<table>
<tr><th>Key Components</th><th>Chapter/ Section</th><th>Description</th><th>Comments</th></tr>
<tr><td>Context</td><td>Introduction and Executive Summary</td><td></td><td>See Appendix 1</td></tr>
<tr><td>Current position</td><td>Summary of Current Service Delivery</td><td>A summary of key data relating to all ELC registered supply in NAC area.</td><td>
<table>
<tr><th>North Ayrshire Council including P&V providers Total</th><th>3-4 year olds</th><th>2 year olds</th></tr>
<tr><td>Establishment Name</td><td>Current Capacity 3/4 year olds</td><td>Current Capacity 2 year olds</td></tr>
<tr><td>Garnock Valley</td><td>280</td><td>75</td></tr>
<tr><td>Three Towns</td><td>457</td><td>136</td></tr>
<tr><td>North Coast</td><td>206</td><td>67</td></tr>
<tr><td>Irvine</td><td>488</td><td>69</td></tr>
<tr><td>Kilwinning</td><td>298</td><td>103</td></tr>
<tr><td>Arran</td><td>95</td><td>0</td></tr>
<tr><td>Total Authority</td><td>1824</td><td>450</td></tr>
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</td></tr>
<tr><td></td><td></td><td>A summary of key data relating to all demand (current use) in NAC area.</td><td>
<table>
<tr><th>North Ayrshire Council including P&V providers Total</th><th colspan="2">3-4 year olds</th><th colspan="2">2 year olds</th></tr>
<tr><td>Establishment Name</td><td>Current Capacity 3/4 year olds</td><td>Current Roll 3/4 year olds</td><td>Current Capacity 2 year olds</td><td>Current Roll 2 year olds</td></tr>
<tr><td>Garnock Valley</td><td>280</td><td>414</td><td>75</td><td>92</td></tr>
<tr><td>Three Towns</td><td>457</td><td>726</td><td>136</td><td>181</td></tr>
<tr><td>North Coast</td><td>206</td><td>345</td><td>67</td><td>55</td></tr>
<tr><td>Irvine</td><td>488</td><td>910</td><td>69</td><td>166</td></tr>
<tr><td>Kilwinning</td><td>298</td><td>415</td><td>103</td><td>145</td></tr>
<tr><td>Arran</td><td>95</td><td>75</td><td>0</td><td>0</td></tr>
<tr><td>Total Authority</td><td>1824</td><td>2885</td><td>450</td><td>639</td></tr>
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		A comparison of supply to demand by local community.	

North Ayrshire Council Total	**3-4 year olds**			**2 year olds**		
Establishment Name	**Supply** Current Capacity 3/4 year olds	**Demand** Current Roll 3/4 year olds	Demand / Supply	Current Capacity 2 year olds	Current Roll 2 year olds	Demand / Supply
Garnock Valley	280	414	1.5	75	92	1.2
Three Towns	457	726	1.6	136	181	1.3
North Coast	206	345	1.7	67	55	0.8
Irvine	488	910	1.9	69	166	2.4
Kilwinning	298	415	1.4	103	145	1.4
Arran	95	75	0.8	0	0	0.0
Total Authority	**1824**	**2885**	1.6	**450**	**639**	1.4

For 3-4 year olds there are currently 1.6 children occupying every space in North Ayrshire establishments. This is because every space has the potential to accommodate 2 children: 1 in the morning session and 1 in the afternoon session.

		A summary of key data (quality, financial, and utilisation) metrics relating to current supply arrangements (all providers).	**Financial Data:** NAC Early Years Budget 2017/18: £11,609,839 This includes: Payments to partner providers: £1,475,557 Payments to Day Carers: £419,346 **Utilisation Data:** as above **Quality Data**: **Care Inspectorate Ratings** Grade 6 – Excellent Grade 5 – Very good Grade 4 – Good Grade 3 – Adequate Grade 2 – Weak Grade 1 - Unsatisfactory

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Service Name	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Mgmt and Leadership
Abbey Primary School Nursery Class	6	5	6	5
Annick Pre-School Nursery	5	4	4	5
Ardeer Primary School Nursery Class	5	5	5	5
Beith Primary School Early Years Class	5	5	5	4
Blacklands Early Years Class	4	4	4	4
Bradshaw Nursery	5	4	4	4
Bright Beginnings Nursery	5	5	4	5
Brisbane Primary School Nursery Class	5	5	5	5
Brodick Nursery	4	4	4	4
Burnside House Nursery	4	4	4	4
Busy Bees Nursery	5	5	5	5
Caledonia Primary Nursery Class	5	5	5	5
Castlepark Early Years Centre	4	4	4	4
Corrie Primary School Nursery Class	4	4	4	4
Corsehill Early Years Centre	6	5	5	5
Cumbrae Primary School Nursery Class	5	4	4	4
Dalry Early Years Centre	6	6	6	5
Douglas Park Nursery	5	4	4	4
Dreghorn Primary School Early Years Class	5	5	5	5
Elderbank Early Years	5	4	4	4
Fairlie Primary School Nursery Class	5	5	5	5
First Steps Nursery	4	4	5	4
Garnock Community Campus	4	4	4	4
Garnock Top Tots Nursery	4	4	4	4
Garnock Top Tots Two	4	4	4	4
Garnock Valley Early Years Centre	6	5	5	6
Gateside Early Years Class	4	4	4	5
Glencairn Primary School Nursery Class	5	5	5	5
Hayocks Primary School Nursery Class	6	5	5	5
Kelburn Nursery Class	5	5	5	5
Kilmory Primary School Nursery Class	5	4	4	4
Kilwinning Early Years Centre	6	5	6	6
Lamlash Primary School Nursery Class	5	5	5	4
Lawthorn Nursery Class	5	5	5	5

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			Little Deers Nursery	4	4	4	4
			Loudoun-Montgomery PS Nursery Class	5	5	5	5
			Service Name	**Quality of Care and Support**	**Quality of Environment**	**Quality of Staffing**	**Quality of Mgmt and Leadership**
			Mayfield Primary School Nursery Class	5	5	5	5
			Moorpark Primary School Nursery Class	4	4	4	4
			Pirnmill Primary Nursery Class	4	4	4	4
			Playtime Early Years	5	5	5	5
			Rainbow Childcare	5	5	5	5
			Shiskine Primary School Nursery Class	5	5	4	4
			Skelmorlie Primary School Nursery Class	5	5	5	5
			Springside Early Years Class	5	4	5	5
			Springvale Early Years Centre	6	5	5	6
			St John Ogilvie Early Years Class	4	4	5	4
			St. Bridget's Primary School Nursery Class	5	5	5	5
			St. John's Primary School Nursery Class	4	4	5	4
			St. Luke's Primary School Nursery Class	5	4	4	4
			St. Mark's Primary School Nursery Class	5	4	4	5
			St. Mary's Primary School Nursery Class	5	5	5	4
			St. Peter's Children's Centre	5	4	5	4
			St. Peter's Primary School Nursery Class	5	5	5	5
			Stanecastle School Nursery Class	5	5	5	5
			Stanley Primary School Nursery Class	4	4	4	4
			Summerlea House Nursery	5	5	5	5
			The Owl & Pussycat Nursery	4	5	4	4
			Treetops Nursery	4	4	4	4
			Treetops Too	4	4	4	4
			West Kilbride Early Years Centre	5	4	5	4
			West Kilbride Primary School Nursery Class	4	5	4	4
			Whitehirst Park Private Nursery	5	5	5	5
			Winton Primary School Early Years Class	4	4	4	4
			Woodlands Primary School Early Years Class	4	4	4	4

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		A summary of local parent and community consultations outcomes.	A parent/family consultation was carried out in June. This consisted of an on line survey and 7 Focus groups held in each of our localities. A consulation summary is available. Findings are as follows: • 83% of parents have said that they will take all or some of their entitlement to the additional hours. • 19% of parents said they would require to purchase additional hours on top of their entitlement to 1140 hours per annum. • 71% of parents said they would choose provision between 8am and 12 noon. • 28% of parents said they would require ELC provision during school holidays.
Future Position	Summary of proposed changes to service design and local innovation.	Summary of proposed changes to service delivery model (all providers). Proposals relating to quality, affordability, flexibility and accessibility and other relevant changes to process – e.g admissions process.	North Ayrshire Council's Early Learning and Childcare Expansion Programme Board (ELCEP) is proposing to implement a new model of delivery of early learning and childcare (ELC) that will transform our service for families and children. Currently, the delivery of 600 hours in NAC early years establishments is largely delivered through half day sessions of 3.25 hours over 38 weeks, in early years classes attached to primary schools. Some establishments also deliver a 2.5 day model meaning that, typically working, parents can have their children in an early years establishment for full days from 8.30/9.00am to 3.30/4.00pm. Only 2 stand alone EY establishments in North Ayrshire are open for the school summer recess period. Our new delivery model will change this. From 2020 we propose that most NAC establishments will be open from 8.00am until 6.00pm for 50 weeks of the year. The 10 days of closure will be accounted for largely during the Christmas and Easter holiday periods and at other times to be decided. This delivery model will transform early learning and childcare in North Ayrshire in the following ways: ▪ Flexibility: the service will be more closely aligned to the needs of working parents and offer greater choice to those parents who need more variable patterns of childcare. Early feedback from parents indicates a desire for ELC to be available during school holiday periods.

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			▪ Affordability: the service will be more closely aligned to the provision offered by NAC's private and voluntary partners and therefore will be prepared for the change that will be introduced by the 'provider neutral' approach and "funding following the child". ▪ Accessibility: the expanded service will be available in most NAC establishments and therefore accessible to most families and children. ▪ Quality: the improved learning and teaching approaches will lead to better outcomes for children; the consistency of delivery over 50 weeks will enhance the quality of learning available, particularly for those most vulnerable children. Individualised patterns of attendance will require even greater personalisation of the curriculum for all children. This will result in enhanced collaboration between the managers in each sector and will support a more seamless transition for the children, impacting positively on the curriculum delivered and the learning and teaching approaches. ▪ Staff learning and development: NAC is proposing to have at least one new build project, located in Irvine that will incorporate a training facility for early years' practitioners and leaders. This will help to support the expansion of the early years staff team; the requirement to recruit and develop an additional 40 early years managers; the requirements for a fully flexible staff team; further development of high quality, sector leading practice across all establishments in North Ayrshire. ▪ Infrastructure: the proposed model will direct capital investment towards refurbishment and, where necessary, extension of existing early years assets and outdoor learning spaces, to ensure they are fit for purpose now and the future, and provide excellent learning, dining and health and wellbeing facilities for all children. This investment in current assets, to "use what we have", is in line with both Council and Scottish Government policy. ▪ Partner providers: to ensure equity of opportunity for private and voluntary providers and equity of experience for families and children, there is an opportunity for enhanced investment in the private and voluntary sector providers. This will be created through improved commissioning structures and a review of partner payments leading to greater consistency of high quality delivery ELC across all providers. NAC is setting up a P&V Forum comprising business owners and managers who will work with NAC to develop a collaborative approach to building support and sustainability across the sector.
		Description of changes to enable full use of existing local authority	The proposed model of delivery will result in significant changes in how our key workforce and infrastructure resources are deployed: **<u>Workforce</u>**

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		assets (workforce and infrastructure).	There are two key changes to the workforce: 1. Leadership and management – currently 39 out of 44 NAC establishments are located within primary school settings and are led by primary school Head Teachers on GTCS terms and conditions. ELC provision over 50 hours per week/50 weeks per year will require a management structure to be available at these times. NAC's current proposal is to ensure there is a management structure in place in each EY resource in a primary school setting that reports to the Head Teacher and is part of the school management team. 2. Staff contracts – most NAC Early Years Practitioners work 37.5 hours per week over 38 weeks per year. This term time working pattern will require to change to a 52 week working pattern. There is likely to be an additional requirement for increased flexibility of daily and weekly working patterns. **<u>Infrastructure</u>** NAC has commenced a full assessment of the suitability and requirements of the current ELC estate to meet the demands of a 50 hours/50 weeks model. This includes: ▪ The provision of suitable dining space to accommodate the free school lunch entitlement for all early years' children. ▪ The number of, and access to, toilets and handwashing facilities ▪ The size, suitability and quality of the outdoor learning space ▪ The parent and child access to the ELC facility in relation to the school. ▪ The provision of parents' spaces. In addition to the extension and refurbishment programme, NAC seeks to construct a new build ELC establishment in Irvine, the area of highest demand, that will accommodate a 40/20 ELC facility and an ELC Practitioner and Leadership training facility for early years practitioners and managers. This will support the ambition to grow high quality practitioners and managers who can lead the way in ELC delivery across North Ayrshire and beyond. In addition to the above, consideration of janitorial and cleaning services will also be required within the new proposed model. This is because schools will be open beyond their normal hours.

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		Description of changes to extend and maintain use of partner assets (incl quality /price /volume/ conditionality of service.	As above: To ensure equity of opportunity for private and voluntary providers and equity of experience for families and children, there is an opportunity for enhanced investment in the private and voluntary sector providers. This will be created through improved commissioning structures and a review of partner payments leading to greater consistency of high quality delivery ELC across all providers. NAC is setting up a P&V Forum comprising business owners and managers who will work with NAC to develop a collaborative approach to building support and sustainability across the sector. NAC is planning for the levels of utilisation of partner providers by North Ayrshire families to continue and be sustained into the expanded model, at current levels.
		Extent to which new workforce to be recruited Physical capacity may require to be built/refurbished or sourced.	Workforce modelling to accommodate the proposed delivery model is underway. This includes the new management structure. Until this is complete it will not be possible to advise the numbers of additional staff that will be required. Physical capacity requirements have been assessed and currently limited to one new build ELC and training facility. Full assessment and estimated costs for the refurbishment requirements of the whole early years estate is underway.

Implementation Plan

Element	Comment	Context	Plan
1. Quality Plan	Specify the basis upon which day to day operational quality will be maintained and enhanced in each setting during the expansion period. Specify how quality will be continually	Quality provision must be maintained during period of change.	During the period of expansion we will build on existing good practice and continue to develop agreed procedures for all providers. Ensuring all providers have a sound understanding of the content of "How Good is our Early Learning and Childcare" (HGIOELC) and are able to use the document effectively to improve practice, will be a priority. This will be incorporated into all early years training. We will continue to use the Early Learning and Childcare Support Team and prioritise support to individual establishments through focused quality visits. We are also designing a quality checklist for early years provision which can be incorporated into the quality visits to those primary schools with early years classes, to be carried out by the Senior Managers.

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	improved over time.		We are currently developing a set of guiding principles which will be shared with all providers. The principles clearly illustrate our expectations for children, parents and staff and should lead to more consistent practice. We are also working on developing existing procedures for tracking individual children's learning from the start of their early years journey. We are working closely with Health and Social Care Partnership to make best use of available information on each child. We have employed a Senior Early Years Practitioner in each early years class and are providing appropriate training to enable them to take responsibility for the quality of the provision on a day to day basis. We have a provided an improved staff child ratio to ensure there is time for seniors to monitor provision and support and mentor new staff. We have identified priorities for the expansion period to ensure we maintain and develop quality of provision. These are as follows:- ▪ Leadership in the Early Years ▪ Quality training for all early years staff ▪ Smooth and effective transitions for children at all stages ▪ Working effectively with all partners to improve outcomes for children and families ▪ improved learning and teaching approaches leading to better outcomes for children
2. Phasing – across local geography	Specify the basis upon which expanded provision will be rolled out across the geography. Option might include by neighbourhood, school area, or SIMD.	1140 implementation in individual settings can begin as capacity becomes available and be phased through to 2020.	NAC is exploring the option to commence the roll out of the proposed model across as many establishments in 2018 as feasible – subject to suitability of the facilities, parental appetite and availability of staff and management. In addition NAC is planning to run 2 pilots in 2017-18, including an adjustment to the Fullarton Futures Pilot project to incorporate the proposed delivery model. This will provide early learning on the workforce scheduling, impact on children, parental benefits etc.

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3. Community engagement plan.	Specify the nature of ongoing engagement with local communities to understand the changing nature of supply and the full extent to which supply is capable of adapting to their needs.	Families and communities do not change in a uniform way, especially in a time of change over a short period. It can be expected that there will be an element of "demand lag" which can be informed by community engagement	A 'Consultation Framework' has been developed with the five ELCEP workstreams to understand their consultation and engagement requirements. In May 2017, NAC issued an information leaflet to all parents and families of early years' children across all providers ahead of the consultation exercise being planned for June. NAC has now undertaken a parent/family consultation which comprised an online survey (with paper copies available for those requiring it), and 7 focus groups across all 6 localities. Over 570 (approx 20%) people responded to the survey. The following community engagement activities are also planned: ▪ To work in partnership with the Corporate Communication Team to develop a targeted multi-channel communication plan for parents, carers and families. This will ensure that all stakeholders have a good understanding of the '1140 Expansion Programme' and what it could mean for their personal context. ▪ To create parent representative groups in each of NAC's six localities. Early years establishments will seek parent volunteers to participate in these locality reference groups. ▪ An NAC wide 'future parents' group will also be set up. ▪ Carry out initial broad scoping consultation through survey and focus groups to understand views in key areas of delivery of 1140 hours, outdoor learning, child minder provision and quality principles for Early Learning and Childcare. ▪ To ensure robust structures are in place for the ELCEP Board and other work streams to access our stakeholders. ▪ Develop further consultation using the existing structures to look in depth at areas identified by other workstreams. Finally, NAC is planning for near 100% uptake but will carry out more detailed consultation to understand and anticipate the effect of 'demand lag'.
4. Workforce plan	Specify the workforce plan through the period of prioritisation including consultation with existing workforce	Suggested areas to address: leadership planning; consultation planning; industrial relations; recruitment plan.	**Leadership Planning** The current leadership structure within Early Years Classes attached to primary schools will be revised, and is likely to be an ELC Manager who will be a full member of the school's leadership team. **Staff Consultation**

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	and phasing of uptake of any additional workforce.		The proposed model will have implications for 257/277 employees who are currently working on term time contracts. A specialist group has been set up to plan a communication approach to this change. This will include engagement with trade unions. **<u>Recruitment Plan</u>** ▪ In house training – we hope to develop an in-house training facility and training packages in order to support sustainable and high-quality training for new and existing staff. We are currently investigating the possibility of becoming accredited to deliver such training. ▪ Redeployment of classroom assistants – 20 classroom assistants redeployed and now studying for HNC Childhood Practice 2017-18. Recruitment process filled these places and also filled 5 places within HNC Additional Support Needs course. Further opportunities for staff subject to redeployment will be considered for HNC cohort 2018-19. Trade Unions are supportive of this measure. ▪ Additional graduates – additional graduates will be placed in localities with the highest levels of deprivation. These establishments will enjoy a generous staffing allocation which will enable them to meet the needs of our most vulnerable children and families. This staffing will also allow a significant degree of mentoring and support for staff. ▪ Sectoral skills – ELCEP workstream group has worked with partners in Ayrshire College to identify key skills required by the profession. The group has also examined course content to ensure that training materials and practices are up to date. This content has also been aligned with the training requirements for Modern Apprentices. Challenges exist around the provision of placements for those entrants coming through NC courses: NAC aims to ensure all candidates have appropriate work placements prior to moving forward to HNC/HND/BA courses. ▪ Support for new graduates – support sessions for all new HND/HNC/MA/BA graduates were set up to provide guidance and advice on completing applications and interviews to best prepare them for securing employment. The impact of this will be tracked by quality assuring the next set of application forms. Discussion around a proposed 'probationary period' and a corporate induction programme for new graduates will take place in the coming year. ▪ Modern apprentices – a route map for careers within Early Learning and Childcare has been developed. Through Developing Young Workforce coordinators, suitable candidates are being identified for MA vacancies from August 2017 onwards. ▪ Childminders – information on the profile of NAC child minders was collated. This showed that nearly 50% had gained a Level 7 qualification with the same proportion keen to

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			undertake further qualifications. Barriers to childminders gaining additional qualifications were identified and addressed. Training is being provided in September 2017 to support childminders becoming day carers. Joint training for childminders and EYPs has been identified and arranged. ▪ Marketing – 2 initial campaigns have been delivered through job centres, schools and at careers fairs. A similar targeted recruitment campaign for child minders is required. A bespoke 'Early Years' specific careers fair will be developed and rolled out across the local authority over the next two years. ▪ Careers advice - to include clear 'route maps' and clarification of job titles and salary scales within the LA and the private & voluntary sector. Work is also underway to improve the number of school leaver applicants from under-represented groups. ▪ Staffing framework – work to analyse current staffing ratios across all NAC centres and EYCs has been undertaken. Having considered NACs current employee demographic which shows that 63.5% are over 40 and 32% are over 50, there is a need to build a 3 year succession plan. A staffing formula has been produced which seeks to ensure equity across all establishments: this takes into account numbers of children and SIMD.
5. Funded providers	Specify the nature of future relationship with funded providers including price paid, volume and quality requirements.	Consider implications of Living wage and future development of national funded provider and quality standards.	As part of the development of the delivery model, the ELCEP Board will be reviewing the hourly rate for partners as part of its review of the commissioning framework. (Scottish Government policy vision is of a service model that prioritises quality of provision whilst offering families genuine choice of settings – NAC, voluntary or private providers.) The "provider neutral" approach will drive greater collaboration between NAC and its private and voluntary (P&V) partner providers. Currently there are 619 three/four year olds receiving ELC within the P&V sector and 2032 three/four year olds receiving ELC within NAC establishments. There is no expectation that this split will change.
6. Infrastructure Plan	Specify the extent of refurbishment and new build requirements		NAC has commenced a full assessment of the suitability and requirements of the current ELC estate to meet the demands of a 50 hours/50 weeks model. This includes: ▪ The provision of suitable dining space to accommodate the free school lunch entitlement for all early years' children. ▪ The number of, and access to, toilets and handwashing facilities ▪ The size, suitability and quality of the outdoor learning space ▪ The parent and child access to the ELC facility in relation to the school. ▪ The provision of parents' spaces.

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<td>In addition to the extension and refurbishment programme, NAC seeks to construct at least one new build ELC establishment in Irvine that will accommodate an ELC Practitioner and Leadership training facility for Early Years Practitioners and managers. This will support the ambition to grow high quality practitioners and managers who can lead the way in ELC delivery across North Ayrshire and beyond.

An estimated cost plan has been developed:

<table>
<tr><th>Locality</th><th>Estimated Costs</th></tr>
<tr><td>LARGS & NORTH COAST</td><td>£589,350.00</td></tr>
<tr><td>GARNOCK VALLEY</td><td>£1,772,600.00</td></tr>
<tr><td>THREE TOWNS</td><td>£4,275,000.00</td></tr>
<tr><td>KILWINNING</td><td>£1,706,016.00</td></tr>
<tr><td>IRVINE</td><td>£4,942,545.00</td></tr>
<tr><td>ARRAN</td><td>£100,000.00</td></tr>
<tr><td>GRAND TOTAL</td><td>£13,385,511.00</td></tr>
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<td>7. Financial projections</td>
<td>Specify the phased cost profile for both revenue and capital over the expansion period. Include</td>
<td>Include reporting on the 17/18 funding allocation</td>
<td>NAC Proposed Revenue Costs
<table>
<tr><th></th><th>Current Budget for 600 Hours</th><th>Proposed Budget for 1140 Hours</th></tr>
<tr><td>Total Current Early Years Budget</td><td>£11,609,389</td><td>£26,733,000</td></tr>
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	anticipated top up revenue where appropriate.		**Cost of free school meals** **£2,286,000** ***£29.019,000*** **Total Cost** NAC's proposed delivery model lends itself to phasing for early delivery in some (SIMD) areas ahead of 2020/21. The detailed work on the nature of phasing has not yet been done. For Capital Expenditure, see Section 6
8. Financial assumptions to support projections	Provide list of financial assumptions		**Assumptions** 100% uptake of 1140 hours for all 3/4 year olds 45% provision of over 38 weeks 55% provision over 50 weeks 50% occupancy for 2 hours of the day, 100% thereafter 8am -6pm , 50 weeks per year provision G12 and G11 management support in standalone Early year centres G11 Management support in primary nursery classes 41 pupils and over G10 Management support in primary nursery classes 40 pupils and under 15% provision for Holiday cover Combination of 1:6 and 1:8 ratio based on SIMD data Salary costs midpoint plus 28.3% oncosts An anticipated increase in partner provider payments has been provided. An anticipated apprenticeship levy of 0.5% has been added.
9. 2017-18 expansion activity including planned use of revenue and			In 2017-2018 NAC has undertaken the following expansion activities: ▪ Appointed a Business Manager to co-ordinate and project manage the work of the ELC Expansion programme ▪ Established an Early Learning and Childcare Expansion Programme Board and six workstream groups as follows: 1. Infrastructure and Capital Investment

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capital funding allocations.			2. Workforce Planning 3. ELC Operations and Service Delivery 4. ELC Quality and Curricular Development 5. Consultation and Engagement 6. Out of School Care ▪ Secured funding from the Scottish Government ELC pilot programme to deliver 'Fullarton Futures' pilot project, delivering 1140 hours of childcare to support parents in transition into employment, training or education. ▪ Worked with Ayrshire College to improve recruitment processes into ELC courses and to improve recruitment experiences of graduate EYPs into NAC. Developed marketing materials for recruitment into MA Early Years course. ▪ Undertaken informal engagement with groups of parents on 1140 hours and a formal consultation exercise with all parents. ▪ Carried out review of current out of school care provision and set up an additional workstream group to address issues therein. ▪ Developed and consulted on draft quality principles for all NAC and P&V provider establishments. ▪ Carried out a full review of current Council assets suitable for development as ELC facilities and a review of the refurbishment and development requirements of current ELC facilities to understand what is needed to meet the demands of the hours based approach. NAC funding allocations in 2017/18 are as follows: **Revenue Funding: £519,000** This funding has been used to re-deploy and train 25 Classroom Assistants in HNC Childhood Practice to become Early Years Practitioners. The funding will pay salary for the time they are on placement within NAC ELC establishments and, where necessary, college fees. In addition, a further 5 Classroom Assistants are being trained as specialist ASN practitioners. **Capital Funding: £741,000** This funding remains, as yet, unallocated but is earmarked for the ELC training nursery planned for Irvine.
	Specify what project management		A Business Manager has been appointed to support the Early Learning and Childcare Expansion Programme in NAC. This includes project management support, planning and risk assessment.

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<td>support will be made available to the change effort. Include an assessment of risk and dependencies</td>
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<td>
The ELCEP Board are working closely with the Scottish Government, making use of the support available through the ELC Expansion Delivery team.

<u>Key Risks</u>
Amber rated risks are detailed below:

<table>
<tr><th>7. Details of Event Identified</th><th>8. Impact of Risk Event to the project</th><th>11. Probability Score</th><th>12. Control Strategy</th></tr>
<tr><td>Suitability of new recruits is compromised due to high volume intakes.</td><td>Deterioration in quality of service delivery and increase in cost and resource due to need for additional PPD. Succession planning and availability of quality leaders in longer term.</td><td>12</td><td>Close partnership with all training providers and agreement on and commitment to quality standards</td></tr>
<tr><td>High volume of training placements place demand on existing staff to act as mentors</td><td>Impact on quality of placement experience for students and on morale and workload of staff mentors</td><td>12</td><td>Steps taken to spread the load of student placement across the whole EY estate</td></tr>
<tr><th>7. Details of Event Identified</th><th>8. Impact of Risk Event to the project</th><th>11. Probability Score</th><th>12. Control Strategy</th></tr>
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			Insufficient funds from S Gov to meet demand and or expectations	EY estate not fit for purpose	15	Clear and critical assessment of need and of current estate. Early dialogue with all funding partners. Regular and robust briefings for NAC Cabinet.
			Corporate processes and decision making causes delay in instigating capital projects in areas of high demand: Irvine and Three Towns	Required capacity is not available in areas of greatest need and demand	15	Clear articulation of the business cases with transparent decision making that is informed by the need and demand statistics. Consider delivery model.
			Resource and capacity to deliver the volume of capital projects required across the authority area places limitations on the timeline and delivery of built assets	New and refurbishment projects are not delivered by Aug 2020.	15	Board and governance process prioritise EY projects and allocate additional resource where required. Ensure capital projects are closely aligned to the requirements of the delivery model.

CONFI

			Private and voluntary sector providers are unable to deliver expanded hours.	Reduction in capacity of P&V sector will increase demand on NAC and limit choice for parents.	15	Commence early discussion with P&V sector. Link with S Govre revised funding models. Follow progress of the 'Funding Follows the Child' model from S Gov

Key Dependencies

A high level project plan has been developed and key dependencies have been identified. This is subject to significant change as the proposed delivery model is being developed.

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NORTH LANARKSHIRE COUNCIL

"Supporting all children to realise their full potential"

EARLY LEARNING AND CHILDCARE

IN NORTH LANARKSHIRE

EXPANSION PLAN

SEPTEMBER 2017

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1. Executive Summary

"We know the early years are a crucial time in every child's life, and evidence shows that access to high quality early learning and childcare is crucial to improving children's outcomes. By giving Scotland's young people the best possible start in life we can ensure they develop the skills and confidence they need to reach their full potential"

Mark MacDonald, Minster for Childcare and Early Years October 2016.

Through the Children and Young People (Scotland) Act 2014 the Scottish Government committed to increasing the annual entitlement to free Early Learning and Childcare from 475 hours to 600 hours and then by 2020 to 1140 hours. North Lanarkshire Council (NLC) is well placed to deliver this ambitious expansion programme. However, the council does not underestimate the scale, complexity and level of investment and resources that will be required.

The vision for Early Learning and Childcare in North Lanarkshire Council is to: –

> *'Deliver in partnership, by a skilled workforce, in stimulating and nurturing environments, high quality and flexible Early Learning and Childcare, which is affordable and accessible for all"*

The North Lanarkshire Early Learning and Childcare expansion plan provides the details, across a number of critical work streams, as to how the Council intend to deliver the transformational change programme required to double the entitlement to early learning and childcare whilst maintaining service delivery that is universally of the highest quality across all service providers. To put the scale of the change programme in North Lanarkshire into perspective, consideration is required of key facts about the North Lanarkshire Council area such as :-

- it is the fifth mostly densely populated local authority in Scotland;
- there is a population of 338,260 residents living in 150,273 households;
- just under 20% of children live in poverty which is higher that the Scottish average;
- over half the children in NLC living in poverty live in a household where at least one person is in work;
- over the next 10 years the pre-school and school population is expected to decrease by 4%; and
- there are approximately 8,042 eligible pre-school children attending early learning and child care in one of the following settings :-
    - 75 Local authority classes
    - 16 family learning centres
    - 31 independent and partner providers
    - 82 Childminders (eligible to provide 2 years olds services).

It is anticipated that by 2020 approximately 8,572 children will be eligible for a statutory pre-school Early Learning and Childcare education place of 1140 hours per annum. There are currently around 6,367 spaces available including all local authority and independent and private nursery provision.

The anticipated shortfall in the number of 'one child – one place' spaces is approximately 2,458.

NLC's Education Youth and Communities provision is delivered operationally over three localities; Central South and North. Each locality has been examined and scrutinised in detail and the methodology and approach used to identify where the expansion of spaces is required has been based on the underlying principle of accessibility. Provision and choice for families living in SIMD deciles 1-4 has been prioritised in the first instance. The Early Learning and Childcare admission policy will be revised to give greater priority to families living in the lowest deciles.

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North Lanarkshire will ensure, where practically possible, that those in the most deprived areas can access a service within walking distance of their home. In this regard, the service has sought to provide Early Learning and Childcare establishments within one kilometre of areas of multiple deprivation.

The analysis of the current Early Learning and Childcare estate, the forecasted available spaces within the Independent and Independent and private sector along with the requirement to have available an additional 2,458 spaces to meet the statutory obligation from 2020 has informed what the council has what is needed and what will required to be purchased:-

It is anticipated that the growth in physical infrastructure to meet demand will require :-

- services expanded;
- services repurposed (vacant council assets);
- new builds; and
- services commissioned.

It is anticipated that the capital costs associated with the necessary growth in infrastructure will cost £60,575,351.

The assumption made is that potential partners in the Independent and Private sector would wish to enter into a formal partnership arrangement. The risk is that if they do not consider the commissioning rate attractive to their business or where they are unable to meet the national quality standards proposed for partnership this will negatively impact on our projections.

Underpinning this expansion plan are the four guiding principles of Quality, Flexibility, Accessibility and Affordability as set out in the Scottish Government's *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.*

Quality will be the driving force for getting it right in the early years and will not be sacrificed at the expense of growing a service significantly in a relative short period of time. Quality can only be achieved and maintained where there is a workforce that is appropriately qualified, highly skilled, competent and motivated and where there is recognition of the significant impact and longer term benefits that early years experiences will have on the lives of young children.

The council's workforce development plan is proposing new staffing structures that will provide a route for staff from point of entry to the sector at support level worker right through to Heads of Family Learning Centre/Supernumerary graduates. Early Learning and Childcare will be promoted as a career of choice. There will be significant importance placed on ensuring that not only do staff have opportunities to participate in life-long learning and to gain further accredited qualifications. A mandatory training plan will be established that all staff will be required to undertake. To ensure parity and equity partners providers will be able to access the same opportunities as local authority staff.

Strong partnership arrangements with providers in the Independent and Private sector Nurseries (IPNs) exist. Continuing partnership arrangements will be pivotal to the success of the delivery of the commitment to 1140 hours particular in areas where there is already a higher percentage of parents choosing IPNs partners for early learning and childcare providers to support their work commitments.

It is expected that, to deliver a service that provides children not only with high quality learning experiences throughout the whole of the nursery day with time to rest eat and play but also to adhere to the Care Inspectorate National Care Standards will require a substantial injection and increase of staff at all levels.

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Flexibility will be achieved through the range of new service delivery models being proposed. Proposed models have been informed by the question 'what do our families want and need from early learning and childcare services?' Parental engagement focus groups, social media and online surveys have indicated that although many families prefer the traditional term time school day model there is a real need for choice. The proposed models offering extended day models and out with term time services in nursery classes may change as further community engagement is rolled out. We have designed our models and staffing structures to be flexible and open to amendment and change to meet demand.

Accessibility to local services especially for those families living in SMID deciles 1-4 is at the core of the methodology used to identify where additional services are required. An aspiration of the plan is that the most vulnerable families will have no more than one kilometre to travel to get to their local Early Learning and Childcare setting and through the revised admission policy they will be given priority in the allocation categories.

Accessibility for children with a range of additional support needs will be factored into the design of any new or repurposed services. The current provision with North Lanarkshire that provides dedicated services children with ASN will be remodelled. Account will be taken of the extended day entitlement how this can best be delivered to meet the complex needs for children with additional support needs.

Affordability for parents accessing high quality childcare will be dependent on the rate of commissioning with our partners in the Independent and Private sector. As a living wage accredited employer we want to enter into arrangements with partners where fair work practices is at the core of their contractual arrangements with qualified staff and that staff are paid at least the living wage.

It is expected that 1140 hours of free early learning and childcare in a partner provider will benefit parents by around £5,871 (£5.15 per hour for 3 and 4 year old provision) and £6,156 (£5.40 for 2 years olds) by 2021/22. This equates to a combined value of £16.512m by 2021/22. .

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2. Introduction

2.1 Background & Context

2.1.1 The Expansion of Early Learning and Childcare in Scotland

Quality is at the heart of our Early Learning and Childcare service within North Lanarkshire. The service delivery, through North Lanarkshire Council's Family Learning Centres, has honed practice over many years to focus on ensuring support and nurture is delivered to our most vulnerable families within North Lanarkshire. Our aspiration, through the expansion of service delivery to 1140hrs, is to ensure that the model developed in our Family Learning Centres can be delivered throughout all our local authority establishments.

Working in partnership with IPNs, the council will ensure that choice of service provision is available throughout North Lanarkshire to meet the needs of children, families and carers.

North Lanarkshire anticipates around 8,572 children will receive the increased statutory benefits of 1140 hours of free childcare. Within North Lanarkshire, there are currently around 6,367 spaces available including all local authority and private nursery provision. Therefore, the delivery of this service will require significant challenges to be overcome to meet this level of service delivery.

The approach adopted within North Lanarkshire to meet the requirements, which are documented within this expansion plan, include the following:

a) North Lanarkshire will use all available nursery provision in the delivery of 1140hrs. This includes all Local Authority provision, all Independent and Private Nurseries (IPN) partner provision and all non-partner provision. This will present challenges where non-partners do not find our funding attractive to their business or where the quality of the provision offered does not meet our required standards.

b) North Lanarkshire will ensure, where practically possible, that those in the most deprived areas can access the service within walking distance of their home. In this regard, the service will seek to provide establishments within one kilometre of areas of multiple deprivation to maximise uptake and engagement with visiting services.

Analysis of Supply and Demand shows that there is a deficit of supply to meet anticipated demand. The approach adopted within North Lanarkshire is to build capacity into the area in the first instance. This is effectively a 'one child – one space' approach. This approach would require more capital expenditure during implementation but reduce revenue expenditure in the longer term.

It is recognised that this approach will be dependent on the financial allocation offered to implement this enhanced service delivery. As such, the council can develop alternative approaches which would result in less establishments being open for longer periods throughout the year. This would reduce the capital expenditure but increase the revenue expenditure.

Therefore, the expansion plan presented for North Lanarkshire outlines one way to deliver expansion to 1140hrs but it is recognised that there are alternative proposals which can be explored, which will yield the same results but require an alternative funding model to ensure delivery.

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The Children and Young People (Scotland) Act 2014 introduced significant changes to the statutory entitlement to free early learning and childcare. From August 2014 the number of free early learning and childcare hours increased from 465 hours to 600 hours per annum. In addition to the increased universal entitlement for 3 and 4 year olds the Act also introduced eligibility to early learning and childcare for certain 2 year olds; families in receipt of specific benefits and looked after 2 year olds. In North Lanarkshire it was estimated that approximately 25% of the two year old population would be entitled to a free early learning and childcare place; c842. Of these, 70% uptake is assumed, resulting in 589 of the two year old population requiring spaces.

A key aspiration of the Children and Young People (Scotland) Act 2014 was to increase the flexibility of early learning and childcare for families. A planned expansion programme has been underway over the last three years which has not only successfully addressed universal access to 600 hours but also has resulted in the creation of new models of delivery to enable parents to have choice and flexibility in how they wish to access the entitlement for their children. There has been a significant expansion in the number and range of two year olds services available in North Lanarkshire. Six new nursery classes for children aged 2-3 years in primary schools have been created. Partnership arrangements with 22 existing and new providers in the independent and voluntary sectors have been established or extended and there are now formal governance arrangements with 82 childminders where parents can choose to access services for eligible two year olds with a childminder. Additionally, all 91 local authority managed nurseries services can deliver flexible early learning and childcare. The range of settings and delivery models available in North Lanarkshire ensures that families have real choice and flexibility.

The local authority is now working intensively on developing the range of services, infrastructure and workforce planning models that will be required to deliver the transformational change programme for early learning and childcare as set out in the Scottish Government's *'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland'*. By 2020: All eligible children will have an entitlement to 1140 hours; this is the equivalent of 30 hours per week based on school terms. In North Lanarkshire it is estimated that approximately 8,572 children will be eligible for an 1140 hours early learning and childcare place. NLC will build on the successes from the initial expansion programme, learning from our experiences of what worked well, in practice, and where key changes are required. Whilst the NLC Early Learning and Childcare Expansion Plan will be underpinned by the 4 key policy principles (Quality, Affordability, Accessibility and Flexibility) as set out in the Blueprint document, our overarching focus will to ensure that all children continue to have access to a high quality service delivered by a qualified and highly skilled workforce.

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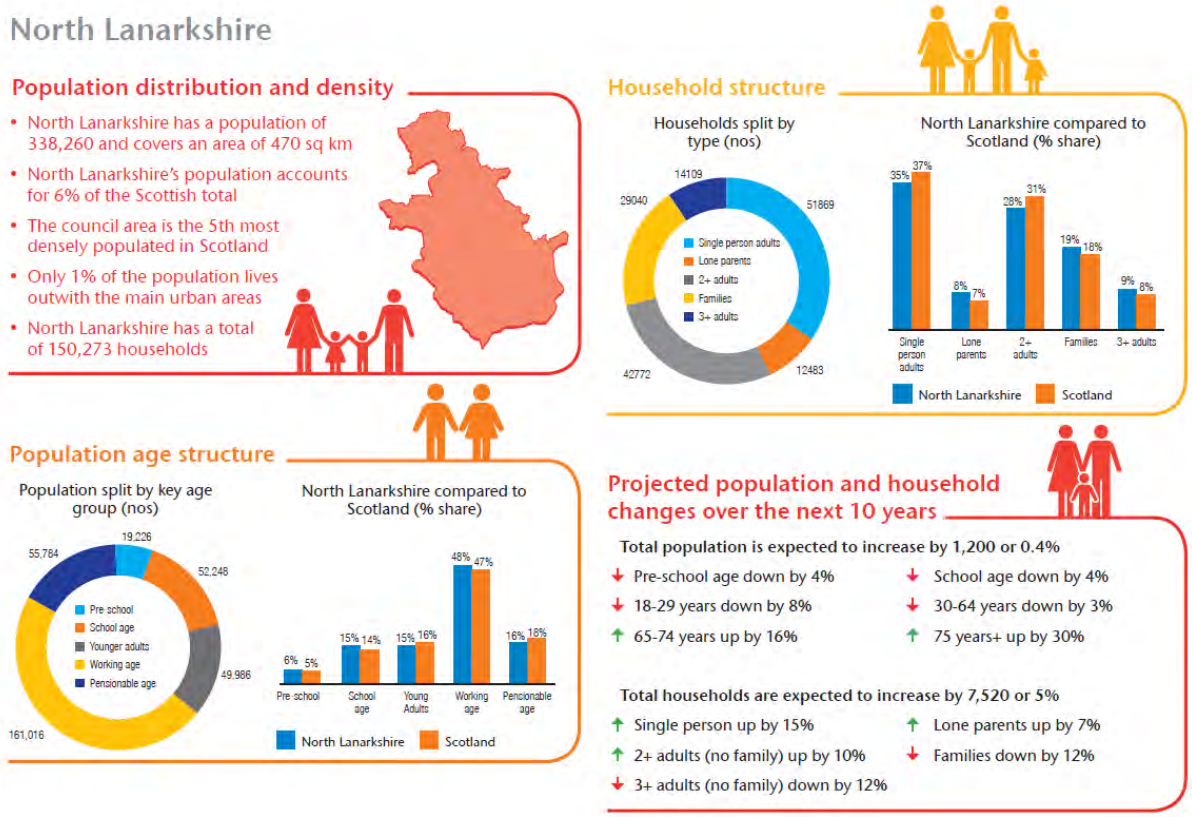
2.1.2 An Overview of North Lanarkshire



- Approximately 15% of the North Lanarkshire population is income deprived. This equates to 52,325 people living in North Lanarkshire
- Just under 20% of children in North Lanarkshire live in poverty (higher than the Scottish average)
- 34% of households in North Lanarkshire are living in fuel poverty
- Over half of children in North Lanarkshire living in poverty live in a household where a t least one person is in work
- Income and employment deprivation levels vary significantly at the local level

2.2 The North Lanarkshire Strategic Planning Context – A Platform on Which to Build Early Learning and Childcare Expansion

2.2.1 North Lanarkshire Partnership – Local Outcome Improvement Plan

North Lanarkshire Community Planning Partnership has committed to actively *building resilient communities*. This Community Planning Partnership priority underpins North Lanarkshire Council's approach to the development of its Early Learning and Childcare Expansion Plan. The drive to build Resilient Communities will support the council to achieve its ambition for Early Learning and Childcare services, an approach which recognises "*the importance of early learning and childcare by building a child and family focused service to improve the wellbeing and economic lives of North Lanarkshire families."*

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Building Resilient Communities is an approach governed by a set of principles which aim to ensure that all community planning partnership priorities and actions are rooted in empowering communities and that collective resource and efforts is targeted at reducing inequalities. Community Resilience recognises "*the difference between more affluent, engaged or empowered communities and those who are experiencing circumstances that can lead to inequality including but not exclusive to deprivation and poverty".*

This accords with the need for the Early Learning and Childcare (ELC) expansion plan in North Lanarkshire to deliver an enhanced service model that involves communities as well as reflects, and is responsive to, local needs.

The principles which support not only Building Resilient Communities but also the Early Learning and Childcare Expansion Plan include:

- targeting of partnership resource to areas and groups suffering most from disadvantage;
- dialogue with communities to help them to contribute to develop approaches relevant to them;
- identifying and supporting use of community assets;
- empowering local communities to participate in and act on decisions of relevance to them; and
- building on relationships between the public, third sector partners and their networks to ensure that those supporting delivery are best placed to do so dependent on the particular priorities identified.

Similar principles also underpin the Scottish Government's policy vision to deliver, *"a more progressive service model which prioritises and safeguards high quality provision of ELC while offering parents a choice of settings. The policy approach is fundamentally provider neutral – prioritising settings that are best placed to deliver quality outcomes for children and supporting our ambition to close the attainment gap, regardless of whether they are provided by the public, private or third sectors. Local authorities will continue to play a vital role in delivering EYC – as the primary guarantor of quality and they key enabler of flexibility and choice."*

2.3 North Lanarkshire Business Plan to 2020

The Business Plan for North Lanarkshire Council further builds on the North Lanarkshire Partnership Local Outcome Improvement Plan in focussing partnership resource on tacking inequalities in communities. An approach is set out in the Business Plan that has been established to ensure effective partnership working resulting in successful outcomes for North Lanarkshire and its residents. Integrated within this approach and aligned to the Business Plan are the Council's equality outcomes. The priority outcomes, guiding principles and actions to support the Key Priority 'Supporting children to realise their full potential' are summarised below.

2.3.1 Priority Outcomes

- improving economic opportunities and outcomes;
- supporting all children to realise their full potential;
- improving the health and care of communities;
- improving relationships with communities and the third sector' and
- improving the council's resource base.

2.3.2 Guiding Principles

- improve our targeting of resources towards communities and individuals most in need;
- enable communities and individuals to help themselves;
- focus on preventative and early intervention activities;
- better use of intelligence and observations; and
- encourage creative and innovative solutions across the organisation.

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2.3.3 North Lanarkshire Business Plan Priority Outcome - Supporting all children to realise their full potential

- improve outcomes for all children and young people and minimise the poverty related gap in attainment;
- maximise employment opportunities through our education provision;
- support our looked after children and young people to achieve their full potential; and
- provide support to our children and young people, which is early, effective, based on need and delivered in partnership.

2.3.4 North Lanarkshire Partnership – Children's Services Plan 2017-2020

The Children's Services Plan 2017-2020 summarises the purpose and intentions of North Lanarkshire Children's Services Partnership, on behalf of North Lanarkshire Partnership, in the joint planning and improvement of children's services in North Lanarkshire.

The plan provides an overview of partnership activity to deliver services and supports for children, young people and their families within the current legislative, wider planning and ongoing framework. It identifies the priorities and outcomes that are the basis for more detailed planning expressed in our support annual action plan. Planning and delivery to children, young people and families is further underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC).

The development of the plan engaged all children's services partners and the priorities and outcomes were identified through applying the shared learning on our journey so far to ensure that in North Lanarkshire our children and young people will be safe, healthy, active, nurtured, responsible, respected, achieving and included so they can realise their potential and grow to be successful learners, confident individuals, effective contributors and responsible citizens.

The vision and values of the North Lanarkshire Children's Services Plan are as follows:-

'Our children and young people will be safe, healthy, active, nurtured, responsible, respected, achieving and included so they can realise their potential and grow to be successful learners, confident individuals, effective contributors and responsible citizens.'

The Plan recognises that everyone has a part to play in achieving our vision for children and young people in North Lanarkshire.

The North Lanarkshire Partnership will provide a broad range of services and supports to meet the needs of all children. For the majority, this will be within universal services. Some children will require additional supports and a small number will need specialist or intensive services to meet their needs.

Children, young people and families are stakeholders and partners in the planning and delivery of children's services.

All children and young people are included, irrespective of health, gender, ethnic origin, age, sexual orientation, economic circumstances, religion or belief.

We promote and safeguard the rights of children and young people and make sure everybody is aware of these rights and understand what they are, as expressed in the United Nations Convention of the Rights of the Child.

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Getting it Right for Every Child is the NLP's approach to working with children and young people.

We are child centred – children are viewed as individuals and their wider world is recognised

Shift to prevention – we seek to identify difficulties and solutions as early as possible to prevent more or bigger problems in the future.

Partnership – we work together to ensure children, young people and families get the support they need when they need it.

We take an asset based approach that recognises and builds on the strengths that already exist within children, young people, their families and communities.

We promote resilience in those experiencing adversity.

We work together to reduce inequalities and the impact of poverty on children and families.

Our actions are informed by evidence, or contribute to an evidence base and new ideas are tested and evaluated.

We gather information to identify the needs of children, young people and families in North Lanarkshire, determine what is important, decide where we target our resources, and identify how we can improve.

All of these clear actions reinforce North Lanarkshire's drive to ensure children are entitled and can access high quality experiences through the expansion of early learning and childcare provision.

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3. Current Position

3.1 Summary of Early Learning and Childcare Registered Supply in North Lanarkshire

The current levels of available spaces across the authority are presented in this section. The figures are split between local authority provision and Independent and Private providers (IPNs). Within each, the information is further split by age group: 3-5yrs, and 2-3yrs. This reflects the differing operating requirements for each age group type.

3.2 North Lanarkshire Council Provision (3-5yr olds)

Local authority provision is based on two models: nursery classes (predominately within primary school settings); and Family Learning Centres (all stand-alone facilities).

Currently, the council's 75 nursery classes have the capacity to accommodate 2 children per full-time equivalent place. This is because an am/pm model is in operation where these classes, open from 8:40am to 4:10pm, can accommodate two children who each occupy the space for part of the day (am or pm). This effectively supports optimum use of space within facilities.

Available places across local authority nurseries are set out in Table 1 below. The table outlines capacity both for existing provision (am/pm) and full time equivalent (FTE) provision. The utilisation of available capacity shows the percentage of available capacity (i.e. the total number of spaces registered) compared with the working capacities for the last two years (i.e. the total number of spaces that each establishment is resourced for in each of the given years).

Table 3.2.1 – Available Capacity (Nursery Classes)

3-5 Years – Nursery Classes Capacity	Am	pm	Total	Utilisation of available capacity
Working Capacity (2016-17)	2555	2275	4830	79%
Working Capacity (2017-18)	2505	2160	4665	76%
Available Capacity (2017-18)	3056	3056	**6112**	
Available FTE Capacity (2017-18)	n/a	n/a	**3056**	

North Lanarkshire Family Learning Centres operate between the hours of 8am and 6pm. These facilities can offer a full day care model over 48 weeks. Therefore, the capacity outlined for these facilities is only provided for FTE provision. As flexible models evolve, and parental requirements become clearer, this capacity could potentially increase.

Table 3.2.2 – Available Capacity (Family Learning Centres)

3-5 Years – Family Learning Centre Capacity	am	pm	Total	Utilisation of available capacity
Working Capacity (2016-17)	736	736	1472	88%
Working Capacity (2017-18)	726	692	1418	85%
Available Capacity (2017-18)	837	837	**1674**	
Available FTE Capacity (2017-18)	n/a	n/a	**837**	

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Table 3.2.3 –Local Authority Provision (3-5yrs)

3-5 Years Overall Local Authority Supply	am	pm	Total	Utilisation of available capacity
Working Capacity (2016-17)	329	3011	6302	81%
Working Capacity (2017-18)	323	2852	6083	78%
Available Capacity (2017-18)	389	3893	7786	
Available FTE Capacity (2017-18)	n/a	n/a	3893	

Table 3.2.4 – Local Authority Provision (2-3yrs)

	Total (FTE)
Nursery Classes	140
Family Learning Centres	235
Total FTE Capacity	375

3.3 Private Providers

3.3.1 Independent and Private Nurseries (IPN)

North Lanarkshire Council currently work with 31 Independent and Private provider nurseries. These providers include 27 private partners and 4 Third Sector partners. Governed by formal partnerships, as part of a framework arrangement, these partners offer a full daycare model. This partnership model offers parents access to places for no more than 8 hours per day or 16 hours per week. The capacities set out in the table below are as per the Care Inspectorate Website. For the purpose of calculating capacities, these are assumed to be FTE provision.

Table 3.3.1.1 - IPN Partner Provision (3-5yr olds)

Provider	No of establishments	No of 3-5yrs (FTE)
Private Partner Providers	27	884
3rd Sector Partner Providers	4	128
		1012

Table 3.3.1.2 - IPN Partner Provision (2-3yr olds)

Provider	No of establishments	No of 3-5yrs (FTE)
Private Partner Providers	25	458
3rd Sector Partner Providers	3	40
		498

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3.3.2 Non Partner Providers

In addition to our current partner IPNs, there are 11 providers within North Lanarkshire not currently operating in partnership. All IPN providers have been included within the supply chain regardless of whether or not they operate in partnership with the council. The local authority is committed to ensuring that all early learning and childcare providers are partners in delivering 1140hrs. This will support a provider neutral approach with more choice for parents across North Lanarkshire.

A breakdown of group types (i.e. 2-3yrs; 3-5yrs) for providers not currently in partnership is not available. It is recognised that this provides an issue when making assumptions about capacities in relation to delivery of 1140hrs for specific group types. In order to calculate capacities, those registered with the Care Inspectorate have been used. However, as with partner providers, a proportion of these capacities could be for under 2yr olds or Out of School Care (OOSC). Analysis of partner provider capacities shows that, on average, around 75% of capacity caters to 2-5yrs across this sector. As such, 75% of the capacities provided through the Care Inspectorate have been allocated for non-partner providers to understand potential supply in this provider group.

Table 3.3.2.1 - Non Partner Provision (2-5yr olds)

	No of establishments	Anticipated FTE
Private Partner Providers	11	589

3.3.3 Childminders

As at 15 September 2017, there were 356 childminders registered with the Care Inspectorate operating within the North Lanarkshire area. Of those, the council is currently working in partnership with 82 childminders.

Childminders are fully embraced within the council's overall model. However, at present there are concerns regarding the capacity within this sector to meet the required early learning standards for partnership provision. A trial of blended models with 6 families is ongoing at present. Within this arrangement, the children attend nursery from 9am to 11:30am and then attend a registered childminder until 3pm. NLC is committed to expanding this arrangement where the quality of provision is suitable and where there is demand for such provision. At this time, due to concerns regarding the current capacity within the sector, childminders have not been included in the analysis of supply to meet demand.

3.4 Summary of key data relating to all demand

3.4.1 Current Demand

Service demand is always a snapshot in time rather than an absolute. As such, Local Authorities are required to provide census information to Scottish Government at a point in any given year to demonstrate demand at that specific time. Census information is thereafter used in all calculations relating to service demand.

As part of the scoping exercise for the 1140hrs expansion programme, North Lanarkshire created snapshot in time data, which differs from that extracted for census.

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The snapshot in time, captured for the purpose of this exercise, was extracted from the SEEMiS system on 7 December 2016. The information extracted is set out in the table below:

Table 3.4.1.1 – Pupil Census Data (7th December 2016)

Service Type	Description	N3	N4	N5	Total
ASN	LA Provision – ASN		6	61	67
NLC	LA Provision - Nursery Class	4	2277	2571	4852
FLC	LA Provision - Family Learning Centre	309	652	711	1672
IPN	Independent Private Nursery	13	689	749	1451
	Total	326	3624	4092	8042

Through this data extraction exercise the following key data was obtained:-

- 7,716 pupils (96%) of the 8,042 pupils recorded were at N4 or N5 stage, this equates to 3-5yr provision;
- 18.64% of 3-5yr old pupils were registered with independent private nursery providers; and
- 80% of 3-5 yr old pupils were registered with local authority providers.

The main issue with any data extract, which will be used to analyse demand, is that it cannot capture an accurate representation of demand over a long time period as it is one snapshot in time. To account for this, another dataset was created for the purposes of understanding demand, based on current pupil numbers over a wider timespan. It is argued that this normalised dataset will provide a more accurate representation of demand both current and for the purposes of anticipating future demand based on existing population.

3.4.2 Demand Data Utilised

The normalised dataset was compared with that supplied by the Improvement Service to understand the suitability of the dataset produced for this purpose. Following analysis, it showed that the NLC projections estimate of 8,825 children was 98% comparable with the projections produced by the Improvement Service (based on NRS 2014 data) that estimated that 9,002 children require provision in NLC. Note: Both sets of data assumed 100% of eligible uptake of two year old provision.

As such, and as NLC had already progressed analysis on the basis of 8,825 pupils, this data was deemed to be suitable for the purposes of analysing current and future demand. This is further explored later in this expansion plan.

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3.4.3 Three to Five year old Provision Data

Demand for 3-5 year provision is based on the five year average produced using the NLC methodology. This information was analysed at a local level. The summary at local authority level is as follows:

Table 3.4.3.1 - SIMD Datazone demand: 3-5 years

Decile	Number of children	Percentage of total
Deciles 1-2	2,595	32.5%
Deciles 3-4	2,141	26.8%
Deciles 5-6	1,560	19.5%
Deciles 7-8	1,009	12.6%
Deciles 9-10	678	8.5%
	7,983	

The data shows that around 60% of pupils aged 3-5 years reside within datazones which are within the bottom four deciles.

3.4.4 Two to Three year old Provision Data

Demand for 2-3 year old provision is also based on the five year average produced using the NLC methodology. This information has also been analysed and further broken down to a locality level and set out in a section later on this plan. The summary at local authority level is as follows:

Table 3.4.4.1 - SIMD Datazone demand: 2-3yrs

Decile	Number of children	Percentage of total
Deciles 1-2	306	36.3%
Decides 3-4	234	27.8%
Deciles 5-6	143	17.0%
Deciles 7-8	91	10.8%
Deciles 9-10	68	8.1%
	842*	

*842 children equates to 100% of all eligible two year olds. The anticipated demand is 70% of this eligible cohort, resulting in a required 589 spaces.

The data for this group also indicates a demand of around 60% within the bottom four deciles of SIMD datazones.

When comparing projections, based on 25% eligibility of 2 year olds, it is clear that the projections for 2-3 year demand are far greater than that currently being delivered as part of the overall delivery of the early years service.

As such the council is acutely aware that further work is required to engage and ensure uptake of this service within this group. This will be a key focus of the transition towards the delivery of 1140hrs across the local authority area.

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3.5 Comparison of supply to demand

Analysis of Supply to Demand was carried out at Non-Denominational Secondary School Catchment Area level. This resulted in 15 'local areas' being identified for analysis of Supply to Demand. The information in the tables below represents the analysis of data at this level.

Table 3.5.1 – Anticipated demand, split by local area and by datazone

	SIMD Datazone Quintile					
	1	**2**	**3**	**4**	**5**	**Total Demand**
Airdrie Academy	305	158	207	107	12	789
Bellshill Academy	309	139	77	74		599
Braidhurst High	242	81	23		11	357
Brannock High	142	147	158	40	37	524
Calderhead High	107	87	53	31		278
Caldervale High	316	170	109	89	91	775
Chryston High	45	131	154	124	80	534
Clyde Valley High	465	274	167	97	49	1052
Coatbridge High	519	361	205	205	51	1341
Coltness High	45	149	140	49		383
Cumbernauld Academy	105	385	107	56	128	781
Dalziel High	53		47	39	136	275
Greenfaulds High	85	108	191	121	97	602
Kilsyth Academy	45	110	65	40	18	278
Uddingston Grammar	118	75		28	36	257
Grand Total	2901	2375	1703	1100	746	8825
Distribution	33%	27%	19%	12%	8%	
	5276		3549			
	60%		40%			

This table shows that 60% of anticipated demand reside within the bottom 4 SIMD decile datazones. Note that the information outlined above includes 100% of eligible two year olds (i.e. 842).

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Table 3.5.2 – Local Authority Supply, split by local area and by datazone

	Local Authority Spaces			
	FLC	**Nursery**	**2yr Olds**	**Local Authority' Supply**
Airdrie Academy	112	278	65	455
Bellshill Academy	56	190	10	256
Braidhurst High	93	90	40	223
Brannock High		250	20	270
Calderhead High	56	110	20	186
Caldervale High		310		310
Chryston High	104	120	15	239
Clyde Valley High	128	305	90	523
Coatbridge High	80	470	80	630
Coltness High		190	10	200
Cumbernauld Academy	64	260		324
Dalziel High		50		50
Greenfaulds High		280		280
Kilsyth Academy	72	64	10	146
Uddingston Grammar	72	89	15	176
Grand Total	837	3056	375	4268
	3893			

The data shows that there is currently local authority (FTE) provision for approximately 48% of anticipated demand. This is lower than the anticipated 60% of children who we aspire to offer provision for.

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Table 3.5.3 – Private Provider Supply, split by local area and by datazone

	Private Provider Spaces				
	3rd Sector Partner	Private Partner	Non Partner	2-3yr olds	Private Sector Supply
Airdrie Academy		125		53	178
Bellshill Academy		72	59	25	156
Braidhurst High					0
Brannock High		72	107	56	235
Calderhead High					0
Caldervale High					0
Chryston High		53	62	44	159
Clyde Valley High	24	42	56	25	147
Coatbridge High	32	121	88	80	321
Coltness High					0
Cumbernauld Academy	72	75	63	75	285
Dalziel High		174	48	55	277
Greenfaulds High		46		25	71
Kilsyth Academy		32		25	57
Uddingston Grammar		72	106	35	213
Grand Total	128	884	589	498	2099
	1012				

The data shows that there is currently private sector provision for approximately 24% of anticipated demand. This is lower than the anticipated 40% of children who we aspire to offer provision for.

Table 3.5.4 – Overall comparison of Supply to Demand, split by local area and by datazone

	Total Demand	Total Supply	Total 'Net'
Airdrie Academy	789	633	-156
Bellshill Academy	599	412	-187
Braidhurst High	357	223	-134
Brannock High	524	505	-19
Calderhead High	278	186	-92
Caldervale High	775	310	-465
Chryston High	534	398	-136
Clyde Valley High	1052	670	-382
Coatbridge High	1341	951	-390
Coltness High	383	200	-183
Cumbernauld Academy	781	609	-172
Dalziel High	275	327	52
Greenfaulds High	602	351	-251
Kilsyth Academy	278	203	-75
Uddingston Grammar	257	389	132
Grand Total	8825*	6367	-2458

*Note: the information outlined above includes 100% of eligible two year olds (i.e. 842).

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Overall Supply to Demand shows that there is a significant shortfall of FTE spaces within the majority of each local area. Only two local areas show a net surplus of spaces with another one area (Brannock High) showing a negligible deficit.

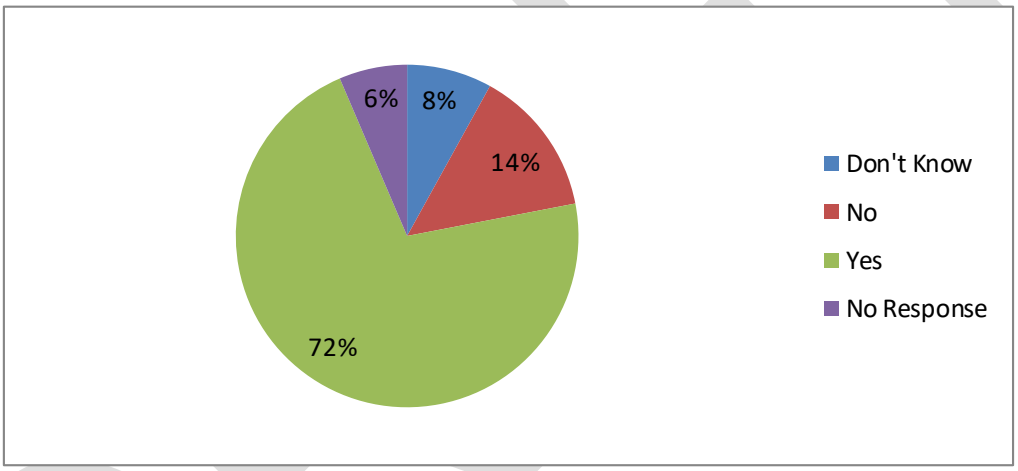
3.6 Summary of consultation activity undertaken to inform the plan

3.6.1 Consultation Outcome

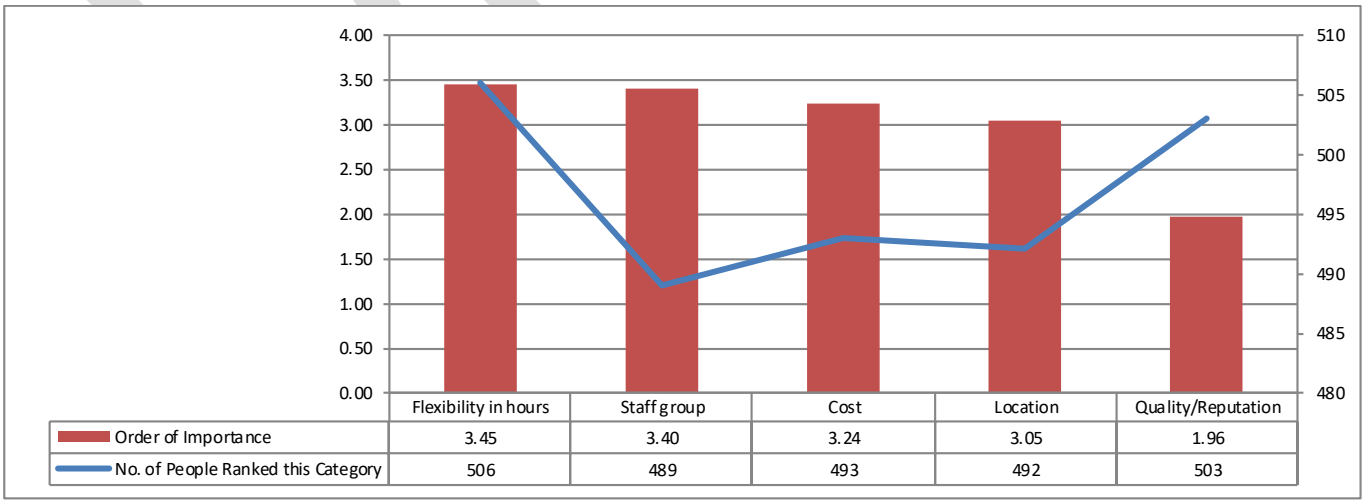
North Lanarkshire's most recent consultation with families of young children and other carers, which was carried out between July and September 2017, yielded 524 individual responses. The analysis in this section does not include consultation carried out with targeted groups within the council's 16 Family Learning Centres which includes; parents of children with additional support needs, grandparents, childminders, fathers and minority groups. This is a separate consultation currently being carried out in focus group format. This consultation closes at the end of October 2017.

The first thing that the council wanted to find out was whether families would take up their 1140 hours entitlement.

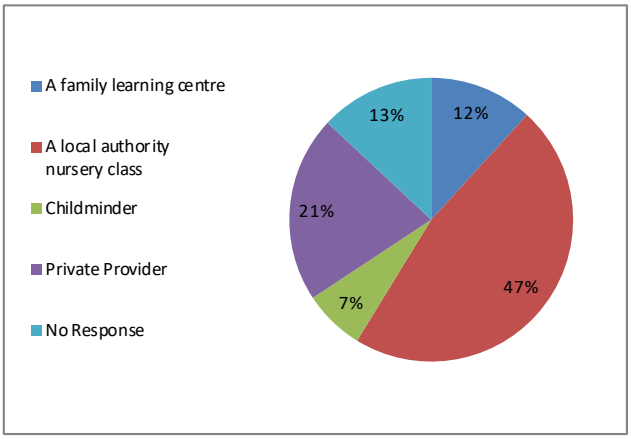
The majority of respondents, 72%, said that they would take up this full entitlement.

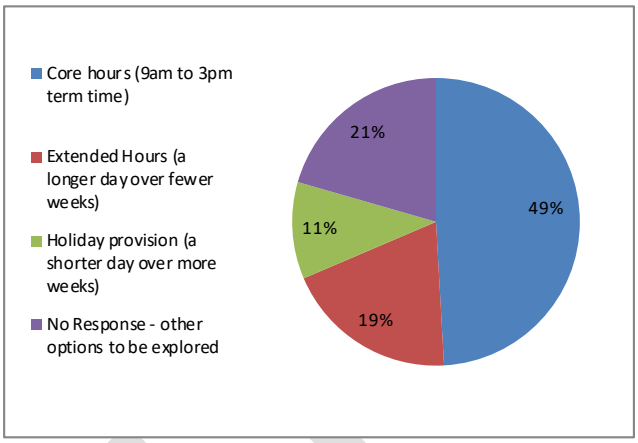


The respondents were asked to consider what was important to them when choosing a childcare provider and to rank their response in order of importance with 94% responding to this question.



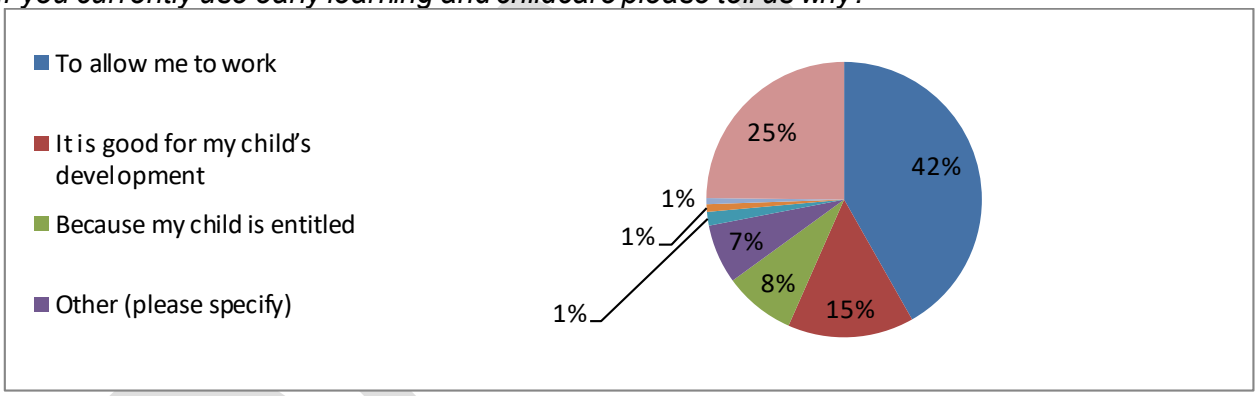
Most of the respondents indicated that they use ELC to allow them to work. However, the majority of respondents indicated that they would prefer a 9am to 3pm term time service in a local authority nursery class. Only 7% said they would use a childminder.



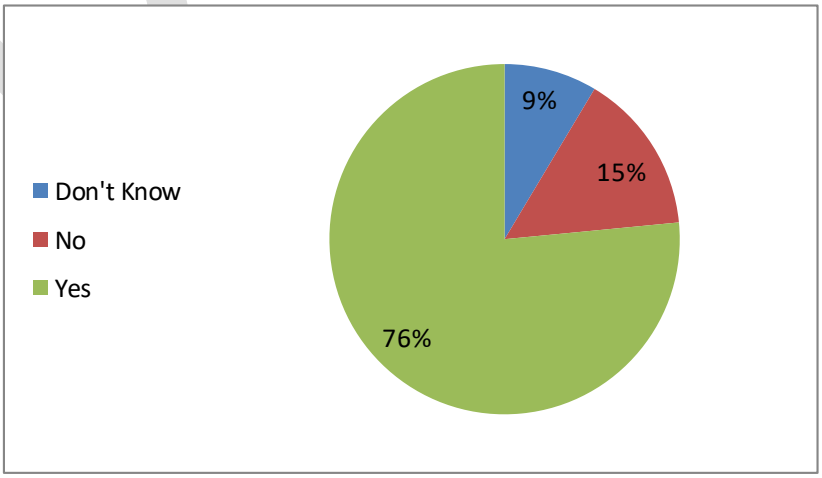


Respondent's comments included; concerns about children being away from a home environment for long periods of time and (remove this statement a small number) feedback is 76% of respondents expressed an interest in a mixed model of nursery and childminder.

'If you currently use early learning and childcare please tell us why?'



'If 1140 hours of early learning & childcare was available would you take up this full entitlement for your child?'



4. Future Position

4.1 A Changing Model – Maintaining Quality through an Enhanced Accessible, Affordable and Flexible Model

The service delivery model for North Lanarkshire will require substantial change to ensure delivery of 1140hrs across the local area.

As outlined in the summary of current position, the council has been able to maximise capacity of the delivery of 600hrs through extended opening hours, allowing for am/pm sessions to be maintained and for each FTE space in a nursery to accommodate 2 pupils. However, in order to delivery 1140hrs, this practice will no longer be possible and, whilst a more flexible approach will be adopted, a significant number of new spaces will be required to ensure supply can meet demand.

4.2 Estimating Anticipated Demand: Population Projections and Analysis

4.2.1 Future Demand

In order to estimate future demand, an analysis was carried out of present and past demand (over a five year timespan). The analysis includes current 2, 3 and 4 year olds within the system, along with P1 and P2 pupils in order to understand previous demand. This five year analysis was segmented at datazone level to ensure accurate assessment at a very local level.

Subsequently, the Improvement Service provided the council with "Early Learning Profiles". This information was also provided at a datazone level. A comparative analysis of the two datasets was undertaken which showed that the North Lanarkshire projections estimated 8,825 pupils requiring provision (at 100% of eligible two year olds) and the Improvement Service projections (based on NRS 2014 data) estimated that 9,002 pupils (also at 100% of eligible two year olds) require provision in NLC. This analysis is therefore 98% comparable. As such, and given a significant proportion of the work had already been completed based on the council's analysis, the NLC figures were used as the source data on which assumptions and requirements are based. Due to the unpredictable nature of projections, the similarity of results from two different projection methods offers a level of comfort.

4.2.2 Predicting population growth or decline

There are a number of Community Growth Areas (CGAs) within North Lanarkshire (including; South Cumbernauld, Gartcosh/Glenboig and Ravenscraig). It is therefore anticipated that the population may grow over time and additional supply may be required. However, due to the long term nature of these proposals and the vulnerability which surrounds them (such as economic downturns influencing housing growth), these factors have not influenced the projections and anticipated demand. As such the North Lanarkshire projections are based on the assumption of a constant rate of demand. Supply is planned on that basis.

For future growth requirements, North Lanarkshire will utilise the same forward planning methodology as that used for our school estate. This will allow for variations between projections and actual demand to be managed more efficiently: especially where our projections have 'over projected' required demand. In North Lanarkshire's Community Growth Areas, and other areas where major housing development has an impact, it is anticipated that, as 1140hrs early years provision will be a statutory requirement, funding for future required provision will be managed through the developer contribution options available from within the planning framework.

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4.2.3 Four guiding principles

In line with the North Lanarkshire Partnership's Strategic aim to build 'resilient communities' North Lanarkshire is committed to delivering Early Years expansion in line with the four guiding principles of Quality, Flexibility, Accessibility and Affordability.

4.3 Quality

4.3.1 Our People

North Lanarkshire is committed to developing people both within the local authority and partners, providing the resources to support the youngest children in their learning to help close the attainment gap. Early years establishments, including partners, are part of the council's Support around the School and Community Teams (SASCT) model and all practitioners will continue to develop this operating model with communities at its core.

The Solihull nurture approach is embedded across the council's service provision, including partners. NLC staff will continue to be supported to develop and improve their practice to benefit the youngest children.

The value of qualified early learning practitioners is recognised. The council is engaging with potential cohorts from school age through to mature students. This work includes investigating methods to tackling barriers to improve the gender and ethnic balance of the workforce and to raise the profile of this profession within North Lanarkshire.

Partners will be supported to become accredited living wage and fair work practice employers. The council will explore rates of pay and other assistance that will allow private nurseries and childminders to provide children with a quality service. Key stakeholder groups will be consulted on an ongoing basis to take account of evolving views.

In North Lanarkshire the importance of the natural environment to children's wellbeing and learning has long been recognised and over a number of years the forest kindergarten approach has been embedded within service delivery. Many of the council's early years employees are forest kindergarten trained. Therefore, the opportunity to maximise the use of the outdoors in nursery expansion plan will be grasped. North Lanarkshire has large pockets of natural environment. The Early Years team is working with colleagues such as Park Rangers to tap into this doorstep resource to emulate award winning models such as North Lanarkshire's Outdoor Dad's Group. We anticipate that a proactive approach to outdoor provision may attract more male employees. Care Inspectorate statistics support this view.

The council has recently developed an interactive toolkit to help our practitioners and partners measure children and family's wellbeing under GIRFEC to ensure an individual approach to each child and their family (sidandshannari.co.uk). This is a targeted approach that will give consistent and clear measurement data in the child's learning plan to ensure effective transition between home, nursery and into primary school.

4.3.2 Our Partners

The council's existing framework and procurement for partner providers demands a high level of quality. This approach along with the new national standards, will continue as 1140hrs is being rolled out, will ensure a consistently high level of quality provision irrespective of the service the parents choose for their children. Work will continue with partners, including childminders, and the Care Inspectorate to ensure that the quality of provision is central to the delivery of early learning and childcare across North Lanarkshire.

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Out of School Care Provision (OOSC) in North Lanarkshire is out with the local authority's locus and is managed and delivered by private and third sector organisations.

There are a number of OOSC providers operating within North Lanarkshire Council and community premises. As part of the Community/Stakeholder Engagement Plan the Council will have ongoing discussions with these organisations to support the delivery of 1140 hours. This will include delivering a more flexible model (i.e. 8am-6pm) in these schools first to ensure wraparound care for both primary and nursery aged children where there are breakfast clubs and OOSC provision in the school.

The council has included quality support staff to support partner providers within our proposed central delivery team.

The North Lanarkshire approach, underpinned by the four guiding principles, will allow NLC to meet the priorities of:

- improving outcomes for children: especially those most disadvantaged and vulnerable; and
- support parents to work, train or study: especially those who need routes into employment and out of poverty.

4.4 Priorities for Admission

The approach will result in a fundamental shift in how admissions to local authority establishments are prioritised. Whilst at present, the council's current admissions policy includes an element of 'needs based admission' this is by exception rather than forming an integral part of the admissions policy. NLC's approach to delivering 1140hrs will result in admissions being prioritised by SIMD datazone. This will result in significant level of displacement as 1140hrs is phased in across the authority.

Whilst the council believe the approach to delivering 1140hrs to be robust, pragmatic and most importantly equitable, it is anticipated that this approach will present challenges to matching service delivery to demand. Direct delivery local authority provision will be targeted at the most vulnerable children in the first instance.

4.5 Flexibility and Affordability

The NLC model will ensure that pupils who live within SIMD deciles 1 to 4 (60%) have priority access to council provision. This approach is based on the premise that the 40% (deciles 5 to 10) will be more mobile and will be able to travel further to access their provision of choice. Indeed, it is anticipated that choice will be the main driver for this client group. This approach therefore, will ensure that there is adequate supply of spaces within each geographical area to meet the demand of those families living in deciles 5 to 10. This supply will include excess council provision (where there are more spaces than SIMD 1-4 pupils), and partner nurseries: private and third sector.

This approach will also ensure that there is flexibility of choice. It will ensure sustainability of partner provision as the council will not 'over provide' within any geographical area. It will allow parents to access wrap around provision over and above the allocated 1140hrs which, as the 1140hrs will be funded, will reduce the overall costs, making wrap around provision more affordable. Flexible models will also be offered (i.e. hours of operation) within the local authority provision.

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North Lanarkshire Council does not cap funded places at private providers and this will continue in the case of 1140 hours provision. As is current practice for 600 hours funding, all 1140 hours funding will be passed to the parents. The council will also continue to transfer funding between framework providers i.e. the funding following the child. However, there is a recognition that partners may face difficulties, and colleagues in the Council's Business Support team and Business Gateway will support them to achieve and sustain their best business model.

4.6 Accessibility

4.6.1 Tackling Inequality – Building on a Strong Track Record

The main outcome of the North Lanarkshire overarching Strategy to deliver early learning and childcare expansion is to ensure accessibility for the most vulnerable people. In this regard council provision is targeted towards SIMD deciles one to four. This will deliver a targeted admissions policy for council provision and will be based on an equity approach.

This approach will ensure that the council, which has the quickest and most effective access to other services such as social work, health, educational psychologists, and CAMHS, is able to work with the most vulnerable families to deliver full support in parallel with early learning. This model has been effectively delivered through North Lanarkshire's 16 family learning centres for many years, with the Early Years Collaborative testing effective models of support with services. The approach to 1140hrs will allow a replication of this provision throughout all areas of North Lanarkshire at a much more local level.

To ensure accessibility, the council's vision is to bring the resource to the child rather than bring the child to the resource. In reality, this will be achieved by providing the council resource within 1km of all children living within SIMD deciles 1 and 2 and where possible deciles 3 and 4. This approach will ensure that families can walk to the centres, removing the economic and logistical barriers that may be introduced when attendance requires accessing public transport to reach allocated provision.

The council will continue to work with SEEMiS to develop the current Nursery Admissions Management System to become fit for purpose and allow parents to apply and register for a nursery place on-line and to provide adequate management reports e.g. accurate financial forecasting.

The council will continue to develop and maintain a Family Information Service to provide parents with a 'one stop shop' to locate appropriate early learning and childcare options.

The council has been, and will continue to, consult with children, families and stakeholders on an ongoing basis and will continue to elicit the views of grandparents, ethnic minorities and families of children with additional support needs.

North Lanarkshire Council has two local authority Gaelic nurseries attached to primary schools. These are morning only nurseries. As part of our 1140 hours expansion plan the council will include Gaelic provision where parents can access full day provision within the authority.

There are five local authority specialist nurseries within North Lanarkshire and the models of delivery are currently being considered by Educational Psychologists and the Additional Support team to ensure the needs of these children are met under GIRFEC.

Accessibility for children with a range of additional support needs will be factored into the design of any new or repurposed services. The current provision with North Lanarkshire that provides dedicated services children with ASN will be remodelled. Account will be taken of the extended day entitlement how this can best be delivered to meet the complex needs for children with additional support needs.

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The council's approach to 'growing our workforce' provides the opportunity for entry level employees to focus on working with these children before they become qualified early learning practitioners.

The council has put plans in place to address the barriers to increase the uptake of eligible 2 year old places; this includes working with health colleagues and the Department for Work and Pensions (DWP) in earlier identification of these families and in streamlining application processes.

Plans have been put in place to address the barriers to increase the uptake of eligible 2 year old places; this includes working with health colleagues and the DWP to facilitate earlier identification of families and to streamline the application processes.

4.7 Utilisation of Existing Assets

4.7.1 Infrastructure

The council will require additional infrastructure in order to deliver the requirements of 1140hrs provision in line with the requirements of parents.

The approach to identifying infrastructure requirements has been carried out in accordance with the planning assumptions outlined in Section Three of the Blueprint 2020 – ELC Expansion document namely:

4.7.2 Use what we have

Each of the council's existing Early Learning and Childcare establishments, both nursery classes and family learning centres, has been analysed in order to understand where there is current capacity to extend provision to 1140hrs at this time

Each of the existing establishments has also been analysed to understand the potential of creating additional capacity. This includes the conversion of unused classrooms in primary schools for early years delivery where feasible.

Council assets not within the education portfolio have also been identified with a view to creating a nursery within these establishments. This includes facilities operated by the council's Arms Length External Organisations such as leisure and cultural trusts.

Other properties within local authority ownership which may be suitable for repurposing for use as early years establishments have also been identified.

The use of the natural environment has been explored with the Council's greenspace team to understand the possibilities linked to outdoor learning as part of the expanded service delivery model.

4.7.3 Use what we purchase

The council intends to make full use of IPNs as a key partner in relation to the supply of nursery places. The council will continue to have full discussions with partners to understand how they can grow their capacity to extend their provision to strengthen the mixed economy of provision across the early years sector in North Lanarkshire.

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The council will ensure that childminders are included in the options open to parents. The addition of this key provider will provide the most flexible option for parents and will allow a blended model to be delivered in line with the needs of parents. Support will be provided to childminders to become qualified to deliver early learning and childcare whilst maintaining the home/nurture environments that make this model attractive to families.

4.7.4 Create what we need

The approach taken to creating what is needed in North Lanarkshire has been to explore all existing assets before looking at the requirement for new build establishments. However, in order to ensure that the strategy to deliver accessible places, where pupils can walk to their early years establishment, there are areas where there is a lack of available facilities. In these instances, it would be appropriate to consider a new build as the requirement to ensure services can be delivered at a very local level.

4.7.5 Developing the Workforce

In North Lanarkshire Council it is estimated that approximately 600 new early learning and childcare staff will be required across a range of roles and positions to deliver the additional capacity of 1140hours. This highly skilled and well qualified workforce will hold a range of relevant qualifications ensuring that the Council is well placed to deliver extended Early Learning and Childcare models that offer families and children services of the highest quality. The Workforce Appendix A outlines the range of workforce positions and required levels of qualifications.

The Council's intention is to deliver 1140 hrs of nursery provision to every 3 and 4yr old and eligible 2yr by August 2020 through a range of staffing models as set out in Workforce Appendix B.

The Developing the Workforce Action Plan (see Workforce Appendix C) outlines the actions required to support the required expansion of the workforce. Actions include:-

- a major recruitment drive locally and nationally;
- development and expansion of the current Modern Apprentice programme;
- further enhance our senior phase childcare programme to support and encourage students to enrol in Early Learning and Childcare training;
- development and expansion of Foundation Apprenticeship (Social Services, Children & Young People);
- develop the HNC programme with Further Education colleges and other training providers;
- continue to support the partner providers in delivering their own in house training programmes;
- promote the opportunities for career change to all NLC staff particularly groups affected by public sector contraction and realignment;
- promote career opportunities to underrepresented groups; for example male Early Learning and Childcare practitioners, thereby encouraging gender balance within nurseries;
- deliver an introductory course in childhood practice to all our Additional Support Needs Assistants; and
- develop pathways for young people in their Senior Phase of learning within the care sector.

To ensure the learning and teaching within all nursery settings is of the highest quality NLC intend to use allocated graduates within the areas serving the families in the highest SIMD areas (1 FTE each setting) and provide 0.5 graduates to support all other settings. Graduate led learning will be a key feature of NL early learning and childcare model. All children will have access to a graduate as described above, Workforce Appendix D sets out the deployment arrangements.

The council has developed a workforce development programme for Foundation Apprentices, Modern Apprentices and upskilling of existing staff. The information linked to this aspect of workforce development is included in the workforce appendices.

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4.8 Partner Assets

The maintenance and extension of the use of partner assets as part of the service redesign in order to deliver 1140hrs is a continuing consideration.

Full utilisation of the current capacities available within IPNs is the aim. This includes both those offered by existing partners, and working with those not currently in partnership with North Lanarkshire Council, to bring them into partnership, ensuring the maximum flexibility of choice for parents.

There have been early discussions to date with IPNs with regard to how they can grow capacity beyond what they already deliver. These discussions are at an early stage due to the challenges presented particularly as it is not yet clear how the price per pupil per hour, which will be paid to IPNs, will eventually be set. Discussions on acceptable rates have commenced, but further work is required to ascertain the costs in relation to this. An indicative cost has therefore been used within our financial template. Ultimately, the settlement figure at a national level, related to this aspect of service delivery will have a major influence on the appetite of the IPNs to grow supply in their sector.

Where there is appetite within partner providers to increase provision, NLC will support them in this regard. In instances where the council has to build new establishments in order to meet demand for pupils in SIMD deciles 5 to 10, NLC is open to the possibility of transferring, leasing or selling assets to the IPNs to ensure that a mixed economy is sustained across our local authority area. This is anticipated to be a possibility where parents are choosing IPNs as their preferred choice of provider.

Childminders will be able to tender through the Council's 3 – 5 year old 'childminding' framework and parents can use them as part of a blended model with nurseries. The childminders will be required to pass a quality procurement process for a 3 – 5 year old early learning & childcare place'. Parents can then opt to place their child for the full 1140 hours. The council will continue to monitor and evaluate this model of delivery to ensure the best service for families.

4.9 Future Workforce

To ensure the continuity of high quality services it is acknowledged that it is essential to support the early years' workforce through a range of professional development opportunities. A comprehensive training programme has been developed to support all staff. Workforce Appendix E provides an outline.

To support the delivery of early learning and childcare and to support quality assurance, delivery capacity and the admissions process we intend to expand the staffing levels centrally at HQ (Workforce Appendix F). It is recognised that the partner organisations will require support to deal with the significant issues created by the delivery of 1140hrs. This support will be provided by this team.

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5. Implementation Plan

5.1 Quality

5.1.1 Quality Plan

A Quality Plan to underpin the ELC Expansion Plan is under development and will be completed by the end of October 2017. The following section provides a summary of the key elements of the overall plan.

In line with the Scottish Government's stated position, quality is the driving principle behind the Early Years expansion plan within North Lanarkshire Council. Early Learning and Childcare (ELC) settings, both local authority and partner providers, will not only provide strong foundations to promote attachment, child development, pedagogy, play, early literacy and numeracy but will also support all aspects of health and wellbeing and the underpinning principles of Getting It Right for Every Child (GIRFEC). The plan will also take account of The National Improvement Framework (NIF) key priorities and drivers.

To ensure that quality continues to be at the heart of our service delivery during expansion the Council will place a very strong emphasis on the following key aspects of provision:

5.1.2 Quality of the Physical Environment

ELC environments will:

- take account of space indoors, outdoors and in woodland areas and how they are used to support and develop all areas of learning and to meet the meets of all learners;
- use local community assets to support the delivery of the curriculum and build stronger community links;
- be well planned and will allow children to be active participants in their learning;
- provide opportunities for children to develop independence, creativity, curiosity, imagination and problem solving skills;
- consider different types of spaces such as nurturing quiet spaces for rest and reflection, and spaces for physical play;
- consider spaces for dining and the implications in providing a quality lunch time provision;
- comply with standards set by the Care Inspectorate and other legislative bodies; and
- provide resources and equipment to develop skills for learning, life and work.

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5.2 Quality of Provision

ELC establishments will:

- provide high quality care and learning for all children including those with Additional Support Needs;
- provide an appropriate and effective curriculum taking account of learning and development, pedagogy and play and skills for life and learning;
- closely monitor the effectiveness of interactions and engagement and the impact this has on learning and teaching;
- listen to children and families to better meet their needs;
- support the development of resilient children and families;
- engage families in a range of parenting opportunities to build capacity;
- continue to monitor and track children's progress over time using a range of assessment strategies;
- establish processes for ensuring seamless transitions between home and providers of ELC;
- consider the balance and structure of full day provision and the impact on children's learning;
- establish a clear understanding and the implications of delivering an 1140 hours ELC model; and
- ensure an appropriate level of provision of the Gaelic Medium across the Authority.

5.3 Quality of the Workforce

The ELC workforce will:

- be highly skilled and qualified or working towards a qualification;
- have access to professional development;
- be reflective in their practice and know their areas of strength and also the areas for development;
- compliant with standards for registration with Scottish Social Services Council (SSSC) and the General Teaching Council (GTC);
- knowledgeable about current policies and documentation such as Curriculum for Excellence, (CFE) Building the Ambition(BTA), How Good Is Our Early Learning and Childcare (HGIOELC), Learning Outdoors, Space to Grow and Setting the Table; and
- be supported to develop Gaelic in designated establishments.

5.4 Quality of Leadership and Management

Our ELC leaders and managers will:

- be trained to SVQ4,BA or graduate level;
- be knowledgeable and up to date with current thinking and practice;
- have a shared vision and values relevant to their ELC setting and its Community;
- develop collaborative approaches to self- evaluation leading to continuous improvement;
- build professional teams taking account of their wellbeing and pastoral care;
- ensure that there are opportunities for professional development and collegiate working;
- cognisant of the impact of career long professional learning; and
- support and build capacity in the workforce for sustainability.

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5.5 Quality Assurance

5.5.1 Stakeholders and partners

- Elected Members
- Community Planning Partnership
- NLC Corporate Management Team
- Senior Managers
- Heads of Centre
- Head-Teachers
- Continuous Improvement Service
- Education Scotland
- Care Inspectorate
- Parents/Carers
- Children

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5.5.2 When working with Partner Providers the local authority will:

- procure places from childminders and IPNs;
- establish clear criteria for approving partnership;
- use a Framework Agreement which is based around quality questions;
- visit and quality assure establishments;
- agree a protocol for monitoring responsibilities and sharing information relating to quality;
- ensure access to training;
- arrange business meetings;
- visit establishments; and
- have an awareness of the differing needs of providers.

5.5.3 When working with parents/carers the local authority will:

- provide a welcoming and inclusive ethos;
- work alongside them as partners in the child's learning;
- communicate with them through a variety of ways;
- gather their views and act upon them; and
- value them and utilise their skills.

In addition key workforce training programmes have been developed to ensure quality in all areas of early learning and childcare.

5.6 Phasing and Prioritisation

5.6.1 Phasing

With a programme of this scale, it is hard to establish a precise phasing schedule. Therefore, the approach taken in North Lanarkshire involved the identification of a phased approach which will ensure that the plan meets the required implementation timescale of August 2021.

As outlined, in demand is projected at 8,572 children. The numbers have been further broken down into two groups: 2-3yr olds of which there are projected to be 589; and 3-5yr olds of which there are projected to be 7,983. The approach is such that an equal proportion of each group type will be factored into each of the years within which the phasing is implemented.

The information set out in the table below covers all activity:

Table 5.6.1.1 – Phasing of Increase to 1140hrs

Year	Percentage	Total number of 2-3yr olds	Total number of 3-5yr olds	Total number of children receiving 1140hrs
2017-18	5%	29	399	428
2018-19	20%	118	1,597	1,715
2019-20	65%	383	5,189	5,572
2020-21	100%	589	7,983	8,572
2021-22	100%	589	7,983	8,572

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Following on from confirmation of the number of places to be delivered per annum, the council will seek to utilise the newly established contractor framework to deliver the numbers of spaces in the agreed geographical areas. It is imperative that, from a strategic perspective, market interest in the work is maintained, therefore projects will be bundled, in order to secure a value of money submission from the supply chain. North Lanarkshire Council is fully aware that other local authorities will be seeking to deliver a significant number of projects at the same time as North Lanarkshire, therefore the commercial attractiveness of the projects must be factors into the specific projects that are required to align with the delivery timeline.

5.7 Prioritisation

As outlined throughout this expansion plan, the council's method has been to allocate demand to supply based on the SIMD ranking for each datazone. As such, the approach will be to make places available to the most vulnerable first. In this regard, where there is existing capacity, the council is already offering spaces to children and families who live within North Lanarkshire's most deprived areas. Thereafter the approach will be to look to identify and grow 1140hrs spaces in the areas with most need.

As the analysis has been carried out at Non-Denominational Secondary School catchment area level, the council will look to identify those most in need in each of these areas and prioritise spaces based on geographical location and SIMD ranking. This will ensure that the council is implementing the phasing and prioritisation of spaces across the whole local authority area, ensuring those most in need are offered provision at the earliest available opportunity.

An example of the analysis work undertaken, and how this will allow us to priories phasing, is outlined within Appendix 3.

5.8 Community and Stakeholder Engagement

In responding to the challenge of ensuring that the voice of children and their families/carers and indeed all stakeholders, is heard on a continuous basis as the council plans and delivers the ELC expansion plan, the approach, outlined in this section of the plan, was established during the planning phase and will continue throughout implementation.

With reference to the findings outlined in *'A Blueprint for 2020: the Expansion of Early Learning and Childcare in Scotland – Consultation Analysis Report'*, and the Council's Quality Plan, the North Lanarkshire approach reflects a commitment to ensure the following:-

- improvement methodology is used to carry out and analyse small tests of change/pilots;
- the views of children and their families are heard and taken into account throughout the planning and delivery phases of the expansion;
- early years staff spend time talking to staff and children in early learning settings;
- the views of non-users and future users are sought;
- the views of the current ELC workforce are sought;
- the findings of surveys/focus groups inform the approach on an ongoing basis;
- the engagement approach is deployed to ensure that the voices are heard of those with communication difficulties, people with physical difficulties, minority ethnic communities, those living in rural areas and people on low incomes;
- an information programme runs in parallel to the engagement activities which is designed to inform parents, current and future, about the expansion plans in North Lanarkshire and how they can inform the approach and access the service (this information campaign will promote the programme implementation via the widest possible range of approaches, for example; traditional media, social media, focus groups, publicity campaigns, private and third sector provider focus groups);
- health visitors, social work colleagues and the third sector interface (Voluntary Action North Lanarkshire) will function as advocates/conduits to provide and gather information;

- community led events are held (i.e. public meetings to promote new service);
- parent forums/childminder forums/private providers are involved in service design;
- the National Standards for Community Engagement 7 principles are used to govern the approach, i.e.:-
  - inclusion
  - support
  - planning
  - working together
  - methods
  - communication
  - impact

The establishment of an approach to shaping the ELC expansion plan which is underscored by these clear engagement principles has and will continue to ensure that the council has effectively identified who should be involved and that the community/stakeholder engagement process is fair and effective. Above all the North Lanarkshire approach to engagement seeks to release the following benefits of well planned community/stakeholder involvement as outlined in the National Standards for Community Engagement:-

"The way in which public services are planned, developed and delivered is influenced by, and responds to, community need.

People who find it difficult to get involved (for example, because of language bu siness, disability of parent poverty or discrimination) can help to influence the decisions that affect their lives.

The various strengths and assets in communities and across public and private sector agencies are used effectively to deal with the issues communities face

New relationships are developed between communities and public sector bodies which build trust and make joint action possible

There is more influential community participation in

- *community based or community led social and economic development activity;*
- *the working public authorities design and deliver services; and*
- *policy, strategy and planning process."*

5.9 Catering

5.9.1 Current Service

The North Lanarkshire's Catering Service currently provides a school meal on each pupil day to all 23 secondary, 120 primary and 12 ASN schools. Additionally, the service provides a breakfast club service in 88 schools. We also supply lunch clubs to Social Work Services clients who meet the eligibility criteria. These are also produced and supplied from school kitchens.

In 2016/17 the service provided over 4,499,519 meals to secondary, primary and ASN school pupils and adults. In addition to this over 450,000 breakfast club meals were provided to pupils. A further approximate 1,676,000 meals are expected to be introduced as part of the Early Years Nursery Expansion programme for free school meals.

The service has seen changes to the operating model and there is a drive towards better use of resources and the avoidance of duplication. Currently within North Lanarkshire there is a variety of models utilised to deliver school meals including production on site, export to dining centres and

regeneration units. All of these models will be used to deliver the expansion to 1140 hours from 2017/18 to 2021/22.

The major changes affecting the service were driven by legislation introduced to ensure consistency to the school meals service across all Scottish local authorities. In particular, this focussed on improving the nutritional standards and balance of food offered in schools, plus ensuring that school meals were considered as part of the whole school day experience and not in isolation. Initially, this was through Hungry for Success in 2004 and The Schools (Health Promotion & Nutrition) (Scotland) Act 2007. The 2007 Act is supported by The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 which gives health promotion a prominent place in school activities and ensures that food and drink served in schools meets specific nutritional requirements.

Better Eating, Better Learning was published in March 2014 and included a self-evaluation tool. This tool requires a whole school approach, focused around the school meals service, not only in meal provision but as a significant learning resource. It encourages collaborative working between teaching and catering staff to utilise the school meal service to its full capacity, and to reinforce health and wellbeing aspects of Curriculum for Excellence 2010. It also aims to address other educational issues such as health, sustainability, environment and the economy. This tool could also be utilised to ensure that nursery age children are receiving the same benefits as primary school children.

The introduction of universal free school meals was successfully implemented in North Lanarkshire in January 2015 for all primary 1-3 children. This action is linked to the Obesity Route Map and ensures that all children have access to a nutritious, healthy lunch. The catering service support and drive the uptake of school meals within primary 1-3 and also within primary 4-7.

5.9.2 Delivery of Meals

The table below illustrates the phasing that will be undertaken to implement school meals for nursery expansion to 1140 hours. Potentially if 100% uptake is achieved this would result in approximately an additional 1,676,750 meals would be provided to nursery children, across more than 120 properties.

Table 5.9.2.1 - NLC - Phasing of EYN Expansion for school meals

Year	Percentage %	Number of Nursery Children
2017/18	5	428
2018/19	20	1715
2019/20	65	5572
2020/21	100	8572
2021/22	100	8572

Within 2017/18, 5% of the overall model will be implemented and the expectation is that this will result in undertaking pilots in a number of our stand slone Nurseries to ensure the model we are implementing can be tried out and improved where we need to. These nurseries currently do not have kitchens on site so the meals will be transported from export kitchens and catering staff on site will ensure that food is checked for temperature control and that our Hazard Analysis and Critical Control Points (HACCP) procedures are being followed to ensure food safety at all times. This will involve a current review of transport needs and implementation of any new transport requirements for the export from the kitchen to site. A review of all kitchens is being undertaken to plan for what light/heavy equipment and furniture is required for each site. A site by site plan is being developed in consultation with each Head of Establishment to ensure the family service at lunchtime is an enjoyable experience for our nursery children. Utilising NHS guidance such as

Setting the Table and Eating Well for 1-4 Year Olds to ensure Nutritional Standards are met and quality and quantity of food is of a high standard.

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As well as assessing locations and numbers the following areas have also been reviewed:

- food costs;
- menu planning and analysis;
- staff production requirement, including assessment for any future new builds;
- staff serving on site in location within nurseries, both nursery classes within schools, stand alone and private nurseries;
- uniforms, training;
- resources to manage service;
- transport;
- capital costs for kitchens for upgrades to allow additional meal numbers;
- new equipment such as refrigeration, ovens, dish washing facilities, furniture; and
- light equipment nursery plates, cutlery, cups transport containers, temperature probes etc.

Consultation will also be undertaken with our private nursery partners to ensure their catering needs are met and strengthen the working relationship already in place to ensure all children in North Lanarkshire are receiving a well-balanced lunchtime meal by 2020/21.

A strategic plan is being thought through to ensure the success of the project with flexibility built in where redesign may be required to ensure a high quality catering service delivery.

5.9.3 Funded Providers

North Lanarkshire Council's current framework arrangement based solely on quality, with 31 independent and private providers of 3 – 5 year old places, is due to come to an end June 2018. We will tender for a new framework for August 2018 until the end of June 2020. This will allow existing and new providers to become part of the framework. There are approximately 9-11 nurseries within North Lanarkshire that the council anticipate being part of the framework for nursery provision that are not currently on the framework.

82 childminders are on our 2 year old framework and they are also given access to training delivered by North Lanarkshire Council e.g. Solihull Approach. Twilight and weekend training is delivered to maximise the potential for childminders to attend. To date uptake remains low. The council will continue to consult with childminders and the council is in discussions with the Scottish Child Minders Association (SCMA) regarding on-line training opportunities.

Currently, successful applicants for 2 year old places are given a full list of all providers (childminders private, third sector and local authority) in their area to select their preferred provider from this list. The council has an ongoing media campaign and regularly engage with health and social work colleagues to ensure that uptake is maximised. In the main, parents choose local authority provision, with private and independent nursery next. Despite regular promotion, only a small number of parents choose childminders and as a consequence the council has been and will continue to work with the SCMA and other stakeholders to address this.

NLC is currently rolling out a blended model approach where Family Learning Centre Heads identify children who would benefit from part nursery and part childminder place. The Heads co-ordinate this with the childminder and children are given their 1140 hours between nursery and childminder.

The council's existing daycare model utilises childminders to provide short-term places to very young children to provide swift support to families on the request of health, social work and other professionals. Where children are about to reach 2 years or are 2 years the place is currently extended to provide 600 hours entitlement and continuity.

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North Lanarkshire Council has a Support Around the Schools and Community Team (SASCT) that incudes quality improvement staff to encourage collaborative and collegiate working and private providers are included in these teams.

North Lanarkshire Council has long valued the service provided by our private and voluntary nursery providers. The council ensures they are included in all our Career Long Professional Learning (CLPL) opportunities e.g. Child Protection training, access to psychologists and Additional Support Needs (ASN) staff and we provide administrative, business and economic support. We will continue to provide funding for private provider staff to obtain qualifications. We will build on this in the future to maximise the positive impact of the 1140 hours on these important partners to the Council and our families. We recognise the difficulties encountered for private providers in releasing staff for training during the working day and we try, where possible, to provide twilight or weekend courses as well as including them in our SASCT model.

We will continue to engage with partners in the future to provide support, share practice and CLPL opportunities. We also communicate and meet regularly with North Lanarkshire's National Day Nurseries Association (NDNA) representatives.

The Sid & SHANARRI toolkit helps our partner providers in measuring children's wellbeing and with transition records between nurseries and school.

In 2017-18 when Scottish Government's initial funding was offered to councils, like other authorities, NLC were not in a position to support private providers with capital funding. However, £200,000 of the revenue funding, for 2017-18 only, was allocated to NLC to support them with the transition from 600 hours to 1140 hours. It is expected that this funding allocation will be spent on increasing their flexibility for delivery in the future e.g. on enhancing their outdoor areas.

Part of the council's capital growth programme will include consideration of lease/rent to buy schemes for third sector and private providers to support fledgling business or for the expansion of existing services.

The council will continue to fund partners based on parental demand; to allow parents to transfer funding between partners and local authority provision including cross boundary placements.

5.10 Infrastructure Requirements

Please refer to Appendix 4a for the design report that encompasses the scope of sites that were passed to the project team for review. The sites were considered from an architectural perspective to ascertain their feasibility when compared to the spatial requirements as defined by the Council.

In addition to these sites, the Council identified a number of areas that require early learning provision. A full outline of costed sites is outlined at Appendix 4b. A summary of all sites and the type of provision required are noted below: -

Table 5.10.1 – Site Classification

New Build	Extension	Remodel	Total
27	15	7	49

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5.11 Financial Projections

5.11.1 Capital Cost Summary

The cost estimates have generally been developed using benchmarked cost/ m2 rates for the different types of New Build, Extension or Remodelling/ Refurbishment projects. The cost/ m2 rates have been calculated based on benchmarking of other similar types of projects from appointed consultants Gardiner & Theobald , LLP data, generic elemental cost estimates and external sources such as BCIS Cost Analysis information.

The area and space requirements have been identified in the design requirements document or advised separately by the council, with the rates allowing for full capital construction costs and allowances for FF&E and fit-out works. Separate cost allowances have been identified for external play areas and car parking based on the required provision identified by the design requirements and the council.

To recognise that site abnormal works may be required, however cannot yet be defined, a cost allowance has been made within the capital costs. The actual site abnormal costs will be assessed on a specific site by site basis during the next stage of the design process.

In addition, the cost estimate includes a general allowance for upgrading/ improvements to the existing facility where extension or remodelling works are being undertaken. As per the site abnormals, the scope of the required works will be assessed during the next stage of the design.

The cost estimates include a Contingencies/ Risk Allowance of 10% that has been applied to the 'build costs'.

Other development costs that are currently excluded, however may be required, are site acquisition costs, ground contamination and roadworks.

Cost plans Include an allowance for inflation to 4Q 2019. This may be subject to adjustment following more detailed procurement and programming at the next stage of the process.

The total cost for all identified projects at this time is £60,575,351.

Please refer to the table below for a comparison of the total cost against the SFT metric: -

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Table 5.11.1.1 – SFT Metric Comparison

Type of Project	No. of Projects	Places	SFT metric	SFT area metric x SFT metric cost per m2	NLC GIFA x NLC cost per m2	Budget Gap
New Build	27	1,350	3,000	£23,490,000	£48,140,590	£48,139,240
Extensions	15	231	3,300	£4,421,340	£9,452,918	£9,452,687
Major Refurbishment	7	422	2,100	£5,139,960	£2,981,843	£2,981,421
Minor Refurbishment	0	0	1,500	£0	£0	£0
Total	**49**	**2,003**		**£33,051,300**	**£60,575,351**	**£27,524,051**

5.11.2 Capital Cost Methodology

In preparation of the RIBA Stage 2 cost estimate, benchmark data pricing and out turn cost data was used to provide rates, items and allowances to calculate the applicable rates and populate the cost estimate. The cost managers were able to rely on their experience from recent school / nursery projects that have been recently market tested. Where possible, this cost analysis and benchmarking included sub-contractor involvement on specific elements of work, thus providing as robust a cost plan as possible.

5.11.3 Capital Cost Assumptions

The current cost plan is a RIBA Stage 2 Cost Estimate based on the current requirements as defined in the design report and cost information supplied direct by the council. The accuracy of the Cost Plan will be developed during the next stage of the design as specific design solutions are fixed on a site by site basis, including the necessary surveys and intrusive investigations having been carried out.

It is notable that whole life and lifecycle costs form part of the council's revenue costs and are therefore excluded from the capital cost reporting.

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5.12 Revenue Costs

The table below highlights the anticipated revenue costs for the Early Learning and Childcare Service for financial years 2016/17 to 2021/22. Supporting information is provided in the Finance Template.

Table 5.12.1 – Revenue Costs

	NLC - Early Learning and Childcare Forecast Costs (£m)					
	2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Local Authority Staff Costs	18.353	19.616	25.340	42.772	44.270	44.373
Funded (partner) Provision	3.071	4.015	6.762	11.594	16.433	16.512
Lunches	0	0.243	1.131	3.676	5.655	5.655
Running Costs	1.300	1.290	1.942	2.495	3.055	3.055
Wraparound Hours	- 0.197	0	0	0	0	0
TOTAL	**22.527**	**25.164**	**35.175**	**60.537**	**69.413**	**69.595**

5.13 Planning Assumptions Including Financial Assumptions

Both the revenue and capital planning assumptions adopted by NLC have been attached as Appendix 5.

5.14 2017/18 Expansion Activity Progress to Date

Following receipt of £1.2m revenue funding and £0.650m capital funding from the Scottish Government this Council is embarking on a programme of nursery expansion across the authority.

The Council will have a core project team in place by January 2018 which will include a Project Manager, 3 expansion officers and 3 administrators to drive forward the expansion programme.

As a first step in the expansion roll out the council intends to increase morning only services to a full day provision in 5 facilities by the end of the current financial year.

In addition the 16 Family Learning Centres are currently in the process of offering full days to 20% of parents of children who live within our SIMD 1 and 2 areas and are in receipt of wraparound and lunch hours. This will allow the Service to model different staffing structures to inform future decisions, albeit it is acknowledged this will result in a loss of income to the council and these children will also receive free school meals. This cohort of pupils are also being used to pilot different blended approaches with our childminders.

Partner nurseries are a vital part of future service delivery and to this end the council intend holding 1140 hours workshops over the rest of the year to support this sector in developing their operating models to meet pupil demand in future years. A portion (£0.200m) of the 2017/18 revenue funding has been allocated by the Service to support partner providers with the transition from 600 hours to 1140 hours, including focussing on the needs of children with ASN, investing in staff training and development, and enhancing their outdoor spaces.

Specific capital projects have been identified in each of our geographical localities (North, Central and South) based on SIMD data, and these are being progressed with a view to six nurseries being available to pupils by August 2018.

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- St Serf's PS Nursery Class Expansion
- Carbrain PS Nursery Class Expansion
- St Gerard's PS Nursery Class Expansion
- Craigneuk FLC Expansion
- Mossend Senior Citizen's Centre - Re-purpose Building
- Shawhead PS refurbishment - New Nursery Class

The Services workforce development team have a full training programme in place to support the future skills/qualifications requirements of staff, with a scheduled commencement date of October 2017. The programme includes a bespoke training package leading to SVQ2 for local authority staff who have been affected by recent workforce changes. This will be followed by an accredited training programme starting in January 2018 for a cohort of Modern Apprentices in Early Years and Childcare.

The available revenue funding will also support the transition from a 1:10 staffing ratio in council facilities to a 1:8 staffing ratio, and underpin Care Inspectorate registration costs.

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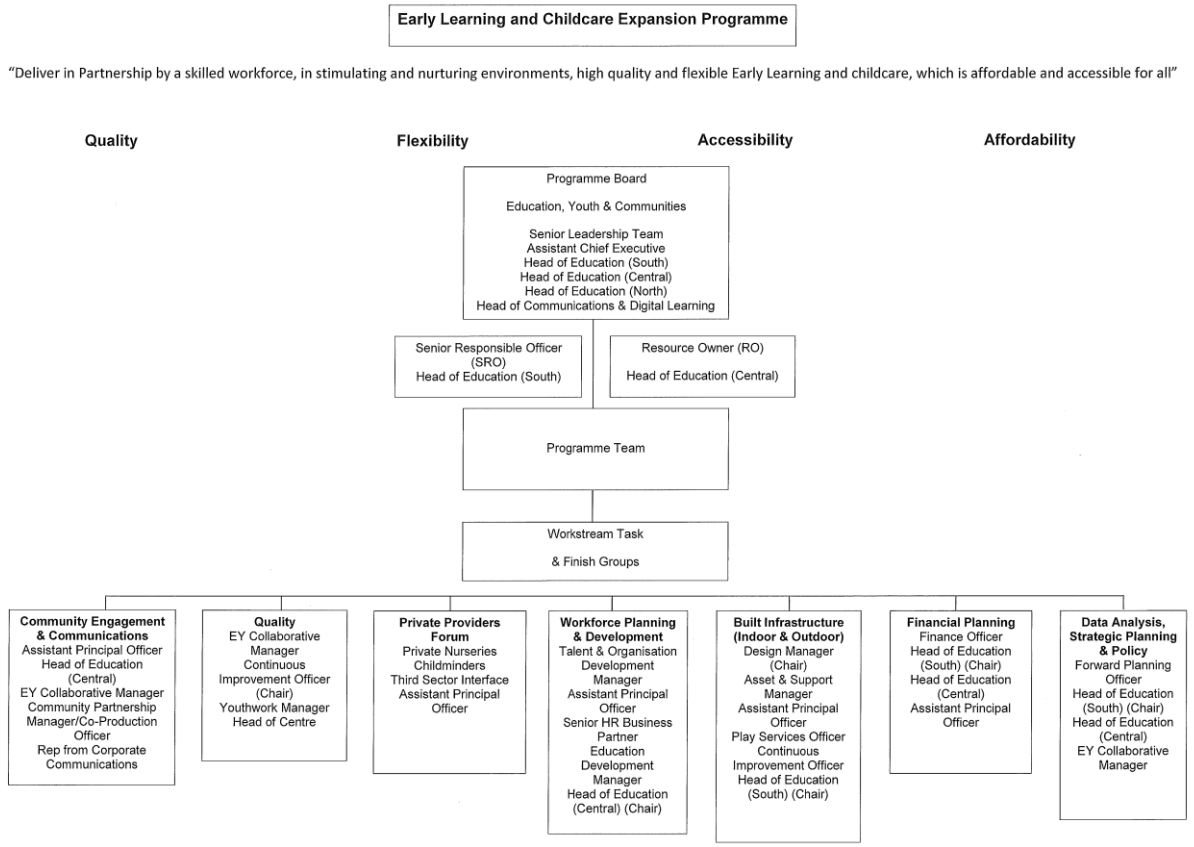
6. Project Management

The ELC expansion plan will be delivered in accordance with North Lanarkshire Council's corporate project management procedures and guidelines as well as RIBA.

6.1 Project Organisation

The Programme Management Structure, defining roles and designated individuals for the Early Learning and Childcare Expansion programme is outlined in the diagram below.



6.2 Roles & Responsibilities

6.2.1 Sponsor

The Project Sponsor is Education, Youth and Communities, North Lanarkshire Council

6.2.2 Senior Responsible Owner (SRO) & Resource Owner (RO)

The SRO will be Head of Education (South).
The RO will be Head of Education (North).

The Senior Responsible Officer (SRO) will be responsible for ensuring that the ELC expansion programme meets its objectives and delivers the projected benefits. The SRO will ensure that the change maintains its business focus, has clear authority and will ensure that the context, including risks, is actively managed.

The Resource Owner is the council's Senior Officer with strategic responsibility for the delivery and coordination of Early Learning and Childcare Provision.

6.2.3 Project/Programme Manager

A Project/Programme Manager will be responsible for delivering the project. The Project/Programme Manager will lead and manage the project teams and with the authority and responsibility from the SRO, run the project on a day-to-day basis.

6.2.4 Programme Board

During the period of the development of the ELC expansion plan the Education, Youth and Communities Senior Leadership Team function as the Project Board. This will be reviewed post submission of the expansion plan bid document to recognise the role of the wider stakeholders.

The SRO is responsible for providing approvals and decisions affecting project progress and delivery throughout the project.

The Programme Board provides the owner with stakeholder/technical input to decisions affecting the project; ultimate authority and accountability resides with the SRO.

The main responsibilities of the Project Board in relation to this project are:

- maintaining critical senior relationships;
- approval of costs and timescales for the project;
- commitment to funds;
- maintaining financial control over project expenditure;
- ensuring decisions are made in good time to enable the project to progress without stalling;
- re-negotiating and authorising any terms arising from a change in the project deliverables and/or schedule where there is an impact on the contract;
- authorising any major deviations from the agreed stage plans or escalating as necessary;
- signing off the completion of each stage and defined deliverables, and giving approval to start the subsequent stage;
- allocation of staff to participate in the project;
- formal approval and sign-off of the deliverables within agreed timescales;
- resolving any issue that cannot be agreed at the operational level;
- ensuring the project focus is maintained;
- communicating information about the project to the organisation and stakeholder groups; and
- providing advice and direction to the Senior Responsible Owner.

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6.2.5 Programme Team

In this programme we have identified a Core Team that will comprise a group of individuals with appropriate and complementary professional, technical or specialist skills who, under the direction of the SRO and programme manager, are responsible for carrying out the work detailed in the plan.

The Core Team comprises:

Designation	Role on project
Head of Education (South)	SRO
	Project Manager
Head of Education (Central)	Senior Resource Owner
Design Manager	Infrastructure
Forward Planning Officer	Forward Planning
Assistant Principal Officer	Early Years Operational Planning Requirements/ Commissioning
EY Collaborative Manager	Quality/Improvement Planning
Asset & Support Manager	Asset Management/ Review
Continuous Improvement Officer	Quality
Talent & Organisation Development Manager	Workforce Development
Senior HR Business Partner	Workforce Planning
Education Development Manager	Future Workforce (FAs, Mas & Vocational Education)

6.3 Procurement

The 1140 hours nursery expansion programme is a significant procurement activity, the council's Corporate Procurement Team will undertake a review of potential routes to market in line with the council's Corporate Procurement Strategy.

It is recognised that all Local Authorities will be seeking to deliver nursery expansion projects at the same time and a review of market capability and capacity is essential.

It is envisaged that the two main options considered will be delivering the projects either through a new council framework or Hub South West.

In addition consideration will be given to a hybrid model

<u>Option 1</u>

Framework

The council has significant experience operating a framework to deliver the new school building programme. The detail by which the framework would be procured requires to be reviewed and subject to completing a sourcing assessment however in general terms its probable the framework would consist of 3 providers over four years.

The advantages in creating a framework provides sustainable community benefits to local SMEs and enables the council to directly control the call-off to ensure service delivery.

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Option 2

Hub South West.

The council has experience in the use of Hub as a vehicle to procure building works and this is a valid consideration for a route to market.

The advantage in utilising Hub provides access to a significant, experienced supply chain.

Option 3

Hybrid Model.

The council procures through use of a framework and Hub South West.

There are several construction project types being considered and it will be considered that new build projects would be delivered through Hub on behalf of the council while refurbishments, repurposing and extensions are delivered through a framework.

This model has the advantage that it provides good market resilience in terms of capacity and capability and robust service delivery.

6.3.1 Project Management

The council will give consideration to procuring external project management resource to deliver the nursery expansion. Under the terms of the Corporate Procurement Strategy a review of market availability will be undertaken to determine if any existing framework is suitable e.g. Crown Commercial or Scotland Excel.

If procurement option 1 above is found to be the optimum procurement route then a PM led multi-discipline design team is likely to be a preferred route.

In respect to procurement option 2, Hub South West provide PM resource as standard however consideration may still be required to expand or compliment this role.

With procurement option 3 a PM led multi-discipline design team will be procured with the PM taking an overall executive role to oversee the council's entire 1140 programme.

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6.4 Reporting and Monitoring Procedures

6.4.1 Programme Meetings

Regular meetings will be held to manage this project, monitor progress and deal with any risks/issues/exceptions. Actions will be captured at meetings and issued in the action log owned by the project manager. The following table outlines the formal project meetings that will be held throughout the project:

Meeting Type	Frequency
Project Team Meeting	Weekly
SLT/Programme Board Meeting	Monthly
Workstream Task & Finish Groups	TBC

Status Reports

A project Highlight Report will be produced fortnightly for each programme team meeting by the Programme/Project Manager and submitted to the Project Board monthly.

This report will include:-

- headlines / key activities completed in this period;
- key Decisions required;
- progress against milestones / deliverables;
- to Be Achieved Next Period (milestone/key event); and
- key Issues / Risks.

6.5 Risk and Issue Management

Records of risks and issues will be maintained in a central log by the Programme/Project Manager and reviewed monthly with the Project Team/Project Board and SRO.

Issues will be raised for monitoring at (programme/board/SRO) level when:

a. the issue cannot be resolved within the project team;
b. the issue requires significant input from other project (or programme) team members;
c. the issue has cross project implications; and/or
d. the issue has an impact or potentially has an impact on the scope, cost, timescales or resource of the project objectives.

Risks are be raised for monitoring at (programme//board/SRO) level when:

e. mitigating actions for the risk cannot be identified, or
f. the risk has happened, or
g. the risk has an impact upon another project, or
h. the risk falls into the red category. (Risk Priority is based on the risk chart):

A copy of the project risk register is included in Appendix 6.

DRAFT