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Children's Centre Leader



INSIDE THIS ISSUE

1 30 HOURS FOR FAMILIES
4 READING ON SCREENS
7 REDBRIDGE
9 LAMBETH
11 TOWER HAMLETS

CHILDREN'S CENTRES POLICY

30 Hours - For Families

Extending the early years entitlements, for up to 30 hours for three- and four-year-olds of working families, is an idea that grew in the lead-up to the 2015 general election. One thing for sure is the idea has proved extremely popular with parents struggling to juggle work, home and free childcare. And it has been an idea and new business opportunity broadly welcomed by the early years sector too. But not without some tension and concerns. There is a real need for practical operational and policy issues to be ironed out to meet the needs of parents and providers alike. Many of whom are feeling hard-stretched or that their models of delivery, given the diversity in the sector, does not make an easy fit. And its focus on childcare has reopened debates about

what early years is, and what childcare is. What's important to hold on to is both are registered with Ofsted, and both have to deliver the Early Years Foundation Stage (EYFS). So, in practice and delivery terms, they are the same. It's the outcomes that have a slight difference in focus; one on early learning, and one on childcare. But both remain accountable to the deliverables of the EYFS – so this binds us all together with the similarities, not artificial differences.

We all understand, more than most, the important family support role early years and childcare providers and children's centres offer to help families work and achieve their goals, alongside our central roles of supporting children's wellbeing and learning outcomes. For

(continued on page 2)

Welcome

This issue considers the early years entitlement for up to 30 hours and the positive impact that will have on families, while we feature three London local authorities who have strong children's centre programmes in place to help parents into work. Our feature (p4) on children reading on screens will help you stay informed to advise families on the benefits and pitfalls.

Let us know what you think by emailing:

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James Hempalls,
Editor, Children's
Centre Leader



me, it has always been a double deal; early years and childcare. Children learning and growing and developing, and families managing and achieving their economic wellbeing. I don't think it is possible to do one without fully considering the other. But this is still not a widely-held view in early years. The whole sector needs to reach the view that we can achieve both with equal success. And new delivery partnerships have the potential to make sense of this new policy and focus on our commonalities and shared goals.

Some two years on from the 2015 general election, and we have yet to start full delivery of 30 hours – due in September 2017. While it has given us lots of time to think, it has also been a frustrating period peppered with many unanswered questions, and the generation of many myths and misunderstandings. Now, with only a few months to go to the launch in September 2017, there is still much to do and to consider. Not least the snap general election in June 2017, which means all eyes are on the political manifestos regarding early years all over again. And parents, wanting to identify and secure their autumn term childcare and early years provision, will be anxious to do just that. So, we must all be focused and remain undistracted. In short, let's carry on.

THEMES FOR ROLL OUT

To do that, let's first look back before we look forwards.

The work that many local authorities have been doing on early implementation reveals some useful insights. Eight of them started delivering smaller numbers of places (around 400 each) from September 2016, with the exception of York who funded all eligible children, whilst over 20 more looked at themes and issues such as special educational needs and disabilities (SEND), flexibility, or childcare sufficiency (ensuring there are enough high quality places in areas of expected demand). I noticed several themes that will help future roll-out: information; business

“Business planning must be one of the biggest barriers, and it needs to be within the context of running an early years service.”
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planning; partnerships and collaboration; demand and supply, and thinking differently. And in April 2017, four local areas were asked to start early with a full roll-out, those being Tower Hamlets, Dorset, North Yorkshire, and Leicestershire.

I always think one key to successful implementation is moving information around as soon as possible, and getting the terminology clear and consistent. Being wary of the temptation to hold back until you've got all the facts at your fingertips.

Engaging in widespread early dialogues with staff teams, other providers and schools, children's centre teams, the local authority, and current parents and potential parent users is vital. Everyone needs to be au fait with the eligibility criteria, as one of the biggest reasons people don't take up any entitlement is they wrongly assume it's not for them. And all need to know the process of applying and taking their places. Demand will be high for the extended entitlement, and demand will drive supply; it will give providers an essential and real insight to local needs and wants (just like it did with two-year-olds) and will be a powerful and dynamic force that will support all our business decisions moving forward. The government has launched its parent portal for all the entitlements and it serves as a one stop shop for information and applications for these and tax free childcare www.childcarechoices.gov.uk

BUSINESS PLAN REVIEWS

It's a big ask for providers. Every provider must review their business plan and financial models with 30 hours in mind, and when that has been done, review them again. In a clear illustration of how diverse our sector is, I meet very many providers who are on top of their business planning and financial profiling. And they have been vociferous in their assertions this is the case. But I have to say in contrast, the vast majority of providers I meet do not have a business plan, have not worked out their delivery costs



nor considered the impact and business potential of 30 hours. If that is you, be honest and seek help now. Business planning must be one of the biggest barriers, and it needs to be within the context of running an early years service. Generic business support and general messages about 30 hours doesn't cut it, it's best to seek specialist and individualised support if you need it. This is where partnerships and collaboration may be advantageous, peer-to-peer support shared between settings, schools and childminders, and children's centres can provide the much needed second opinions and sharing of best practice. And in practical terms, settings may need to collaborate to ensure the full 30 hours is available, free at the point of delivery, for children each week.

The growing myths and misunderstandings over the

past few months are probably the biggest barriers for this programme. I've still been hearing how providers still feel 30 hours isn't going to happen. Well it is – although anything can happen in a general election. The Department for Education (DfE) has published both their Statutory Guidance for local authorities and Operational Guidance for local authorities and providers. This is a really useful resource. There is a risk of us reversing the direction of travel we have started with flexible delivery, but I think once the dynamics of demand and supply settle-in, we will see parents using their entitlements in ways that make sense for them and for providers. Unlike the first 15 hours, there will be many parents who don't use their whole entitlement. Instead, they could need as little as 2-3 hours more each week, across more weeks of the

year, not just in school term times. This may help providers to achieve a balance in the week and throughout the year. When in doubt, refer to the statutory guidance, and ask the local authority with whom you are contracting.

Once these very important barriers and concerns are worked through over the next few months, we will then focus on how much hard-working families (on average incomes or below) struggle to manage work and life, and to balance their household expenditure and childcare costs. Children's centre employment and economic wellbeing strategies must be closely aligned and integrated with this new entitlement. Because if the early implementation is anything to go by, 30 hours will make a tremendous difference that we will all be proud of.

Children's Reading on Screen

With the ubiquitous presence of smartphones in everyday life, many of us have become accustomed to reading our daily messages, news, as well as favourite books and learning materials on a small screen. Similarly, young children are increasingly accessing texts and stories in digital formats, which range from highly interactive apps to static PDFs. Many parents and teachers avoid the use of digital books with children because they perceive them as inferior to printed books or as part of children's excessive screen time. Yet, just like reading on screen fulfils multiple functions for adults, children's e-reading is part of their learning, communication and social development. Leaders and practitioners in the field need to be aware of the complex nature of children's e-reading and how to facilitate discussions about children's reading on screen with parents and caregivers.

THE SCREEN TIME QUESTION

The first thing to remember is that reading on screen is part of children's media diet, which needs to be balanced. This involves connecting on-screen and off-screen activities, or reading on screen with reading on paper, and placing strong

emphasis on co-viewing and co-participation between adults and children and children and their peers (Guernsey & Levine, 2015). As The National Association for the Education of Young Children succinctly put it: 'Effective uses of technology and media are active, hands-on, engaging, and empowering; give the child control; provide adaptive scaffolds to ease the accomplishment of tasks; and are used as one of many options to support children's learning.' (NAEYC, 2012, p.6).

An integral part of effective technology use is a good understanding of the individual characteristics of specific technologies and their affordances and limitations. A fundamental aspect of this understanding is to view technology as an interconnected array of practices and devices, not as one big box that is inherently either good or bad. The many discussions we had with professionals, industry partners and parents over the years revealed that narrow visions and misunderstandings can be worked through if stakeholders engage in specific discussions of particular aspects of the technology nexus.

For children's reading on screen, it is helpful to break

it down to the specific types of reading devices, the content supported by these devices and the unique contextual and individual factors influencing children's engagement with this content.

DEFINE BEFORE YOU EVALUATE

First step in these discussions is to establish what we mean by reading on screen. Children can read digital books with a number of technologies, including e-readers (e.g., Kindle, Kobo); tablets (e.g., iPads, Samsung tablet); smartphones; Wiis, Xboxes, Leapsters & LeapPads or DSEs. Different devices support different formats of books, with different names and features.

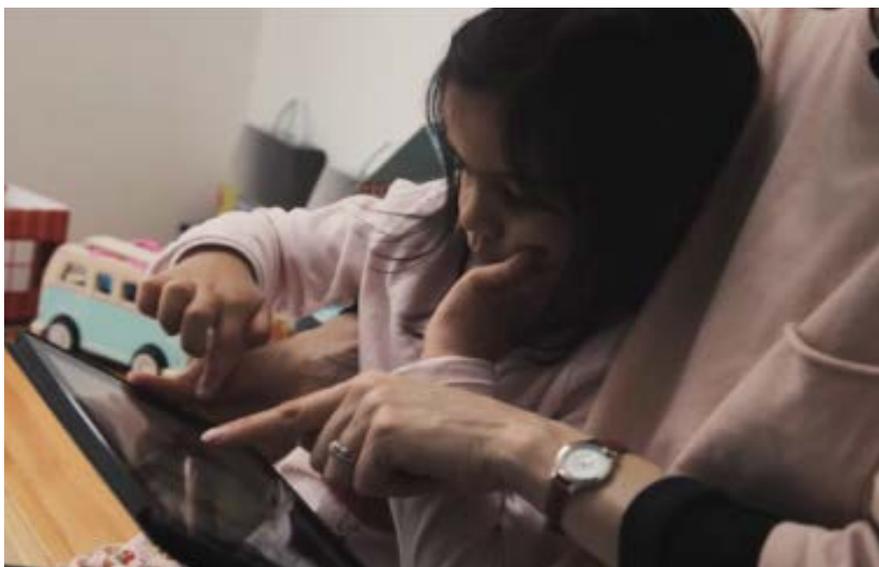
Digital books which are downloadable for eReaders or for computers or laptops, are called e-books. Digital books read on smartphone or tablets are called ibooks, story apps or simply "apps". These digital books are different than print books: they are a hybrid of books, short films and digital games. In the [Nosy Crow Cinderella app](#) for example, children do not just hear and read the story. They can dress Cinderella's stepsisters in their ball clothing, help Cinderella tidy up plates in the kitchen and even insert their "selfie" in one of the magic mirrors.

BENEFITS AND PITFALLS OF DIGITAL BOOKS

Most digital books aim to serve two purposes: to entertain and to educate. A body of research concerned with e-books on laptops and PCs shows that high quality e-books can support story comprehension and meaning-making for dual language learners (Walker, Adams, Restrepo, Fialko & Glenberg, 2017), word learning for older toddlers (Strouse & Ganea, 2017), children's engagement and motivation in reading (Richter & Courage, 2017) and with personalized digital books, contribute to positive parent-child interaction (Kucirkova, Messer, Sheehy & Flewitt, 2013).

However, apps and e-books with many hotspots and interactive features that do not correspond to the narrative, can negatively affect children's story comprehension and vocabulary learning from the book (Takacs, Swart & Bus, 2015) and disrupt parent-child shared reading (Parish-Morris, Mahajan, Hirsh-Pasek, Golinkoff & Collins, 2013).

As for the e-books' entertainment value, it is worth remembering that many children love to be actively involved with stories they read and creatively contribute to what happens on the page. Digital books and apps offer them opportunities to do so. With some story apps, children can personalise the story characters, add their own voiceover or choose their own story ending. With other apps, however, children don't



Picture taken from the RSA Catalyst Project Video Children's Reading On Screen, Copyright Natalia Kucirkova, 2017

need to do much to enjoy the story: the story is read to them by an automated voiceover and short films absorb their attention. The quality of content therefore matters a lot.

The procedure for judging the quality of content is different with digital books than with printed books. A set of helpful criteria is available from the [United Kingdom Literacy Association website](#). Professionals, parents and educators interested in following expert recommendations can have a look at the suggestions provided by the "App Guide", regularly updated and freely available from the [National Literacy Trust website](#).

The guide includes tips and recommendations for both teachers and parents interested in using apps with children aged 0-5 years.

Last but not least, we should emphasise the essential role

parents and educators play in supporting children's reading on screen. Although many apps contain embedded feedback and support in the text, this doesn't mean that they can replace effective adult scaffolding.

The adult's presence is crucial for the child's learning and long-term enjoyment of stories.

Reading on screen is a new largely uncharted area that requires collectively constructed maps. Some tips from parents reading on screen with their toddlers and pre-school children are available from the [Royal Society of Arts](#) website and can be commented on and updated with your own contributions.

(References on p6)

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Useful Websites

- Royal Society of Art - www.thersa.org [search for Natalia Kucirkova, then scroll to Articles]
- United Kingdom Literacy Association - www.ukla.org [search for Digital Book Award]
- National Literacy Trust - www.literacyapps.literacytrust.org.uk



Dr Natalia Kucirkova is a Senior Research Fellow at the University College London Institute of Education. Her research concerns innovative ways of supporting children's book reading, digital literacy and exploring the role of personalisation in early years. She developed an award-winning children's app 'Our Story' and has widely published on early literacy and children's technology. She has been commended for her engagement with teachers and parents at a national and international level. Natalia currently leads an ESRC-funded project focused on children's personalised books at UCL, Institute of Education.

Hope for Parents Wanting to Work

In common with many parts of the country, Redbridge is a borough of contrasting fortunes, with relative wealth sitting side-by-side with areas of greater need. With an estimated 18.5% of Redbridge adults having no qualifications (ONS 2014/15) and unemployment at 8%, both of which are higher than the London average (17.6% and 6.9% respectively) considerable challenges exist.

Although there were good services available to support adults into work and training available, they required a higher level of 'work readiness' and confidence to access than most of our parents could meet. Very quickly children's centres realised they would need to put together an altogether different offer to support these parents journey towards work.

SUPPORTING PARENTS TO WORK

Once we understood our clients' needs better, we were able to build a partnership that included initially Work Redbridge, a council-funded umbrella service that linked together employers, training providers and Job Centre Plus, and Redbridge Institute of Adult Education (RIAE), the main provider of community learning in Redbridge; both matched our own commitment and brought expertise and a high-level of flexibility to the partnership. This flexibility was to prove

crucial as we had to try many different formats of intervention in order to meet the diverse needs of our community. We began with very informal workshops; discussing the type of work that people might like to do and the routes into this. From here we were able to recruit to adult education courses or identify the few who were ready for job support through one of the many Job Clubs run throughout the borough.

ETHNICALLY DIVERSE BOROUGH

Most of those who attended these workshops were women and many had little or no ability to read or write in English and most were very low in confidence in spoken

English. Redbridge is one of the most ethnically diverse boroughs in London, with around 63% of the population belonging to BME groups. A number of initiatives came about to address this; we were fortunate to work with QED (Quest for Economic Development) who received central government funding principally to support Pakistani, Indian and Bangladeshi women to improve their English. RIAE provided 15 week ESOL classes in children's centres and Work Redbridge were already pioneering English Conversation clubs and children's centres supported some staff and

(continued on p8)



Jesmee Nahar, one of 235 adults to achieve an NVQ through a partnership with Learning Curve and Redbridge Children's Centres, collects her NVQ Level 1 certificates for Maths and English.

(continued from p7)

volunteers to train and start their own clubs. We also teamed up with Faith Action who ran a Creative English programme that was drama-based and proved incredibly popular and effective, often attracting 40 or more participants to each session.

VOLUNTEER PROGRAMME

Around the same time, children's centres began to implement an ambitious volunteer programme with the specific aim of providing genuine work experience. Following a rigorous induction, parents were encouraged to begin work-related training alongside their volunteering. The scheme recognises volunteering milestones and after 50 hours of volunteering, we offer to provide an employment reference. We also linked up with Work Redbridge and RIAE to provide job search skills training. As of writing this article more than 250 volunteers have passed through the programme, providing nearly 50,000 hours of support that has developed their skills, experience and confidence, but also extended the work children's centres have been able to provide. Volunteers now support most children's centre sessions, cover receptions, provide data entry support and are completely integrated into our model of working. Had we employed these

volunteers at even a modest living wage, this would have cost close to half a million pounds! The results have exceeded all expectations with 77% (193) finding paid employment or going on to higher education. This volunteering programme was recognised for its quality and effectiveness, receiving the Experts in Volunteering award.

Despite the flexibility of our learning partner, adult education still requires that you attend a college, which for many families was a problem. In late 2015 we began a partnership with Learning Curve; they provide fully-funded NVQ courses. Initially our offer was for basic Maths and English, which could be studied at home with occasional one-to-one visits to a tutor based at the children's centre. This has proved highly successful at increasing the take-up of basic skills training. In a relatively short period of time, 235 adults have completed an NVQ, 188 (80%) who had no previous formal UK education and 19% (43) have already progressed to a Level 2 or 3 NVQ. Redbridge now has two full-time Learning Curve tutors based in its children's centres.

Redbridge children's centres has set ambitious targets for the current year, looking to top 400 NVQs, increase the scope and responsibility of volunteers with the DfE-funded Family and Childcare Trust's Parent Champions programme - they will spearhead our 2-Year-Funding enrolment and embedding this work into the Outcomes Framework we measure our

impact against; adults we work with 'will improve their literacy and numeracy skills' and 'will gain skills leading to employment or improved work opportunities'.

This work has been recognised by OFSTED who said it was 'highly effective'. Participants are enthusiastic too: one parent, who is representative of many, says "After living in the UK for 5 years I felt my confidence was getting lower and lower. After completing two courses I have noticed my skills improved a lot and I now feel much more confident".

The secret to the success of this approach has been to be very clear on the link between poverty and poor outcomes for children and recognise that parents are the best people to change this pattern. By being open to working with a wide variety of partners, by talking to our families and understanding their needs, we have found a patchwork of services that can support most people who want to work. You do have to recognise opportunities when they present themselves, for instance Learning Curve were sending us regular emails offering to train our staff and then someone had the idea of talking to them about how we could link them up with their target audience for basic skills. There is a lot of help out there but it isn't always joined up well. With the right people on board you can get it to those who can benefit most from the support. It is a coalition of the passionate and in Redbridge, it is making a difference to families every day.

Personal Development Plans

Paths to Work is an employment programme in Lambeth children's centres run since February 2016 by Hemsall's. "We are passionate about linking the needs of children with those of their parents and carers," explains James Hemsall.

Through Paths to Work, the aim was to support parents to improve their ability to be employed in work, and therefore, in their economic situations.

The project was delivered in ways that fitted around parents and worked at their pace. At the first opportunity in a Personal Development Plan, as much information was gathered from the parent as possible - about qualifications, experience, hopes for the future and which barriers were in the way.

Hemsall's helped to set personal goals with parents

and to suggest ways to improve on the areas they wanted to develop.

They kept in touch along the way, by text messaging information, reminders and invitations to sessions.

Many parents commented this kept them focused and encouraged them to participate. "Joining in, or walking through the door of a children's centre can be really hard for the first time, and even times after that," says James.

BACK TO BASICS

Getting qualifications in English and maths was a real starting point for many parents.

Also, many parents and carers needed to improve their self-confidence before they could even start to think about further learning or employment. The confidence needed to leave the house, go to a children's centre or other building, talk with others, and to develop and share goals.

GAINING INDEPENDENCE

Parents were offered the opportunity to join in at many one-off Thinking About sessions such as: Thinking

about Confidence Building; Thinking about Volunteering; Thinking about Working in Childcare, and Thinking About Using Childcare.

For some, the Personal Development Plan session was the first time they left their child in a creche under the care of someone other than them or their family, and they overcame that concern. Over time, leaving children became easier and was excellent for the child's development and learning (like making friends). One of the parents said at their PDP review: "Paths to Work introduced me to lots of courses and children's centres. It also allowed me to start off my goals. With my daughter becoming more independent and getting along with other children without me. Also, she learns faster than I thought."

Parents were encouraged to travel to other children's centres, both within and outside the area to get used to travelling for future employment.

A father who has since returned to work, sent the following message: "The session I came to really helped crystallise my thinking about what I wanted to do, so it was very useful. Am now managing a team of 10 again and working silly hours sometimes, but it is fun. All the best."

Often the next steps were to work with partner



organisations to meet parents' needs if Hempsall's could not help directly. For example, Hubert to look at job applications and a CV.

Parents wanting to pursue their own business were referred to another partner for a business planning course.

Others did maths, English and childcare at an adult learning centre.

In the last year, Hempsall's worked with 78 parents in Streatham and 220 across the whole of Lambeth.

James says, "We are delighted we have been involved from the beginning. In starting to work with parents to help them think about the future and to develop Personal Development Plans with goals to help them get where they want to be."

They understand the important family support role children's centres can offer to help families work and achieve their goals, alongside central roles of supporting children's wellbeing and learning outcomes.

James says, "For me, it has always been a double deal; working with children through early years and childcare provision. Children learning and growing and developing, and families managing their economic wellbeing. I don't think it is possible to do one without fully considering the other."

Of the 78 parents in Streatham, 20 are now already working.

Three more parents are volunteering which is a hugely valuable and effective



Jane Pickard, councillor for Knight's Hill and cabinet member for families and young people in Lambeth with parent, Karine Mallet.

step towards the world of work, growing experience, developing a CV and building personal confidence.

12 more are attending courses such as English, maths and childcare - all key and essential subjects for everyone wanting to work.

Parents are at different stages of their lives too. Six parents have recently had babies and have put their plans on hold. They are still thinking about and planning for their futures. Other parents were actively looking for work or volunteering placements now their children are at school or about to go to school.

Juggling work, learning and childcare is a massive challenge. A daily challenge for parents who want to work. The Paths to Work project aims to help and support parents to make the choices they want

and find the childcare to help them succeed.

The early learning entitlements of 15 hours of free childcare for some two-year-olds, all three-year-olds and four year-olds and 30 hours for three- and four-year-olds of working parents (from September 2017) are a huge help to make this happen. "It is so important this free childcare and early learning is joined-up with parents' working opportunities," explains James. He goes on to say:

"None of the achievements in Lambeth children's centres would have been possible without parents getting involved and working hard, and partners and children's centre staff working together with joint aims and goals."

In Partnership For Families

Tower Hamlets has the highest rate of child poverty in the UK and is working in partnership to deliver better outcomes for those children and families that need it most. There is a strong focus on helping parents access training or work.

DEMOGRAPHICS

Tower Hamlets is a "young" borough. A quarter of the whole population are aged 0 to 19 years old and there are an estimated 21,843 0-5 year olds (7.7% of the population).

The borough presents a very diverse picture, in terms of prosperity and disadvantage as well as in terms of cultural richness. Tower Hamlets is a place of prosperity, diversity and growth. The area has changed physically over time and its skyline now includes many of the biggest and most high profile businesses in London. The population has also grown substantially by around 27% over the last 10 years.

The borough has one of the highest rate of child poverty in the UK, with 49% living below the poverty line. In 2015, 62% of children in Tower Hamlets achieved a good level of cognitive development at the Early Years Foundation Stage, below the national average of 66%.

The formative years from 0 to 5 are critical to the future health and wellbeing of

infants in Tower Hamlets. Many different local organisations have chosen to work in partnership through Tower Hamlets Together* to improve the life chances of the population. Help at an early stage means getting the right support at the right time and can ensure that any issues are addressed quickly; preventing further escalation or crises and ensuring resources are put to the best possible use.

The future health and educational outcomes of infants will depend on the extent to which the social, economic and family environment in Tower Hamlets supports their emotional, social and cognitive development through their formative years. The availability of high quality health, social care and parental support services that help mitigate the impacts of deprivation are crucial to this.

INTEGRATING EARLY YEARS SERVICES THROUGH CHILDREN'S CENTRES

The council, in partnership with Tower Hamlets Together, intends to deliver better, earlier support to those children and families who need it most. London Borough of Tower Hamlets (LBTH) will achieve this through children's centres working much more closely with all aspects of health provision, training

and work initiatives.

As the new service develops, the working relationship between children's centres, early years settings, schools, health services, employment and social care will be strengthened. The outcomes will be better support for residents.

Children's centres continue to offer high quality services to improve health, education and social care outcomes. Free services for the most disadvantaged families have been preserved. The differences are that we target resources to provide more services earlier and across a much wider front and that we will offer a much wider range of services from partner organisations. Elected members have decided to retain all 12 designated children's centre sites and to support six additional delivery sites. The financial rationale for this is that early intervention saves significant amounts of money. More importantly it averts personal tragedy.

Service users will find that services meet their needs better and faster. Services themselves will be deepened and sometimes changed in focus. This is happening through the closer alignment of children's centres with Tower Hamlets Together, the Clinical Commissioning Group, the GP Care Group,



community midwives, public health and the health visiting service. We are strengthening our work supporting parents who are distant from employment through the WorkPath initiative. We are also working with families affected by the benefit cap with a range of council partners. We recently moved to this indepth partnership working because we know from neighbouring local authorities that specialist support of this type is more effective than "in-house" non-specialist services.

The outcome of this wider and richer offer, consistent across all centres, will be an improvement in the accessibility of a whole range of services to residents. The aim is to have an integrated early years service focussed on meeting local need, and presented to users as

a one-stop shop where the majority of their support needs, for themselves and for their children, including access to early help, can be met in one place.

LBTH intends to achieve this through integrating the work of all the early years services and extending the targeted offer to children 0-11 as part of an integrated early help offer. In the future, the council hopes to extend the offer to 25 for children with special needs.

WORKPATH

As well as improving health and education outcomes, closer work is planned to enable parents who wish to do so to enter training and return to work. Whilst the council has historically supported local people to drive towards their ambition and achieve

higher skills and a career, the labour market has changed with the emergence of a more global and knowledge-based economy, resulting in people from some communities being unable to access this new business market. In future, the integrated approach to early years will include the range of employment support services known locally as WorkPath.

This initiative will be crucial in enabling LBTH to fully implement the government's new initiative around childcare for working parents: the additional hours. Locally, many of our parents are distant from work due to life course issues. We estimate that around 25% may be able to take up the offer in September 2017.

The WorkPath approach will be continuously developed

to expand the model with relevant providers, and build on the existing partnership of organisations delivering employment, education, training, health, housing and other advice and support services. The model will be backed up with an IT system which tracks the progress of individual residents and supports them onto the next step toward a sustainable job.

Over the next two years the service will evaluate its delivery and the clients it serves to identify both the quality of provision and volume of people it has supported. The evaluation will inform new funding models to support longer-term savings to the local and national exchequer. These funding models will provide the legacy investment in an integrated service to ensure it addresses all barriers to work and delivers a comprehensive service regardless of which door the client knocks on.

WorkPath will maintain and grow the functions of job brokerage in much the same partnership way, and will work alongside Job Centre Plus, London Works, City Gateway

and many other brokerage and recruitment agencies to publicise the vast array of different opportunities available to local people.

This new delivery model will significantly increase the coordinated support available for clients and ultimately raise aspiration and success for local people. It is critical that as a local authority we can help local people share in the economic growth of the borough, minimise the impacts of welfare reforms and contribute to reducing poverty in London.

QUALITY ASSURANCE AND MEASUREMENT

You cannot develop and deliver coordinated services of this type without accurate outcome data sets. Tower Hamlets Together and LBTH are working in partnership to develop meaningful insights into the health and care needs for children in the borough to support this aim. During the project, organisations will map where activity and expenditure sits across all providers of children's services in the borough. This will enable us to correctly target

initiatives. The initiatives themselves are being developed through a parallel action research programme.

The children's centres themselves regularly measure, monitor and quality assure their offer. The aim of this is to meet the needs of residents as effectively as possible.

* Tower Hamlets Together is a partnership of local health, education and social care organisations with an ambition to improve the health and wellbeing of people living in Tower Hamlets. The organisations involved are: Barts Health NHS Trust, East London NHS Foundation Trust, Tower Hamlets GP Care Group, Tower Hamlets Council and Tower Hamlets Clinical Commissioning Group (CCG). The partnership of the provider organisations has been in place for some time and was previously known as 'Tower Hamlets Integrated Provider Partnership' (THIPP). In addition to the five partner organisations above, we are also building on the strong links that already exist with the voluntary sector, community groups and local hospices who are also key partners in supporting the needs of Tower Hamlets residents.



Pauline Hoare leads the Integrated Early Years Service for the Education and Partnerships Department of Tower Hamlets. Ensuring children's outcomes are as high as possible by the end of the Early Years Foundation Stage, her teams work with schools, private, voluntary and independent settings - including childminders - and in children's centres. Pauline has worked in many different roles, including nationally, when she wrote Progress Matters to define appropriate 30 Hours assessment systems birth to five. She also led the Making a Difference Programme. She developed the EYFS Profile, and has been head of early years, a head teacher and an early years teacher.

Children's Centre Leader



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