Early Adopter Communities – Shetland

Monitoring and Report and template for 2024/25

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Introduction

The purpose of this form is to give the Scottish Government (SG) an overview of your grants project. The information provided in this template will also be used by evaluators commissioned to support monitoring and evaluation of EAC projects as a whole.

The information provided in this template should refer to the prior 6 months of project delivery only, if any information is provided from outside this time period it should be noted in text.

The Principles for Positive Partnership is a guide to support effective relationships between Scottish Government and third sector grant recipients, it is a good practice guide on how all grant relationships should be approached and it might help you to fill out the following form.

Grant overview

Grant recipient information (to be completed by Scottish Government):

Organisation name	Shetland Islands Council
Project title/reference	Shetland Early Adopter Community
Name of lead contact	[redacted Section 38 (1) (b)]
Contact number	
Contact email address	[redacted Section 38 (1) (b)]
Grant start date and end date	September 2024 – March 2026
Awarding policy team in SG	Engagement and Insights, Early Learning and Childcare Division
Lead name of policy Area in SG	[redacted Section 38 (1) (b)]
SG Contact email address	[redacted Section 38 (1) (b)]

Timeframe

The information used for completing this reporting template should be specific to the 6 months prior to the reporting deadline. If any data or information links to work before that or planned work after, this should be noted in text.

The remainder of this form needs to be completed by the staff conducting the project i.e. recipient of SG funds.

Section 1 - Project objectives, activities and outcomes

Table 1: objectives, activities and associated outcomes

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Sub objectives *(Please provide a list of objectives as agreed in your Grant Offer letter)*	*(Please outline the activities undertaken for and the progress you have made towards the achievement of your Objectives)*	(As outlined in table 5 such as, reduced cost of living)
Objective 1: To continue the provision of childcare in the Grantee's identified target communities		
Ensure the approach principles, as set out in schedule 1, are embedded into the Project	A **people-centred and place-based** approach is set out in the Programme Approach Principles. To ensure this, the project is continually being co-designed by those who use services and those who deliver them. The EAC Project works with communities to determine what is important to them. The Project aims to carry out ongoing engagement activities with families, communities and services to assess what childcare and activity resources are already available in those areas and to consider what else would be beneficial. Part of this work includes engaging with parents and carers to explore and determine what support is needed for families with children aged 2 years and younger, as well as school aged childcare. As such, engagement and consultation has taken place within the targeted communities to share the Project and gather insights. The project aims to be responsive and flexible to best meet the evolving needs of the community.	

Provide access to consistent, reliable childcare services (including the provision of food and transport where necessary) that parents and carers can depend on.	• Happyhansel Primary School Breakfast Club – five days a week (8:15am-8:40am). The club has been in operation since September. Food is provided. • Happyhansel Primary School After-school Club on Tuesdays and Thursdays (3:15pm-4:45pm). The club has been in operation from November. • Supervision in place at West Mainland Leisure Centre, in partnership with the Sandness Development Group and Happyhansel Primary School and Sandness Primary School. Supervision is available on Mondays and Wednesdays, 3.30pm-6.30pm, during term-time. A bus, funded by the Sandness Development Group, picks children up from Sandness School at 2.55pm and Happyhansel School at 3.05pm and takes them to the West Mainland Leisure Centre. • Aith After-School Club (this is in the process of being developed). • Additional hours in Happyhansel ELC. This was implemented in January 2025, and has uptake from [redacted Section 38 (1) (b)]. • Ability Shetland Saturday Club. Ability Shetland run a Saturday Club in the West Mainland every 2nd Saturday for disabled children and children with additional support needs. The EAC Project uses the fund to staff this. For more information on Abilitty Shetland, their website is available at: Ability Shetland | Supporting the efforts of disabled people to realise their full potential in all areas of life • Support worker Early Learning and Childcare recruited in Mid-Yell ELC until March 2026. This allows for an increased	Reduced cost of living Parents/carers prepare for/start/sustain/increase hours of work/training/study Reduced financial pressure Income from employment maximised Improved (parental) wellbeing including fewer crisis points Children more physically active Increased social connections (children) Increased opportunities for learning & new experiences (children) Improved child social, emotional & behavioural development Improved child health & wellbeing

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
	number of paid 2-year-olds in the setting and a more reliable service for families. • Support worker ELC recruited in Baltasound ELC until March 2026. This allows for an increased number of paid 2-year-olds in the setting and a more reliable service for families. • 1 more childminder in Hamnavoe. Preparing for 50% discounted rate in current OOSCs	
Increase capacity for 2 year olds in targeted nursery settings through further development of discretionary criteria for ELC 2-year-old places.	A support worker ELC in Mid-Yell and Baltasound have been recruited in the ELC settings. This allows for an increased number of paid 2 year olds in the settings and a more reliable service for families. In Baltasound, having extra staffing has meant that the setting has been able to take <5 additional 2-year-olds into the Early Learning and Childcare since October and would have the capacity to take more should the need arise.	Parents/carers prepare for/start/sustain/increase hours of work/training/study Income from employment maximised Increased parental respite Increased social connections (children) Increased opportunities for learning & new experiences (children)

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Work closely with the Scottish Childminding Association to recruit childminders and support access to childminding provision to families in targeted communities.	The SCMA have undertaken local and organic recruitment strategies in the targeted communities such as online posting and sharing of materials. The SCMA will focus on the North Isles as part of the Project and together, local flyers have been produced that will be dispersed into the targeted communities. Recently, 1 new childminder in Burra has undergone registration with the Care Inspectorate to deliver childcare. This is independent of Shetland Islands Council. The Project has committed to contributing to start-up grant to the newly established childminder. The Project Manager has met with the childminder and discussed the process of registration, including the challenges and opportunities going forward.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Engage with parents and carers to explore and determine what support is needed for families with children aged under 2 years old.	This was initially explored through the Shetland-wide Childcare Consultation 2024. The survey examined current childcare facilities in Shetland for this age-range and assessed whether this provisions was doing enough to meet family needs. The majority of consultation so far has been through schools and Early Learning and Childcare settings. Meetings and engagement have taken place with: • [redacted Section 38 (1) (b)] of Happyhansel Primary School and Sandness Primary School. • [redacted Section 38 (1) (b)] of Aith Primary School. • [redacted Section 38 (1) (b)] of Baltasound Primary School. • [redacted Section 38 (1) (b)] of Mid-Yell School, Cullivoe Primary School and Burravoe Primary School. The Project has also worked together with Community Development officers and Health Visitors, and taken part in individual engagement with local families – for example, attending a Community Drop-in Session along with a community Development Officer at Baltasound School.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Support families to access and utilise existing childcare subsidies including, but not limited to, the Flexible Support Fund, Universal Credit and Tax-Free Childcare.	The Project has worked in partnership with DWP, local childcare providers, and other organisations to ensure a joined-up approach and maximise take-up of available subsidies. For example, we have continued to work in partnership with the Employability Team and the Finance Team to support families. This is in the early stages. A meeting took place on Wednesday 19 March with representatives from DWP to discuss the impact and practicalities of the discounted offer in the Out of School Clubs on those receiving universal credit. The DWP suggested that it may be better to continue to bill the families on UC as normal, and then have the EAC fund cover the remaining 15% that the family would normally pay (and so minimising costs for both EAC and the families). Follow-up meetings with DWP representatives will take place to discuss this further. The project has begun to collect feedback from families about accessing subsidies. This will be shared with the provisions to inform future improvements and recommendations. There is recognition that knowledge and understanding of childcare subsidies across various agencies still requires development.	Benefits maximisation Reduced financial pressure More families engaged with support services

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Offer subsidised or fully funded childcare places where the Grantee has identified families as being in need where they are not able to access, or they have extenuating circumstances that prevents them from accessing, other available childcare subsidies.	The current school aged childcare offer in place in Shetland is limited and unaffordable for many families, particularly for families on a low income and those within the key priority family groups. A Project Team has been set up for Workstream 6 – *Increasing uptake for targeted families* – to explore the possibility of offering discounted places to families within the key priority groups in the already existing out of school clubs and so allowing all families access to out-of-school provision. . The proposal sets out the offer for a 50% discounted rate for childcare payments of the current out of school club rate for families within the 6 priority family groups and for those receiving school clothing grant or Universal Credit. Discretionary places are also considered. This will start in Sandwick Out of School Club during the Easter holidays and will expand to other clubs once learning has taken place. Recruitment has begun to support this. A job specification for early learning and childcare and out of school clubs has been developed and this model is being tested as part of the project. A Practitioner for Sandwick ELC and OOSC has been recruited in Sandwick OOSC to support a possible higher uptake. On the advice of Scottish Government, fully funded places have not been offered..	Reduced cost of living Parents/carers prepare for/start/sustain/increase hours of work/training/study Reduced financial pressure Income from employment maximised

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Signpost families to accessing support services including, but not limited to, money advice and income maximisation services.	The Project Manager works in partnership with the Shetland Islands Council's Employability Team and attended their *Thursday Toddler Group Sessions* to share information on ELC Registration Week. At these sessions, the attendees receive employment and money advice and shared their childcare challenges with the Project Manager. As the Project continues, it is hoped that joined-up working with the Employability Team will progress to further integrate services to better support families. Once feedback forms are collected, efforts will be made to work with EAC provisions to improve the process of signposting families to additional support services, ensuring they have easy access to the resources they need.	
Support local childcare providers to develop a business model that encourages the uptake of Universal Credit or alternative childcare payments.	Initial contact has been made with DWP to discuss Universal Credit and alternative childcare payments.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Support childcare providers to remove barriers to recruit and retain skilled staff by working with relevant partners.	As above, the EAC fund has been used to recruit a Support Worker ELC in Mid-Yell ELC and Baltasound ELC. This has allowed for an increased number of paid 2 year olds in the setting and a more reliable service for families. As above, a job specification for early learning and childcare and out of school clubs has been developed - a Practitioner for ELC and OOSC - and this model is being tested as part of the project, with a practitioner in place in Sandwick. This is believed to be more attractive to candidates as the hours are more desirable, and so more reliable to families. Retention of staff continues to be a challenge, in particular for after-school activities. At present, the majority of recruitment exercises as part of the Project have been through Shetland Islands Council and specific job profiles have to be used. Work is being undertaken to explore recruitment processes for external agencies e.g. Ability Shetland, the Leisure Centre, to understand how potential barriers to recruitment can be removed.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
As a strategic commissioner of local services, the Grantee is to review and assess how best to create, support, and sustain a diverse market of local activities and childcare.	The EAC Project has engaged with both regulated and unregulated childcare. The provision in Happyhansel and Aith are unregulated and so provide flexibility to the school in how to operate it, and change depending on needs. EAC work has taken place alongside the SRT to provide supervision in Aith Leisure Centre. This is centred around the activities that are already provided there and allows children to access activities independently, reducing the need for parents to accompany them. Ability Shetland operate a Saturday club and Easter Holiday Club that is activity-based. Ability Shetland is an established organisation within Shetland with a good reputation, that works well within the community. The Project is also working with the regulated out-of-school-clubs across Shetland to offer a discounted rate to increase the uptake of those within the targeted groups. There is recognition that every community has diverse needs and therefore solutions are individual.	Reduced cost of living Parents/carers prepare for/start/sustain/increase hours of work/training/study Reduced financial pressure Income from employment maximised Children more physically active Increased social connections (children) Increased opportunities for learning & new experiences (children)

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Promote and support internal and system changes to help shift values, cultures and behaviours of individuals and organisations, so that the childcare system can be designed around people and communities.	Shetland's EAC project actively works to promote and support internal and system changes that aim to create a more people-centred childcare system, one that values the needs of families and communities. This approach is focused on transforming the way individuals and organisations work, ensuring that services are not only accessible but also responsive to local needs. By designing childcare around people and communities, the EAC project has highlighted that every community is unique and a flexible approach is needed depending on their needs. Promoting equality for families—free from stigma—has been a key focus. Through the EAC work, the Project has seen an increase in the understanding that childcare is a shared responsibility – one that involves all stakeholders, including employers, communities, and the Local Authority. The biggest successes has come from areas where different services are all working together with a common goal. For example, working together with the SRT, the West Mainland schools, and the Sandness Development Group has shown the willingness of the community to get involved and to share the responsibility of care. This collaborative approach has been key in developing provision. Thrive has supported Shetland's EAC to develop skills and capacity in order to further embed a person-centred & place-based approach in the West Mainland. Work has taken place with Thrive to design an approach to engagement that improves understanding of families' problems and needs in West Mainland.	

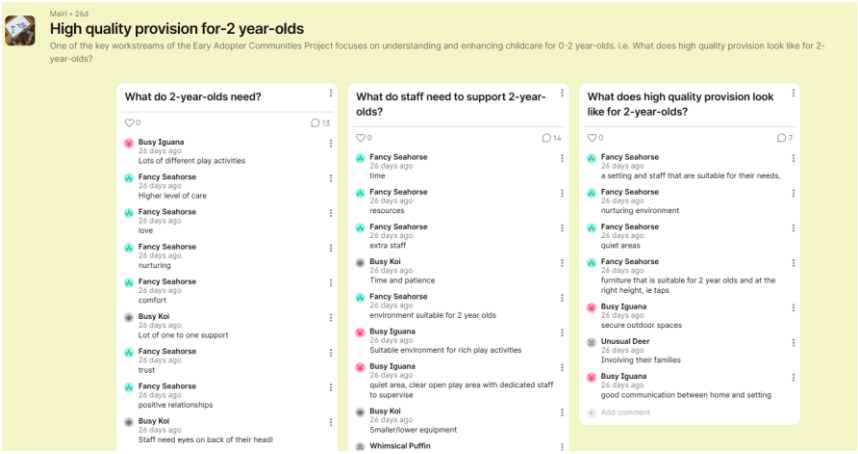
Seek to build multiagency support to improve the local sustainability of services.	The Project Board also plays a key role in ensuring that a diverse range of services are engaged and represented in the project, while also fostering a strong commitment from these services to support community-based childcare. Workstream Groups - A range of services are involved in the Project Team for Workstream 6 (discounted offer for priority families in the existing services). This ensures that all areas and points of view are explored before implementation. As the Project progresses, a multiagency support is sought to improve the local sustainability of services. As such, services across the targeted communities have worked together to explore and learn from the Project. Current involvement with multi-agency partners is as follows: • Happyhansel Primary School and Sandness Primary School • Aith Primary School • Baltasound ELC • Mid-Yell ELC • Community Development Workers in the North Isles and West Mainland • Sandness Development Group • West Mainland Leisure Centre • Ability Shetland For example, the Project has been working alongside the SRT and Sandness Development Group to provide after-school opportunities for children on the West side at the Aith leisure centre on Mondays	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
	and Wednesdays. The Development Group have secured funding for a bus that takes children from Sandness and Walls to the Aith leisure centre on Mondays and Wednesdays after-school for their booked activities. The EAC fund has been used to provide supervision at the leisure centre so that children can access activities independently, reducing the need for parents to accompany them. Engagement with families and children living in the targeted communities are also essential to further understand what is valued by the communities. This engagement so far has been more limited to schools and early learning and childcare settings. However the next step is to engage wider.	
Ensure the Project is aligned and meaningfully engaged with other child poverty initiatives including, but not limited to, Parental Employability Support.	As mentioned above, the Council's Employability Team has been engaged with the project, working together to align common priorities. Additionally, the Employability Team is represented on the Project Team of one of the workstreams (workstream 6 – increasing uptake of targeted families), ensuring that their services have a direct input into the project's development.	Parents/carers prepare for/start/sustain/increase hours of work/training/study

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Employ or continue the employment of the Grantee's Project support team	A Project Manager was recruited and started in post 26 February 2024. The Project Manager continued to lead on developing the Early Adopter Communities Project work during the period September 2024 to March 2025. The Quality Improvement Officer for ELC dedicates time towards the project, as does the admin support for the ELC team. This has been reflected in the budget report.	
Objective 2: To widen the scope of the Project to include families with younger children. Using the approach principles set out in schedule 1, the Grantee is to engage with communities and report on insight regarding childcare for younger children in the area		

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Activities to collect local evidence about the childcare preferences and needs of families with younger children.	The Shetland Childcare Consultation – a comprehensive survey of families across Shetland – included a section specific for families with a child that was 0-2 years olds and highlighted that current childcare services for 0–2-year-olds across Shetland do not meet the needs of families. For example: • 49.3% of parents and carers in Shetland face barriers when accessing childcare for their 0–2-year-old. • At the time of the survey, parents and carers reported that there was limited or no options for formal childcare for 0–2-year-olds. This suggests there is a further need for affordable childcare for this age group. There were numerous responses noting that the lack of provision was limiting their ability to work and earn money. The project has now begun the evaluation of EAC services – this includes the families that have a 2-year old within Baltasound ELC and Mid-Yell ELC, as a result of the extra support worker, funded through EAC.	
Review and report on how the breadth of community assets, childcare services and other local services can be co-ordinated, re-used and supported to meet the evidenced needs of families	Initial scoping work was undertaken in Yell to assess the potential of using a community asset as a childcare facility for 0–2-year-olds. Due to the short-term nature of the Project, and the risks associated with establishing this, this was not progressed. The Project works with 1 private provider as part of the Project – there is the intention to widen this to other providers.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
What have you done to ensure local childcare provision for younger children is integrated with other support for children and families	For childcare for younger children, Shetland's EAC project has collaborated with already established services that local families are already familiar with such as Early Learning and Childcare (ELC) settings in various communities. The majority of this provision is offered through these well-established ELC settings, which are deeply integrated into local communities and often situated within schools, making them easily accessible for families. The Project is working with health visitors who have direct contact with families. Initial conversations with Shetland Family Centre have taken place to consider how local childcare provision can integrated with other support.	
Objective 3: Where the Grantee is in a position to deliver services to families with younger children (in addition to the local education authority's statutory duties to provide access to funded ELC to eligible children) , the Grantee is to ensure it is aligned to the approach principles set out in schedule, and:		
It is integrated with the wider EAC projects, so families experience consistent and reliable support, regardless of the age of their child.	Childcare for younger children has played a major role in Shetland's EAC project. Workstream 1 – *High quality care for 0-2 year olds*, and Workstream 2 – *Developing the existing ELC offer*, ensures that the Project dedicates focus to this age. The North Isles in particular face barriers for childcare for younger children. As a result of the EAC project, the 2-year-old provision in ELC settings in the North Isles have become more reliable, with the addition of a Support Worker ELC.	Parents/carers prepare for/start/sustain/increase hours of work/training/study

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Capture learning from early delivery, contributing to the evidence base about models of provision and their impact.	A significant amount of learning has taken place when exploring what high-quality provision looks like for 2-year-olds – specifically, the impact that younger children has on provision including; getting the environment right, appropriately resourcing the setting, and providing sufficient staff training etc. Learning is shared within a Project Team that was established through the EAC project that brings together representatives from a range of settings that already have established places for 2-year-olds. The Team provides an opportunity to share best practices, exchange ideas, and address challenges. For example, a link to the Padlet that was used in a meeting is available at: [redacted Section 38 (1) (b)]  Impact is monitored throughout the Project.	

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
It complements existing services for families in the area	The [redacted Section 38 (1) (b)] of the schools located in Yell (Cullivoe, Burravoe and Mid-Yell) were interested in pursuing childcare for 2-year-olds, opposed to school-aged childcare. As a result, a support worker ELC was recruited in Mid-Yell ELC (as well as Baltasound ELC). Careful consideration was given to sustainability. Having recruited in already established ELC settings, families are aware and already engaging in this provision.	

Data and information from the last 6 months only

Section 2: Success and Progress

Success – Please outline the main successes to delivery to date and the positive impact(s) the grant funding has had; describe what factors enabled these, citing your sources of evidence. You could include:

- Resourcing & skills development
- Planning or other engagement
- Activities/emerging outcomes
- Economic/budget factors

Answer:

The EAC project quickly made progress in Happyhansel Primary School, marking an early success. The EAC funding was quickly used to support with a breakfast club (5 days a week) and an after-school club (2 days a week). Being able to monitor the attendance numbers from the start has proven that the service is well-used. Additionally, qualitative feedback gathered from families highlights the real-life impact that wraparound care can have. For example, one parent shared:

[redacted Section 38 (1) (b)]

15 out of 21 families in Happyhansel Primary School have used the breakfast club and/or the after-school club, with a number of families using the provision to fit with parents work patterns. While staffing challenges have led to some instability in the after-school club, the club has shown that there is demand for such a service. The proactiveness of the [redacted Section 38 (1) (b)] allowed for this provision to be set up quickly.

Another success is the partnership formed between the West Mainland Leisure Centre (SRT), the primary schools in the West Mainland, and the Sandness Development Group. This partnership has enhanced after-school opportunities for children on the West side. The Development Group have secured funding for a bus to transport children from West Mainland Schools to the Aith Leisure Centre twice weekly. The Early Adopter Community Project funding has been used to put supervision in place at the leisure centre, allowing children to access activities independently, reducing the need for parents to accompany them – removing a significant barrier for working parents. For example, one parent shared:

[redacted Section 38 (1) (b)]

Working together with SRT, headteacher, and Sandness Development Group has shown the willingness of the community to get involved and to share the responsibility of care – allowing for the provision to be developed.

Another success is increasing the understanding of what high-quality care for 2-year-olds looks like, with the involvement from settings. The project has worked closely with ELC settings that provide care for 2-year-olds to identify resources that improve care for this age group. Using the EAC funding, these settings were asked to identify resources specific for 2 year olds that would enhance quality provision for this age range. As a result, common

themes have now emerged, for example, furniture at the right height, age-appropriate clothing etc. Feedback from staff at Baltasound Early Learning and Childcare have said:

"The light panel is a huge hit with the 2-year olds, and the baby shelves are a perfect height from them too".

There is recognition that resourcing settings suitably is essential.

Additionally, a Project Team has been established, bringing together managers and practitioners from all ELC settings that take 2-year-olds in Shetland to share best practices, exchange ideas, and address concerns related to care younger children. A first meeting was held on Thursday 27 March, with 83% of settings that take 2-year-olds being represented.

The plans to build an Indoor/outdoor area in Sandwick Out of School Club were re-established after this work did not receive funding from another stream due to time constrains the year prior. The project has now been completed, and the school is very positive about the new space.

The project has joined up working with Ability Shetland – an organisation that works well in Shetland that supports children with disabilities and additional support needs. The EAC fund now covers staffing costs for the West Mainland Saturday Club and the West Mainland ASN Holiday Club. By integrating with this already effective community service, the Project benefits from valuable learning and ensures sustainability.

Progress - Based on your responses above please provide a broad overview of what has been achieved to date and how this compares to what was planned. You could include:

- Is the project on track?
- Has the focus of your project significantly altered since your last report?
- What partners are involved in the project's delivery?
- Do these activities align with other policy priorities (i.e. child poverty, early child development and The Promise)?

Answer:

Shetland's Early Adopter Communities Project focuses on specific aspects of childcare and 5 workstreams have been established to develop each area of work, and monitor progress. The following workstreams are being explored:

1. Workstream 1 - High quality care for 0-2 year olds
2. Workstream 2 - Developing the existing early learning and childcare offer
3. Workstream 3 – Childminders
4. Workstream 4 - School-aged childcare – service provision
5. Workstream 5 - Increasing uptake for targeted families

Progress has been made in all workstreams, and the Project remains on track.

While the overarching aim of the Project remains the same – to develop community-based all-age childcare, particularly for families within the priority groups – the evolving nature of the work has led to the development of new and innovative solutions to help achieve this goal.

This is particularly the case for *Workstream 4 – school-aged childcare – service provision*. For example, putting supervision in place at the Leisure Centre and allowing children to access activities independently, was a response that emerged through collaborative partnership working and was not part of the original plan. Therefore, by adopting a place-based approach, the project continues to be responsive and flexible to best meet the aims and the needs of communities.

A partnership approach is essential for the project. As the project has progressed, the number of partners involved has increased as a multiagency support is sought to improve the local sustainability of services. As such, services across the targeted communities have worked together to explore and learn from the Project. Current involvement with multi-agency partners is as follows:

- Happyhansel Primary School and Sandness Primary School
- Aith Primary School
- Baltasound ELC
- Mid-Yell ELC
- Community Development Workers in the North Isles and West Mainland
- Sandness Development Group
- North Yell Development Group
- West Mainland Leisure Centre
- Ability Shetland
- A Place in Childhood
- The employability team
- Hame Fae Hame and Lerwick ELC

Through this growing network of stakeholders, the EAC Project continues to build momentum, delivering responsive childcare solutions tailored to the unique needs of Shetland's communities.

Further consideration will be given to align the EAC Project with other policy priorities and to ensure that all families in need of support have the opportunity to engage with it.

Section 3: Governance and Risk Management

How are you managing specific risks you've identified?	For example, you could identify steps you've taken to: navigate your procurement processes; maximise impact from working across local tackling child poverty programmes; create buy-in from the local community, etc.
Please describe what your governance process has been for the Project. How effective have these been?	The governance process includes reporting to the project board. Indeed, to support effective delivery, a Project Board was established in November 2023 as part of the project's governance structure. The board plays a key role in providing strategic oversight, ensuring accountability, and guiding the direction of the Early Adopter Communities (EAC) Project. The membership of the project board consists of a range of [redacted Section 38 (1) (b)] in the following services: • Early Learning and Childcare • Quality Improvement • Learning Estates • Schools • Children's Social Work • Assets, Commissioning and Procurement • Community Planning and Development • Finance • Human Resources • Legal • Economic Development • Health and Social Care • Legal • Communications The Project Manager reports to the project board on a regular basis and regular meetings take place to share progress, discuss developments, and review decision-

	making. The most recent meeting took place on 27 March 2025 and there has been a total of 6 Project Board Meetings throughout the Project. The Project Board is regarded as an effective form of governance, fostering transparency, shared responsibility, and strategic alignment across all participating services.
• Please describe how you have managed the identified and emerging risks.	The timeframe of the Project - The funding for the Early Adopter Community Project is available until March 2026. This was identified as a potential risk. For example, the project was cautious about developing provisions to then have to remove again in March 2026. This timeframe has been clearly communicated in every aspect of the project and to all stakeholders involved. When the timeframe was confirmed, careful consideration was given into how and what work could be undertaken given the updated timescales in the funding. It is important to ensure that there are no unintended consequences as a result of this project. Communication around sustainability has been carefully managed. Due to funding coming to an end in March 2026, there are emerging risks that settings/providers will not want to engage with the Early Adopter Communities Project. It has been ensured that all communications have explained that funding may not be available after March 2026. We continue to learn about the caution in some communities – some of the project plans will need to be cautiously implemented or altered due to the uncertainty of long-term sustainability for any new project. Prioritising consultation and communication is important to ensure all parties are aware of the Project and its aims. The Project Board plays an important role in ensuring accountability through the duration of the Project. By offering clear governance and direction, the Project Board holds the

	Project Manager and QIO accountable for progress and outcomes, helping to manage risks and maintain transparency with stakeholders. Several [redacted Section 38 (1) (b)] highlighted their concerns of future of EAC services, with the timeframe of the funding. They highlighted the need for an exit strategy. As a result, the Project Manager met with other agencies to discuss the development of a risk register and issues register.

Section 4: Challenges

Have there been any unexpected challenges? Any problems you encountered that slowed progress, got in the way of the outcomes happening or resulted in changes to your plans. For example, changeover of staff, local issues, internal local authority complexities, engaging with services/parents etc.	
Provide detail on any challenges encountered in delivering your Early Adopter Communities Project	While the Early Adopter Communities (EAC) Project has made notable progress, several challenges have emerged during implementation: Staffing Constraints - Difficulties with staffing has been challenging. The after-school club at Happyhansel Primary School, which is highly valued and well-used by local families, is currently struggling to maintain consistent staffing. As a result, the long-term sustainability of this service remains uncertain, despite clear demand from the community. Evaluation and Monitoring template – Shetland's EAC raised concerns about the evaluation and monitoring template provided by the Scottish Government/Ipsos Mori. The feedback suggested that the forms may not fully align with Shetland's local project contexts or adopt a place-based approach. This has prompted reflection on the need for more flexible and locally-relevant evaluation tools. This has been time-consuming.

	Effectively and proportionately communicating with communicating with councillors and wider communities has been another area of learning. The scale of the project—and the level of funding involved—has attracted increased scrutiny and heightened expectations around transparency. Navigating the relationship between relationship between elected members and large-scale project work has required ongoing reflection on roles, responsibilities, and the appropriate level of information-sharing.
Provide detail on how the project adapted to or overcame the challenges described above.	The [redacted Section 38 (1) (b)] of Happyhansel Primary school has been very proactive in developing a programme for staffing for the after-school club. However, this is unstainable going forward and very time-consuming. Due to the timescale of the funding and uncertainty of future funding, careful consideration has had to be given to every aspect of the Project. This has impacted the ability to be creative and take risks to explore childcare solutions. Shetland's EAC project worked with the Scottish Government to develop an evaluation form that is relevant to the local project and will be used going forward. A report was taken to the Education and Families Committee on 3 March 2025 which updated elected council members on the progress of the EAC Project. Communication received from Scottish Government will also be used going forward to increase visibility and understanding of the Project.
Do you need to make any changes to your plan?	For example, change your activities or the groups you are working with. Any changes will provide important learning for us and would not reflect badly on the project in any way

Provide detail of actions/activities that have been adapted or not delivered, what changes have been made and why.	Ongoing consideration is being given to potential areas where learning could be captured from existing services. [redacted Section 38 (1) (b)] were not keen to explore including 2-year-olds into their setting. This will be worked through in the next financial year. Interest was gathered for an after-school club in Baltasound but staffing issues meant that this could not be taken forward.

Section 5: Key Features of provision

Table 2:

Information provided will support learning and policy development from EAC projects

Data	Answer	
Key Feature: Family support (Support that goes beyond activities and care for children and involves the wider family)		
Where this data has been collected, No. and profile (including by child poverty priority group) parent/carers sign posted or referred to family support - ***Data not gathered*** *note: this includes support not provided by the EAC project itself* *Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.* *New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve.*	**Family Category** (for families who fall into more than one group, please count them under every group they are a part of)	**No. of Families supported***
	Total number of families referred to family support	
	Families with a disabled adult or child	
	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families with children with ASNs	
	Families seeking asylum	
	Gypsy Traveller families	
	All families with younger children (not yet attending school)	
	All families with children attending school	

Data	Answer	
Families may fall into more then one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.		
No. and profile (including by child poverty priority group) of parents/carers and children accessing family support – ***Data not gathered*** *note: this includes support not provided by the EAC project itself* *Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.* *New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve.* *Families may fall into more then one family group. We recognise that there*	Family Category (for families who fall into more than one group, please count them under every group they are a part of)	**No. of Families supported***
	Total number of families referred to family support	
	Families with a disabled adult or child	
	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)	
	Families seeking asylum	
	Gypsy Traveller families	
	All families with younger children (not yet attending school)	

Data	Answer	
may be some double counting and the total of these boxes does not constitute a total number of all families.	All families with children attending school	
Tell us more about how family support works for your services	Strong multi agency approach to supporting families in Shetland with services working well together to best need individual needs. Should a need arise for family support decisions are made regarding appropriate agency involvement. Linking Family Support to EAC provision is a key next step.	
Key Feature: Approach Principles		
What work you are doing to embed the programme approach principles?	A **people-centred and place-based** approach is set out in the Programme Approach Principles. To ensure this, the project has been co-designed by those who use services and those who deliver them. The EAC Project works with communities to determine what is important to them. The team aims to carry out ongoing engagement activities with families, communities and services to assess what childcare and activity resources are already available in those areas. Part of this work includes engaging with parents and carers to explore and determine what support is needed for families with children aged 2 years and younger, as well as school aged childcare. As such, engagement and consultation has taken place within the targeted communities to share the Project and gather insights. The project aims to be responsive and flexible to best meet the evolving needs of the community.	
Types of engagement and participation activities carried out with families - where possible please provide the number of these activities (co-design, engagement or collaboration with Scottish Government or the wider public	The Project aims to work in partnership with the local communities, existing local services as well as wider public sector services to identify solutions to the current childcare challenges. The team aims to carry out ongoing engagement activities with families, communities and services to assess what childcare and activity resources are already available in those areas. Part of this work includes engaging with parents and carers to explore and determine what support is needed for families with children aged 2 years and younger, as well as school aged childcare. As such,	

<table>
<tr><th>Data</th><th>Answer</th></tr>
<tr><td>sector, learning, use of evidence – for full definition, see Annex 3 in guidance doc)</td><td>
engagement and consultation has taken place within the targeted communities to share the Project and gather insights.

The majority of consultation so far has been through schools and Early Learning and Childcare settings. Meetings and engagement have taken place with:

• [redacted Section 38 (1) (b)] of Happyhansel Primary School and Sandness Primary School.
• [redacted Section 38 (1) (b)] of Aith Primary School.
• [redacted Section 38 (1) (b)] of Baltasound Primary School.
• [redacted Section 38 (1) (b)] of Mid-Yell School, Cullivoe Primary School and Burravoe Primary School.

Following on from these meetings, schools have carried out their own consultation with their school community to identify need in relation to childcare. For example, the following schools carried out consultation about whether there was interest among families for an after-school club for primary-aged children:

<table>
<tr><th>School</th><th>How many families were interested in an after-school club?</th><th>Most popular days?</th></tr>
<tr><td>Happyhansel Primary School</td><td>11</td><td>Tuesdays (10 respondents interested) and Thursdays (9 respondents interested).</td></tr>
<tr><td>Aith School</td><td>31</td><td>Mondays (22 respondents interested) and Wednesdays (19 respondents interested).</td></tr>
<tr><td>Baltasound School</td><td>9</td><td>Thursdays (8 respondents interested) and Tuesdays and</td></tr>
</table>
</td></tr>
</table>

Data	Answer

		Fridays (6 respondents interested in both days).

Engagement with families and children living in the targeted communities are also essential to further understand what is valued by the communities. This engagement so far has been more limited to schools and early learning and childcare settings. However the next step is to engage wider.

Other engagement activities have included:

Engagement	**Date**
Attended Sandsting and Aithsting Community Council Meeting	Monday 8 January 2024
Attended Yell Community Council Meeting	Monday 11 December 2023
Attended Unst Community Council Meeting	Monday 30 September 2024
Attended a community drop-in Session along with a community Development Officer in Baltasound School	Tuesday 10 December 2024
Attending the A Place in Childhood Showcase in Aith	Tuesday 24 September 2024
Visited the After-school club session in Happyhansel Primary School	Tuesday 3 December 2024

<table>
<tr><th>Data</th><th>Answer</th></tr>
<tr><td></td><td>
<table>
<tr><td>Attended an Employability Pathway parent session in Sandevein Neighbourhood Centre</td><td>Thursday 6 February 2025</td></tr>
<tr><td>Attended a ‘Mootie Mondays’ session in Baltasound Early Learning and Childcare</td><td>Monday 24 February 2025</td></tr>
<tr><td>Meetings with Employability Team</td><td>Friday 8 November 2024</td></tr>
</table>
</td></tr>
<tr><td>What have you done to enable the participation of families with younger children (before school age)?

Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.</td><td>Childcare for younger children has played a major role in Shetland’s EAC project. Workstream 1 – High quality care for 0-2 year olds, and Workstream 2 – Developing the existing ELC offer, ensures that the Project dedicates focus to this age.

The North Isles in particular face barriers for childcare for younger children. Consultation so far has indicated that childcare for 0-2 year olds is the most predominant challenge for the community.
As a result of the EAC project, the 2-year-old provision in ELC settings in the North Isles have become more reliable, with the addition of a Support Worker ELC.

The Shetland Childcare Consultation – a comprehensive survey of families across Shetland – included a section specific for families with a child that was 0-2 years olds and highlighted that current childcare services for 0–2-year-olds across Shetland do not meet the needs of families. For example:

• 49.3% of parents and carers in Shetland face barriers when accessing childcare for their 0–2-year-old.
• At the time of the survey, parents and carers reported that there was limited or no options for formal childcare for 0–2-year-olds. This suggests there is a further need for affordable childcare for this age group. There were numerous responses noting that the lack of provision was limiting their ability to work and earn money.</td></tr>
</table>

Data	Answer	
	The project has now begun the evaluation of EAC services – this includes the families that have a 2-year old within Baltasound ELC and Mid-Yell ELC.	
If you have done something different as a result of engagement and participation activities, what have you changed and why?	Putting supervision in place at the West Mainland Leisure Centre came from partnership working between the Leisure Centre, the primary schools in the West Mainland, and the Sandness Development Group. This partnership has enhanced after-school opportunities for children on the West side. The Development Group have secured funding for a bus to transport children from West Mainland Schools to the Aith Leisure Centre twice weekly. The Early Adopter Community Project funding has been used to put supervision in place at the leisure centre, allowing children to access activities independently, reducing the need for parents to accompany them – removing a significant barrier for working parents. This provision is a direct result of a joined-up approach, shaped by listening to the needs of local families. Once the Shetland-wide consultation was completed, the results indicated the need for childcare provision for children aged 0-2-year-olds. At the time of the survey, parents and carers reported that there was limited or no options for formal childcare for 0–2-year-olds. In response to these findings, the Project requested that the scope of its work be expanded to include provision for 0–2-year-olds.	
How do you know that the engagement and participation activities have reflected the family types? *Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful.*	Engagement to date has been fairly broad, capturing a wide range of perspectives. Careful consideration is now on ensuring engagement and participation reflects family types.	
Where this data has been collected, No. and profile (including by child poverty	**Family Category**	**No. of Families supported***
	Total number of families participating in co-design	

Data	Answer	
priority group) of families participating in these activities. ***Data not collected*** *New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve.* *Families may fall into more then one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.*	Families with a disabled adult or child	
	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families seeking asylum	
	Gypsy Traveller families	
	Families with children with ASNs (there may be overlap with families with a disabled adult or child family type)	
	All families with younger children (not yet attending school)	
	All families with children attending school	
For each of these family groups, tell us how they have been involved with activities?	A significant aim of the Project is to ensure EAC services are stigma-free. Therefore, attendance at several EAC services – such as the Happyhansel breakfast and after-school club, supervision at Leisure Centre, and 2 year olds provision – is not determined by the priority groups. This approach reflects the unique remote and rural context of the community, where there is a preference not to single out families based on specific eligibility criteria to gather information. Workstream 6 – increasing the uptake of targeted families - focuses specifically around the priority groups. A Project Team has been set up to explore the possibility of offering discounted places to families within the key priority groups in the already existing out of school clubs, and so allowing all families access to out-of-school provision. Eligibility criteria will be developed and families will be accessing provision based on the new criteria. The proposal sets out the offer 50% discounted rate for childcare payments of the current out of school club rate for families within the 6 priority family groups.	

Data	Answer
	This will start in Sandwick Out of School Club during the Easter Holidays and will expand to other clubs once learning has taken place. This will be explored during the duration of the project and will come to an end in March 2026. The project has joined up working with Ability Shetland – an organisation that works well in Shetland that supports children with disabilities and additional support needs. The EAC fund now covers staffing costs for the West Mainland Saturday Club and the West Mainland ASN Holiday Club.By integrating with this already effective community service, the Project benefits from valuable learning for these priority groups and ensures sustainability.
Are there any other groups emerging from engagement and participation activities that have specific needs?	Children with Additional Support Needs (ASN) have been identified as a significant area of need through engagement. Consideration will be given to training, processes, staffing, and other supports to ensure their needs are effectively met.
No. and format of engagement and participation sessions that have involved service providers and partners. *Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful.*	**Multi-agency Working** A partnership approach is essential for the project. As the Project progresses, a multiagency support is sought to improve the local sustainability of services. As such, services across the targeted communities have worked together to explore and learn from the Project. Current involvement with multi-agency partners is as follows: • Happyhansel Primary School and Sandness Primary School • Aith Primary School • Baltasound ELC • Mid-Yell ELC • Community Development Workers in the North Isles and West Mainland • Sandness Development Group • North Yell Development Group • West Mainland Leisure Centre

Data	Answer
	• Ability Shetland • Hame fae Hame and Lerwick ELC • Shetland's OOSC's Continuous meetings and discussions take place with the wide range of services to ensure the Project remains on track. These are regular so that the Project can be responsive to evolving needs. The Project Board Meetings also involve a range of [redacted Section 38 (1) (b)] in the following services: • Early Learning and Childcare • Quality Improvement • Learning Estates • Schools • Children's Social Work • Assets, Commissioning and Procurement • Community Planning and Development • Finance • Human Resources • Legal • Economic Development • Health and Social Care • Legal • Communications The Project Board was established in November 2023 and the Project Manager reports to the project board on a regular basis to share progress, discuss developments, and review decision-making. The most recent meeting took place on 27 March 2025 and there has been a total of 6 Project Board Meetings throughout the Project.

<table>
<tr><th>Data</th><th>Answer</th></tr>
<tr><td></td><td>The attendance is as follows:

<table><tr><td>23.11.23</td><td>13 services represented</td></tr><tr><td>05.02.24</td><td>9 services represented</td></tr><tr><td>23.09.24</td><td>7 services represented</td></tr><tr><td>09.12.24</td><td>10 services represented</td></tr><tr><td>27.3.25</td><td>8 services represented</td></tr></table>
Project Teams have also been setup for the different Workstreams. A range of services are involved in the different Project Teams to ensure that all areas and points of view are explored before implementation. For example, the Project Team for Workstream 6 (the discounted offer in the Out of School Clubs) has representation from the following services:

• Quality Improvement Officer for ELC
• OOSC Managers and Head Teachers
• Social Work Representative
• Finance
• Legal
• Employability Team
• Children Services Finance</td></tr>
<tr><td>No. and profile of these partners participating in engagement sessions.

Where this question is not relevant or doesn't fit with your project, you do not</td><td>Not relevant to project</td></tr>
</table>

<table>
<tr><th>Data</th><th colspan="8">Answer</th></tr>
<tr><td>need to complete the question. Any narrative information or learning you can share would be helpful.</td><td colspan="8"></td></tr>
<tr><td colspan="9">Key Feature: Benefits Maximisation</td></tr>
<tr><td>No. families who have been referred to support on benefits maximisation (including support not provided by the EAC project itself)

Where these questions on benefits maximisation are not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful.</td><td colspan="8">Data not collected</td></tr>
<tr><td>Total No. families taking up childcare benefits (Tax Free Childcare & Universal Credit)</td><td colspan="8">Data not collected</td></tr>
<tr><td rowspan="2">Transition of families from funded offer to accessing childcare benefits</td><td></td><td colspan="2">Families that EAC tried to transition</td><td colspan="2">Families that were successful in transition</td><td colspan="3">Families that were not successful in transition</td></tr>
<tr><td>Number of families</td><td colspan="2"></td><td colspan="2"></td><td colspan="3"></td></tr>
<tr><td rowspan="2">No. and profile (including by child poverty priority group) of parents/carers and children accessing childcare benefits</td><td>Family Category</td><td>Fully funded offer</td><td>Partially funded offer</td><td>Accessing Universal Credit childcare entitlement</td><td>Accessing Tax Free Childcare</td><td>Accessing other benefits (education benefits)</td><td>Fully paid for by family</td></tr>
<tr><td>Total number of families</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data	Answer						
New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve. *Families may fall into more then one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.*	Families with a disabled adult or child						
	Families where the mother is aged under 25						
	Families with a lone parent						
	Families with a baby aged under 1						
	Families with three or more children						
	Families of ethnic minority						
	Families of kinship care/care experience						
	Families seeking asylum						
	Gypsy Traveller families						
	Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)						
	All families with younger children						

Data	Answer						
	(not yet attending school)						
	All families with children attending school						
What are some of the challenges faced when transitioning families from a funded offer to accessing childcare benefits?	This has not been part of the Project at present. However, one private provider in Shetland, Hame fae Hame, has experienced this through the Access to Childcare fund. The Project will collaborate with them to gather insights and learning from their experience.						
What has facilitated the successful transition of families from a funded offer to accessing childcare benefits?	*As above*						

Section 6: Project Delivery Information

Table 3: Services Offered

Please complete the following information.

- **Name of service and type of care** (i.e private nursery, LA nursery, childminder afterschool club)
- **Key features of provision** (mark with x): including registered with the care inspectorate, younger children, food provision
- **Attendance figures**
  - Please indicate what the attendance levels by age range have been for the childcare service provider against capacity, breaking this down to show term-time and holidays.
  - Note: This should be provided as the no. of individual children attending each service (if a child is attending more than one service, mark them twice)
  - Ideally, also provide an indication of frequency & duration of attendance (e.g. how many children attend once a week vs 5 days a week, and for approximately how long)

Name of service and type of care	Mid Yell ELC – Support Worker ELC					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided	X				
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old	N/A		N/A		

	1 year olds	N/A	N/A
	2 year old	6	6
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)		
	Total	6	6
	Capacity		
	Other info:	Having an additional support worker in the ELC allows for an increased number of paid 2-year-olds in the setting and a more reliable service for families.	

Name of service and type of care	**Baltasound -** Support Worker ELC					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided	X				
	Other info:					
Attendance figures	Age	Term time		Holidays		

	Under 1 year old		
	1 year olds		
	2 year old	<5	<5
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)		
	Total	<5	<5
	Capacity		
	Other info:	Having an additional support worker in the ELC allows for an increased number of paid 2-year-olds in the setting and a more reliable service for families.	

Name of service and type of care	Islesburgh OOSC (discounted offer)					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	

	Food provided	X				
	Other info:					

Attendance figures	Age	Term time	Holidays
	Under 1 year old		
	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	12	
	Total		
	Capacity		
	Other info:	Discounted offer was trialled in Islesburgh OOSC during the Easter Holidays. This was taken up by 12 children.	

Name of service and type of care	Dunrossness OOSC – discounted offer					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	

	Transport Provided		Family support		Benefits maximisation	
	Food provided	X				
	Other info:	N/A – Discounted offer has not begun as of yet – this will be introduced in Term 4. Resources have been identified and bought to enhance provision and impact is being measured.				
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					
	3+ years old, not yet attending school					
	4+ years old, attending school (school age childcare)	N/A				
	Total					
	Capacity					
	Other info:	As above				

Name of service and type of care	Brae OOSC - discounted offer					
	Registered with CI	X	Parent stays and participates		Activity Club	

Key features of provision (mark with x):	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided	X				
	Other info:	N/A – Discounted offer has not begun as of yet – this will be introduced in Term 4. Resources have been identified and bought to enhance provision and impact is being measured.				

Attendance figures	Age	Term time	Holidays
	Under 1 year old		
	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	N/A	
	Total		
	Capacity		
	Other info:	As above	

Name of service and type of care	Sandwick OOSC – discounted offer

Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:	Discounted was trailed in the Easter Holidays in Sandwick OOSC. [redected 38 (1). This offer will now be shared with families outside the club.				

Attendance figures	Age	Term time	Holidays
	Under 1 year old		
	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	<5	
	Total	<5	
	Capacity		
	Other info:		

Name of service and type of care	Happyhansel Primary School Breakfast Club					
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI	X	Child cared for without parent present	X	Breakfast club	X
	Transport Provided		Family support		Benefits maximisation	
	Food provided	X				
	Other info:					

Attendance figures	Age	Term time	Holidays
	Under 1 year old		
	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	12	
	Total	12	
	Capacity		

	Other info:	Attendance at the Breakfast Club in Happyhansel Primary School has fluctuated throughout the term, with a peak of 12 children recorded on 1 October 2024. On average, the club is regularly attended by around 6 children.

Name of service and type of care	Happyhansel Primary School After-School Club					
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI	X	Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					
	3+ years old, not yet attending school					
	4+ years old, attending school (school age childcare)	16				
	Total	16				

	Capacity		
	Other info:	As with the breakfast club, attendance at the After-school Club in Happyhansel Primary School has fluctuated throughout the term, with a peak of 16 children recorded on 28 November 2024. Currently, the club is regularly used by around <5 families.	

Name of service and type of care	**Aith Primary School After-School Club**					
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI	X	Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:	n/a – provision not available yet and is currently being developed.				
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					
	3+ years old, not yet attending school					

	4+ years old, attending school (school age childcare)		
	Total		
	Capacity		
	Other info:	As above	

Name of service and type of care	Happyhansel Additional Hours - ELC					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					

	3+ years old, not yet attending school	<5	
	4+ years old, attending school (school age childcare)		
	Total	<5	
	Capacity		
	Other info:	One family makes use of the additional hours in the ELC, on an ad hoc basis.	

Name of service and type of care	Ability Shetland – Saturday Club (West Mainland)					
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	X
	Not registered with CI	X	Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					

	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	14	
	Total	14	
	Capacity		
	Other info:		

Name of service and type of care	Ability Shetland – Easter Club (West Mainland)					
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	X
	Not registered with CI	X	Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					

	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)	14	
	Total	14	
	Capacity		
	Other info:		

Name of service and type of care	Aith Additional Hours in ELC					
Key features of provision (mark with x):	Registered with CI	X	Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present	X	Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					
	1 year olds					
	2 year old					

	3+ years old, not yet attending school	<5	
	4+ years old, attending school (school age childcare)		
	Total	<5	
	Capacity		
	Other info:	One child paid for an additional two hours a week and one child paid for an additional four hours per week.	

Table 4: attendance

Please specify the total number of families and children accessing services in the last 6 months by age of child	Total no. of families supported by services (if any families use more than one of the services/ provision that the EAC offers, only count them once)	• Happyhansel Provision – 12 families • Supervision at West Mainland Leisure Centre – 11 families • Ability Shetland Sat and Easter – 14 families • Baltasound ELC – <5 families • Mid-Yell ELC – 6 families • Islesburgh OOSC discount offer – 9 families • Sandwick OOSC discount offer **– <5** family • Additional hours in ELC (Happyhansel and Aith) – <5 families **Total no. of families: 57** *Please note: there may be overlap between the Happyhansel provision and the supervision at the Leisure Centre. This will be looked into going forward.*
	Total no. of children supported by services (if any children use more than one of the services/ provision that the EAC offers, only count them once)	Happyhansel – 16 children Supervision – 13 children Ability Shetland Sat and Easter – 14 children Baltasound ELC – <5 children Mid-Yell ELC – 6 children Islesburgh OOSC discount offer – <5 children Sandwick OOSC discount offer – <5 children

		Additional hours in ELC (Happyhansel and Aith) – <5 children **Total no. of children: 67** *Please note: there may be overlap between the Happyhansel provision and the supervision at the Leisure Centre. This will be looked into going forward.*
	All families with younger children supported by EAC services (not yet attending school) Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	Total number of families with younger children – **8 families**
	All families with children attending school supported by EAC services	Total number of families with children attending school supported by EAC services – **49 families**
	Families with both younger children (before school age) and school age children supported by EAC services Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	*Data not collected*
Please specify the number of families and children	**Family Category**	**No. of Families supported***
	Total number of families referred to family support	

accessing services accessing services in the last 6 months *by priority group.* *New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve.* *Families may fall into more then one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.*	Families with a disabled adult or child	*<5*
	Families where the mother is aged under 25	
	Families with a lone parent	*<6*
	Families with a baby aged under 1	
	Families with three or more children	*<6*
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families with children with ASNs	
	Families seeking asylum	
	Gypsy Traveller families	
	All families with younger children (not yet attending school)	*8*
	All families with children attending school	*49*
Please outline any further information that you feel would be	The families outlined in the questions above and below are those who applied for the OOSC discounted offer. Data for the other provisions is currently being collected, and the tables will be updated as soon as this information is available.	

<table>
<tr><td>helpful share on attendance and family type.</td><td colspan="11"></td></tr>
<tr><td rowspan="7">Please specify percentage of families with intersectional types

New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve.

Families may fall into more then one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.</td><td colspan="11">Percentage of eligibility for households identifying in multiple eligible categories (cells should be completed to identify what percentage of the families down the left hand column also fall into the category across the top)</td></tr>
<tr><td></td><td>Lone parents</td><td>3+ Children</td><td>Disabled</td><td>Minority Ethnic</td><td>Baby <1</td><td>Parent <25</td><td>Kinship care/care experience</td><td>Families with children with ASNs</td><td>Families seeking asylum</td><td>Gypsy Traveller families</td></tr>
<tr><td>Lone Parents</td><td></td><td></td><td><5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3+ Children</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Disabled</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Minority Ethnic</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Baby <1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data and information from the last 6 months only

Section 7: Table 5: outcomes, indicators and evidence.

The outcomes and indicators table updated in line with discussions with Gillian Achurch.

Section 8 – Additional information

Additional information - Please provide any further relevant information here. You could include:

- Any other comments, innovative work, relevant learning, or unexpected changes or outcomes identified during this year?
- Any progress not captured elsewhere in the table
- Links to any evaluations your project has undertaken
- Any feedback you would like to give us
- What haven't we asked you that we should have

Answer:

We'd like to again highlight the positive impact of the new indoor/outdoor area at Sandwick Out of School Club. It is regarded as a unique and valuable extension to provision and the extremely pleased with the result.

Further, as mentioned above, the greatest successes of the Project have been achieved when services have worked together and a partnership approach has been adopted. For example, the partnership between the SRT, West Mainland Primary Schools and the Sandness Development Group. Moving forward, the Project aims to explore further partnerships and multi-agency working, making best use of services working towards a common aim.

Other work that has taken place within the EAC Project includes:

Two training sessions have been delivered to enhance staff development, advertised to all Early Learning and Childcare professionals as well as early primary and staff working in out of school clubs. The training was delivered by [redacted Section 38 (1) (b)] and focused on nurturing a change-friendly team. The sessions are outlined below:

Two twilight sessions with [redacted Section 38 (1) (b)]

Professional Learning Focus: Nurturing a Change-Friendly Team

Session 1: Monday 27th January 5pm-6.30pm

- The Role of your Values
- Is Change Hard?
- Why Change is Hard

Session 2: Monday 3rd February 5pm-6.30pm

- The Biology of Engagement
- Supporting the Social Process of Change

This was attended by 17 members of staff and staff from both the West Mainland and North Isles were in attendance.

Feedback of training from staff:

"Thank you - this training has enabled us to have some great discussions as a staff team."

"Thank you for a really thought-provoking session. A lot to think about as a team."

Further, the 4 Out of School Clubs across Shetland have identified additional resources tat would promote high-quality provision. It is intended that these will have a positive impact on children's learning and development. Impact will be monitored.

The report presented to the Education and Families Committee on Monday, 3 March 2025, is available via the icon. This report provided an update to the Committee on the progress of the Early Adopter Communities Project.

EAC Report - to committee.pdf

The findings of Shetland's Childcare Consultation 2024 can be accessed here: Childcare Consultation 2023/24 – Shetland Islands Council . This report presents the findings from a Shetland-wide survey on childcare services. The aim of the survey was to gather the views of parents and carers in Shetland about the current and future delivery of statutory early learning and childcare, as well as non-statutory childcare services. From this survey, it was clear that the North Isles and the West Mainland had a higher level of unmet needs and so became the target areas for the Early Adopter Communities Project.

As part of the Project, we are engaging with a wide variety of different groups, asking for information. This has, at times, felt disjointed and can be quite time-consuming.

Moreover, it would be helpful if the Scottish Government could provide additional information about the EAC Project (what it is and its purpose, objectives, and key details) that we can share to communities, such as through posters or other informational materials. This will help raise awareness and visibility of the Project.

Feedback on this Reporting and Monitoring form would be greatly appreciated. A lot of effort and time have gone into its creation, and any insights would be valuable.

Data and information from the last 6 months only

Early Adopter Communities – Shetland

Monitoring and Reporting Template for 2024/25

Biannual Reporting (Round 2): 1 April – 30 September 2025

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1. Introduction

The purpose of this form is to give the Scottish Government (SG) an update on how you have used your EAC revenue grant (and your EAC capital grant where applicable) over the last six months, demonstrating progress and learning. The information provided in this template will also be used by evaluators commissioned to support monitoring and evaluation of EAC projects as a whole.

The Principles for Positive Partnership is a guide to support effective relationships between Scottish Government and third sector grant recipients, it is a good practice guide on how all grant relationships should be approached and it might help you to fill out the following form.

Grant overview

Grant recipient information (to be completed by Scottish Government):

Organisation name	Shetland Islands Council
Project title/reference	Shetland Early Adopter Community
Name of lead contact	[redacted Section 38 (1) (b)]
Contact number	[redacted Section 38 (1) (b)]
Contact email address	[redacted Section 38 (1) (b)]
Grant start date and end date	September 2024 – March 2026
Awarding policy team in SG	Communities Insights Design and Approach, School Age Childcare
Lead name of policy area (SG)	[redacted Section 38 (1) (b)]
SG Contact email address	[redacted Section 38 (1) (b)]

2. Timeframe

The information used for completing this reporting template should be specific to the 6 months (April – September) prior to the reporting deadline. If any information links to work before that or planned work after, this should be noted in text.

3. Deadline

The deadline for returning this report is end of day on **Friday 31 October 2025.**

The remainder of this form needs to be completed by the staff conducting the project i.e. recipient of SG funds.

4. Section 1: Project Objectives and Activities

Table 1 - Guidance Note

For the biannual reporting period covering 1 April – 30 September 2025:

- We will use this section of the report for grant monitoring purposes.
- Please give a **brief** summary of the activities you've undertaken, in the last 6 months, to meet the objectives, and sub-objectives, in your Grant offer letter (listed below).
- As an example, for the sub-objective regarding approach principles, detail an activity undertaken during the reporting period, with a brief explanation on how this has contributed towards meeting this objective. You may provide this in a list of bullet points or as a brief narrative summary.
- There will be space to provide more detail and reflections on learnings and impacts further into this report.

Table 1 – Project objectives and activities return

Objective 1: To continue the provision of childcare in the Grantee's identified target communities and:

1. Ensure the approach principles, as set out in schedule 1, are embedded into the Project to better understand and meet the needs of parents and carers who use, or may use, local childcare services.
2. Provide access to consistent, reliable childcare services (including the provision of food and transport where necessary) that parents and carers can depend on to enable them to access education, training, and employment. Such childcare services are to meet the needs of children and families in the Grantee's targeted communities and some already established settings and be available before and after school, and during the holidays.
3. Include activities based childcare provision specifically to support children families with Additional Support Needs.
4. Increase capacity for 2 year olds in targeted nursery settings through further development of discretionary criteria for ELC 2-year-old places, monitor uptake and outcomes of provision for families.
5. Work closely with the Scottish Childminding Association to recruit childminders and support access to childminding provision to families in targeted communities, where necessary.
6. Engage with parents and carers to explore and determine what support is needed for families with children aged under 2 years old, due to the limited number of regulated childcare services that are available for children of this age. This may include engaging with other governmental agencies as required.
7. Support families to access and utilise existing childcare subsidies including, but not limited to, the Flexible Support Fund, Universal Credit and Tax-Free Childcare.
8. Offer subsidised or fully funded childcare places where the Grantee has identified families as being in need where they are not able to access, or they have extenuating circumstances that prevents them from accessing, other available childcare subsidies.

9. Signpost families to accessing support services including, but not limited to, money advice and income maximisation services (including the childcare element of Universal Credit, Tax-Free Childcare and any other available childcare subsidies) in an attempt to reduce living costs and financial pressures for families.
10. Support local childcare providers (including but not limited to, signposting, offering guidance and working in partnership with relevant stakeholders and agencies) to develop a business model that encourages the uptake of Universal Credit or alternative childcare payments;
11. Support childcare providers to remove barriers to recruit and retain skilled staff by working with relevant partners; sustaining and establishing services to support children and families in the targeted communities;
12. As a strategic commissioner of local services, the Grantee is to assess how best to create, support and sustain a diverse market of local activities and childcare provision locally.
13. Promote and support internal and system changes to help shift values, cultures and behaviours of individuals and organisations , so that the childcare system can be designed around people and communities, and isn't constrained by existing organisational structures and delivery models.
14. Seek to build multiagency support to improve the local sustainability of services.
15. Ensure the Project is aligned with other local child poverty initiatives, including but not limited to Parental Employability Support delivered under the No One Left Behind approach
16. Employ or continue the employment of the Grantee's Project support team to support delivery of the Project.

Summary of activities undertaken to meet the above objectives and sub-objectives (bullet points)

A **people-centred and place-based** approach, as outlined in the Programme Approach Principles, underpins all project activity. To ensure this, the project continues to be co-designed by those who use services and those who deliver them, enabling communities to shape the support to what is important to them.

Shetland's EAC Project remains responsive and flexible, adapting to meet the evolving needs of a community. Key areas of provision include:

After-School Provision

- Happyhansel Primary School After-school Club – runs on Tuesdays and Thursdays (3:15pm-4:45pm) since November 2024, with an average of <5 children attending regularly.

- Supervision at West Mainland Leisure Centre with a bus provided – delivered in partnership with the Sandness Development Group, Happyhansel Primary School, Sandness Primary School and the Shetland Recreational Trust. Supervision is available on Mondays and Wednesdays, (3.30pm-6.30pm, term-time). The EAC Project now funds the bus (previously funded by the Sandness Development Group) collecting children from Sandness School (2.55pm) and Happyhansel School (3.05pm) and transporting them to the leisure centre.

- Discounted Out of School Care (OOSC) Fees – A 50% discounted rate has been introduced for eligible families across existing out-of-school clubs, with participation numbers continuing to grow. 30 families are benefitting from this offer.

- Sandness Activity Sessions – Fortnightly Friday sessions (2:00–4:30pm) began on 29 August, offering engaging activities for local nursery and primary-aged children. Sessions are planned and overseen by a coordinator, supported by the Sandness Development Group (SDG) Development Worker. Parents and carers are encouraged to attend alongside their children.

Breakfast Club Provision

- Happyhansel Primary School Breakfast Club – operates five days a week (8:15am-8:40am) since September 2024, providing food and a soft start to the day. Attendance is steady and averages 6 children per session, with consistently positive feedback received.

Holiday Provision/weekends

- Ability Shetland Saturday Club - Ability Shetland run a Saturday Club in the West Mainland every 2nd Saturday for disabled children and children with additional support needs, as well as a Holiday Club every Wednesday during school holidays. The EAC Project funds staffing for this provision. For more information on Ability Shetland, their website is available at: Ability Shetland | Supporting the efforts of disabled people to realise their full potential in all areas of life

- Holiday Provision – Summer holiday sessions were delivered in targeted communities one day per week, with transport provided. This is a good example of multi-agency working with local partners coming together to plan the sessions. This provision was successfully extended into the October holidays in the West Mainland.

- 50% discounted rate in the out-of-school clubs also operates during the holiday periods.

ELC Provision

- Support worker Early Learning and Childcare recruited in Mid-Yell ELC until March 2026. This allows for an increased number of paid 2-year-olds in the setting and a more reliable service for families.

- Support worker ELC recruited in Baltasound ELC until March 2026. This allows for an increased number of paid 2-year-olds in the setting and a more reliable service for families.

- Happyhansel ELC have submitted a variation to the Care Inspectorate to register for 2-year-olds within the setting.

Childminders

- [redacted Section 38 (1) (b)]
- Ongoing discussions with SCMA to plan for a local childminder campaign.

Recruit and retain skilled staff

- PDA Qualification – initially offered to staff living in targeted communities. 5 members of staff enrolled on the course. Feedback indicated that staff would have applied for the qualification but did not live in the targeted communities so were unable to apply. As a result of this, a developmental opportunity to undertake a qualification was offered to all staff on the supply list working in ELC.

As the Project progresses multi-agency support continues to develop with in an increased shared understanding and commitment to the Project.

Objective 2: To widen the scope of the Project to include families with younger children. Using the approach principles set out in schedule 1, the Grantee is to engage with communities and report on insight regarding childcare for younger children in the area, including:

1. Local evidence about the childcare preferences and needs of families with younger children (including what family outcomes childcare for younger children can support e.g. child's development/socialising; access to employment/training; family wellbeing; specialist support);
2. Review and report on how the breadth of community assets, childcare services and other local services can be co-ordinated, re-used and supported to meet the evidenced needs of families as evidence emerges.
3. Whether local childcare provision for younger children is integrated with other support for children and families e.g. health visiting services, housing etc.

Objective 3: Where the Grantee is in a position to deliver services to families with younger children (in addition to the local education authority's statutory duties to provide access to funded ELC to eligible children), the Grantee is to ensure it is aligned to the approach principles set out in schedule, and:

1. It is integrated with the wider EAC projects, so families experience consistent and reliable support, regardless of the age of their child;
2. Capture learning from early delivery, contributing to the evidence base about models of provision and their impact.
3. It complements existing services for families in the area.

Summary of activities undertaken to meet the above objectives and sub-objectives (bullet points)

Childcare for younger children has played a major role in Shetland's EAC project. Through Workstream 1 – *High quality care for 0-2 year olds*, and Workstream 2 – *Developing the existing ELC offer*, the project ensures dedicated focus to this age group.

Shetland's EAC Project has collaborated closely with established services that local families already know and trust, such as local Early Learning and Childcare (ELC) settings across various communities. The majority of this provision is offered through these well-established ELC settings, which are deeply integrated into local communities and often located in schools, making them easily accessible for families.

In the North Isles, where access to childcare for younger children has historically been challenging, EAC support has strengthened the reliability of provision. The recruitment of a Support Worker ELC has ensured consistent staffing and opened up spaces for 2 year olds, resulting in 100% of 2 year olds in Yell now attending the local ELC setting.

The project also works with one private provider to extend the range and flexibility of childcare options available to families.

A significant amount of learning has taken place when exploring what high-quality provision looks like for 2-year-olds – particularly regarding:

- Creating the right environment;
- Ensuring appropriate resources and materials; and
- Providing sufficient and targeted staff training.

Learning is shared within a Project Team that was established through the EAC project that brings together representatives from a range of settings that already have established places for 2-year-olds.

Recognising the need for specialist training across Shetland, the project has partnered with [redacted Section 38 (1) (b)] to deliver a series of six online professional learning sessions for ELC staff, focusing on supporting the learning and wellbeing of two-year-olds. Each session addresses a key developmental theme:

- Understanding the brain of two-year-olds.
- Connected and Confident: Understanding and meeting the emotional needs of two-year-olds.
- Helping two-year-olds to settle in using good attachment practice.
- Capable and Competent – Supporting the physical development of two-year-olds.
- How two-year-olds learn and how to provide the best conditions for this.
- Early maths and literacy for two-year-olds.

The importance of childcare for younger children was also highlighted during the First Minister's visit to Mid-Yell ELC, where discussions with the headteacher, ELC staff, local councillors and parents reinforced the need for flexible and sustainable childcare in remote and rural areas.

The project has worked closely with ELC settings that provide care for 2-year-olds to identify resources that improve care for this age group. Using the EAC funding, these settings were asked to identify resources specific for 2 year olds that would enhance quality provision for this age range. As a result, common themes have now emerged, for example, furniture at the right height, age-appropriate clothing etc.

Health visitors know families well and have positive working relationships with the schools and ELC settings. This contributes to integrated support for children and families.

Following a recent Project Board meeting, the EAC project is exploring the introduction of 50% discount for paid two-year-old placements in the North Isles, further improving accessibility for families.

5. Section 2: Learnings (Successes and Challenges)

Table 2 – Guidance Note

We want to understand and capture the learning emerging from your work.

This could include successes and challenges you've had over the reporting period, or reflections and learnings about a specific project, a part of your approach, families' needs, or the wider context of childcare and family support services.

Please share what feels like the most important parts of the learning to you over this 6 month period between 1 April and 30 September 2025.

Table 2 – Learnings (Success and Challenges return)

a) What are your main successes (one or two), and what have you learned from them?

Success:
The holiday provision both in the North Isles and the West Mainland was a significant success, demonstrating high attendance levels and effective multi-agency collaboration.

Collaborators in the West Mainland: West Mainland Head Teachers, Sandness Development Group, Active Schools, Leisure Centre, Development Officers. Providers came together to plan the sessions and share resources, make suggestions of activities etc that could be used in the sessions. Met a number of times and put out an interest form to gather interest from families before the final booking form.

Provision Overview**:** Children were transported by bus from across the West Mainland at the start and end of each day. Staffing was primarily provided by the Leisure Centre team and activity coordinators. Activities offered included swimming, rugby, table tennis, STEM, yoga, pickleball, and fencing. Attendance was consistently high throughout the programme:

	30 June	7 July	14 July	21 July	28 July	4 August	11 August
	22	30	31	38	35	34	28

Out of 135 school-aged children in the West Mainland, 58 (43%) participated in at least one session — indicating strong community engagement and demand.

Feedback includes:

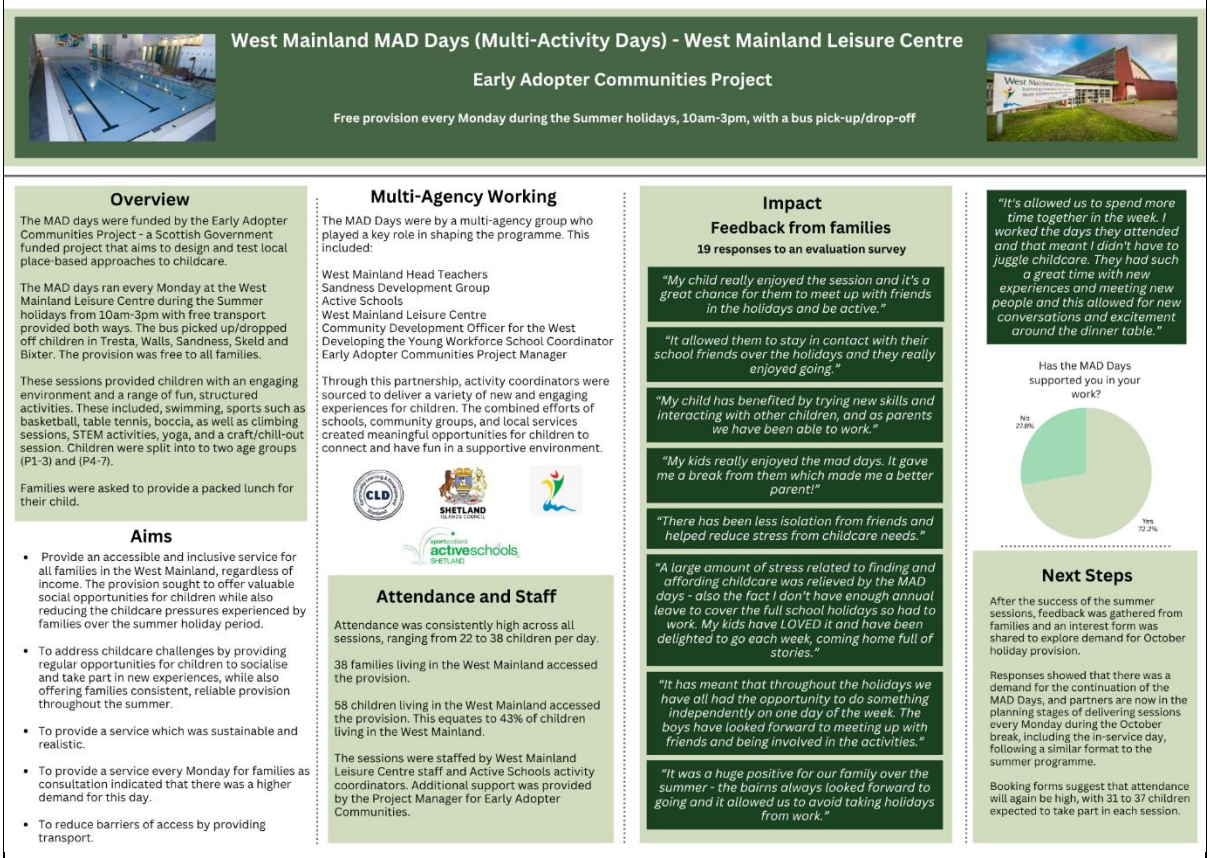
[redacted Section 38 (1) (b)]

Key learning:
The unregulated activity-based model worked effectively as a community-based, multi-agency partnership, maximising local resources such as staff, transport, and venues.

Children's behaviour and engagement were consistently positive, suggesting that the informal, activity-based format successfully met their interests and needs.

Comparing this model to regulated childcare highlighted the benefits of flexibility, variety, and collaboration in supporting family needs during school holidays.

The experience reinforced the value of using local assets and trusted relationships to deliver high-quality, sustainable provision.



Overall, this example highlights the success of partnership working within Shetland's EAC Project. Building and maintaining strong partnerships has been essential to the Project's progress, sustaining momentum, and achieving meaningful outcomes.

Partnership with Ability Shetland: Working with Ability Shetland has been a major success for the EAC Project. Ability Shetland is a well-established organisation in Shetland, with a strong reputation and strong community integration. They operate a Saturday Club and an Easter

Holiday Club for children with disabilities and additional support needs, offering activity-based provision.

By integrating with this already effective community service, the EAC Project now funds staffing costs for the West Mainland Saturday Club and West Mainland ASN Holiday Club. This partnership provides valuable learning opportunities for the project while supporting sustainable service delivery.

When asked about the benefits for families, the Ability Shetland Team Leader explained:

"*Social opportunities for their children in their local community meaning less time travelling, rest and time with siblings and other family members, or giving them the opportunity to get tasks done that they cannot when their child is with them - i.e. shopping, visiting friends, hobbies etc".*

They also highlighted the broader impact of funding:

"By having this funding, it means we can utilise other pots of funding for other parts of Shetland. It is important to provide services in even the smallest populated areas in rural Shetland where numbers at clubs may be low, but the impact is just as big."

Learning: This collaboration demonstrates the value of partnering with established community organisations, allowing the project to extend its reach, enhance sustainability, and deliver meaningful outcomes for families in rural areas, particularly for children with disabilities and additional support needs.

Project Board Meetings: The Project Board meetings have been successful in supporting the delivery and governance of the EAC Project. These meetings bring together senior staff from across services, providing a space to share thinking and expertise, and receive informed advice. The Board has been particularly valuable for strategic decision-making, problem-solving, and ensuring accountability, helping the project respond effectively to challenges and make evidence-informed choices.

b) What challenges have you found (one or two), and what have you learned from them?

Political activity:

The scale of the EAC project - and the level of funding involved – has attracted increased scrutiny and heightened expectations around transparency and accountability.

A high level of political scrutiny has resulted in increased workload due to responding to questions, concerns and providing updates on the Project. All questions have been responded to. A change in the Grant Offer Learning regarding the sharing of reports submitted to Scottish Government have been part of this.

Learning:

Navigating the relationship between elected members and large-scale project delivery has required ongoing reflection on roles, responsibilities, and the appropriate level of information-sharing. In response, the project has adapted its approach to information-sharing, now providing case studies that illustrate impact and demonstrate how the project is benefiting communities. Overall, this has supported constructive engagement and contributed to a clearer understanding of accountability.

Staffing Constraints and Service Sustainability:

Staffing continues to be a significant challenge, particularly in rural areas where recruiting and retaining suitably qualified staff is difficult. For example, the after-school club at Happyhansel Primary School, which is highly valued and well-used by local families, has experienced difficulties in maintaining consistent staffing. [redacted section 33(1)(b)]

Similarly, while there was interest in establishing after-school clubs in Baltasound and Aith, staffing limitations prevented these from progressing.

Staffing pressures have also affected existing Out of School Clubs (OOSC), with Sandwick OOSC closing during Term 1 and Brae OOSC closing over the summer holidays and part of Term 1. These disruptions have significantly hindered progress in delivering the 50% discounted childcare offer, limiting accessibility for families and slowing overall project momentum.

Multiple recruitment rounds – for example, two unsuccessful rounds for a Play Practitioner in Dunrossness OOSC and one for a Support Worker (ELC and OOSC) in Sandwick – have resulted in no qualified applicants, further highlighting staffing challenges.

Learning:
This has highlighted the importance of developing locally tailored and sustainable staffing models that reflect the realities of rural and island communities. Ongoing collaboration between schools, local authorities, and community partners will be essential to achieving this.

A job specification for ELC and OOSC combined has benefits [redacted Section 38 (1) (b)]. This post does provide flexibility for a service.

Following discussion at a recent Project Board meeting, it was agreed to establish a dedicated working group to explore innovative approaches to recruitment and staffing. This includes considering the development of a flexible job post not confined to a single job profile, enabling staff to work across multiple settings or roles. This creative, cross-sector approach aims to address recruitment barriers and strengthen workforce resilience.

Project Timeframe

The limited duration of project funding has created challenges around long-term planning and staff stability. Uncertainty about future funding has impacted the project's ability to take creative risks or pilot new approaches to childcare provision.

Learning:

This has reinforced the need for early planning and transparent communication with staff and communities to manage expectations. It has also demonstrated the value of building resilient structures and partnerships that can continue to support families beyond the current funding cycle.

c) What have you adapted in this period/ how has work evolved/ what have you done differently to what you expected?

As the project has developed momentum, it has evolved in several ways to remain flexible and responsive to community needs. While the overarching aim remains the same – to develop community-based, all-age childcare, particularly for families within priority groups – the approach and delivery have adapted to reflect local learning and opportunities.

1. Flexible and Responsive Development

The project has become increasingly flexible in identifying and developing childcare solutions as new opportunities emerge. Examples include the introduction of Sandness Friday Sessions and the holiday provision programme, both of which were established in response to local demand and the availability of community resources. These initiatives demonstrate the project's ability to adapt and respond to feedback while continuing to meet its core objectives.

As awareness of the project has grown, so too has local ownership. Partners are now thinking more creatively about how childcare can meet community needs, demonstrating increased engagement with the Project.

The ability to respond in a flexible way with the funding has allowed for service delivery which supports individual needs of staff, families and children. For example, funding mileage for staff members who would not have undertook work without this. Often small investments are having a positive impact.

2. Strengthened Partnership and Multi-Agency Working

A key evolution has been the growing emphasis on collaboration and partnership working. As the project has progressed, the number of partners involved has expanded, reflecting the importance of a multi-agency approach to achieve sustainable outcomes.

Current partners include:

- Happyhansel Primary School and Sandness Primary School
- Aith Primary School
- Baltasound ELC
- Mid-Yell ELC
- Community Development Workers in the North Isles and West Mainland
- Sandness Development Group
- North Yell Development Group
- West Mainland Leisure Centre
- Mid-Yell Leisure Centre
- Baltasound Leisure Centre

- Ability Shetland
- The Employability Team
- Hame Fae Hame and Lerwick ELC
- Active Schools

This growing network has strengthened the project's capacity to design and deliver services that reflect local circumstances. It has also fostered greater shared learning and joint problem-solving, which has helped build on existing provision – for example, the Family Centre.

3. Strengthened Communication and Engagement with Elected Members

In response to a high level of councillor scrutiny, the project has adapted its communication approach to focus on transparency, impact and shared understanding.

For example, during a recent visit from Scottish Government colleagues, a dedicated meeting was organised with elected members from the targeted communities to facilitate open discussion and ask questions. Elected members were also invited to participate in the First Minister's visit, ensuring they remained directly engaged with developments.

Updates are now shared through case studies that highlight the difference the project is making in communities. This has supported more constructive dialogue.

Overall, through expanded collaboration, the EAC Project continues to build momentum and strengthen local ownership, delivering childcare solutions that are tailored to the unique needs of Shetland's communities. This shift from small pilot projects to more established, community-led approaches shows a growing understanding of how to create sustainable childcare in remote and rural areas.

d) What can you tell us about your engagement with families in this period?

Engagement with families continues to be a central aspect of the EAC Project, ensuring that services are co-designed and shaped by those who use them. Throughout this period, the project has prioritised listening to families' experiences, needs, and ideas, enabling the development of childcare solutions that are both relevant and responsive.

Families have been engaged through informal conversations, interest forms, and feedback surveys, as well as through regular interaction with school and ELC staff. These touchpoints have provided valuable insight into the childcare preferences of families, particularly around flexibility, affordability, and accessibility. Feedback has directly informed developments such as the holiday provision programme and the Sandness Friday Sessions, both of which were established in response to identified community demand.

By working through existing, trusted community settings – including ELCs, schools, and development groups – the project has been able to reach families in ways that feel familiar

and inclusive. This approach has strengthened relationships between families and service providers, helping to build confidence in new and developing childcare options.

Families have provided positive feedback on provision established through the EAC Project, particularly the accessibility and variety of activities available. Ongoing feedback mechanisms – through parent councils, direct conversations, and activity evaluations – ensure that the project continues to evolve in line with families' needs.

Looking ahead, the project recognises that more work could be focused on ensuring that all families who could benefit are being reached, including those who may not be currently connected through schools or community networks. Strengthening collaboration with Health Visitors and staff from Pre-school Home Visiting Service will be an important next step in identifying and engaging families who may require additional support.

e) We understand that families in the EACs often have needs that are wider than childcare.

i. What services (EAC funded) are you providing to meet these needs (please list)?
ii. What services (others) are you referring families/parents/carers to, to meet these needs (please list)?
iii. What difference do you think these wider family support services are making?
iv. If you have any data on the number or proportion of families who require wider support services, please provide.

The EAC Project in Shetland is primarily focused on developing and improving childcare provision; however, we recognise that many families' needs extend beyond childcare alone. While the project itself does not directly deliver wider family support services, it plays an important role in connecting families to existing local support networks and ensuring that childcare is part of a broader, holistic approach to family wellbeing.

A significant part of EAC-funded services is that they provide:

- Enhanced holiday provision to support social inclusion and provide enriching opportunities for children.
- Support for tackling remoteness and access barriers, particularly for families in rural areas.

While formal measurement is limited, feedback from families and partner organisations suggests that improved access to childcare and related supports has:

- Reduced stress within families
- Improved family balance, enabling parents to take up or sustain work and training opportunities
- Ensured that children are engaged in safe, nurturing, and inclusive environments

- Enhanced social inclusion for children, particularly through holiday and out-of-school provision

Next steps – as the Project continues, next phase of the project will focus on aligning EAC provision more closely with wider family support services and further integrating services to better support families.

Key partnership priorities include:

- Pre-school home visiting service
- Health visitors
- Employability services
- Shetland Family Centre

There is recognition that knowledge and understanding of childcare subsidies across various agencies still requires development.

Feedback from provision offered indicates that some wider needs are being met through the provision of childcare. For example, health and wellbeing of parents and ability to take on further employment.

f. What other insights, thoughts or learning from this period feel important to share?

Several key insights have emerged during this period that are important for understanding the progress and impact of the EAC Project:

The project has demonstrated that a flexible, place-based approach is essential when delivering childcare in rural and remote communities. Emerging opportunities, such as the Sandness Friday Sessions and holiday provision, highlight the value of adapting delivery in response to community needs and feedback.

Multi-agency collaboration has been critical to the project's success. Engaging schools, ELCs, development groups, leisure centres, and third-sector partners has enabled the co-design of services, shared learning, and more sustainable delivery models

While the project has taken time to build momentum, this deliberate and steady approach has been critical in laying the foundations for long-term sustainability. Taking the time to build relationships, establish trust, and test delivery models has ensured that progress is meaningful rather than rushed. The learning gained through this process will be invaluable for future policy and programme design in rural childcare development.

The success of some projects has been a result of the commitment and drive from communities themselves. This local knowledge, experience and connections have been invaluable.

Staffing is central to widening any offer and increasing capacity within settings.

6. Section 3: Governance and Risk Management

Table 3 – Governance and Risk Management
In the last 6 months, has your governance structure or processes changed? (if yes – please provide details)
No – the governance structure and processes remain consistent. The EAC Project continues to be overseen by the Project Board, which provides strategic oversight, accountability, and guidance on the direction of the project. The membership of the project board consists of [redacted Section 38 (1) (b)] the following services: • Early Learning and Childcare • Quality Improvement • Learning Estates • Schools • Children's Social Work • Assets, Commissioning and Procurement • Community Planning and Development • Finance • Human Resources • Legal • Economic Development • Health and Social Care • Communications • Youth and Employability If a board member is unable to attend, a nominated representative attends on their behalf. The Project Manager reports to the project board on a regular basis and meetings take place to share progress, discuss developments, and review decision-making. The most recent meeting took place on 19 September 2025 and there has been a total of 8 Project Board Meetings throughout the Project. The Project Board is regarded as an effective form of governance, fostering transparency, shared responsibility, and strategic alignment across all participating services. In addition, Project Teams operate within each Workstream, providing focused delivery and specialist expertise. For example, a dedicated Project Team was established to define the eligibility criteria and process for introducing 50% childcare discount across established Out of School Clubs.
In the last 6 months, has you identified any risks associated with the EAC project? (if yes – please provide details of the risk **and** mitigating actions)

Funding and Timeframe Uncertainty / Exit Strategy

Risk: Limited funding duration and uncertainty over future resources may restrict innovation, long-term planning, and the sustainability of services. Concerns were raised at a recent Education and Families Committee Meeting, with elected members asking how services will be maintained if no additional funding is secured after March.

Mitigation: This highlighted concerns of future of EAC services, with the timeframe of the funding. As a result, the Project Manager has engaged with partners to discuss the development of a risk register and issues register, identifying potential impacts and planning for service continuity. Discussions are also underway to consider the implications for families should provision be removed.

Staffing and Workforce Sustainability

Risk: Recruitment and retention of qualified staff, particularly in rural areas, may affect the continuity and quality of childcare provision.

Mitigation: The project aims to explore flexible staffing models, including shared roles across settings, and plans to establish a working group to develop innovative approaches to recruitment and job design. Training opportunities, such as specialist support for two-year-olds, are also being provided to strengthen staff capability and retention.

7. Section 4: Project Delivery Information

Table 4 : Details of Services Offered

Guidance Note

Complete Table 4 by giving a brief description of each service you are funding *(e.g. a CI registered after school club that delivers breakfasts 5 days per week and after school care 2 days per week, or, a baby and toddler group that's open, free of charge, to parents to attend with their children).*

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

In addition, please mark a 'Yes' or 'No' under each feature of the provision (e.g. registered with CI)

Table 4 – Details of Services Offered								
Mid Yell ELC – Support Worker ELC - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	No	No	

Baltasound - Support Worker ELC - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	No	No	

Islesburgh OOSC (discounted offer) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	Yes – term-time	Yes	Yes	Yes	No	In exceptional circumstances, transport has been provided for families during the holidays

Dunrossness OOSC (discounted offer) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	No	No	

Brae OOSC - (discounted offer) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	Yes	No	

Sandwick OOSC – (discounted offer) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	Yes – also includes families from Dunrossness	No	

Happyhansel Primary School Breakfast Club - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	No	Yes	Yes	No	No	

Happyhansel Primary School After-School Club - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	No	Yes	Yes	No	No	

Happyhansel Additional Hours - ELC - Service Description:	Within current ELC service							
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	Yes	No	No	Yes	Yes	No	No	

Ability Shetland – Easter Club (West Mainland) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	No	Yes	No	Yes	No	

Ability Shetland – Saturday Club (West Mainland) - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	No	Yes	Yes	No	No	

Sandness Friday Activity Sessions	

Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	No	Yes	Yes	No	No	

Summer Holiday Provision in West Mainland								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	Yes	No	No	Yes	No	

Summer Holiday Provision in North Isles								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	Yes	No	No	Yes	No	

Bus service – takes children in West schools to the Leisure Centre (supervision in place at Centre)								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe
	No	Yes	Yes	No	Yes	No	No	

Table 5 – Capacity and Attendance (Pre – 5)

Complete the tables by providing the total numbers of children per question.

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

Table 5 – Attendance and Capacity – Pre-5										
Name of Service	**What is the pre-5 capacity of the service for one day?** (total no. of places)	**How many individual children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual children under 1 years old have attended at least one service in the last 6 months?** (total no. of individual children)	**How many individual children between ages 1 - 2 have attended at least one service in the last 6 months?** (total no. of children)	**How many individual children between 2 and 3 years old have attended at least one service in the reporting period?** (total no. of children)	**How many individual children 3 + years old (not yet attending school) have attended at least one service in the reporting period?** (total no. of children)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual pre-5 children have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Mid Yell ELC – Support Worker ELC	22	6	0	0	6	N/A	0	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
								6		
Baltasound - Support Worker ELC	30	<5	0	0	<5	N/A	0	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
								<5		

Table 6 – Capacity and Attendance (School age)

Complete the tables by providing the total numbers of children per question.

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

Table 6 – Attendance and Capacity – School-age						
Name of Service	**What is the capacity of the service for one day?** (total no. of places)	**How many individual school-aged children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual adults have been supported by the service in the reporting period? (total no. of adults)**	**How many individual children 4+ years old (in school/ SACC) have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Summer Holiday Provision – West Mainland	45	58	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				0	58	
Summer Holiday Provision – North Isles	36	52	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				0	52	
Islesburgh OOSC (discounted offer)	42	25	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
						25
Dunrossness OOSC – (discounted offer)	16	8	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				8		
Brae OOSC - (discounted offer)	12	<5	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
						<5

Table 6 – Attendance and Capacity – School-age						
Name of Service	**What is the capacity of the service for one day?** (total no. of places)	**How many individual school-aged children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual adults have been supported by the service in the reporting period? (total no. of adults)**	**How many individual children 4+ years old (in school/ SACC) have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Sandwick OOSC – (discounted offer)		<5	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				<5		
Happyhansel Primary School Breakfast Club	21	17	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				17		
Happyhansel Primary School After-School Club	10	16	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				16		
Ability Shetland – Saturday Club	15	14	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				14		
Bus transport from West Mainland School to Leisure Centre	22	12	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				12		
Ability Shetland – Summer Club (West Mainland)	20	14	N/A	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
					14	
Sandness Friday Activity Sessions	35	11	7	**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				11		

Table 7 – Overall Attendance

Table 7 – Overall Attendance	
Total number of families supported by EAC services (if any families use more than one of the services/ provision that the EAC offers, only count them once)	Holiday provision (West Mainland) – 36 Holiday provision (North Isles) – 36 50% discounted offer in Islesburgh OOSC – 19 50% discounted offer in Dunrossness OOSC - 6 50% discounted offer in Brae OOSC - <5 50% discounted offer in Sandwick OOSC - <5 Ability Shetland Saturday Club and Holiday Club (*together to avoid double counting*) – 17 Sandness Activity Sessions – 6 Happyhansel Breakfast Club and After-school Club (*together to avoid double counting*)– 15 Bus Service – 12 North Isles ELC – 6 Baltasound ELC - <5 **Total – 160**

Total number of children supported by services (if any children use more than one of the services/ provision that the EAC offers, only count them once)	Holiday provision (West Mainland) – 58 Holiday provision (North Isles) – 52 50% discounted offer in Islesburgh OOSC – 25 50% discounted offer in Dunrossness OOSC - 8 50% discounted offer in Brae OOSC - <5 50% discounted offer in Sandwick OOSC - <5 Ability Shetland Saturday Club and Holiday Club (*together to avoid double counting*) – 17 Sandness Activity Sessions – 11 Happyhansel Breakfast Club and After-school Club (*together to avoid double counting*)– 24 Bus Service – 12 North Isles ELC – 6 Baltasound ELC - <5 **Total – 198**
Total number of adults supported by services (if any adults use more than one of the services/ provision that the EAC offers, only count them once)	*7 – (Sandness Activity Sessions – parents can attend)*

Total number of all families with younger children supported by EAC services (not yet attending school) Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	8
Total number of all families with children attending school supported by EAC services	152
Total number of all families with <u>both</u> younger children (before school age) and school age children supported by EAC services Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	*Unknown*
We understand it is sometimes difficult to give totals around number of families supported by EAC services without double counting, because of wrap around supports being offered to single families. • What steps have you taken to mitigate against this in your data collection process? • Can you describe how you have counted the figures provided above?	
It is recognised that calculating total numbers of families supported by EAC services can be challenging due to the wraparound nature of provision, where single families may access multiple services. To mitigate the risk of double counting, providers were asked to: • Identify families using multiple services, allowing duplication to be reduced in reporting. • Provide information directly on the number of distinct families supported, where possible.	

For example, Ability Shetland reported that 14 families use the Saturday Club and 14 families use the Holiday Club, with 11 families accessing both. This level of detail enabled accurate adjustment of totals.

In addition, data for the West Mainland holiday provision and families accessing the 50% discounted rate are managed centrally. This allows the EAC Project Manager to review booking forms and determine the number of individual families versus children supported.

Table 8 - Income Maximisation (Access)

Where known, in the last six months - Total number of families (parents and carers) who have accessed benefits maximisation through your EAC service	
Total number families taking up childcare benefits to access EAC services (Tax Free Childcare & Universal Credit)	N/A
Transition of families from funded offer to accessing childcare benefits in the last 6 months:	N/A
Number of families that were successful in transitioning:	N/A
Number of families that were not successful in transitioning:	N/A
Total number of families that have successfully transitioned to date:	N/A
What are some of the challenges faced when transitioning families from a funded offer to accessing childcare benefits?	
Not applicable to Shetland's EAC Project.	
What has facilitated the successful transition of families from a funded offer to accessing childcare benefits?	
N/A	

Table 9 - Number and profile (including by child poverty priority group) of parents/carers and children accessing childcare benefits

New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve. Families may fall into more than one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.

Family Category	Fully funded offer	Partially funded offer	Accessing Universal Credit childcare entitlement	Accessing Tax Free Childcare	Accessing other benefits (education benefits)	Fully paid for by family
Total number of families		30	14			
Families with a disabled adult or child		7	<5			
Families where the mother is aged under 25						
Families with a lone parent		16	9			
Families with a baby aged under 1		<5				
Families with three or more children		9	<5			
Families of ethnic minority		<5				
Families of kinship care/care experience						
Families seeking asylum						
Gypsy Traveller families						
Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)		<5	<5			

All families with younger children (not yet attending school)						
All families with children attending school		30				

8. Section 5: Additional Information

Additional Information If you have any other reflections or information you would like to share, please use this space to provide details
Multi-agency collaboration is essential. The project's growing network of partners has strengthened delivery, supported problem-solving, and promoted sustainability. Working across education, community development, activity providers, and third-sector organisations has been crucial to the development and progress of the EAC Project. Staffing remains a core challenge. Recruitment and retention continue to influence the stability and expansion of services. The holiday provision delivered in targeted communities demonstrates that activity-based provision effectively meets local needs and highlights the differences between regulated and unregulated care. For the nature of the activities offered, the unregulated model worked well, with high attendance and positive engagement. Other work that has taken place within the EAC Project includes: PDA Education Support Assistance qualification: Fully funded places were offered to supply staff in the West Mainland and North Isles, with five supply staff currently undertaking the qualification in targeted areas. The PDA course (through UHI Shetland) runs for one year, online. Classes once a week. On completion, you can register with SSSC to work as a qualified Support Worker in ELC, a Play Support Worker in OOSCS and as a qualified Learning Support Worker in schools. As a way to develop the workforce, and understanding the challenges that staff face in accessing development opportunities. Hame Fae Hame support: Additional staffing, funded by the EAC Project, enabled [redacted Section 38 (1) (b)] to attend during the summer holidays, ensuring appropriate support was in place. Capital Project – outdoor shelter in Baltasound ELC. Development work has taken place and the school is positive about their new ELC shelter/learning area which will allow outdoor play and learning to continue in all weather conditions.

Next steps:

Workforce development: Explore alternative and sustainable models for out-of-school care provision, including “grow your own” approaches, to address ongoing recruitment challenges.

Branding - should the Project continue long-term, branding will be explored to increase community visibility of the EAC Project, including the development of consistent visuals and communication materials.

Continuing to engage in discussions to consider what the role of childcare is within the service and which service is best placed to meet the needs.

Moreover, it would be helpful if the Scottish Government could provide additional information about the EAC Project (what it is and its purpose, objectives, and key details) that we can share to communities, such as through posters or other informational materials. This will help raise awareness and visibility of the Project.

Feedback on this Reporting and Monitoring form would be greatly appreciated. A lot of effort and time have gone into its creation, and any insights would be valuable.

Overall, the project demonstrates that responsive, place-based, and collaborative approaches are critical to delivering meaningful, sustainable childcare solutions in Shetland.

Early Adopter Communities –

Monitoring and Report and template for 2024/25

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Introduction

The purpose of this form is to give the Scottish Government (SG) an overview of your grants project. The information provided in this template will also be used by evaluators commissioned to support monitoring and evaluation of EAC projects as a whole.

The information provided in this template should refer to the prior 6 months of project delivery only, if any information is provided from outside this time period it should be noted in text.

The Principles for Positive Partnership is a guide to support effective relationships between Scottish Government and third sector grant recipients, it is a good practice guide on how all grant relationships should be approached and it might help you to fill out the following form.

Grant overview

Grant recipient information (to be completed by Scottish Government):

Organisation name	
Project title/reference	
Name of lead contact	
Contact number	
Contact email address	
Grant start date and end date	
Awarding policy team in SG	
Lead name of policy Area in SG	
SG Contact email address	
SG Contact number	

Timeframe

The information used for completing this reporting template should be specific to the 6 months prior to the reporting deadline. If any data or information links to work before that or planned work after, this should be noted in text.

The remainder of this form needs to be completed by the staff conducting the project i.e. recipient of SG funds.

Section 1 - Project objectives, activities and outcomes

Table 1: objectives, activities and associated outcomes

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Sub objectives *(Please provide a list of objectives as agreed in your Grant Offer letter)*	*(Please outline the activities undertaken for and the progress you have made towards the achievement of your Objectives)*	(As outlined in table 5 such as, reduced cost of living)
Objective 1: To continue the provision of childcare in the Grantee's identified target communities		

Data and information from the last 6 months only

Project Objectives	**Activities (project defined) and progress**	**Associated Outcomes**
Objective 2:		

Data and information from the last 6 months only

Section 2: Success and Progress

Success – Please outline the main successes to delivery to date and the positive impact(s) the grant funding has had; describe what factors enabled these, citing your sources of evidence. You could include: • Resourcing & skills development • Planning or other engagement • Activities/emerging outcomes • Economic/budget factors
Answer:
Progress - Based on your responses above please provide a broad overview of what has been achieved to date and how this compares to what was planned. You could include: • Is the project on track? • Has the focus of your project significantly altered since your last report? • What partners are involved in the project's delivery? • Do these activities align with other policy priorities (i.e. child poverty, early child development and The Promise)?
Answer:

Section 3: Governance and Risk Management

How are you managing specific risks you've identified?	For example, you could identify steps you've taken to: navigate your procurement processes; maximise impact from working across local tackling child poverty programmes; create buy-in from the local community, etc.
Please describe what your governance process has been for the Project. How effective have these been?	
• Please describe how you have managed the identified and emerging risks.	

Section 4: Challenges

Have there been any unexpected challenges? Any problems you encountered that slowed progress, got in the way of the outcomes happening or resulted in changes to your plans.

For example, changeover of staff, local issues, internal local authority complexities, engaging with services/parents etc.	
Provide detail on any challenges encountered in delivering your Early Adopter Communities Project	
Provide detail on how the project adapted to or overcame the challenges described above.	
Do you need to make any changes to your plan?	For example, change your activities or the groups you are working with. Any changes will provide important learning for us and would not reflect badly on the project in any way
Provide detail of actions/activities that have been adapted or not delivered, what changes have been made and why.	

Section 5: Key Features of provision

Table 2:

Information provided will support learning and policy development from EAC projects

Data	Answer	
Key Feature: Family support (Support that goes beyond activities and care for children and involves the wider family)		
Where this data has been collected, No. and profile (including by child poverty priority group) parent/carers sign posted or referred to family support (note: this includes support not provided by the EAC project itself)	**Family Category** (for families who fall into more than one group, please count them under every group they are a part of)	**No. of Families supported***
	Total number of families referred to family support	
	Families with a disabled adult or child	
	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families with children with ASNs	
	Families seeking asylum	
	Gypsy Traveller families	
	All families with younger children (not yet attending school)	
	All families with children attending school	
No. and profile (including by child poverty priority group) of parents/carers and children accessing family support	Family Category (for families who fall into more than one group, please count them under every group they are a part of)	**No. of Families supported***
	Total number of families referred to family support	
	Families with a disabled adult or child	

Data	Answer	
(note: this includes support not provided by the EAC project itself)	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)	
	Families seeking asylum	
	Gypsy Traveller families	
	All families with younger children (not yet attending school)	
	All families with children attending school	
Tell us more about how family support works for your services		
Key Feature: Approach Principles		
What work you are doing to embed the programme approach principles?		
Types of engagement and participation activities carried out with families - where possible please		

<table>
<tr><th>Data</th><th colspan="2">Answer</th></tr>
<tr><td>provide the number of these activities (co-design, engagement or collaboration with Scottish Government or the wider public sector, learning, use of evidence – for full definition, see Annex 3 in guidance doc)</td><td colspan="2"></td></tr>
<tr><td>What have you done to enable the participation of families with younger children (before school age)?</td><td colspan="2"></td></tr>
<tr><td>If you have done something different as a result of engagement and participation activities, what have you changed and why?</td><td colspan="2"></td></tr>
<tr><td>How do you know that the engagement and participation activities have reflected the family types?</td><td colspan="2"></td></tr>
<tr><td rowspan="5">Where this data has been collected, No. and profile (including by child poverty priority group) of families participating in these activities.</td><td>Family Category</td><td>No. of Families supported*</td></tr>
<tr><td>Total number of families participating in co-design</td><td></td></tr>
<tr><td>Families with a disabled adult or child</td><td></td></tr>
<tr><td>Families where the mother is aged under 25</td><td></td></tr>
<tr><td>Families with a lone parent</td><td></td></tr>
</table>

Data	Answer	
	Families with a baby aged under 1	
	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	
	Families seeking asylum	
	Gypsy Traveller families	
	Families with children with ASNs (there may be overlap with families with a disabled adult or child family type)	
	All families with younger children (not yet attending school)	
	All families with children attending school	
For each of these family groups, tell us how they have been involved with activities?		
Are there any other groups emerging from engagement and participation activities that have specific needs?		
No. and format of engagement and participation sessions that have involved service providers and partners		
No. and profile of these partners participating in engagement sessions		
Key Feature: Benefits Maximisation		
No. families who have been referred to support on benefits maximisation		

Data	Answer						
(including support not provided by the EAC project itself)							
Total No. families taking up childcare benefits (Tax Free Childcare & Universal Credit)							
Transition of families from funded offer to accessing childcare benefits		*Families that EAC tried to transition*		*Families that were successful in transition*		*Families that were not successful in transition*	
	Number of families						
No. and profile (including by child poverty priority group) of parents/carers and children accessing childcare benefits	**Family Category**	*Fully funded offer*	*Partially funded offer*	*Accessing Universal Credit childcare entitlement*	*Accessing Tax Free Childcare*	*Accessing other benefits (education benefits)*	*Fully paid for by family*
	Families with a disabled adult or child						
	Families where the mother is aged under 25						
	Families with a lone parent						
	Families with a baby aged under 1						
	Families with three or more children						
	Families of ethnic minority						

Data	Answer						
	Families of kinship care/care experience						
	Families seeking asylum						
	Gypsy Traveller families						
	Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)						
	All families with younger children (not yet attending school)						
	All families with children attending school						
What are some of the challenges faced when transitioning families from a funded offer to accessing childcare benefits?							
What has facilitated the successful transition of families from a funded							

Data	Answer
offer to accessing childcare benefits?	

Section 6: Project Delivery Information

Table 3: Services Offered

Please complete the following information.

- **Name of service and type of care** (i.e private nursery, LA nursery, childminder afterschool club)
- **Key features of provision** (mark with x): including registered with the care inspectorate, younger children, food provision
- **Attendance figures**
  - Please indicate what the attendance levels by age range have been for the childcare service provider against capacity, breaking this down to show term-time and holidays.
  - Note: This should be provided as the no. of individual children attending each service (if a child is attending more than one service, mark them twice)
  - Ideally, also provide an indication of frequency & duration of attendance (e.g. how many children attend once a week vs 5 days a week, and for approximately how long)

Name of service and type of care						
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present		Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					

	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)		
	Total		
	Capacity		
	Other info:		

Name of service and type of care						
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present		Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					

	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)		
	Total		
	Capacity		
	Other info:		

Name of service and type of care						
Key features of provision (mark with x):	Registered with CI		Parent stays and participates		Activity Club	
	Not registered with CI		Child cared for without parent present		Breakfast club	
	Transport Provided		Family support		Benefits maximisation	
	Food provided					
	Other info:					
Attendance figures	Age	Term time		Holidays		
	Under 1 year old					

	1 year olds		
	2 year old		
	3+ years old, not yet attending school		
	4+ years old, attending school (school age childcare)		
	Total		
	Capacity		
	Other info:		

Table 4: attendance

Please specify the total number of families and children accessing services in the last 6 months by age of child	Total no. of families supported by services (if any families use more than one of the services/ provision that the EAC offers, only count them once)	
	Total no. of children supported by services (if any children use more than one of the services/ provision that the EAC offers, only count them once)	
	All families with younger children (not yet attending school)	
	All families with children attending school	
	Families with both younger children (before school age) and school age children	
Please specify the number of families and children accessing services accessing	**Family Category**	**No. of Families supported***
	Families with a disabled adult or child	
	Families where the mother is aged under 25	
	Families with a lone parent	
	Families with a baby aged under 1	

services in the last 6 months by priority group.	Families with three or more children	
	Families of ethnic minority	
	Families of kinship care/care experience	

Please specify percentage of families with intersectional types

Percentage of eligibility for households identifying in multiple eligible categories *(cells should be completed to identify what percentage of the families down the left hand column also fall into the category across the top)*

	Lone parents	**3+ Children**	**Disabled**	**Minority Ethnic**	**Baby <1**	**Parent <25**	**Kinship care/care experience**	**Families with children with ASNs**	**Families seeking asylum**	**Gypsy Traveller families**
Lone Parents										
3+ Children										
Disabled										
Minority Ethnic										
Baby <1										
Parent <25										
Kinship care/care experience										

	Families with children with ASNs										
	Families seeking asylum										
	Gypsy Traveller families										

Section 7: Table 5: outcomes, indicators and evidence.

Outcomes
(from standardised EAC Theory of Change (ToC) *(Please see guidance for ToC)*

Indicators
please disaggregate each Type of agreed Quantitative Measure by age group of children:

- **Families with younger children (before school age)**
- **Families with school age children**

(Where indicators are set out, please refer to the guidance document for detail on how this data can best be gathered, including the question wording that can be used)

Evidence
(Please provide quantitative or qualitative evidence of progress on outcomes as identified in the standardised EAC ToC)

Please only report on data collected within the last 6 months

Please present data against each indicator as family/parent/child numbers, and as a percentage of all those for whom you have this data (not as a percentage of all parents using EAC services).

Please also indicate your response rates (the proportion of families or children using the EAC service that this data has been collected for) and the time period that the data refers to (unless data was collected throughout the whole 6-month period, please provide a specific timeframe).

Indicators	**Evidence**
Outcome: Reduced cost of living	
Parental/carer spend on childcare before and after receiving childcare through the EAC.	I now pay more for childcare (per child) than I did before I used EAC services: __% (__ families) I pay about the same amount: __% (__ families) I now pay less for childcare (per child) than I did before I used EAC services: __% (__ families Response rate: __% (__ / __ **families** using EAC services) Data collection period: _____
Outcome: Benefits maximisation	
Parental/carer engagement in benefits maximisation services and change to benefits received by parents/carers.	Families registering for EAC services who had already completed a benefits maximisation check in the previous 12 months: __% (__ families) Families receiving the following benefits upon registration: • Scottish Child Payment: __% (__ families) • Universal Credit: __% (__ families) • Working Tax Credit: __% (__ families) • Child Tax Credit: __% (__ families) • Best Start Foods: __% (__ families) • Best Start Grant: __% (__ families) • Council Tax Reduction: __% (__ families) • School Clothing Grant: __% (__ families) • Education Maintenance Allowance: __% (__ families) • Free School meals (on the basis of low income): __% (__ families) • Income Support or Jobseekers Allowance: : __% (__ families)

Indicators	**Evidence**
	• Housing Benefit: __% (__ families) • None of these: __% (__ families) • Don't know: __% (__ families) Response rate: __% (__ / __ families registering for EAC services) Parents who **have** completed a benefit maximisation check since they started using EAC services: __% (__ families) Parents who **have not** completed a benefit maximisation check since they started using EAC services: __% (__ families) Parents who **don't know if they have** completed a benefit maximisation check since they started using EAC services: __% (__ families) Parents who, through contact with their EAC provider or other services that they have referred them to, learned about one or more benefits that they were eligible for but were not receiving: __% (__ families) Of these, parents who **are** now receiving some or all of these benefits: __% (__ families) Of these, parents who **are not** now receiving any of these benefits: __% (__ families) Of these, parents who **do not know** if they are now receiving any of these benefits: __% (__ families) Response rate: __% (__ / __ **families** using EAC services) Data collection period: _____
Outcome: Parents/carers prepare for/start/sustain/increase hours of work/training/study	
Parent/carers engagement in education, training or	Parents **employed 30+ hours** a week: __% (__ parents)

Indicators	**Evidence**
employment along with parents' spouse/ partner that they live with.	Parents **employed at least 15 hours a week but less than 30 hours**: __% (__ parents) Parents **employed less than 15 hours** a week: __% (__ parents) Parents **in education or training 30+ hours** a week: __% (__ parents) Parents **in education or training at least 15 hours a week but less than 30 hours**: __% (__ parents) Parents **in education or training less than 15 hours** a week: __% (__ parents) Parents **looking after home or family**: __% (__ parents) Parents unemployed but **seeking work**: __% (__ parents) Parents unemployed but **seeking education/training**: __% (__ parents) Parents unemployed and **looking to gain skills/experience** to get back to work in the future: __% (__ parents) Response rate: __% (__ / __ **families** using EAC services) Data collected in the following period: _____ *If collected, please also report this data for the spouse/partner of parents using the same categories as above.*
Outcome: Reduced financial pressure	
Parental/carer's experience of household finances before and after engaging with EAC.	Families registering for EAC services who said that they: • Manage very well financially: __% (__ families) • Manage quite well financially: __% (__ families) • Get by alright financially: __% (__ families) • Don't manage very well financially: __% (__ families)

Indicators	**Evidence**
	• Have some financial difficulties: __% (__ families) • Are in deep financial trouble: __% (__ families) • Don't know how they're managing financially: __% (__ families) Response rate: __% (__ / __ **families** registering for EAC services) Families who, in the latest feedback forms/surveys, said that they were: • Managing better now financially than before: __% (__ families) • Managing the same now financially than before: __% (__ families) • Managing worse now financially than before: __% (__ families) • Didn't know how they were managing now financially compared to before: __% (__ families) Response rate: __% (__ / __ **families** using EAC services) Data collected in the following period: _____
Outcome: Income from employment maximised	
	Families with a household income of [£26,000] or more over the last 12 months: __% (__ families) Families with a household income of less than [£26,000] over the last 12 months: __% (__ families) Response rate: __% (__ / __ **families** using EAC services) Data collected in the following period: _____
Outcome: More families engaged with support services	
Parent/carer referrals to support services.	Parents who, through the EAC, have been referred to: • Advice Services (benefits, debt, money advice): __% (__ families)

Indicators	**Evidence**
	• Employability support: __% (__ families) • None: __% (__ families)Other: __% (__ families) Response rate: __% (__ / __ **families** using EAC services) Data collected in the following period: _____
Outcome: Increased parental respite	
Please provide evidence of progress against this outcome in a form that works for you.	
Outcome: Improved (parental) wellbeing including fewer crisis points	
Parent/carer health and wellbeing.	Parents registering for EAC services who said that their own health in general was: • Excellent: __% (__ parents) • Good: __% (__ parents) • Fair: __% (__ parents) • Poor: __% (__ parents) • Prefer not to say: __% (__ parents) Response rate: __% (__ / __ **parents*** registering for EAC services) Parents who, in the latest feedback forms/surveys, said that their own health was: • Better now than before using EAC services: __% (__ parents)

Indicators	**Evidence**
	• The same now as before using EAC services: __% (__ parents) • Worse now than before using EAC services: __% (__ parents) Preferred not to say how their health was now compared to before: __% (__ parents) Response rate: __% (__ / __ **parents*** using EAC services) Parents who **agreed or strongly agreed** with the following statements in your last parental feedback form/ survey: • I feel reassured: __% (__ parents) • I feel supported: __% (__ parents) • I've been feeling confident: __% (__ parents) • I've been feeling relaxed: __% (__ parents) • I've been dealing with problems well: __% (__ parents) • I know where to go to get the support I need: __% (__ parents) • I can easily access the support I need: __% (__ parents) • The wider parental support meets my needs: __% (__ parents) • I feel less stressed: __% (__ parents) Response rate: __% (__ / __ **parents*** using EAC services) Data collected in the following period: _____
Outcome: Access to nutritious food (children)	
Please provide evidence of progress against this outcome in a form that works for you.	

Indicators	**Evidence**
Potential questions to use with parents have been suggested in Annex 1.	
Outcome: Children more physically active	
Please provide evidence of progress against this outcome in a form that works for you.	
Outcome: Increased social connections (children)	
Child/children's engagement with other children and behaviour in the home, as reported by parents.	Children whose parents, in your last parental feedback form/ survey, **agreed or strongly agreed** that since starting with the EAC…: Response rate: for __% (__ / __ **children** using EAC services) Data collected in the following period: _____
Outcome: Increased opportunities for learning & new experiences (children)	
Child/children's engagement with new places and experiences, as reported by parents.	Children whose parents, in your last parental feedback form/ survey, said that since starting with the EAC their child had been to the following for the first time: Response rate: for __% (__ / __ **children** using EAC services) Data collected in the following period: _____

Indicators	**Evidence**
Outcomes: Improved child social, emotional & behavioural development	
Changes to social, emotional & behavioural development of children as reported by parents.	Children being registered for EAC services whose parents said that they were **a little concerned or very concerned** about: • Their child's speech and language : __% (__ children) • How their child interacts with other children : __% (__ children) • Their child's relationship with other family members : __% (__ children) • Concern about getting my child to attend school / childcare : __% (__ children) • Concern about your child's mental health and wellbeing : __% (__ children) Response rate: __% (__ / __ **children** registering for EAC services) Children whose parents, in the latest feedback forms/surveys, said that they were now: • More concerned than before about their child's speech and language : __% (__ children) • No change in concern about their child's speech and language : __% (__ children) • Less concerned than before about their child's speech and language : __% (__ children) • More concerned than before about how their child interacts with other children : __% (__ children) • No change in concern about how their child interacts with other children : __% (__ children) • Less concerned than before about how their child interacts with other children : __% (__ children) • More concerned than before about their child's relationship with other family members : __% (__ children) • No change in concern about their child's relationship with other family members : __% (__ children) • Less concerned than before about their child's relationship with other family members : __% (__ children) • More concerned than before about getting their child to attend school / childcare : __% (__ children) • No change in concern about getting their child to attend school / childcare : __% (__ children) • Less concerned than before about getting their child to attend school / childcare : __% (__ children)

Indicators	**Evidence**
	• More concerned than before about their child's mental health and wellbeing : __% (__ children) • No change in concern about their child's mental health and wellbeing : __% (__ children) • Less concerned than before about their child's mental health and wellbeing : __% (__ children) Response rate: __% (__ / __ **children** registering for EAC services) Data collected in the following period: _____
Outcomes: Improved child health & wellbeing	
Child health and wellbeing, as reported by parents.	Children being registered for EAC services whose parents said that their child's health in general was: • Excellent: __% (__ children) • Good: __% (__ children) • Fair: __% (__ children) • Poor: __% (__ children) • Prefer not to say: __% (__ children) Response rate: __% (__ / __ **children** registering for EAC services) Children whose parents, in the latest feedback forms/surveys, said that their child's health was: • Better now than before using EAC services: __% (__ children) • The same now as before using EAC services: __% (__ children) • Worse now than before using EAC services: __% (__ children) • Preferred not to say how their child's health was now compared to before: __% (__ children) Response rate: __% (__ / __ **children** using EAC services) Data collected in the following period: _____

Data and information from the last 6 months only

* We assume that in most cases, data is only collected from one parent per family. If data is collected from more than one parent, please report the data for all parents that you have data for and make it clear how many families this covers.

Section 8 – Additional information

Additional information - Please provide any further relevant information here. You could include: • Any other comments, innovative work, relevant learning, or unexpected changes or outcomes identified during this year? • Any progress not captured elsewhere in the table • Links to any evaluations your project has undertaken • Any feedback you would like to give us • What haven't we asked you that we should have
Answer:

Data and information from the last 6 months only

Early Adopter Communities – (*Insert Name)*

Monitoring and Reporting Template for 2024/25

Biannual Reporting (Round 2): 1 April – 30 September 2025

Contents

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1. Introduction

The purpose of this form is to give the Scottish Government (SG) an update on how you have used your EAC revenue grant (and your EAC capital grant where applicable) over the last six months, demonstrating progress and learning. The information provided in this template will also be used by evaluators commissioned to support monitoring and evaluation of EAC projects as a whole.

The Principles for Positive Partnership is a guide to support effective relationships between Scottish Government and third sector grant recipients, it is a good practice guide on how all grant relationships should be approached and it might help you to fill out the following form.

Grant overview

Grant recipient information (to be completed by Scottish Government):

Organisation name	
Project title/reference	
Name of lead contact	
Contact number	
Contact email address	
Grant start date and end date	September 2024 – March 2026
Awarding policy team in SG	Communities Insights Design and Approach, School Age Childcare
Lead name of policy area (SG)	
SG Contact email address	

2. Timeframe

The information used for completing this reporting template should be specific to the 6 months (April – September) prior to the reporting deadline. If any information links to work before that or planned work after, this should be noted in text.

3. Deadline

The deadline for returning this report is end of day on **Friday 31 October 2025.**

The remainder of this form needs to be completed by the staff conducting the project i.e. recipient of SG funds.

4. Section 1: Project Objectives and Activities

Table 1 - Guidance Note

For the biannual reporting period covering 1 April – 30 September 2025:
• We will use this section of the report for grant monitoring purposes. • Please give a **brief** summary of the activities you've undertaken, in the last 6 months, to meet the objectives, and sub-objectives, in your Grant offer letter (listed below). • As an example, for the sub-objective regarding approach principles, detail an activity undertaken during the reporting period, with a brief explanation on how this has contributed towards meeting this objective. You may provide this in a list of bullet points or as a brief narrative summary. • There will be space to provide more detail and reflections on learnings and impacts further into this report.

Table 1 – Project objectives and activities return
Objective 1: To continue the provision of childcare in the Grantee's identified target communities and: *Insert details for EAC*

Summary of activities undertaken to meet the above objectives and sub-objectives (bullet points)

Objective 2: To widen the scope of the Project to include families with younger children. Using the approach principles set out in schedule 1, the Grantee is to engage with communities and report on insight regarding childcare for younger children in the area, including:

1. Local evidence about the childcare preferences and needs of families with younger children (including what family outcomes childcare for younger children can support e.g. child's development/socialising; access to employment/training; family wellbeing; specialist support);
2. Review and report on how the breadth of community assets, childcare services and other local services can be co-ordinated, re-used and supported to meet the evidenced needs of families as evidence emerges.
3. Whether local childcare provision for younger children is integrated with other support for children and families e.g. health visiting services, housing etc.

Objective 3: Where the Grantee is in a position to deliver services to families with younger children (in addition to the local education authority's statutory duties to provide access to funded ELC to eligible children), the Grantee is to ensure it is aligned to the approach principles set out in schedule, and:

1. It is integrated with the wider EAC projects, so families experience consistent and reliable support, regardless of the age of their child;
2. Capture learning from early delivery, contributing to the evidence base about models of provision and their impact.
3. It complements existing services for families in the area.

Summary of activities undertaken to meet the above objectives and sub-objectives (bullet points)

5. Section 2: Learnings (Successes and Challenges)

Table 2 – Guidance Note

We want to understand and capture the learning emerging from your work. This could include successes and challenges you've had over the reporting period, or reflections and learnings about a specific project, a part of your approach, families' needs, or the wider context of childcare and family support services. Please share what feels like the most important parts of the learning to you over this 6 month period between 1 April and 30 September 2025.

Table 2 – Learnings (Success and Challenges return)
a) What are your main successes (one or two), and what have you learned from them?

b) What challenges have you found (one or two), and what have you learned from them?

c) What have you adapted in this period/ how has work evolved/ what have you done differently to what you expected?

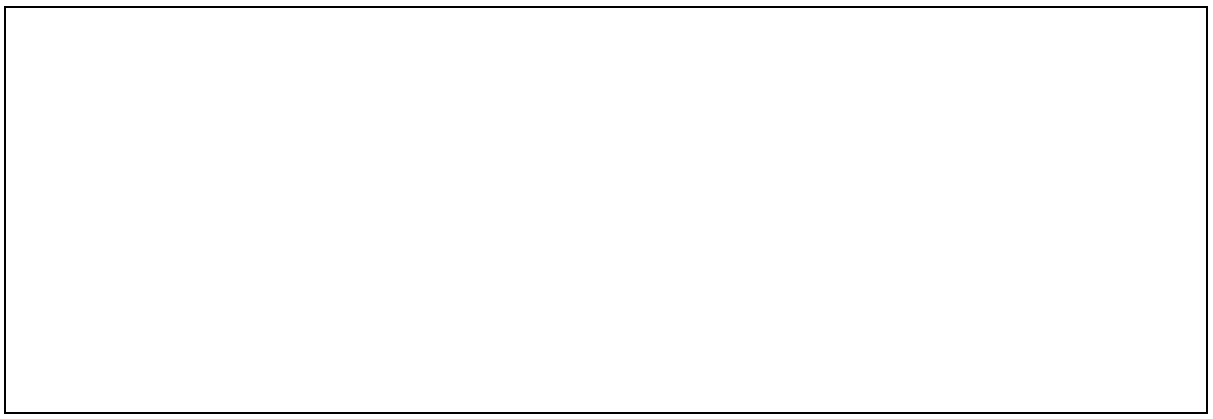
d) What can you tell us about your engagement with families in this period?

e) We understand that families in the EACs often have needs that are wider than childcare.

i. What services (EAC funded) are you providing to meet these needs (please list)?
ii. What services (others) are you referring families/parents/carers to, to meet these needs (please list)?
iii. What difference do you think these wider family support services are making?
iv. If you have any data on the number or proportion of families who require wider support services, please provide.

f. What other insights, thoughts or learning from this period feel important to share?

Data and information from the last 6 months only



6. Section 3: Governance and Risk Management

Table 3 – Governance and Risk Management
In the last 6 months, has your governance structure or processes changed? (if yes – please provide details)
In the last 6 months, has you identified any risks associated with the EAC project? (if yes – please provide details of the risk **and** mitigating actions)

7. Section 4: Project Delivery Information

Table 4 : Details of Services Offered

Guidance Note

Complete Table 4 by giving a brief description of each service you are funding *(e.g. a CI registered after school club that delivers breakfasts 5 days per week and after school care 2 days per week, or, a baby and toddler group that's open, free of charge, to parents to attend with their children).*

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

In addition, please mark a 'Yes' or 'No' under each feature of the provision (e.g. registered with CI)

Table 4 – Details of Services Offered								
Service 1 - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

Service 2 - Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

… - Service Description:	

Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

Features (Provide a 'Yes' or 'No' response)								

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

- Service Description:								
Features (Provide a 'Yes' or 'No' response)	Is It registered with CI?	Is it an activity club?	Is transport provided?	Is food provided?	Is it term-time provision?	Is it holiday provision?	Family support?	Other, please describe

Table 5 – Capacity and Attendance (Pre – 5)

Complete the tables by providing the total numbers of children per question.

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

Table 5 – Attendance and Capacity – Pre-5											
Name of Service	**What is the pre-5 capacity of the service for one day?** (total no. of places)	**How many individual children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual children under 1 years old have attended at least one service in the last 6 months?** (total no. of individual children)	**How many individual children between ages 1 - 2 have attended at least one service in the last 6 months?** (total no. of children)	**How many individual children between 2 and 3 years old have attended at least one service in the reporting period?** (total no. of children)	**How many individual children 3 + years old (not yet attending school) have attended at least one service in the reporting period?** (total no. of children)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual pre-5 children have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Service 1								**TERM TIME**	**HOLIDAY**	**YEAR ROUND**

Data and information from the last 6 months only

Table 5 – Attendance and Capacity – Pre-5										
Name of Service	**What is the pre-5 capacity of the service for one day?** (total no. of places)	**How many individual children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual children under 1 years old have attended at least one service in the last 6 months?** (total no. of individual children)	**How many individual children between ages 1 - 2 have attended at least one service in the last 6 months?** (total no. of children)	**How many individual children between 2 and 3 years old have attended at least one service in the reporting period?** (total no. of children)	**How many individual children 3 + years old (not yet attending school) have attended at least one service in the reporting period?** (total no. of children)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual pre-5 children have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Service 2								**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
…								**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**

Data and information from the last 6 months only

Table 5 – Attendance and Capacity – Pre-5										
Name of Service	**What is the pre-5 capacity of the service for one day?** (total no. of places)	**How many individual children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual children under 1 years old have attended at least one service in the last 6 months?** (total no. of individual children)	**How many individual children between ages 1 - 2 have attended at least one service in the last 6 months?** (total no. of children)	**How many individual children between 2 and 3 years old have attended at least one service in the reporting period?** (total no. of children)	**How many individual children 3 + years old (not yet attending school) have attended at least one service in the reporting period?** (total no. of children)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual pre-5 children have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**
								TERM TIME	**HOLIDAY**	**YEAR ROUND**

Table 6 – Capacity and Attendance (School age)

Complete the tables by providing the total numbers of children per question.

We recognise your projects may have adapted to include other work, please also update on other activity you have undertaken to contribute towards your grant outcomes.

Table 6 – Attendance and Capacity – School-age						
Name of Service	**What is the capacity of the service for one day?** (total no. of places)	**How many individual school-aged children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual children 4+ years old (in school/ SACC) have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
Service 1				**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
Service 2				**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
…				**TERM TIME**	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**

Table 6 – Attendance and Capacity – School-age						
Name of Service	**What is the capacity of the service for one day?** (total no. of places)	**How many individual school-aged children have attended the service across the 6 months?** (total no. of individual children attending at least once)	**How many individual adults have been supported by the service in the reporting period?** (total no. of adults)	**How many individual children 4+ years old (in school/ SACC) have attended at least one service in the reporting period? Please provide three separate total numbers of children by the groupings below.**		
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**
				TERM TIME	**HOLIDAY**	**YEAR ROUND**

Table 7 – Overall Attendance

Table 7 – Overall Attendance	
Total number of families supported by EAC services (if any families use more than one of the services/ provision that the EAC offers, only count them once)	
Total number of children supported by services (if any children use more than one of the services/ provision that the EAC offers, only count them once)	
Total number of adults supported by services (if any adults use more than one of the services/ provision that the EAC offers, only count them once)	
Total number of all families with younger children supported by EAC services (not yet attending school) Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	
Total number of all families with children attending school supported by EAC services	
Total number of all families with <u>both</u> younger children (before school age) and school age children supported by EAC services Where this question is not relevant or doesn't fit with your project, you do not need to complete the question. Any narrative information or learning you can share would be helpful below.	

We understand it is sometimes difficult to give totals around number of families supported by EAC services without double counting, because of wrap around supports being offered to single families. • What steps have you taken to mitigate against this in your data collection process? • Can you describe how you have counted the figures provided above?

Table 8 - Income Maximisation (Access)	
Where known, in the last six months - Total number of families (parents and carers) who have accessed benefits maximisation through your EAC service	
Total number families taking up childcare benefits to access EAC services (Tax Free Childcare & Universal Credit)	
Transition of families from funded offer to accessing childcare benefits in the last 6 months:	
Number of families that were successful in transitioning:	
Number of families that were not successful in transitioning:	
Total number of families that have successfully transitioned to date:	
What are some of the challenges faced when transitioning families from a funded offer to accessing childcare benefits?	
What has facilitated the successful transition of families from a funded offer to accessing childcare benefits?	

Table 9 - Number and profile (including by child poverty priority group) of parents/carers and children accessing childcare benefits

New family groups have been added. Please only complete the full list of family types where you are targeting these families or where reaching these groups is important to the outcomes you are trying to achieve. Families may fall into more than one family group. We recognise that there may be some double counting and the total of these boxes does not constitute a total number of all families.

Family Category	Fully funded offer	Partially funded offer	Accessing Universal Credit childcare entitlement	Accessing Tax Free Childcare	Accessing other benefits (education benefits)	Fully paid for by family
Total number of families						
Families with a disabled adult or child						
Families where the mother is aged under 25						
Families with a lone parent						
Families with a baby aged under 1						
Families with three or more children						
Families of ethnic minority						
Families of kinship care/care experience						
Families seeking asylum						
Gypsy Traveller families						
Families with children with ASNs (there may be overlap with Families with a disabled adult or child family type)						

Data and information from the last 6 months only

All families with younger children (not yet attending school)						
All families with children attending school						

8. Section 5: Additional Information

Additional Information If you have any other reflections or information you would like to share, please use this space to provide details