all our children get the best possible start in life. We will do this by ensuring that we focus on:

- Children's rights to experience unconditional love and secure attachments in their daily lives to equip them with the building blocks they require to enable them to grow and flourish in life
- Supporting the role of parents and carers as the primary and most important adults in a child's life
- Building on family nurture models of engagement, particularly with those who may struggle due to health and social inequalities
- Providing an environment where children are enabled to actively construct their own learning, supported by sensitive and rich interactions with adults
- Working in partnership with parents to ensure that all Highland's children have the best possible start in life and are ready to succeed

The principles for early learning and childcare must be focused on high quality provision, which is flexible, accessible and affordable. It must also be needs led.

The needs of children

- Children will be safe, healthy, achieving, nurtured, active, respected and responsible, and included
- Children will be recognised as capable and competent individuals
- Children's learning will be dynamic and holistic
- Children will be supported to utilise their capacity and right to initiate and lead their learning, and be active participants and decision makers in matters that affect them

The needs of parents

- Parents will be enabled to choose accessible ELC settings that are of the highest quality for their children
- Parents will expect flexibility in the provision that meets the needs of their family life and enable them to work, train or study
- Parents will have access to affordable ELC, particularly those parents who find it difficult to make ends meet

The needs of communities

- Communities should expect that the expansion of ELC will impact positively on the health, social and economic circumstances of families living in Highland by enabling employability through providing parents with greater flexibility and affordability
- Communities will recognise opportunities within ELC as a route to employment and gaining qualifications
- Communities will support partnerships between local authority, health and third sector to ensure that the uniqueness of Highlands urban, remote, rural and island localities enable them to work together to seek solutions to support the expansion of ELC

In Highland we acknowledge the increasing evidence that supports the view that the highest rate of social and economic return is through investment in the earliest years of life. We have already committed to that philosophy through our integrated childrens service model, working with our partners in the private and third sector to deliver ELC and through our partnership with the Care and Learning Alliance (CALA) who deliver many services on our behalf. Our diversity of settings is a strength that offers parents real choice however the expansion of ELC will take us all much further as we work more closely with children, parents and communities to ensure all Highland's children grow up in best place in Scotland.

Section Three: Current Provision of ELC

Overview

There are approximately 2200 babies born annually in Highland Council with 17.4% of our population aged 0-15 years. Our geography consists of a mix of urban rural, remote and island communities spread across an area that measures 26,484 square km. Some communities are only accessible by single track road, crossing bridges or by ferry and Highland accounts for a third of the land mass of Scotland.

The delivery of funded ELC for 3 and 4 year olds in Highland is distributed across 130 settings and 54 partner providers. The partner providers are a mix of private businesses and third sector run groups (voluntary and committee). This equates to an approximate 70/30 ratio which we aim to retain where provision is of a high quality and meets the other principles of flexibility, accessibility and affordability. This will be dependent on parental consultation and an ability to offer the expansion and flexibility required.

Parents in Highland can choose which provider they want to use for the funded hours and there is no restriction placed on this by the local authority, it is purely down to provider capacity. Parents can also choose to split their child's placement across two providers and have the option of 15 local authority settings that provide Gaelic medium, some on the same site as English, with 2 Gaelic partner providers.

The majority of provision for eligible 2 year olds is within partner centres or with childminders. The exception to this is the Family Centre in Merkinch, Inverness which is situated in an area of deprivation and provides places for up to forty 2 year olds. There are a small number of eligible 2's in local authority nurseries where local provision in very remote and rural areas has meant that the school is the only provider.

The number of families who take up the funded hours for 3 and 4 year olds is high, but uptake of eligible 2 year old entitlement is still low and we continue to focus on ensuring clear messages are being delivered to parents. We work closely with our health visitor leads and the revised health visitor universal pathway contact at 13 – 15 months includes a conversation with parents about the entitlement. Messages around eligibility continue to be shared with our integrated family team staff and third sector partners who provide services to families including the Citizens Advice Bureau and CALA.

It is however worthy of note that within small rural communities there is often reluctance from parents to take up entitlements related to benefits due to a notion of stigma and everyone knowing, and we see the same reticence in take up of free school meals in our schools. We offer discretionary funded places to 2 year olds whose needs are detailed in a Child's Plan to ensure their health and wellbeing outcomes are met. We know that a child's needs are not only based on family

income but they may be impacted on by parental illness, family breakdown or other factors.

Registrations in Highland for 2017

Table 1 details the registrations for this year which shows 73% of children across all age groups have taken up their place in local authority provision.

Table 1

May 2017	2 year olds	3 year olds (ante-pre)	4 year olds (pre-school)	5 year olds (Deferred)	Total
Local authority settings	25	1529	1886	245	3682
Partner provider settings	88	656	536	62	1342
Childminding services	8				8
Total	118	2185	2422	307	5032

We can currently accommodate all 3 and 4 year olds across all settings where parents request it and we ensure there is no restriction on the number of places our partners can offer. We know that some parents chose not to send their children for the full 600 hours provision, particularly the parents of 3 year olds. Most parents whose 4 year olds attend take up their full entitlement.

Local Authority Provision

Since 2007 Highland Council has offered a limited childcare service that operates from 8am – 6pm term time only, in any new school being built. When the plans to expand to 600 hours of ELC were instigated in 2014, a decision was made to pilot increased flexibility in two of our local authority settings and also to move away from the traditional nursery session plus wraparound care. We have taken the learning from those initial pilots to influence and improve our delivery as we move forward.

In 2017/18, 53 of our local authority nurseries offer more than 600 hours of ELC to children and any additional hours over entitlement can be purchased by parents. In this respect we are phasing in the capacity to deliver additional hours but we charge to subsidise the additional revenue that is incurred. The exception to this is when a

Childs Plan is in place and the Family Team who supports the child will fund the additional hours and not the parents.

We continue to ensure that those settings who have not yet done so, promote the offer of flexibility to parents, and from 2018/19 this will mean at least 4 hours will be delivered over 5 days to every child. This is currently being discussed with our head teachers and unions as are the plans for phasing.

Early Level Classes - development by the Early Years Education Support Officers

As Highland has such a diverse geography with a mixture of densely populated towns and very sparsely populated small communities, innovative approaches have been required in order to deliver services. 58% of our schools have less than 70 pupils. Because of this and to ensure ELC is delivered to children in our remote and rural communities, early level classes have been developed. Last session this was provided in seven local authority schools in rural areas which saw nursery children and P1s together in an early level class, and this year we are providing early level classes in the schools listed in Table 2.

Whilst it is our aim to keep class sizes as small as possible, due to the collective number of children across nursery and P1 the stated number may exceed 25. However, to put this into context, some three year olds may not have taken up places until January or April and these numbers do not reflect this. The reality is also that young children rarely have 100% attendance either due to parental choice or childhood illness.

Table 2

School	Early Level Classes – session 17/18				
	N3	N4	P1	Total	P2 - 7
Strathdearn	2	9	9	20	40
Teanassie	5	6	7	18	34
Kingussie	5	6	11	22	70
Kyleakin	4	4	1	9	18
Ullapool Gaelic	6	15	9	30	34
Milton	2	12	10	24	63
Scourie	4	3	4	11	9

In some cases forming an early level class has provided an additional teacher for the children and has stabilised staffing. Early level classes are an attractive option for head teachers in rural schools where composite class arrangements can be difficult due to a spike in numbers at a particular stage, especially if it is in P1 or P2, with a smaller intake of P1s coming in behind. Also, if the school roll drops the traditional approach to class arrangements would mean a potential loss of teacher entitlement

for the next session. Furthermore, due to accommodation pressures the use of any nursery space for an early level class makes better use of the available resources.

The most important benefit of early level classes is to the children. The educational value for P1's being in a less formal structured environment than they would necessarily be in a composite class with older children in a two or three teacher school is acknowledged. Staff report that spending time with the younger children with a focus on free, unstructured play and greater access to the outdoor learning environment means that the P1's are more able to settle and focus on numeracy and literacy with the teacher when the younger children move into sessions with the EYP, or go home.

The nursery children also benefit from taking part in more school activities and are being mentored by the older children which impacts positively on their confidence and desire to learn. Transition is not an issue as children share resources, staff and the same environment. We therefore continue to support this model for areas of Highland.

The EYESOs have developed guidance to assist schools to meet the standards within an early level class and also to support those who would want to consider this option to meet the needs of children and the school for the following year.

Partner Provision

Partner Centres

ELC for eligible children in Highland is also provided through third sector and private partners. There are currently 54 partner providers across Highland and 28 of these provide a full day care service from 8am – 6pm. Parents can pay the provider for additional hours on top of their 600 hours entitlement and this is popular as many of the providers operate throughout the year.

When ELC was initially established in Highland the priority at that time was to get services up and running quickly to meet parental eligibility requirements. This now means that there is some duplication, with both local authority and partner providers doubling on provision in a locality, where 3 and 4 year olds from the same family can attend different providers. Over the years we have continued to rationalise provision of services whilst taking account of local needs and this has meant that as local authority flexible provision has grown, the number of partners that we fund has reduced.

Having met the target to deliver 600 hours in August 2014 the planning and implementation of expansion to an entitlement of 1140 hours by 2020 has resulted in us focusing even further on rationalising services. There has been a reduction in this year's core budget, whilst the additional funding from the Scottish Government to

increase flexibility and implement 1140 hours gives us a clear steer to continue to map local provision, ensure the delivery of a quality service, consider long term requirements, promote flexibility and reduce duplication, whilst achieving best value and affordability.

Childminders

There are currently 265 childminders registered in Highland. To date, we have two commissioned to deliver the 3 and 4 year old provision and other childminders are used by parents for any additional non funded hours. Consultation with parents in the past has demonstrated that they have a preference for settings rather than childminders for the 3 and 4 year old provision. Parents have said they prefer the group experience for their children and also to mitigate the impact if a childminder is ill and cannot work.

However, we continue to consult with parents and promote the use of childminders for their ELC, particularly in rural areas. We want more childminders to be part of the service delivery and will continue to work with them and the Scottish Childminding Association to find ways to ensure more are commissioned to meet expansion requirements.

There are a small number of childminders who we fund to provide a service to eligible 2 year olds and all childminders who obtain a grade 3 mean score or over with the Care Inspectorate can apply to take 2 year olds. Despite a continued focus on supporting childminders there are very few who take up the option to deliver to eligible 2's. We continue to address the provision required for eligible 2 year olds including the option of working with new partners and the use of other community based assets.

Quality

High quality ELC for all children is at the heart of our expansion plans. Our early year's workforce provide a service that meets the standard we expect of qualified practitioners and we offer continuous professional development (CPD) to all providers including childminders. Training is delivered around a core suite of competencies and additional areas of knowledge and skills that we expect staff to be proficient in. We work with our partners in CALA, NHS Highland and HIMATS to deliver CPD to staff.

We continue to review and map current learning and development opportunities, highlighting areas of good practice and any gaps which we need to provide further training on. For example we need to focus on the requirements of eligible 2 year olds and ensure practitioners understand their development pathway.

Abundant international evidence confirms the value of high quality early learning and childcare in improving outcomes for children across a range of indicators. This is especially so for children facing greater adversity or developmental challenge. Highland partnerships are committed to maintain and improve the quality of ELC, and we have a structure for ensuring this. The team of EYESOs work with Area Managers, Quality Improvement Officers and third sector partners to promote self-evaluation and quality improvement. The relative compactness of this team allows for the rapid sharing of good practice and reduction in postcode differences in provision of quality.

Priorities and values are based on the Highland Practice Model to ensure that all children get the best start in life and are ready to succeed. The foundations for ensuring the curriculum is delivered are built on *How Good Is Our Early Learning and Childcare (HGIOELC)*, *Building the Ambition* and the *Care Inspectorate standards*.

All partner providers complete an annual improvement plan which the EYESO team evaluate to ensure the principles required for quality ELC are clearly demonstrated and evidenced. This past year the EYESOs have focused on providing more support to our partner providers to ensure the teacher input is delivered and relationships developed. This has helped to develop an area wide perspective on all of the ELC provision as we move towards 2020.

We expect our settings will gain grade 3 or above in all areas from the Care Inspectorate and equivalent from Education Scotland and if this does not occur the EYESOs use the feedback from Inspectors to assist providers to put in place action plans to address any areas of concern however, the responsibility for this is with the provider. Quality support visits to all providers are a key part of the EYESO role as is the content and delivery of CPD that takes account of evidence based best practice.

Highland Inspection Mean Scores

Inspections	Local Authority	Partner Provider
Care Inspectorate Mean Score	4.5	4.6
Education Scotland Mean Score	4.0	4.0

ELC providers must have the necessary skills to effectively engage with parents and the ability to assist them with any support they may require to promote secure attachments. Enabling parents to be the best that they can be is a priority in early years particularly where vulnerable or disadvantaged families may feel disempowered. We have a core suite of parenting support and interventions that has been developed through the Supporting Parents Improvement Group and facilitated

by the Family Resource Co-ordinators (FRCs) that will ensure families are able to access a range of differing approaches to parenting so that they can select those that best meets their needs.

Early Years Structure

The strategic direction for early years is centrally led but operationally managed within the four areas in Highland. The structure has been in place for just over a year with the Project Manager for the ELC expansion being a recent addition.

The structure has enabled us to strengthen relationships amongst all our staff that have a role in supporting early years. It is reducing silo thinking, challenging historical processes and helping shape the future provision of early years.

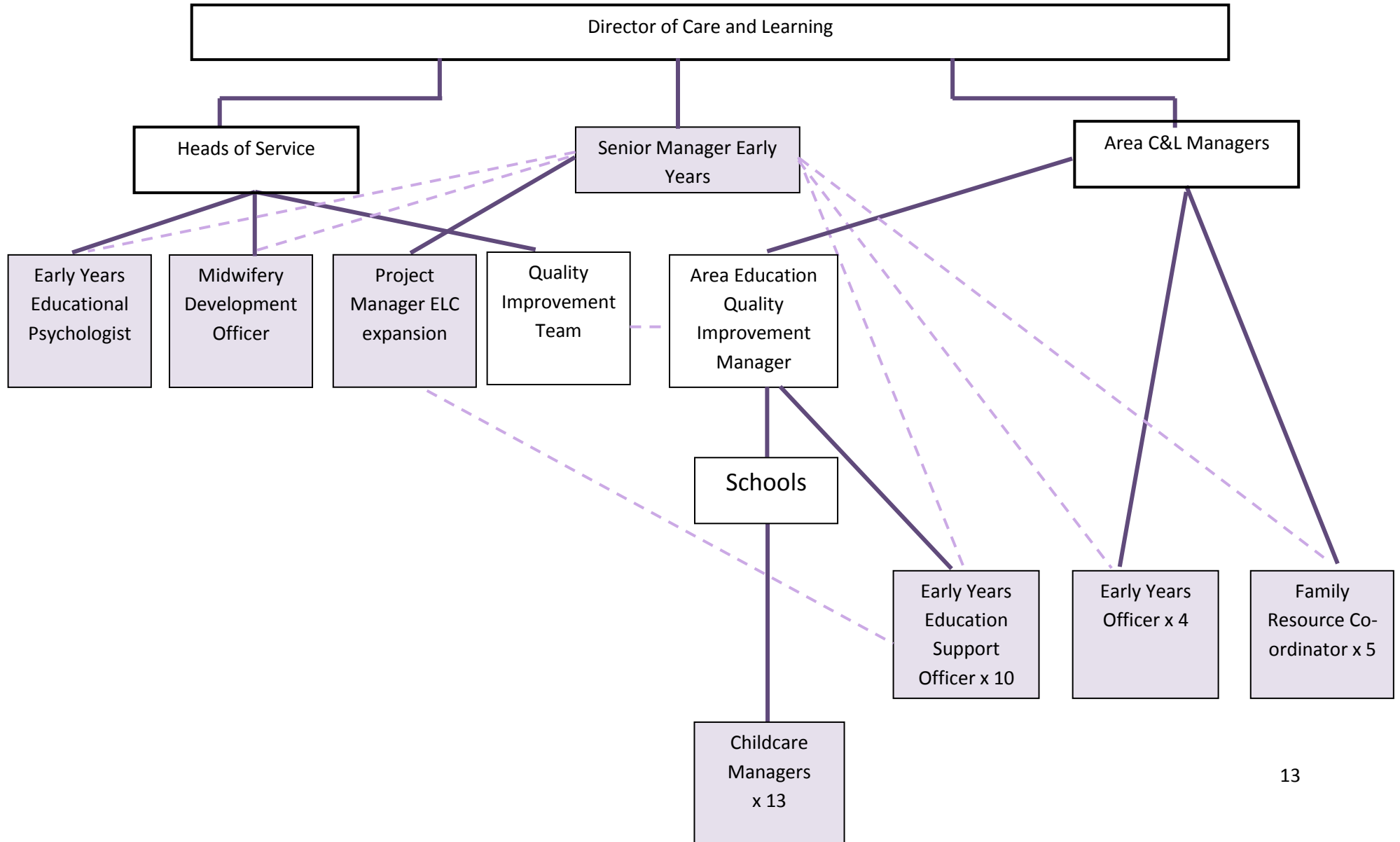
The Early Years Officers (EYOs) are the first point of contact for nursery enrolment, clearing and allocation of early years staffing including Early Years Practitioner (EYP) hours, school building requirements, roll pressures and placing requests. Their role has become ever more important as flexibility and expansion grow.

The FRCs ensure the development, enhancement and sustainability of family services across all sectors continues. They work with schools, partners and childminders and facilitate the childcare and family resource partnerships, to ensure that flexibility and expansion is on everyone's agenda. They are also responsible for mapping provision of early years and family support services and manage the parental consultations around expansion out with the schools.

The Area Care and Learning managers have a full understanding of all early years provision within their locality and actively engage with not only the developments and challenges within local authority nurseries but also with partners. Peer support within groupings of staff is encouraged and enables practitioners to come together on a regular basis as knowledge experts to support and develop services. This is essential in Highland due to our vast geography and the ever changing landscape of early years.

As we increase our services to manage the expansion of ELC our structure will need to expand and change. We will monitor the impact that the continuous growth and development of the service will have on our ever increasing workforce in terms of provision, training, CPD, quality and maintenance of standards. We do acknowledge that this level of change in ELC will require a strong strategic direction.

Early Years Structure



Workforce

In August 2014 we increased our early year's workforce staffing within the local authority nurseries from 350 to 500 EYPs whilst standardising most contracts to 23 hours a week. This included 16 hours contact time and 7 hours planning and preparation. This allowed us the potential to increase contracts for staff who wanted to increase their hours up to a maximum of 35 hours a week. In August 2016, approximately 50 staff increased their contractual hours so that more flexible provision could be offered.

In September 2017, the total number of EYPs has steadily increased and this continues to grow as we increase flexibility. As many children are now in a setting for more than 4 hours the ratio of staff to children means that the workforce is continuously expanding. Approximately 80% of the EYP workforce is qualified to meet the SSSC requirements. We support those that are not qualified to undertake the required qualifications.

In April 2016 we recruited 10 new posts of childcare managers in schools that were leading on the expansion of ELC. This has recently increased to 13. A childcare manager is recruited to a school where there is, or there is the potential to have, an 8am – 6pm service for 3 – 12 year olds. The childcare manager is managed by the head teacher within the school and is a member of the school senior management team. They are responsible for the day to day management of the ELC provision, including out of school care.

The childcare manager works closely with the head teacher to ensure that high quality learning, teaching and childcare is delivered in the nursery and out of school care settings. They also provide support to the clerical staff who manage the new billing systems when additional hours are purchased by parents in those schools which do not have their own childcare manager. Schools are allocated additional clerical hours to support the expansion due to the accompanying workload this incurs. Schools offering flexibility are also allocated additional management time, to ensure the quality of learning and teaching is maintained in the nursery.

Without the childcare manager posts, it would not have been possible to prepare for expansion as it would be too burdensome for the head teacher to manage. In preparation for further expansion in August 2018 more posts will be established in the larger nurseries where an increase in flexible delivery and the offer of out of school care for all primary age children is anticipated.

Processes and ICT Systems

The introduction of a flexible provision with the ability to offer additional chargeable hours to children and families has provided us with many challenges. Not least of these has been the billing process required to ensure that parents who wish to purchase additional ELC are accurately charged. Providing an extended day for nursery children has also enabled the growth of out of school care offered to all primary children within the school and generated an additional income for the authority.

To enable this flexible provision we have invested in resources to accurately capture the fully flexible service we offer, together with the option for parents to buy more hours as there was no national system that could facilitate this. We explored the use of SEEMIs and NAMs but this did not allow us to capture the fully flexible hours that we offer. We also consulted with IT companies in England but they were looking to charge substantial amounts to procure their services.

We have procured an ICT consultant to develop the software we require for our flexible system database which will allow us to continue with flexibility. There has also been a commitment from our own Care and Learning IT team, focused continued support from the Corporate Improvement team and the Revenues and Benefits teams to ensure our systems are workable and in place. We also have an agreement from Highland Council to move to Direct Debit and voucher payments rather than invoicing parents which previously caused so much additional work and inaccurate charges being made.

It would have been unsustainable to continue the previous processes we had in place which was not equipped to deal with flexible charging. The process for the development of the database is as follows:

Phase 1 developing the database through numerous discussions with the childcare managers, clericals, support staff and many others. Gathering all of the relevant information required, rigorous and continued testing

Phase 2 further development of the software as process rolls out from August 2017– current position

Phase 3 will include partner centre details to capture any split placements and enable us to accurately follow the child

Phase 4 will be to consider the ability to enable a handheld device to enter daily register which can be uploaded into the database for busy, fully flexible 8am – 6pm provisions.

Funding of ELC

Highland Councils spend on early years' services in 16/17 was approximately 16 million gross. In 16/17 we spent more than £ 2.8 million on partner centre provision and £9.2 million on devolved nursery provision. Provision of ELC in Highland is more expensive because of the diverse geography and the distances between settlements. We have to provide care in many remote and rural areas for very small numbers of children. In more urban settings, there would be no justification for providing separate care settings for these very small rolls. In this respect there will be greater costs incurred in Highland compared to an urban authority with a similar size population.

Partner providers

Highland Council allocates funding to partners for 3 and 4 year olds based on either a per capita or block grant payment. We have reviewed payments to partners and have increased these by 5% for 2017/18 on the basis that this is the increase agreed within the local authority for the cost to parents of in-house services. The future per capita payments are captured below and the block grants will also increase by 5% each year to 2021/22

The per capita payment is paid to all private providers regardless of how many funded children they have. Partner centres with 21 or more funded children also receive per capita payments.

Year	Payment per child per hour (3 and 4 year olds)
2016/17	£3.80
2017/18	£4.00
2018/19	£4.20
2019/20	£4.41
2020/21	£4.63
2021/22	£4.86

Block grant payments are paid to third sector partners where there are 20 or fewer funded children attending. This is in order to provide sustainability in some of our remote and rural communities. There are 4 bands of block grants which include funding for 1-10 children or 11-20 and a rent element is included for those who do not have access to a free school let.

2017/18

Roll	Without school let	With school let	CALA without school let	CALA with school let
0-10	£28,280	£24,797	£25,895	£22,411
11-20	£31,834	£28,348	£29,447	£25,963

All partners receive additional benefits from the local authority within the payment which includes access to CPD and ongoing EYESO support. The current partner rates take account of staff salaries required to run the provision and include rent, insurance, resources, consumables, snack and manager costs. Some receive support with management of their settings from CALA through a Service Level Agreement (SLA) with Highland Council.

Partners receive £5.00 per hour for eligible 2 year olds and this payment has been judged as fair through discussions with providers. Where 2 year olds have ASN the funding to provide support for them is at the rate of £8.50 additional to the £5.00 which equates to £13.50 per child per hour.

These payments are in line with our colleagues in the Northern Alliance who are looking at similar increases.

We will continue to work with partners in order that we can support them to pass the living wage to staff and welcome the Scottish Governments guidance around fair work packages to assist with this. We recognise the current difference in pay that third sector partners can afford to offer their managers is much lower than Highland Council pay.

The report of the Barclay Review of Non Domestic Rates published on 22nd August 2017 and the subsequent Scottish Government response has confirmed that a new day nursery relief will be set at 100%, introduced from 1st April 2018. This will significantly remove the burden of rates from some of our day nursery providers.

Local Authority

Funding is paid directly to nurseries through the devolved nursery budget and parents can purchase additional hours on top of their free allocation, where space allows. The charge to parents for additional hours in 2017/18 is £4.00 per hour.

Where we provide out of school care from 3 – 6 pm, we charge £10.60 per session. However, after consulting with head teachers and parents we are currently testing the feasibility of hourly payments for out of school care in six settings across Highland. If this proves successful and popular we will roll this out to all settings into next year.

We welcome the awaited *National Standards for Funded Provider Status* to enable us to ensure a provider neutral framework and we will continue to ensure that we support the settings that are best placed to deliver the high quality outcomes required to help close the attainment gap.

Consultation and Engagement

We continue to consult with parents about the provision they require and in local authority and partner providers the beginning of this consultation process often takes place following enrolment when parents are asked about the hours they require to meet their needs.

FRCs are responsible for mapping service provision across the operational areas and also undertake parental and community consultations. A recent Survey Monkey provided the following results, March 2017:

- Parents were asked what was important to them in choosing the ELC provision. Ranked in order were: reputation, affordability, flexibility, social and emotional opportunities for children
- Parents were asked why they use the funded hours. Ranked in order were: it allows me to work, my child is entitled to 600 hours, it is good for my child's development
- When parents were asked if they would use the 1140 hours, 60% said they would use the full 1140 hours
- 50% of parents said they would use a school nursery for the 1140 hours
- 25% of parents favoured a split placement between 2 settings for the 1140 hours
- 50% of parents would like full year provision
- 40% asked for term time only
- 10% of parents asked for holiday cover only.

Consultation has also been undertaken by the childcare managers in settings where flexible provision is offered and that feedback has enabled us have a fuller picture of what parents want. Where parents are already used to accessing flexible and additional hours they are able to visualise what the expansion means to them in an informed way. Key messages from the consultations with parents already using flexible hours are:

- Parents say they would use all of the additional hours
- Flexibility rather than number of hours offered has enabled parents to return to work much quicker
- The move from 3 hours 10 minutes to at least 4 hours is seen as a more workable option for parents which better fit in with their employment

- Many parents state that they are happy with school hours with others saying they would appreciate holiday cover
- Earlier start times for the funded hours are popular

CALA have also undertaken surveys and consultations and have shared this with Highland Council. The majority of parents that responded said:

- They would benefit from additional hours to able them to work
- Their children would benefit from additional hours to ensure social skills
- Sessions that would best suit their needs include: Mon to Thurs - long sessions, Mon to Friday, 9 – 3pm,

In order to ensure head teachers and partner centre managers are kept abreast of current expansion plans from a national and local perspective, workshops have been delivered twice a year in each operational area. This has also enabled managers to come together to share best practice. The focus has been to gain views on how people see the expansion delivered in their setting and to discuss the impact this may have on staff and services. The information shared with managers allows them to have discussions and consultations with parents around flexibility and expansion.

The team of EYESOs have developed a newsletter and blog to share best practice and developments which is increasing knowledge across the Authority. We work closely with our maternity services and have discussed how best we capture the views of new parents whose children will be entitled to 1140 hours in 2020.

We have established an ELC Strategic Group chaired by the Director of Care and Learning. This group has multiagency membership which allows proper consultation amongst partners to shape the plan for delivery into 2020. ELC expansion is also a standing item on our Early Years Improvement Group where an improvement methodologies approach can deliver the tests of change to inform expansion.

Impact of consultation

We continue to assess the level of uptake of additional hours that parents ask us to deliver in order that we can make more accurate assumptions on what parents may require in 2020. We currently know that in 2016/2017 parents have purchased over 75,000 hours in the 53 local authority settings offering flexibility. The assumption is that demand will be greater when the hours become fully funded.

Continuously consulting with parents will ensure that we respond to their needs in order to shape the provision and address any staffing requirement on a school by school basis. This enables us to increase our workforce incrementally as our provision and flexibility increases and grows.

Section Four: The Rationale for Expansion

Since August 2014 when the entitlement was increased to 600 hours the early learning and childcare service in Highland has undergone constant review and further expansion in order to incrementally expand the workforce, grow the service, plan the structure and face the challenges.

Supporting New Arrangements

A change in systems, culture and practice can have an impact on the quality of provision. Nursery staff and head teachers reported a reduction in quality during the initial expansion of flexibility in the pilot nurseries. As the understanding and impact of change at such a pace has developed, so too has the realisation that to ensure the efficient running of the school and the quality of teaching, learning and childcare, we must support head teachers to manage this. The biggest impact was largely based around head teacher management input into nursery and also clerical administration.

In order to address this impact on quality a decision was made to allocate management time to schools with double session nurseries, and the larger single session nurseries were allocated additional time from August 2016. It was agreed that a degree of flexibility in determining this allocation was required. If it was purely based on the number of nursery children enrolled, it would not reflect the workload associated with the provision of greater flexibility of delivery nor for a teaching head as opposed to a cluster head teacher or of a school with an Early Level Class.

The allocations have been revised over the past two years and for August 2018 a new formula has been arrived at which should address and acknowledge the workload issues of the new delivery models and quality issues. It is as follows: -

Table 3

Nursery Roll*	ELC Management Time Allocation 18/19				Maximum Allocation (before Childcare Manager) or add GM session
	Basic Mgmt Time Allocation	Term Time Flex ELC 9am – 3pm	Term Time Flex ELC 8am – 6pm	Term Time Flex ELC 8am – 6pm + 4 wks in summer	
Up to 32 children	0.1	0.1			0.2
33 -56 children	0.2	0.1	0.1		0.4

57 – 72 children	0.3	0.2	0.1	CHILDCARE MANAGER + 0.1	0.6
73 - 88 children	0.4	0.2	0.2	CHILDCARE MANAGER + 0.1	0.8
89 children and above	CHILDCARE MANAGER + 0.1FTE				

We will ensure that this management time is being utilised effectively and within the nursery as we move forward and systems become embedded.

We have invested in additional clerical hours for schools to support flexibility however the development of the database will significantly reduce the clerical time required to produce bills and invoices. We are keeping the current arrangements in place for this year to allow bedding in of the database and change in systems. Guidance has been developed to support school clericals through the processes and training has been delivered to them prior to the roll out of the database.

To enable easier processes for parents accessing nursery provision for 2017/18 we have moved to the option of on-line enrolment through the Highland Council website for parents wishing a place in a local authority school or nursery. Parents can still choose to attend the school in person during enrolment week if preferred, however in the larger nurseries it is a busy time for school clerical staff and parents can spend a long time waiting for their turn which is difficult for working parents.

All parents are invited to the open day held before the end of term and it creates a much more relaxed time spent with the nursery staff and head teacher to have a conversation to discuss their requirements for flexibility and any non-funded hours.

As we work in an integrated service in Highland where assessments and developmental overviews are shared between health staff and schools to aid transition, any areas of concern for a child's health and wellbeing are already known to the nursery. On-line enrolment has proved popular with parents and has eased pressure for the schools and we anticipate that this new system will grow into the future.

From August 2017 we now offer payment by Direct Debit or childcare voucher only for parents who choose local authority provision. This will also include a choice of tax free childcare once the scheme is functioning. The decision to move to Direct Debit payment for parents accessing local authority nurseries has meant that they will now be able to spread their payments over the year which will allow them the ability to manage their finances more effectively. This will also significantly reduce the errors in manual billing processes.

Impact of Flexibility and expansion

The route to flexibility in Highland began several years ago and we are now in a position to offer parents a flexible service in 53 of our local authority settings. Our private partners and a few voluntary ones offer full day care which has meant that parents have been able to choose the provider that best meets their needs.

Parents who use the local authority nurseries that are open 8 am – 6 pm can choose the hours that suit them best whether that be full day or part day, with no set times which they must select from. This flexible approach has seen us move away from sessions or blocks of hours.

As we progress over the next 3 years we will ensure a continued dialogue with our partner providers to support them to deliver the hours that are required by 2020. The learning we have taken from growing the expansion incrementally enables us to identify processes that we have had to change or develop to access flexibility.

We will continue to listen to the views of parents and where there is more than one provider in a community we will ascertain which service they value and will not assume that this will be a local authority provider. Where there is only one provider in a community and it is offering a quality service then we will continue to use that partner. We will continue to have a mixed economy of provision but where partners cannot deliver the requirements and principles of expansion we will have to make a decision on future funding.

The main issue around increasing flexibility has been around changes to existing contracts and working practices, accurate tracking of the flexible patterns of children coming and going at different times, provision and additional funding for children with additional support needs (ASN), expanding English and Gaelic Medium ELC where there is only one nursery room that was able to be shared in the past, billing for additional hours and provision over lunchtime.

ASN

The offer of full flexibility in the 53 local authority settings and the flexibility that partners can provide means that we see parents of children with ASN taking up the offer of non-funded flexible provision. Whilst this is encouraged it does mean that the additional costs for this have to be absorbed by the service. To charge parents extra to cover any additional needs would be in breach of Equalities Legislation.

Therefore, the provision for ASN will be fully costed now to ensure that all of our children are offered the best start in life no matter who their provider of ELC is.

With approximately 20% of our children having higher levels of ASN that require additional resources, the assumption is that as we continue to offer flexibility and expand provision more children will take up their allocation.

Gaelic Medium

In Highland we have 15 settings that offer Gaelic medium provision and it will often be the same classroom that is used for the English session at another time in the day. As we expand and phase in more hours this will increase the pressure on available space. In terms of immersion in Gaelic language up until P4, it is not possible to provide a mixed ELC nursery which will mean that both groups of children will require a separate room for their ELC hours and additional costs will be incurred to provide this.

Database

The billing and invoicing issues that we have had will be resolved as we move to our new database and payment arrangements which should reduce administration of this part of the service. This will allow the resources currently provided to support billing to be managed more effectively to undertake other ELC related tasks.

Lunchtime provision

It has been suggested that as we move forward with flexibility we may see a slump over lunchtime where children move in and out of nursery from one block to another depending on hours offered. However, due to our offer of full flexibility we have not encountered this. In fact our larger busy nurseries are even busier over lunchtime and we have to look at additional staffing at this time.

Feedback from our childcare managers indicates that as flexibility grows, parents request that children stay for lunch which would indicate that as we move to longer day provision this demand will increase.

Free school meals for eligible nursery children have been met by the early years funding. However, we do see an ongoing challenge and find it difficult to equate the health and social inequalities of having our younger children who do not qualify for a free school meal being charged for lunch when older siblings in P1-3s continue to be funded. We have raised this with the Government as one of the challenges that we have to manage at a local authority level.

The revenue costs for expanding the provision of nursery meals that takes account of any capital programmes involved is provided within the Financial Template

Rural Poverty and Phasing

Addressing the hidden depths of rural poverty and the impact that this can have on children and families in Highland is behind our intention to phase in additional hours incrementally across the whole of Highland. Due to our vast geographical area we endeavour to take a universal, preventative and early intervention approach to ensure the needs of all of our families are considered, and that equity is ensured across all integrated childrens services.

Rural poverty impacts on every area of life and the level of income required to sustain a standard of living that will ensure the health and wellbeing of our children is a challenge. We know too well that the average earnings are lower in rural areas and where parents do manage to gain employment, it often means having more than one job to ensure their family's basic needs are met.

We know that families in rural areas often have to travel great distances to access services and fuel poverty is a very real issue in some of our communities. The adverse effects of low income, reduced access to employment, the uncertainty of seasonal work, part time contracts, lack of transport and poor housing all impact negatively on families.

Many of our families have to spend an average of 10-20% more on everyday requirements as basic as food and shelter, and living in rural poverty means that child poverty is a real concern for us in Highland.

Therefore the importance of providing access to increased ELC across all of our communities is at the heart of our plans to phase to ensure no family misses out. This is important in an area such as Highland as rural poverty and the impact it has on children cannot be overstated. By providing a level playing field through our expansion plan we will ensure we do not increase the poverty gap between those living in more affluent urban communities and those that experience rural poverty.

The plans for phasing will also ensure that building the workforce incrementally will be more manageable particularly in rural areas where access to staff is limited. To move from 600 hours to 1140 without any element of phasing would put service provision at risk.

SECTION FIVE: Future Provision and Priorities

The key guiding principles of **quality, flexibility, accessibility and affordability** are at the forefront of the rationalisation of services as we move forward with expansion of early learning and childcare.

Service Delivery Model

ELC service delivery will be based on the already expanding, flexible model that we have in place and will be further enhanced by our plans for phasing. This will take account of our unique geography and we will base this on continuous local consultation, which will focus on individual settings within an ASG and an operational area. We will ensure that families continue to be able to choose the provider of their choice, that they can split placements if they want to and that a flexible model of provision will continue to expand and develop.

Settings will continue to choose their hours of provision but will ensure that the phasing plans are fully implemented each year and that all are able to offer the minimal hours stated until full 1140 hours by 2020.

We are aware that the model on which we base our provision will need to change from term time only to 4 weeks summer provision in some of our settings. In the future we will see a small number of local authority nurseries offering full year provision but this will be needs led, based on parental requirements. For Highland it is neither practical nor affordable for all settings to be open from 8am - 6pm, or all year. Many of our local authority nurseries will offer a 9am-3pm provision.

Within our phasing plan we will offer expanded weeks of provision in each ASG and this will be considered within the context of the mapping of provision will continue to be undertaken, through discussion with head teachers and where we have full day care partner providers who operate a service which we would not want to put at risk. We will continue to work with our partners to ensure the capacity they have to deliver extended provision is made available to parents. We acknowledge that the use of high quality partner providers is more cost effective than building new provision.

ELC is not compulsory and we will ensure that although we plan to provide for all children that we are careful to not over provide or we will have settings that remain empty, even after the demand lag has passed.

Demand and supply in Highland as indicated by the National Record of Scotland Population Projections indicates that the overall population for the next 5 – 10 years will remain largely unchanged however, for Inverness the expansion in the population will continue to grow where other areas may reduce or largely stay the same.

Expanding Provision with Partners and New Providers

We will continue to work alongside our partners to deliver a high quality flexible accessible and affordable ELC provision. We will ensure that we include partners in any discussions and developments around expansion to ensure we have listened to them and considered their views.

We will continue to review our commissioning rates; we will look to increase payments but will be asking for reassurance from partners that the funding we provide will cover the costs of the living wage. This will be considered in future agreements.

We will formalise the arrangements for eligible 2 year olds and continue to make headway with destigmatising the take up of this provision by families. We want families to see it as an option to enable them to take up study, training or employment and we want to develop more stay and play and family nurture based learning.

Low uptake of 2 year old provision remains a challenge for us but so is the availability of provision in some Areas and we will examine the use of other assets in local communities. We have begun discussions with partners in High Life Highland around our use of assets outside of school buildings to help with expansion requirements. We will work with them to explore how we can use these for local authority expansion particularly for eligible 2 year olds and also consider where they could offer to deliver the service.

We will continue to work closely with CALA to support progression of further work around provision for eligible 2's in areas across Highland and we are discussing CPD training needs of staff working with 2 year olds. Another element of the work with CALA is developing a test of change using a vacant janitor's house on school grounds in an area of need where no provision is available. A second test is looking at a similar service for eligible 2's by sharing premises with the primary school.

CALA are also being supported and part funded by Highland Council to deliver a programme around developing the young workforce, with an emphasis on working in the childcare sector which we will continue to monitor.

We are aware of the significance of intergenerational work and the current notion of developing nursery type provision within care home settings. In one rural area the care home is experiencing recruitment issues which appear to be linked to lack of local childcare provision. We are currently in discussion with our NHS Highland partners around possible localised solutions.

Quality

We have learned that a rapid expansion of both opening times and flexibility in ELC settings can raise risks to the quality of learning and teaching. We have therefore considered ways in which we can reduce this impact with the main risks and mitigating actions set out in the following table. Much of this is already in place but it is important that the focus on quality of teaching, learning and childcare is maintained during the expansion process.

Risk	Mitigation
“Dilution” or perceived dilution of learning as children spend more time in settings	Rigorous self-evaluation materials and quality assurance processes Continued rollout of understanding of Building the Ambition
Rapid expansion of workforce leading to reduced average skills and knowledge	Refreshed induction processes and materials for EYPs Clear CPD structure and progression
Flexible provision making it harder to plan with and for individual children and monitor learning	Revised planning, observation and tracking processes designed to work in flexible contexts Testing and introduction of continuous profiling
EYP shifts, longer days and flexibility make it harder for children to have single point of contact for attachment and emotional regulation	Review of key worker functions to ensure all children have points of contact with transitions built in
Longer days for children reducing learning through fatigue	Freedom for settings to plan flexibly for their populations Revised planning processes to support balanced approaches when children have long sessions
Difficulties in common approaches and planning between settings where children have split provision	Introduction of continuous profiling Local quality indicators agreed to support communication between settings
Flexible and busier drop-offs reduce opportunities for parental engagement	Wide sharing of good practice solutions to family engagement Support websites and other materials for families to use
General quality declines as managers and officers concentrate on managing expansion	EYESO team maintain focus on quality of provision Early years meetings held regularly to support good practice New CPD for setting managers on “running a setting”
Decoupling of ELC from “Education” within Care & Learning as processes/contexts diverge	Education managers supported to keep focus on early learning within wider planning
Over rapid expansion of outdoor learning as capital solution might run ahead of quality of provision	Establish clear quality indicators and learning rationales for outdoor learning

Phasing

The rationale to focus on expansion to full provision in areas of deprivation only would not target rural poverty in Highland but would focus purely on Inverness and we would be unable to deliver the 1140 hours due to an inability to expand the infrastructure and workforce that would be required in the short time frame, which would include a new school build. As our main concern around phasing is about any potential impact on the quality of learning, teaching and childcare, we know from experience that moving to a flexible approach had this effect. Therefore by increasing incrementally we will minimise the impact on quality and manage this more effectively.

To deliver the full 1140 hours in only a fraction of our provision for next session would not enable the expansion to occur at a pace that would be justifiable in terms of equity. It would also be difficult to provide the same commitment to fund our partner providers without it raising discussions around fairness. We argue that an incremental increase in hours across the whole of Highland means that all families would benefit, the workforce could be expanded incrementally and the outcomes for flexibility and expansion would be more realistic and achievable.

Phasing in the hours as we plan across all providers will ensure that no family in Highland is excluded or marginalised from the offer. Through this approach we will make the most difference to more children and their families who will all benefit from an increase in hours offered. This will be more acceptable to our families, communities and partnerships. Politically, an offer of fully funded provision in one area as opposed to another would be challenged.

However, we do recognise that it would be beneficial to test a fully funded model in an area of deprivation to ensure our most vulnerable children benefit from the expanded hours. This will also ensure a fully tested model of full implementation that we can learn from.

Therefore we will include two settings in Highland where children will have access to the full 1140 hours. The first is in Merkinch Family Centre in Inverness which is in an area of high deprivation. This will provide up to 30 eligible 2 year olds, with 1140 funded hours if parents choose this and it will allow additional family nurture work to take place. The Family Centre is an all year provision and it is also where we intend to place one of our ELC graduates next year. The anticipated improved outcomes for our younger children will be a true measure of how the expansion and additionally will impact on their attainment, health and wellbeing.

The second site where we plan to offer the fully funded hours will be in a partner centre in Dingwall that offers provision in an area of deprivation and this will reflect our desire to ensure a provider neutral approach.

We will ensure that the messages around phasing are clear and consistent across Highland, and that it is manageable, affordable and accessible. For that reason and following discussion and consultation the approach will be as follows:

Phase 1 17/18 600 Funded hours	Last year of 3 hours, 10 minutes.
Phase 2 18/19 760 Funded hours	All settings move to a minimum of 4 hours a day for 5 days term time. Within an ASG – in LA settings with Childcare Manager move to at least one school offering 4 weeks provision over the summer.
Phase 2 18/19 1140 Funded hours	2 settings in areas of deprivation offer the full funding
Phase 3 19/20 840 Funded hours	The 4 weeks offered in the summer would become standard therefore offering 80 more hours at 20 hours per week. Schools not opening in the summer, move to a more flexible approach e.g. 9am -3pm or 8am –6pm
Phase 4 20/21 1140 Funded hours	All local authority centres offering minimum 9am – 3pm with ASG options for 4 weeks in summer.

As we already offer non funded hours to parents in the nurseries currently offering 8am – 6pm provision, we know that the uptake of these hours is increasing year on year. We therefore assume that parents will take up the offer of 20 hours funded provision – or 760 hours a year in 2018/19.

Incrementally phasing in the hours as described will allow us to offer more hours to our existing workforce of EYPs so that they can increase up to 35 hours if they wish, before we need to look for new staff. As we move to an offer of 4 weeks of summer provision in an ASG, contracts will be negotiated with the trade unions to allow the increase in weeks being offered to staff to cover this. Initial information has already been shared with trade unions.

In terms of capital spend we will need to ensure that consideration and priority is given to settings where expansion to 760 funded hours would require a level of infrastructure input so that they are ready for 2018/19. We are also obtaining more detailed information from our partner providers as part of the local area mapping, on their ability to deliver the 1140 hours. The focus is on the basis that provision is of the highest quality for children, and flexible enough to meet family needs.

Workforce

As we move forward with the expansion of ELC and more nurseries are offering an extended day, our need to increase the workforce grows incrementally. Initially current EYPs will be offered more hours, but not all staff will want this. In this situation we will continue to advertise more hours. We estimate that we will need to provide an additional 250,000 hours to deliver 1140 hours in 2020.

We recognise that in larger nurseries that do not have a childcare manager there is a need to have a senior post that can support the head teacher with the responsibility of managing a growing early years workforce before 1140 hours becomes available for all nursery children. We will introduce a senior EYP who will provide leadership and management to a growing workforce and they will be employed in settings that are unlikely to be delivering a full day care service for all ages in the future, and therefore will not become entitled to a childcare manager.

The senior EYP will be developed from the current establishment and will be full time (35 hours) to enable them to fulfil the leadership and management role required, and will also be a key member of the nursery team. They will still have 16 hours of contact time and key worker duties however, they will also have a lead role in terms of planning, staff rotas and day to day supervision.

The criterion for having a post of Senior EYP will not be based on the number of staff, many who may be working only 23 hours, but on the fulltime equivalent required to meet the flexible delivery. Therefore, if there is the equivalent of 4 x 35 hours (140 hours) per week EYPs in a centre or more, then a senior post would be appropriate. A centre that has a childcare manager would not at this stage qualify for a Senior EYP however this may evolve in the future depending on service provision. The post will also create career opportunities for existing EYPs to apply for a senior role and further progression into a childcare manager position into the future if desired.

Many of the nurseries in Highland are small and rural with less than 10 children, so although two members of staff are required to maintain the ratio of staff to children, it is not a second EYP that is needed. It is often general assistance with lunch, snack and toileting that is required. In the larger settings currently offering flexibility, and in all nurseries in 2020 when children will be in attendance for more hours in the day then assistance with lunches, nappy changing and general welfare needs will increase, not necessarily duties that would require an EYP.

Therefore an ELC support worker will be introduced in settings where there are at least 12 children accessing school lunches on a daily basis as part of their flexible day. They will attend to the duties that are not necessarily those of an EYP and will therefore be cost effective. We do not see a slump in uptake of hours over lunchtime in settings that offer flexibility in fact the opposite is the case as we move away from

sessions. The role will form part of the workforce in small rural settings where 2 EYPs are not required to meet the ratio.

The support worker will require Social Services (children and young people) SCQF level 6 (previous SVQ 2) qualification for SSSC registration and this is important for them to be seen as a valued member of the early years workforce. Having a post at this level will also enable those staff who are anxious about studying at SCQF level 7 (SVQ3) but who work well with children, an opportunity to gain experience and a qualification, which may then lead them onto further study and an EYP role.

LA ELC Staffing Structure from 2017/18

Title	Basic Hours/week	HC Pay Grade	Contracted Weeks/year	Required Qualification	SSSC registration
Childcare Manager	35	9	52	BA Childhood Practice	Manager
Senior Early Years Practitioner	35	7	40 + holidays	Social Service (C&YP) SCQF 7(previous SVQ 3) Leadership training	Practitioner
Early Years Practitioner	23	5 - qualified 4 – unqualified	40 + holidays	Social Service (C&YP) SCQF 7	Practitioner
Out of School Care Practitioner	20	5 - qualified 4 – unqualified	40 + holidays	Social Service (C&YP) SCQF 7	Practitioner
Early Learning and Childcare Support Worker	Various	3	39 + holidays	Social Services (C&YP) SCQF 6	Support Worker
Modern Apprentice	23	Scottish Living Wage	40 + holidays	Social Services (C&YP) SCQF 7 in post training and mentoring	Practitioner

In terms of the ELC support worker role it is not the intention to immediately change the existing arrangements in any settings where there are currently two EYPs for less than 10 children. However, in the event of any future change in staffing, a review will be undertaken to ascertain if the current nursery rolls are to remain below 10 in the longer term, and if so this new structure will be implemented when recruiting new staff. There are currently 55 local authority nurseries with less than

10 children enrolled for the next session, which equates to more than a third of all the local authority provision.

Looking to the future and the required workforce expansion, we will have early year's modern apprentices (MA) in Highland. We have not until now had any early year's MAs in Highland Council and this role will help create greater opportunities for employment in the early year's sector and support the development of the required workforce for the future. This is particularly important in rural areas where we will have the ability to 'grow our own staff'.

In order to support the expansion of ELC in an area the size of Highland where there are so many providers and a widely dispersed workforce we have introduced a project manager role to develop the resources and infrastructure that is required now and into the future.

The continuous process of ongoing engagement and consultation with the ELC national project and delivery steering groups requires a project manager to coordinate activity. This role is responsible for the development of local delivery programmes, monitoring and feedback around progress both to national partners and local teams to ensure the expansion plans stay on track time and budget wise. Furthermore, it will ensure that there is a consistent approach to development and expansion across all four Areas of the vast geography of Highland.

We will make appointments to deal with the additional demands for senior management and leadership capacity during the implementation phase. There will therefore be 4 change posts developed, one for each area, to ensure that the business of expansion is effectively led, and the capacity to deliver on this huge process of change in systems, culture and practice is managed.

We have a bank of non-teaching staff to ensure that we are able to supply staff to cover unexpected absences. We also work with CALA to support a staff bank through a Service Level Agreement and will continue to explore how this may be more effective across ASGs to ensure we are able to offer reassurance of availability and some continuity.

The Scottish Government allocation of additional graduates to work directly with children in areas of deprivation means that there are 6 posts allocated to Highland. We are submitting our Graduate Template alongside the Delivery Plan that describes the local decisions we have made around where they should be placed.

Our future position is to continue to promote high quality and flexible ELC, through a motivated and skilled workforce who have the best interests of children and their welfare and development at heart.

Infrastructure

We are mindful of making best use of assets and the sequential decision making process advised by the Scottish Government whether that be capital spend on refurbishments, extensions or new builds.

We will therefore:

- **Use what we have** within the local authority including workforce, natural environment, infrastructure and buildings
- **Use what we purchase** enhancing the use of partner assets, developing existing partnership models to provide a mixed economy, strengthening provision including blended models and childminders
- **Create what we need** where full use of existing local authority services and assets plus enhanced commissioned services still leaves a gap, create or build new capacity including outdoor nurseries

As we move nearer to 2020 we will consider what the demand versus capacity is and we will continue to consult with parents to help shape this. However, in the meantime in order to plan for 2020, we have to make assumptions about future demand. However, if not all parents take up the places offered, we have to be prepared for a potential lag in demand.

Mapping and consultation across areas, Associated School Groups (ASGs) and individual settings has helped us to build the profile of all available provision and we know in terms of infrastructure that we will need to look at some form of modification (refurbishment, extension or new build) in approximately 80 of our local authority settings.

Many are Victorian buildings which can provide challenges around expansion. We have looked at each ASG carefully to gather a list of priorities for 17/18 and beyond, and also to consider what the requirements will be to enable full use of existing assets. This will mean using the current space more effectively, extending, refurbishing, using demountables or (lastly) new builds.

We will look at the use of other public assets outside school buildings that may be available in the local area and whether it would be more feasible, affordable and accessible to expand partner provision. Guidance from the Scottish Government suggests that there can be no capital allocation from the Council to partners, which presents challenges regarding an equitable approach across the sectors. In Highland we are dependent on many of our partners particularly in rural locations to ensure we are 1140 ready and with this in mind we work in partnership around the use of vacant space within our rural schools to ensure we have capacity to provide 1140 hours by August 2020 and this is incorporated into our capital plan. However we

intend to continue to pursue the issue of capital support with Government, in order to sustain a 'provider neutral' approach.

The use of the natural environment and opportunities for outdoor learning are increasingly valued for children. Where this is a solution for provision, it will be supported, provided the overall quality of children's experiences can be maintained or improved.

We continue to consult with families and communities as we plan the requirements to deliver into 2020, not just for the here and now. Any new primary school plans need to include provision of 1140 hours ELC as do local discussions around new housing plans and new employment opportunities emerge. The phasing of any capital investment will have to be carefully considered, in particular with regard to the availability of internal Highland Council resources, the capacity within the construction industry and prevailing market conditions.

The investment will comprise a range of solutions, including being part of new build school projects, stand-alone new build nursery projects, modular units, extensions and refurbishments. Some projects will also be combined with works to address other issues in schools, where it would be best value to address these at the same time as the nursery works where possible.

SECTION SIX: Implementation Plan

Elements and context	Actions
<p>Quality Quality provision must be maintained during the period of change</p>	<ul style="list-style-type: none"> • Continue to improve data collection to monitor the quality of provision • QA, Improvement Planning and Support Visit process to be reviewed by the EYESO team this session • Rollout refreshed training on Building the Ambition HGIOELC and Self-evaluation, based on the Highland Early Years Rationale • HGIOELC/self-evaluation training will be offered in-house by the local EYESO to settings where self-evaluation has been identified as an area for improvement • Rollout and review of “Running a setting” training for managers and link with partner universities to create Masters level in Early Years pedagogy • Review and test induction processes for EYPs • Review CPD structure and establish clear progression • Testing and rollout of revised approaches to planning, observation and tracking • Testing and introduction of continuous profiling • ELC website developed to include good practice on split placements • Development of “good practice” quality standards for split placements • continue to improve quality of interactions between staff and children • Review of keyworker functions and guidance • ELC website developed to include good practice on family engagement • Development of guidance and quality indicators for outdoor learning and outdoor settings • Ensure continued engagement with Quality Improvement Team and links to Early Level through additional resource allocation

<p>Phasing 1140 implementation in individual settings can begin as capacity becomes available and be phased through to 2020</p>	<ul style="list-style-type: none"> • 53 LA sites now offering flexibility – learning from and sharing best practice • Ensuring all LA providers move away from 3 hours 10 minutes in all settings, to complete hours (e.g. 4 hours over 5 days) • All settings offer 20 hours from August 2018 to ensure rural deprivation captured • 2 settings in areas of deprivation offer the full funding • Purchasing of additional hours made easier for parents by introducing and developing the Database • Direct Debit, voucher or tax free childcare payments only. Stopping invoicing and therefore supporting settings to offer flexibility • Support large scale expansion by ensuring information is shared and explained – Head teacher workshops, CPD, Blog, newsletters • All local authority nurseries supported by FRCs to increase flexibility (this includes breakfast club and OSC) • Encouraging a model that offers parental choice • Working with childminders and SCMA to support commissioning and split placements • Supporting partners with expansion planning and blended models
<p>Community Engagement Families and communities do not change in a uniform way, especially in a time of change over a comparatively short period. It can be expected that there will be an element of ‘demand lag’ for the new offering that can be understood and managed via community engagement</p>	<ul style="list-style-type: none"> • FRCs, childcare managers, schools and partners continue to consult and engage with parents/carers and consider new models • Ensure parents have an informed choice around how they use their hours and future provision • Ensure messages to external stakeholders are clear and robust • Schools and PC managers being equipped to offer advice around expansion to parents and staff • Childcare partnerships understand expansion • Use opportunities within CPPs to inform and discuss expansion of ELC
<p>Workforce Areas to address to include: leadership, consultation, industrial relations, recruitment plans</p>	<ul style="list-style-type: none"> • Working closely with all relevant stakeholders and providers of further education to ensure we are prepared and able to deliver the requirements • Career development opportunities continue – including introduction of new structure • Ensure alignment is with the Developing the Young Workforce agenda • Develop training for operational managers in settings

Quality Plan

Key: Early Years Team

SMEY: Senior Manager Early Years. PM: Project Manager. EYESO: Early Years Education Support Officer. FRC: Family Resource Co-ordinator. CCM: Childcare Managers. EYO: Early Years Officers. HT: Headteachers. PCM: Partner Centre Managers

Improvement Activity	Measures	Who/When	Evidence of Impact
Continue to improve data collection to monitor the quality of provision	<ul style="list-style-type: none"> • Integrated approach within Care & Learning to establish and understand what quality looks like for children, parents and communities • Agree core data set to monitor quality • Establish monitoring arrangements and agree role and remit • Establish alignment with other quality teams (QIOs) to examine trends or gaps 	SMEY March 2018 EYOs and PM December 2018	Improvement in data that reflects child development outcomes and parent satisfaction Maintenance or improvement in quality grades from: <ul style="list-style-type: none"> • Care Inspectorate • Education Scotland • QA reports from EYESO/QIO
QA, Improvement Planning and Support Visit process to be reviewed by the EYESO team this session.	<ul style="list-style-type: none"> • Visit records and evidence from settings 	EYESOs June 2018	Self-evaluation grades from settings and visits show ongoing improvement and clear strategy for next steps at authority level for CPD
Rollout refreshed training on Building the Ambition HGIOELC and Self-evaluation, based on the Highland Early Years Rationale	<ul style="list-style-type: none"> • Numbers of attendees • Evidence of follow-up improvements in setting plans etc • Course evaluations 	EYESOs 2017 onwards	Improvement in data that reflects child development outcomes and parent satisfaction. Maintenance or improvement in quality grades from: Care Inspectorate Education Scotland

			QA reports from EYESO/QIO Improved P1 attainment data
HGIOELC/self-evaluation training will be offered in-house by the local EYESO to settings where self-evaluation has been identified as an area for improvement.	<ul style="list-style-type: none"> EYESOs will continue to monitor self-evaluation on Support Visits and Quality Assurance Visits 	EYESO ongoing	Robust improvement planning with clear evidence and key data.
Rollout and review of “Running a setting” training for managers and link with partner universities to create Masters level in Early Years pedagogy	<ul style="list-style-type: none"> Attendance numbers Course evaluations 	EYESO From September 2017 QIT	Managers of settings require fewer support visits. More visits show impact of training sessions where leadership, confidence and boldness to trial new improvement projects focus on learning through play and management structures communicated effectively with staff, children and families.
Review and test induction processes for EYPs	<ul style="list-style-type: none"> EYESO judgement on fitness of induction process for expanded and flexible ELC 	HT/PCM	New staff are familiar with learning, teaching and assessment tools and remain positive about their roles in the setting. Recruitment is straightforward and posts are filled.
Review CPD structure and establish clear progression	<ul style="list-style-type: none"> Early Years Meetings feedback and participation Self-evaluation will be embedded in all other CPD delivered by EYESOs. EYESOs will support managers to 	EYP EYESOs June 2018	Evaluation forms are specific for action plan and staff implement these plans back in the setting. Reflected in self-evaluation statements

	monitor the impact of CPD		
Testing and rollout of revised approaches to planning, observation and tracking	<ul style="list-style-type: none"> Numbers of settings adopting and maintaining Self-evaluation data from settings Visit records of EYESOs 	EYESO 2017 onwards	Emerging literacy data improved. Individual profiling and young person's understanding of self-evaluation improved. Improved quality of interactions and observations to support effective planning and profiling.
Testing and introduction of continuous profiling	<ul style="list-style-type: none"> EYP and manager assessments of practicability and effectiveness, including parental feedback 	Continuous profiling group 2016 onward	Learning conversations enable next steps, more clearly. More evidence of parental feedback.
ELC website developed to include good practice on split placements	<ul style="list-style-type: none"> Blog posts and usage statistics 	EYESO team	Wide variety of examples to upload and share good practice identified by EYESO.
Development of "good practice" quality standards for split placements	<ul style="list-style-type: none"> Staff comment in PRDs of growing confidence, sharing of practice impacts in other settings 	EYPs	Examples of split placements shared with EYESO team and shared on setting visits.
Continue to improve quality of interactions between staff and children	<ul style="list-style-type: none"> EYPs to attend and implement Words Up training Self-evaluation shows management monitor the quality of interactions 	EYPs	Improved language outcomes as measured by development overviews.
Review of keyworker functions and guidance	<ul style="list-style-type: none"> Reduced behaviour incidents ELC improvement plans reflect careful planning for keyworker role 	EYESOs	Staff self-evaluations are positive about their key role. Planning for learning and teaching is reflected in the setting with the children.
ELC website developed to include good practice on	<ul style="list-style-type: none"> Staff comment in PRDs of growing confidence around family engagement, Family comments in questionnaires, 	EYESOs	Wide variety of examples to upload and share good practice identified by EYESO.

family engagement	<p>audits describe impact at home on play and interaction with their children</p> <ul style="list-style-type: none"> • Visit records show evidence of staff using Bumps2Bairns to engage families 		
Development of guidance and quality indicators for outdoor learning and outdoor settings	<ul style="list-style-type: none"> • Staff have a clearer idea of the elements of quality outdoor learning and what this looks like in practice 	EYESO	Planning reflects outdoor learning experiences as opposed to activity. Staff can notice, observe, plan and assess using creativity particularly with the outdoor learning environment.
Ensure continued engagement with Quality Improvement Team and links to P1 transition	<ul style="list-style-type: none"> • Greater consistency and easier transitions between ELC and P1 	QIT	QIT will be able to support further development of ELC and transitions into P1

Workforce Plan

Improvement Activity	Measures	By who/when	Evidence of Impact
Working closely with all relevant stakeholders and providers of further education to ensure we are prepared and able to deliver the requirements	<ul style="list-style-type: none"> • Explore more work based learning with all providers and remove barriers to part time and accessible learning 	ELC project board ongoing	Incremental increase in the ELC workforce
Career development opportunities continue – including introduction of new structure	<ul style="list-style-type: none"> • Introduce new roles to ensure a career pathway – ELC support workers, Senior EYPs 	SMEY Workforce Manager	Increased workforce at all levels
Ensure alignment is with the Developing the Young Workforce agenda	<ul style="list-style-type: none"> • Discussions within school settings include the ELC 	QIT PM	More young people decide on a career in ELC and a career in ELC as a positive destination
Develop training for operational managers in settings including 'How to manage a setting' through the CPD calendar	<ul style="list-style-type: none"> • Include in the CPD calendar 	EYESOs September 2017	Headteachers are more confident in this role
Keeping unions informed and working closely with HR	<ul style="list-style-type: none"> • Ensure regular liaison and information sharing 	PM SMEY Workforce manager	Unions and HR understand impact of expansion
Working in partnership with the Care Inspectorate	<ul style="list-style-type: none"> • Regular discussion and information sharing 	SMEY EYESOs Ongoing	Working relationships develop and mature

Continually reviewing the workforce requirements, employing new staff to meet flexibility and expansion of hours, addressing training needs and ensuring staff are supported to undertake qualifications that are required.	<ul style="list-style-type: none"> • Clear workforce planning undertaken in each Area year on year to ensure needs are explored and monitored • New staff training needs addressed and supported 	PM Workforce Manager EYOs EYESOs Ongoing to 2021/22	Increase in high quality, appropriately trained workforce continues to evidence best practice Workforce will continue to grow and develop as we move forward with flexibility.
Strategic leadership capacity during the implementation required in each of the 4 areas	<ul style="list-style-type: none"> • Strategic development of ELC expansion is supported in each of the operational areas 	SMEY Strategic Group	Area decisions around expansion and flexibility meet local needs
Development of EY Modern Apprentices for next session and subsequent years	<ul style="list-style-type: none"> • Job description developed and work with training providers to ensure support and mentoring is provided 	PM FRCs HR October 2017	More young people move into EY modern apprentice roles
Develop the role of new graduates and ensure knowledge skills and expertise are fully utilised	<ul style="list-style-type: none"> • Develop job description; decide which areas will benefit from graduates in discussion with Area and Education QIT. Discussion with education providers 	PM September 2017	New graduates in post for August 18/19
Continue to support peripatetic manager role with CALA to support voluntary organisations where one manager can support up to five small provisions	<ul style="list-style-type: none"> • Role is promoted to ensure sustainability of settings in remote and rural communities 	CALA FRCs	Accessibility and flexibility offered to parents

Phasing Plan

Session	Funded Hours	Maximum hours per week	Approach	Action
17/18 Phase 1	600	16	Last year of 5 “sessions” of 3 hours 10 mins	Notify all HTs and Partners September 2017.
			Decisions for 18/19 agreed by December 2017 in order that enrolment info and guidance for 18/19 clearly outlines the arrangements for August 2018.	Work through the staffing implications of the changes and set plan in place for August 2018 implementation. Financial cost of funding the additional 4 hours per week included in SG financial template
			Within an ASG one setting where there is a Childcare Manager (13) will open for 4 weeks of provision in summer 18. Parents can pay for additional hours, or they could change their 17/18 funding arrangements once they know about it in the new year to be spread over the available weeks. Where there are more than 1 Childcare Managers in an ASG, decide which provision that should be or if more than one setting should be open. Management support provided by all other CCMs in the ASG to joint plan/support/provide cover.	Project Manager with Childcare Managers and Unions to work out contract implications and negotiate changes to contracts of those who wish to change to full year (52 weeks) Childcare Manager focus group to consider possible locations and feedback to group. Senior Management Teams in Areas should base decisions on parental consultation around flexibility and additional hours required, Family Resource Co-ordinators key role. Capital priorities must include provision for 20 hours for 17/18
18/19 Phase 2	760	20	All LA centres to move to minimum of 4 hours per day for 5 days - Term Time Centres can offer more if they want (eg	Recruitment of staff if existing staff not prepared to increase from 23 hours to 27 hour costings in delivery plan to SG. Work with HT to understand

			9am – 3pm)	<p>how 20 hrs can be delivered particularly where there are challenging environmental situations (capital/distances) that may not be resolved by Aug 18.</p> <p>Work with HT to submit CI variations to increase capacity by utilising outdoor space where needed. Consider further development s and staffing required by 2020 to ensure continuity of service and smooth transitions</p>
			Within an ASG - in LA centres with Childcare Managers move to 4 weeks summer provision with possible max funding of 20 hours per week across the summer as well. Parents can spread hours out across the available weeks.	New staffing model – decisions around whether summer provision is across an ASG not an individual school. Through ongoing consultation, where there is parental demand and uptake secured, consider if any centres would offer full year provision for the ASG.
	1140	30	2 settings in areas of deprivation will offer the fully funded 1140 hours	Work with settings to ensure all elements for full expansion are in place: space, resources, workforce, family nurture
19/20 Phase 3	840	20	The 4 weeks in the summer would become standard and therefore there could be 80 more hours @20 hours per week of entitlement. Schools not opening in the summer could move to the more flexible term time approach 9am – 3pm or 8am – 6pm	Need to work with those centres with accommodation issues – working through increase or development of new ASG outdoor facilities
20/21 Phase 4	1140	30	All LA centres offering minimum 9am – 3pm with ASG options for 4 weeks in the summer too. May have one of two open all year if parental demand is there (working parents)	Consider impact on costs if a LA nursery open all year (PPP schools)

Community Engagement Plan

Ensure staff in Highland understand the vision for expansion of ELC and are aware of progress through differing means of communication including: workshops, meetings, blogs, newsletters, through Improvement Groups and childcare partnerships, Committees, Directorate meetings.

Improvement Activity	Measures	Who	Evidence
FRCs, childcare managers, schools and partners continue to consult and engage with parents/carers and consider offer of extended hours	<ul style="list-style-type: none"> • Parental consultation is included in all expansion plans • Parents understand they can split their placements 	ELC staff FRCs CCMs PCM	Parents will choose flexible hours that meet their needs at the setting of their choice
Ensure parents have an informed choice around how they use their hours and any future provision	<ul style="list-style-type: none"> • Ensure clear messages are delivered through any meetings, posters, newsfeed • Social media opportunities explored 	FRCs CCMs PCM	Parents will say that they understand the offer to them Parents will say that they are able to choose the setting accordingly
Ensure messages to external stakeholders are clear and robust	<ul style="list-style-type: none"> • Include key stakeholders in ELC project board to inform discussion and sharing of information 	PM ELC project board	Key messages around expansion are evident in discussions
Schools and PC managers being equipped to offer advice around expansion to parents and staff	<ul style="list-style-type: none"> • Regular information to head teachers and PC managers to ensure understanding as new information is received from SG 	PM CCMs	Parents and staff understand developments and key messages
Child care partnerships understand the plans for expansion	<ul style="list-style-type: none"> • ELC expansion is a standing item on agendas 	FRCs	Fully understanding is evident in discussions and agenda
Use opportunities within CPPs and Improvement Groups to inform and discuss	<ul style="list-style-type: none"> • Area officers ensure ELC expansion is on the CPP agenda and key Improvement groups 	ELC staff FRCs SMEY PM	ELC features in CPP plans

Infrastructure Plan

HIGHLAND COUNCIL - EARLY LEARNING AND CHILDCARE EXPANSION PROGRAMME													
SUMMARY (27/09/17)													
Item		Overall		2017/18		2018/19		2019/20		2020/21		2021/22	
		Capital Cost (£M)	No. of Projects	Capital Cost (£M)	No. of Projects	Capital Cost (£M)	No. of Projects	Capital Cost (£M)	No. of Projects	Capital Cost (£M)	No. of Projects	Capital Cost (£M)	No. of Projects
1	Mid Area	8.850	17	0.000	0	1.300	6	2.750	7	4.800	4	N/A	N/A
2	North Area	5.550	14	0.850	3	1.000	5	0.950	4	2.750	2	N/A	N/A
3	South Area	16.850	33	0.650	3	2.100	7	5.750	9	8.350	14	N/A	N/A
4	West Area	5.050	17	0.300	1	1.950	5	1.600	7	1.200	4	N/A	N/A
5	Catering Equipment (Where No Capital Project)	0.300	N/A	N/A	N/A	0.100	N/A	0.100	N/A	0.100	N/A	0.000	N/A
6	Client Capital Programme Management	0.200	N/A	N/A	N/A	0.050	N/A	0.050	N/A	0.050	N/A	0.050	N/A
7	Potential Programme Delivery Issues	N/A	N/A	N/A	N/A	-2.000	-3	-2.000	-3	-2.000	-3	6.000	9
8	Sub-Totals	36.800	81	1.800	7	4.500	20	9.200	24	15.250	21	6.050	9
9	Programme Contingency (10% of Years 2-5)	3.500	N/A	0.000	N/A	0.450	N/A	0.920	N/A	1.525	N/A	0.605	N/A
10	Overall Totals	40.300	81	1.800	7	4.950	20	10.120	24	16.775	21	6.655	9
11	Confirmed Capital Allocation	1.694		1.694		0.000		0.000		0.000		0.000	
12	Additional Capital Required	38.606											

ELC EXPANSION - MID AREA (27/09/17)

Project	Addit. Kitchen Dining	Project Value				Type	Year	Comments	
		<£100K	£100K to £500K	£500K to £1M	£1M to £3M				
1	Avoch Primary	Yes		1			Refurbishment	2018/19	Part of larger project
2	Craighill Primary - EM	Yes		1			Extension		Additional accommodation required
3	Ferintosh Primary			1			Outdoor		New outdoor centre for Dingwall ASG
4	Hill of Fearn Primary		1				Refurbishment		New early level class
5	Hilton of Cadboll Primary		1				Refurbishment		Alterations to existing
6	Mulbuie Primary			1			Extension		Currently shares space with canteen
7	Ben Wyvis Primary	Yes			1		Extension	2019/20	Part of larger project
8	Kiltearn Primary			1			Extension		Part of larger project
9	Milton Primary	Yes	1				Extension		Minor extension for kitchen/dining
10	North Kessock Primary			1			Extension		Part of larger project
11	Strathconon Primary			1			Extension		Part of larger project
12	Strathpeffer Primary	Yes		1			Extension		Additional accommodation required
13	Tarradale Primary				1		Extension		Part of larger project

14	Alness - Bridgend Primary	New				1	New Build	2020/21	Potential New ELC Centre	
15	Alness - Coulhill Primary									
16	Alness - Obsdale Primary									
17	Dingwall Primary				1		Extension		Part of larger project	
18	Invergordon - Park	New								Potential New ELC Centre
19	Invergordon - South Lodge									
20	Strathgarve Primary		1				Refurbishment		Possible conversion of former school house	
Total No. of Projects			4	8	3	2				
Total Cost (£M)			8.850							

ELC EXPANSION - NORTH AREA (27/09/17)

Project		Addit. Kitchen Dining	Project Value				Type	Year	Comments
			<£100K	£100K to £500K	£500K to £1M	£1M to £3M			
1	Bonar Bridge Primary		1				Refurbishment	2017/18	October holidays
2	Dornoch Primary				1		Refurbishment		Conversion of former external store - on site
3	Noss Primary		1				Refurbishment		Alterations to toilets to allow third room to be used
4	Crossroads Primary		1				Refurbishment	2018/19	Possible acquisition of current Scallywags building
5	Farr Primary (Bettyhill)			1			Refurbishment		Part of larger project
6	Keiss Primary			1			Extension		Additional accommodation required
7	Melvich Primary		1				Refurbishment		Internal alterations
8	Tongue Primary			1			Extension		Nursery extension only
9	Brora Primary			1			Extension	2019/20	Additional accommodation required
10	Golspie Primary			1			Refurbishment		Refurbishment of vacant space
11	Halkirk Primary		1				Refurbishment		Partner centre in school building
12	Reay Primary			1			Extension		Possible move of partner centre to school building

13	Newton Park Primary	Yes			1		Extension		Additional accommodation required	
14	Thurso - Miller Academy Primary	New				1	New Build	2020/21	Potential New ELC Centre	
15	Thurso - Mount Pleasant Primary									
16	Thurso - Pennyland Primary									
Total No. of Projects			5	6	2	1				
Total Cost (£M)			5.550							

ELC EXPANSION - SOUTH AREA (27/09/17)

Project	Addit. Kitchen Dining	Project Value				Type	Year	Comments
		<£100K	£100K to £500K	£500K to £1M	£1M to £3M			
1	Cauldeen Primary		1			Refurbishment	2017/18	Part of major extension/refurbishment project
2	Lochardil Primary		1			Extension		Part of larger project
3	Stratherrick Primary	1				Refurbishment		Internal alterations
4	Ardersier Primary		1			Refurbishment	2018/19	Additional accommodation required
5	Auldearn Primary	Yes	1			Extension		Additional accommodation required
6	Cannich Primary		1			Extension		Additional accommodation required
7	Dalneigh Primary	Yes	1			Extension		Additional accommodation required
8	Duncan Forbes Primary	Yes	1			Extension		Additional accommodation required
9	Holm Primary		1			Extension		Additional accommodation required
10	Raigmore Primary	Yes	1			Extension		Additional accommodation required

11	Central Primary			1			Extension	2019/20	Additional accommodation required
12	Cradlehall Primary				1		Extension		Additional accommodation required
13	Crown Primary	Yes			1		Extension		Additional accommodation required
14	Hilton Primary	Yes			1		Extension		Additional accommodation required
15	Kirkhill Primary			1			Extension		Additional accommodation required
16	Milton Of Leys Primary	Yes				1	New Build		New nursery annexe
17	Smithton Primary	Yes		1			Extension		Part of major extension/refurbishment project
18	St Joseph's Primary			1			Refurbishment		Possible use of church building for GP to allow room to be converted
19	Tomnacross Primary			1			Refurbishment		Conversion of former school house
20	Aviemore Primary	Yes			1		Extension	2020/21	Additional accommodation required
21	Balloch Primary			1			Extension		Additional accommodation required
22	Beauly Primary			1			New Build		Part of new school
23	BSGI/Slackbuie	Yes			1		Extension		Options for expansion of Gaelic school being considered; modular unit probably required before 2020
24	Deshar Primary		1				Refurbishment		Minor refurbishment
25	Drakies Primary			1			Extension		Additional accommodation required

26	Grantown Primary	Yes		1			Refurbishment	2020/21	Refurbishment of vacated kitchen/dining	
27	Kinmylies Primary	Yes			1		Extension		Additional accommodation required	
28	Muirtown Primary			1			Extension		Additional accommodation required	
29	Merkinch Primary	Yes			1		New Build		Part of major extension/refurbishment project	
30	Nairn - Millbank	New				1	New Build		Potential New ELC Centre	
31	Nairn - Rosebank									
32	Ness Castle Primary				1		New Build		Part of new school	
33	Newtonmore Primary - EM/GM			1			Extension		Additional accommodation required	
34	Stratton Primary				1		New Build		Part of new school - likely to be beyond 2020/21	
Total No. of Projects			2	20	9	2				
Total Cost (£M)			16.850							

ELC EXPANSION - WEST AREA (27/09/17)

Project	Addit. Kitchen Dining	Project Value				Type	Year	Comments
		<£100K	£100K to £500K	£500K to £1M	£1M to £3M			
1	Portree Gaelic Primary		1			New Build	2017/18	Part of new school
2	Ardgour Primary		1			Extension	2018/19	Additional accommodation required
3	Auchtertyre Primary		1			Extension		Part of larger extension - relocate to school building
4	Portree Primary		1			Refurbishment		Move partner to refurbished rooms vacated by Gaelic Primary
5	Scoraig Primary		1			New Build		Part of larger project
6	Ullapool Primary			1		Extension		Part of larger project
7	Arisaig Primary		1			Extension		Additional accommodation required
8	Caol Primary	Yes	1			Extension	2019/20	Minor extension for kitchen/dining
9	Gairloch Primary		1			Refurbishment		Includes relocation of Toybox
10	Inverlochy Primary		1			Refurbishment		Alterations to nursery building
11	Kilchoan Primary		1			Refurbishment		Minor refurbishment
12	Mallaig Primary		1			Refurbishment		Alterations to school building
13	Sleat Primary		1			Refurbishment		Alterations to school building

14	Broadford Primary			1			Refurbishment	2020/21	Part of larger project	
15	Dunvegan Primary			1			New Build		Part of new school	
16	Invergarry Primary			1			Refurbishment		Part of larger project	
17	Spean Bridge Primary			1			Extension		Part of larger project	
Total No. of Projects			2	14	1	0				
Total Cost (£M)		5.050								

Risk Management Plan

Ref	Risk	Category	Risk Description/Underlying Concern	Mitigation Actions (controls) (time/cost/quality)	Level of Risk (Likelihood X Impact)
1	Quality of ELC service declines during the period of expansion	Quality Workforce	Quality becomes compromised as current workforce structure changes and new structure becomes embedded Existing workforce feel unsettled & not communicated with around the expansion plans Unable to recruit to new posts	Regularly Communicate & share Highland Council ELC Delivery Plan (included updated versions) Develop and utilise childcare managers within Quality & Improvement Focus group Ensure current staff feel valued and actively involved in future expansion plans	4x4=16
2	Focus becomes specifically about expansion of hours to 1140 hours	Service redesign	Focus is predominately on expansion impacting on allowing flexibility and choice Flexibility of LA schools to offer additional summer holiday does not increase in line with planned timescales Use of language means we continue to focus on current provision	Quality & Improvement Focus group explore way we can ensure we increase flexibility and choice without an impact on current quality Childcare managers own the future plans around expanded provision and promote this with staff and HT's Encourage discussion of phasing and 1140 hours in all ELC expansion discussions and promotionally	3x3=9
3	Partner provision declines	Quality Workforce	Staff move from partners to LA workforce Partners are unable to recruit new staff Partner provider provision is no longer sustainable in some areas	Provider Neutral approach, makes work in private sector more viable (financially & through professional development) Provider Neutral/Funding Follows the Child Sub Group focuses on risks & identifies ways to manage the risk	4x4=16
4	Processes are not put in place to manage the expansion plan	Operational	Administratively unable to manage additional demand Current IT system to manage changes develops	Billing Focus Group support the further development of new data system for billing	3x3=9

			Resources not in place to cope with increase in hours	Phasing gradually undertaken over next three years to ensure accommodation is fit for expansion and workforce is available	
5	Lack of commitment to buy into national strategy and deliver at a local level	Governance Operational	There is a lack of buy in from other parts of the organisation regarding the Blueprint and local ELC expansion plans	Regular reports to People's committee Feedback to Care & Learning Directorate and senior management team provided on a regular basis and an understanding of the implications of the expansion plans Director of Care & Learning actively involved in ELC work at a national level and feeding back to the directorate on this work at a national level	4x4=16
6	Lack of communication and engagement with parents, families and local communities around 1140 expansion	Governance Operational	Parents, families and communities have a poor understanding around the plans for expansion and therefore uptake of 1140 hours is poor.	Parental Engagement Focus Group established to ensure effective communication within large nursery settings Family Resource Co-ordinators have key role in engagement with childminders, partner centres, families and wider communities Mapping exercise and questionnaires sent out and reviewed on a regular basis Regular updates to People's Committee that includes information on engagement Communication plan is developed Communication with ELC workforce including Head Teachers Newsletter and social media utilised to communicate expansion plans	3x3=9
7	Focus becomes about infrastructure and not utilising what we have and what we currently purchase	Governance Finance	Risk that we focus only on new builds which has large cost implication to the authority	Regular meetings with Estates team to explore creative solution to expansion plans that include using what we have, developing outdoor space and working more collaboratively with our partners.	3x3=9

8	There is an insufficient workforce to provide the expansion plans	Quality Workforce	Lack of understanding around expansion implications on the workforce mean that there are insufficient qualified/experienced staff available to provide 1140 hours	<p>Workforce Development Group meets regularly and identifies risks</p> <p>Introduction of Early Years Modern Apprenticeships from August 2017</p> <p>Introduction of Senior EYP post from Autumn 2017</p> <p>Identify additional settings offering full flexibility and Out of school care provision that may warrant introduction of childcare manager posts</p> <p>Ongoing review of current work force in each location</p>	3x3=9
9	Lack of financial understanding of costs of expansion impacts on funds provided by Scottish Government	Finance Governance	<p>Highland Council under estimate capital and revenue plans for the next five years</p> <p>Financial projections provided to Scottish Government under estimate actual cost</p> <p>Actual cost of expansion plans rise in the intervening years</p>	<p>Clear and concise completion of Financial Template to support SG report</p> <p>Regular reviews of capital plans for each area and actions to plans, including 'quick fix' solutions are followed up within designated timescales</p>	5x5=25

ELC Strategic Group Members	Designation
Aileen Mackay	EQIO
Amanda Graham	Head teacher
Anthony Standing	SDS
Beth Brown	EQIM
Bill Alexander	Director of Care & Learning
Claire Pardoe	UHI
Dawn Meston	Family Resource Co-ordinator (North)
Derek Martin	Area Care & Learning Manager (Mid)
Eairdsidh MacGilleathain	UHI
Fiona Bremner	Accountant
Fiona Skinner	UHI
Hayley Brown	Family Resource Co-ordinator (South)
Heather Keyes	UHI
Jaci Douglas	Chief Executive CALA
Jackie Ross	Family Resource Co-ordinator (Mid)
Jacquelyn Jennett	Area Care & Learning Manager (North)
Jennifer Campbell	Project Manager ELC expansion
Jim Steven	Head of Education
Karen Ralston	Area Care & Learning Manager (South)
Liz Scott	Family Resource Co-ordinator (South)
Mona Wilson	Bòrd na Gàidhlig
Norma Young	Area Care & Learning Manager (West)
Robert Campbell	Estates Manager
Sandra Harrington	Senior Manager Early Years
Seonag Campbell	SDS
Sophie Dunnett	UHI
Tracy McIlvar	Family Resource Co-ordinator (West)
Other contributors	
Sue Nield	Catering Services Manager
Jennifer Godsman	Project Co-ordinator
Evelyn Miller	Cleaning and FM Manager
Sandra Breach	Early Years Officer
Margaret MacDonald	Secretary Care & Learning
David Walker	Project Co-ordinator
James McTaggart	Early Years Educational Psychologist