



Making Wolverhampton a good
place to play and learn

Childcare Sufficiency Assessment 2018

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Acknowledgements

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Data Sources

WCC – Wolverhampton City Council

MYE – Mid Year Estimates are an annually released population estimate.

DWP – Department of Work and Pensions

LSOA - Lower Super Output Area (LSOAs) are units of geographic boundary developed by the Office for National Statistics and are aggregations of Output Areas. Each locality is made up of several LSOA's

ONS – Office of National Statistics

NOMIS – Official Labour Market Statistics

Definitions:

TFT – Terrific for Twos (2-year funding)

EYPP – Early Years Pupil Premium

N.B. On Supply of Childcare graphs, “other” represents breakfast and after school provision

N.B. On Supply of Childcare graphs, “30-hour provision” and “TFT provision” data combines all provider types offering this element of funded provision

Childcare Sufficiency Assessment 2018

Statutory Duty

Each local authority has a duty to produce a Childcare Sufficiency Assessment, the requirements of which are detailed in The Childcare Act (2006, amendment 2016) and The Children and Families Act (2014)

The published report focuses on the availability, affordability and sufficiency of childcare within the city, and meets the local authority duty to provide information, advice and assistance to parents and prospective parents relating to the provision of childcare.

City of Wolverhampton Council Childcare Sufficiency Assessment is organised into eight localities areas, detailing current supply and demand of registered childcare. The local authority offers support, advice and guidance to registered childcare providers who work within the Early Years Statutory Framework. The Early Years Foundation Stage (EYFS) provides details of legislation on welfare requirements and learning and development.

Ofsted

Ofsted regulates childcare under the Early Years Register which allows flexibility in numbers of children accessing the provision. This means that childcare providers can adjust the number of places they make available for babies, 2, 3 and 4-year olds based upon staffing levels, space and the demands of their local communities.

This report will show the range of childcare by provider type available to families across the city. Profiles for each locality will show the make-up of the population, take up of Early Education Funding.

Types of Childcare:

- **Full day care** – Full day care settings care for and support children's learning in line with the ages and stages of development of children from 3 months to 5 years and are predominately open from 8.00am to 6.00pm, some are open even longer hours. Most are open from Monday to Friday, but a few may open at weekends to help support parents' different working patterns. Day nurseries operate all year round, usually except for bank holidays. Some nurseries close between Christmas and New Year, while others remain open. Most offer the free early education places that are available to 2, 3 and 4-year olds.
- **Childminders** – Registered childminders are self-employed childcare professionals who work in their own homes. They care and support each child's learning in line with their age and stage of development. They are registered for small numbers of children and will often care for a range of ages. Childminders may also offer flexibility to accommodate parents working patterns e.g. evening and weekends.
- **Home carers** – Home carers are usually nannies who care for children of any age up to their 18th birthday wholly or mainly in the child's own home, and care for children from no more than two families. They are not required to register with Ofsted but may choose to do so, on the voluntary part of the Childcare Register.
- **Pre-school playgroups** – Pre-schools provide care and support children's learning in line with ages and stages of development for children between 2 and 5 years. Most pre-schools will be open five mornings a week, with the majority providing afternoon sessions as well. Pre-schools and playgroups tend to run term time only, from around 9am to lunchtime or from lunchtime to around 3 or 4 pm, depending of the sessions they operate.

- **Out of school provision** – These are often referred to as Breakfast or After School Clubs. They provide play opportunities for school age children at times when schools are not open. They can operate before school in the mornings, from the end of the school day and at the end of the working day. It is important to note that many of the out of school provisions respond to fluctuating community need and the majority are run by schools themselves.
- **Holiday play schemes** – Holiday play schemes, take place during school holiday periods and may be run by a school, private or voluntary organisations.
- **Nursery schools / classes** – This type of provision is based within schools maintained by the local authority and accept children from 3 years to compulsory school age. Sessions operate during school hours, term time only, generally with one in the morning and one in the afternoon.

From 2015, legislation changed for schools, enabling them to lower their admissions age from 3 to 2 years. This is if the school and governing body feel there is sufficient requirements and capacity within the school to accommodate this increase in pupil numbers.

Registration of Childcare

The Childcare Act 2006 gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMIC) responsibility for regulating registered childcare providers.

Childcare Register – The Childcare Register is for providers who care for children from birth to 18 years. It has two parts:

- A Compulsory part, for providers who care for children aged from the end of the Foundation Stage up to seven years.
- A Voluntary part, for providers who care for children aged eight and over and those providing care for children at any age for whom registration is not compulsory, e.g. nannies.

Early Years Register – Registration on the Early Years Register is compulsory for providers who care for children in the early years' age group; from birth to compulsory school age.

Ofsted Inspection Outcomes

Ofsted will inspect all providers who are on the Early Years Register. New providers who have registered will normally receive their first quality inspected within 30 months of registration.

Ofsted evaluates the overall quality and standards of the early years' provision in line with the principles and requirements of the Early Years Foundation Stage. Inspectors judge the overall effectiveness of the early years' provision, considering three key judgements:

- How well the early years' provision meets the needs of the range of children for whom it is provided
- The contribution of the early years' provision to the well-being of children
- The effectiveness of the leadership and management

The judgements which can be given are:

Outstanding	The setting consistently achieves very high standards across all aspects of its work with exceptional educational programmes for children. The setting has very high expectations and a clear understanding of how children learn. Rich varied, and imaginative experiences are provided for the children. Assessment and planning are precise and sharply focused on a comprehensive knowledge of each child.
Good	There is depth and breadth across the seven areas of learning with experiences which are interesting and challenging and meet the needs of all children. There is secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. Regular and precise assessments of children are made and used to plan suitably challenging activities, so that children of all ages and abilities make good progress in their learning.
Requires Improvement	The provision is not yet demonstrating the characteristics of a good judgement. However, any breaches of the statutory requirements for learning and development do not have significant impact on children's learning and development.
Inadequate	If there are breaches of the statutory requirements for learning and development which have a significant impact on children's learning and development e.g. the seven areas of learning are inadequately provided and/or do not provide interesting activities in enough depth or breadth; some practitioners have a poor understanding of the areas of learning and/or knowledge of how to promote children's learning and development; planning is not effective in matching activities to children's needs; observations and assessments are not consistent in quality.

Where there are no children on roll, the inspector must make it clear at the start of the inspection (or during the initial telephone call) that the inspection will not be a full inspection but a check that the provider continues to be suitable to remain registered. As a result, no grades will be given against the four keys judgements. The inspector will make a judgement only on the 'overall quality and standards of the early years provision' with one of the three possible outcomes:

Met (where a judgement is 'met', the inspector will not make recommendations)

Not met with actions

Not met with enforcements

For provider registered on the Childcare Register the Ofsted Inspector will make a judgement of two possible outcomes:

Compliant (meeting all the requirements for registration on the Childcare Register)

Non-compliant (not meeting all the requirements for registration on the Childcare Register)

Awaiting first inspection: Once a provider has registered on the Early Years or Childcare Register they can start to offer childcare and EEF, Ofsted will carry out their first inspection within 30 months of registration.

Choosing Childcare

How to choose childcare

Once parents have decided the type of childcare provider they wish to use, the next step is to find a provider that will suit their care needs. By visiting a selection of providers, parents gain a broader insight into what each provider can offer, the quality of the provision and how your child responds to the staff and the environment.

Things to look for when you visit

- Does the provision look secure (e.g. enclosed garden, CCTV, secure entrance)?
- Does the setting make you and visits welcome?
- Does the provision look well maintained?
- How do the staff and children interact with each other?
- Are the children enjoying themselves? Are children happy and confident to speak to visitors?
- Is there a variety of activities available and are children able to choose what they do?
- Is the equipment in good condition? Is there a variety of different types to choose from?
- Is your child given the opportunity to join an activity if they wish to?
- Are there suitable toileting / changing facilities?
- Is there enough staff for the number of children in the room?
- What are the attitudes towards disability, more able children, gender and different cultures?
- Are parents given appropriate answers to questions and information?

Questions you may wish to ask

- How will the provider ensure children settle into the provision?
- How will the provider inform parents about their child's day and their ongoing development?
- How are parents actively encouraged to be involved with their child's learning and development?
- What training opportunities do staff have?
- When was the provision last inspected and what was the judgement?
- What policies and procedures are in place and how are parents informed of these?
- How will the provider keep your child safe?
- What is the role of a child's key person?
- Is the provider able to meet any dietary, medical or additional needs?
- How much notice do parents have to give if they chose to leave?
- What Early Education Funding is available and how is this offered?
- When and how do parents pay for the care?
- Are there any additional fees, such as;
 - Deposits
 - Absence due to holidays or sickness
 - Early morning, late evening or weekend care
 - Additional activities (e.g. yoga teacher)
 - Snacks, meals, outings, nappies

Top Tips

Always read the provider's Ofsted report

Speak to other parents about your chosen provider

Before agreeing to a childcare place ask the provider exactly what additional costs you will occur

Remember, you are making a contract with your childcare provider, always ask enough questions to make sure you are happy with the arrangements before signing

If your child seems unhappy or unsettled in the setting – listen to them and try and find out why. You are the expert on your child, so always trust your feelings

Get involved, ask what your child has done during the day and how you can support their learning at home

Further information regarding all elements relating to early education, registered childcare and services available to support families in their local community is accessible on the Wolverhampton Information Network (WIN) website, please follow the link below:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/home.page>

The Cost of Childcare in Wolverhampton

Wolverhampton Average Childcare Costs by Provider Type	
Day Nursery place 0 – 5 years	£45.00 per full day
Childminder place 0 – 5 years	£4.30 per hour
Pre-school / Playgroup place 2 -5 years	£14.00 per session
Holiday Play Scheme place	£20.00 per day
Breakfast Club place	£2.75 per hour
After School place	£3.50 per hour

Fees will vary depending on the type of childcare provider and care requirements. Some providers may ask for a deposit, which should be refundable after a reasonable period, discounts may be available for siblings or multiple births. Parents should be clear on any additional charges before agreeing to a place and signing any contract.

Supporting Families with Childcare Costs

There are several funding streams available to support with the cost of childcare. These entitlements will depend on the age of the child and some are criterion based.

Early Education Entitlement	What it offers	When it starts	Criteria
Terrific for Twos	<p>Total of 570 hours, this can be taken as:</p> <ul style="list-style-type: none"> Up to 15 hours a week, term time Up to 11.4 hours a week over 50 weeks (stretched offer). 	Term after the child's 2 nd birthday	<ul style="list-style-type: none"> Income Support income-based Jobseeker's Allowance (JSA) income-related Employment and Support Allowance (ESA) support through part 6 of the Immigration and Asylum Act the guaranteed element of State Pension Credit the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit) they're looked after for a minimum of one day by a local authority an adopted 2-year old Universal Credits Working Tax Credit and have an annual income under £16,190 Child Tax Credit (but not Working Tax Credit) and have an annual income not over £16,190 <p>Or if the child:</p> <ul style="list-style-type: none"> Has been looked after for a minimum of 1 day by a local authority Has a current statement of special educational needs (SEN) or an education health and care plan (EHCP) Claims Disability Living Allowance has left care under a special guardianship order, child arrangements order or adoption order

Universal Entitlement	<p>Total of 570 hours per year, this can be taken as:</p> <ul style="list-style-type: none"> Up to 15 hours a week, term time Up to 11.4 hours per week over 50 weeks 	Term after the child's 3 rd birthday	<p>No criteria</p> <p>Available to all 3 & 4 year olds</p>
Extended Entitlement (30 hours)	Up to an additional 15 hours a week on top of the Universal Entitlement	<p>Dependent on when a parent applies for the funding.</p> <p>Entitlement starts the term after the first application is made</p>	<ul style="list-style-type: none"> All parents within the household are working and earning the equivalent of 16 hours a week at the National Minimum or Living Wage (includes income received from tax credits or Universal credit) <p>AND / OR</p> <ul style="list-style-type: none"> One / both parent/s is away on leave (maternal, parental etc.) One / both parent/s is on Statutory sick pay Parents on zero-hours contracts will be eligible Parents who are registered as self-employed One parent is employed, and the other parent has either: substantial caring responsibilities / and or disability; is a foster carer with their own 3 / 4-year-old child Working Foster Carers, as long as the extended entitlement fits into the child's care plan (speak to assigned social worker for more details) Parents must reconfirm every 3 months <p>If one parent's income exceeds £100k the household will not be eligible</p>
Tax-Free Childcare	A government on-line saving account that offers financial support towards the cost of childcare in Ofsted registered provision. For every £8.00 a parent pays in, the government will put £2.00	<p>No minimum age of child</p> <p>Maximum age 11 years or 17 years if child is disabled</p>	<ul style="list-style-type: none"> In work or getting parental leave, sick leave or annual leave Each earning at least the national minimum wage or living wage for 16 hours a week Self employed or started new business 12 month ago – earning limit does not apply Parents must reconfirm every 3 months

How to apply

Terrific for Twos	Online applications can be made once the child is 2 years old by visiting www.terrificfortwos.com . Successful applications will receive a childcare voucher code, which should be given to the chosen childcare provider.
Universal Entitlement	Parents need to decide on their chosen childcare provider or school. Parents can register for a place as early as they wish, but before the child's 3 rd birthday.
Extended Entitlement (30 hours)	Online application can be made up to 16 weeks before the child's 3 rd birthday, through the government's website http://childcarechoices.gov.uk or http://www.gov.uk/childcare-calculator or by calling their Customer Interaction Centre 0300 123 4097
Tax-free Childcare	An online account can be set up through the government's website http://childcarechoices.gov.uk or by calling their Customer Interaction Centre 0300 123 4097

Additional Funding

There are a further three funding streams available that support early education, these entitlements are paid directly to the child's childcare provider or school:

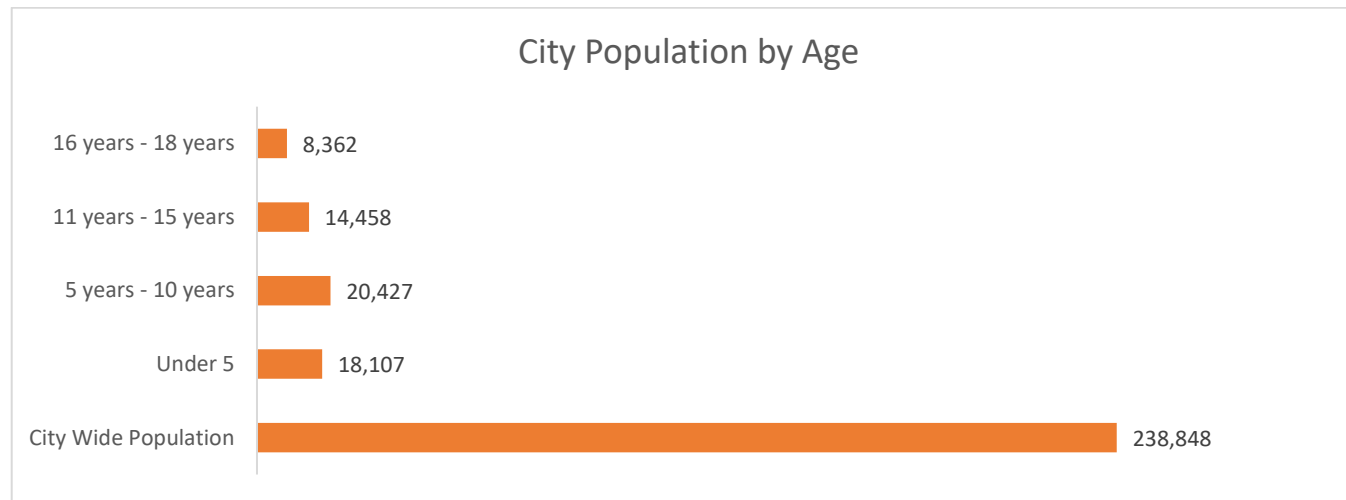
Early Education Entitlement	What it offers	Criteria
Early Years Pupil Premium (EYPP)	Top up of the hourly funding rate	<p>The child must be accessing the Universal Entitlement and meet one of these criteria:</p> <ul style="list-style-type: none"> • Income Support • Income-based Jobseeker's Allowance • Income-related Employment and Support Allowance • Support under part VI of the Immigration and Asylum Act 1999 • The guaranteed element of State Pension Credit • Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) • Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit • Universal Credit

		<ul style="list-style-type: none"> • They have been in local-authority care for 1 day or more in England or Wales • They have been adopted from care in England or Wales • They have left care under a special guardianship order or residence order in England or Wales
Inclusion Funding – Disability Access Fund (DAF)	Annual one-off payment.	<p>Child must be in receipt of Disability Living Allowance</p> <p>Child must be accessing the Universal Entitlement</p>
Inclusion Funding – Enhanced Funding	Enhanced funding is a termly lump sum payment at the end of each term. Specialist Resource funding for resources needed to support the child's learning or to make the provision more inclusive.	<p>Child must be receiving support through the Special Needs Early Years' Service (SNEYS)</p> <p>Child must be accessing the Universal Entitlement</p>

Wolverhampton Overall Context

Wolverhampton lies northwest of its larger near-neighbour Birmingham and forms the second largest part of the West Midlands.

Population



(Source: MYE 2016)

The birth rate in Wolverhampton is expected to increase with the number of children (aged 0 – 15 years) projected to rise from 50,000 in 2012 to 54,300 in 2037. This is a net gain of about 4,300 (8.6% growth) (source <http://www.wolverhamptoninprofile.org.uk/> Sub-National Population Projections). This prediction is supported by the data from each of the eight localities which show a consistent increase in the 0 – 4-year old populations.

Births

The following table shows the number of births and infant deaths in Wolverhampton (2015)

Live births	Stillbirths	Neonatal deaths	Infant deaths
3,384	13	12	18

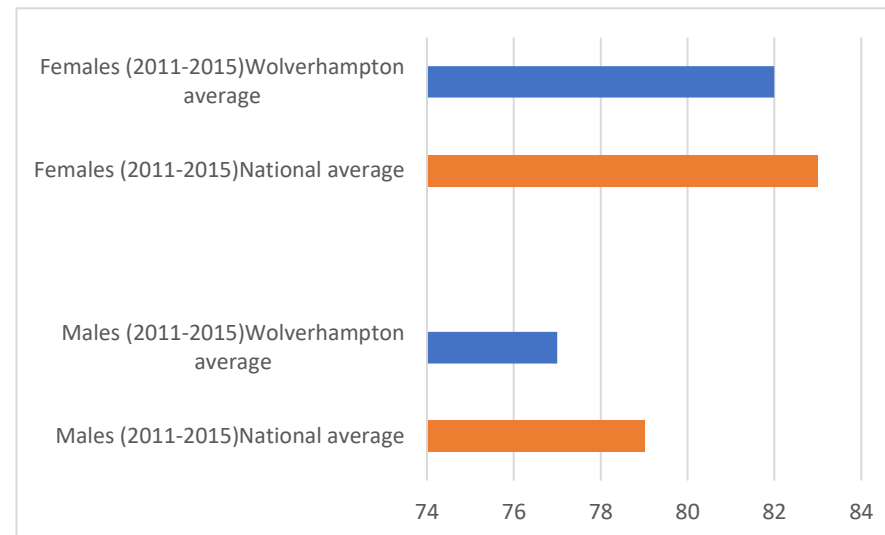
(Source: ONS, Public Health England, 2015)

Main points from ONS latest release 'Births by parents' characteristics in England and Wales: 2016' state nationally:

- In 2016, 54% of all live births in England and Wales were to mothers aged 30 and over; 68% of fathers were aged 30 and over.
- The average age of all fathers increased to 33.3 years in 2016, from 33.2 years in 2015; for mothers the average age rose to 30.4 years, from 30.3 years in 2015.
- The average age of first-time mothers increased to 28.8 years in 2016, from 28.6 years in 2015.
- In 2016, 84% of babies were registered by parents who were married, in a civil partnership or cohabiting, remaining unchanged from 2003 onwards.
- In 2016, 41% of live births were first births, 35% were second births and 23% were third or subsequent births

Life Expectancy

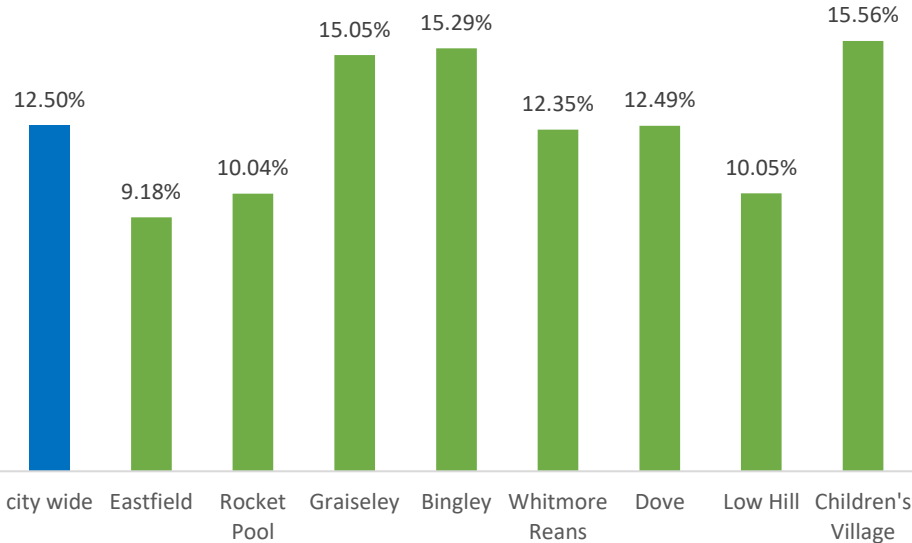
The following chart shows the life expectancy of residents in Wolverhampton against the national average.



(Source – Public Health, England, ONS 2016)

Life expectancy in Wolverhampton is below the national average, female residents having a life expectancy of 82 years, one year less than national average and male residents having a life expectancy of 77 years, two years less than the national average.

Benefits and Employment



Child Tax Credits (CTC) and Unemployment (HMRC 2017)

This chart on the left, shows the proportion of families in receipt of CTC who are not in work from the HMRC snapshot of families' entitlements at 31st August 2017.

The Eastfield locality has the smallest proportion of claimants not in work when compared to the other localities. This proportion of claimants not in work is also 3.32% lower than the city average.

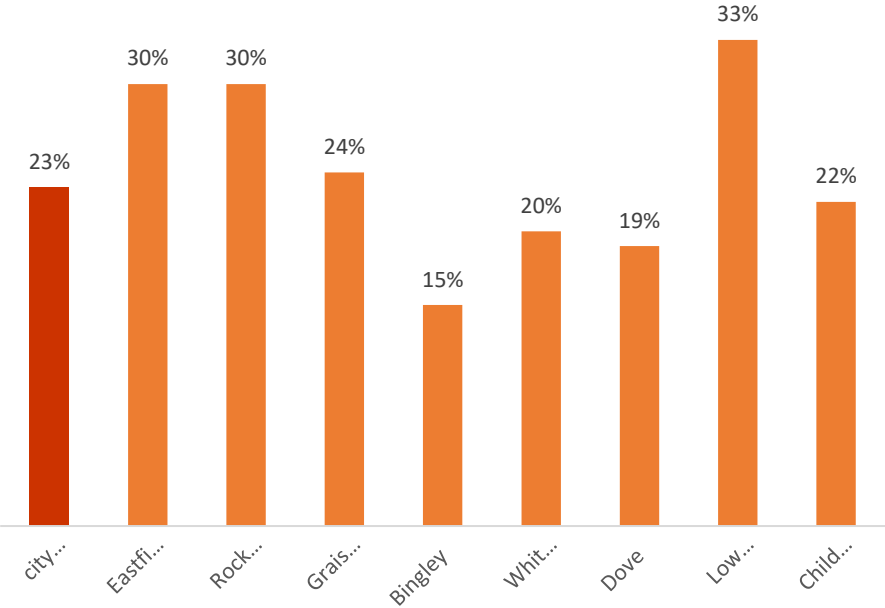
The Children's Village locality has the highest proportion of claimants not in work when compared to the other localities and the city-wide figure.

(Source: HMRC 2017)

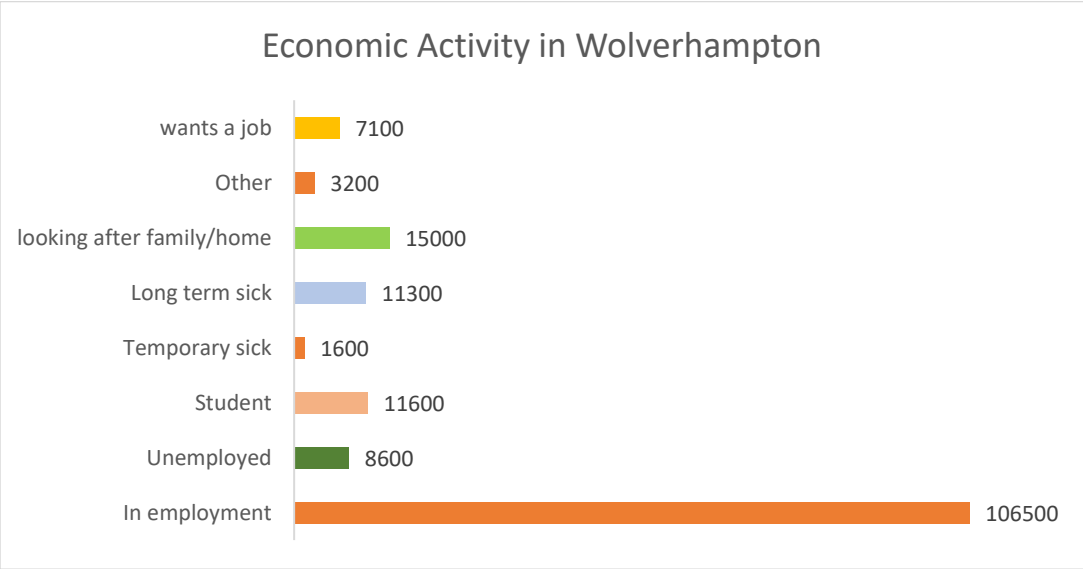
Proportion of children living in low income families (HMRC 2017)

This chart on the right, shows the proportion of low-income families. Low income is defined as the proportion of children living in families in receipt of out-of-hours (means-tested) benefits or in receipt of tax credits where their reported income is less than 60% of UK median income.
The Low Hill locality has the highest number of children living in low income families, while the Bingley locality has the lowest proportion.

(Source: HMRC 2017)



The Labour Market



(Source: ONS Annual Population Survey Apr 17 – Mar 18)

Supporting Employment

Parent Champions

The city of Wolverhampton operates a Parent Champion Programme, this provides an opportunity for parents who have accessed family support from services to volunteer. Parents sign up for the programme to offer their shared experiences to other parents as a peer to peer support mechanism. The parent champions provide advice and guidance to families who potentially would also benefit from accessing relevant services available in the city. The programme develops confidence in the champions, this has seen a number of Parent Champions find employment.

Since the introduction of the Parent Champion Programme, over 50 parents have been involved, this supports parents in developing confidence, experience and knowledge through volunteering opportunities. Parent Champions promotes Early Education Funding through contact with parents at events across the city, for example, Job Centre Plus. The programme also supports these parents to seek further training or to enter employment. At the start of the programme, in cohort one, nine Parent Champions were recruited, five of whom are now in paid employment. The programme is now on its sixth cohort and will continue to recruit parents according to demand, details for applications are available on WIN.

Early Education in Wolverhampton

There is a strong body of research stating that high-quality early education and care for young children has a positive influence upon future successes in life. The Effective Provision of Preschool Education (EPPE) research conducted over many years found that high quality experiences prior to school entry enhances children's development and their ability to acquire intellectual and social skills. Children from less advantaged backgrounds benefit significantly from good quality preschool experiences, especially if they attend settings that cater for a mixture of children from different social backgrounds.

Early education plays an important role in children's development and provide a valuable support to families with young children, enabling parents to work or take up training.

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and registered early years providers must follow the EYFS, including childminders, pre-schools, nurseries and school reception classes. The areas covered by the EYFS are Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design. Children are supported to develop skills in these areas via focused play, exploration and interaction with other children and trained practitioners. At the age of five children are assessed by the practitioners working with them to produce a profile of their development.

Performance Trend for Early Years Foundation Stage Profile (EYFSP) Results in Wolverhampton

Each local authority uses the overall profile results from their area to consider how effectively settings are working with children to reach a good level of development in each of the areas of the EYFS. The percentage gap between the highest and lowest achieving children is an important measure to assess how well local authorities and settings are supporting reduction in inequality of achievement.

Early Years Foundation Stage Profile	National % of children achieving a good level of development	% of children achieving a good level of development - Wolverhampton
2016	69.3%	62.4%
2017	70.7%	65.5%
2018	71.5%	68.7%

Although these scores are below the national average, there has been an increase in the percentage of children achieving a good level of development over the last three years. This has helped to narrow the gap between local and national scores and reflects the high-quality education available to children within the city.

It is important that all children have the best start in life to enable them to develop, learn and achieve their full potential. Local authorities work closely with settings to narrow the achievement gap and ensure that as many children as possible gain a good level of development by the time they are five.

Quality of Provision

The Early Years Foundation Stage Profile (EYFSP) gap between the least and most advantaged is decreasing at a good rate and there has been a significant improvement in the average % of children achieving a good level of development.

In each locality, there is provision which is judged as Good or Outstanding, with an overall 74% of providers (childminders, playgroups and day nurseries) across the city who are rated as either Good or Outstanding (*Source: WCC Early Years 0-5, 2018*).

Quality Improvement – The quality of early years’ provision is central to ensuring long term benefits for children. Maintaining and improving quality is a continuous process based on a cycle of self-evaluation; review and analysis which take account of the views of children, parents and professionals.

Through Team around the Setting meetings, the Early Years 0-5 service offer support, advice and challenge to settings to ensure children experience high quality early learning opportunities.

Supporting Families with Early Learning

Over the past year, in addition to registered provision across the city, community groups have been available that provide opportunities for parents and children to interact with others, supporting parents to build resilience so that they understand they are recognised as their child’s first educator. Groups are led by qualified childcare practitioners who role model positive interactions; these include Learning Through Play sessions, Library and Baby groups.

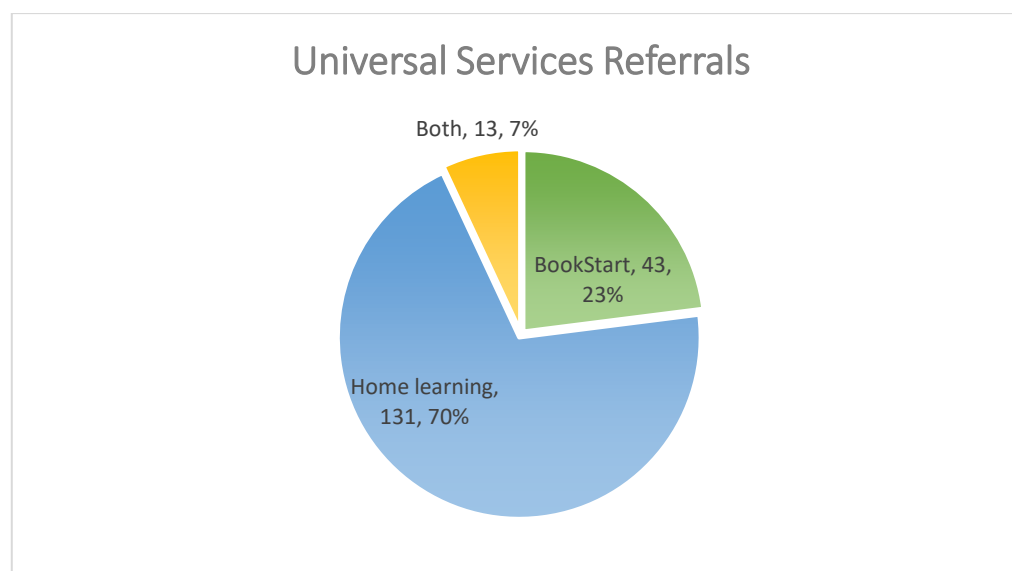
Through the Early Intervention Service there is provision to support parents within the home environment to understand child development and how they can support their child. Practitioners will assess the child’s current age and stage of development and reflect on the information provided by the parent regarding the child’s progress. A programme of activities will be agreed with the family to identify learning opportunities within the home and to accelerate the child’s learning. Sessions will be tailored to the child’s interests and needs; the aim is to inspire parents by developing their confidence to take a continuous active role in educating their child at home.

Bookstart sessions are also available to children aged 6 – 9 months' and children 2 – 4 years. The aim is to promote communication and positive interaction between parents and children to support their development of early language.

- Bookstart 6 -9 months' – visit promotes the importance of early communication; the childcare practitioner demonstrates the effective use of the Bookstart pack
- Bookstart 2 -4 years' – promotes stories, books and rhyme time to incorporate into daily routines, also promoting the importance of the home environment in shaping their child's development. During these sessions parents are encouraged to access their local library to enhance their child's speech and language development.

Through the Bookstart and home learning projects, 187 families have received support.

The following chart shows the number of Home Learning and Bookstart referrals received from September 2017 to September 2018.



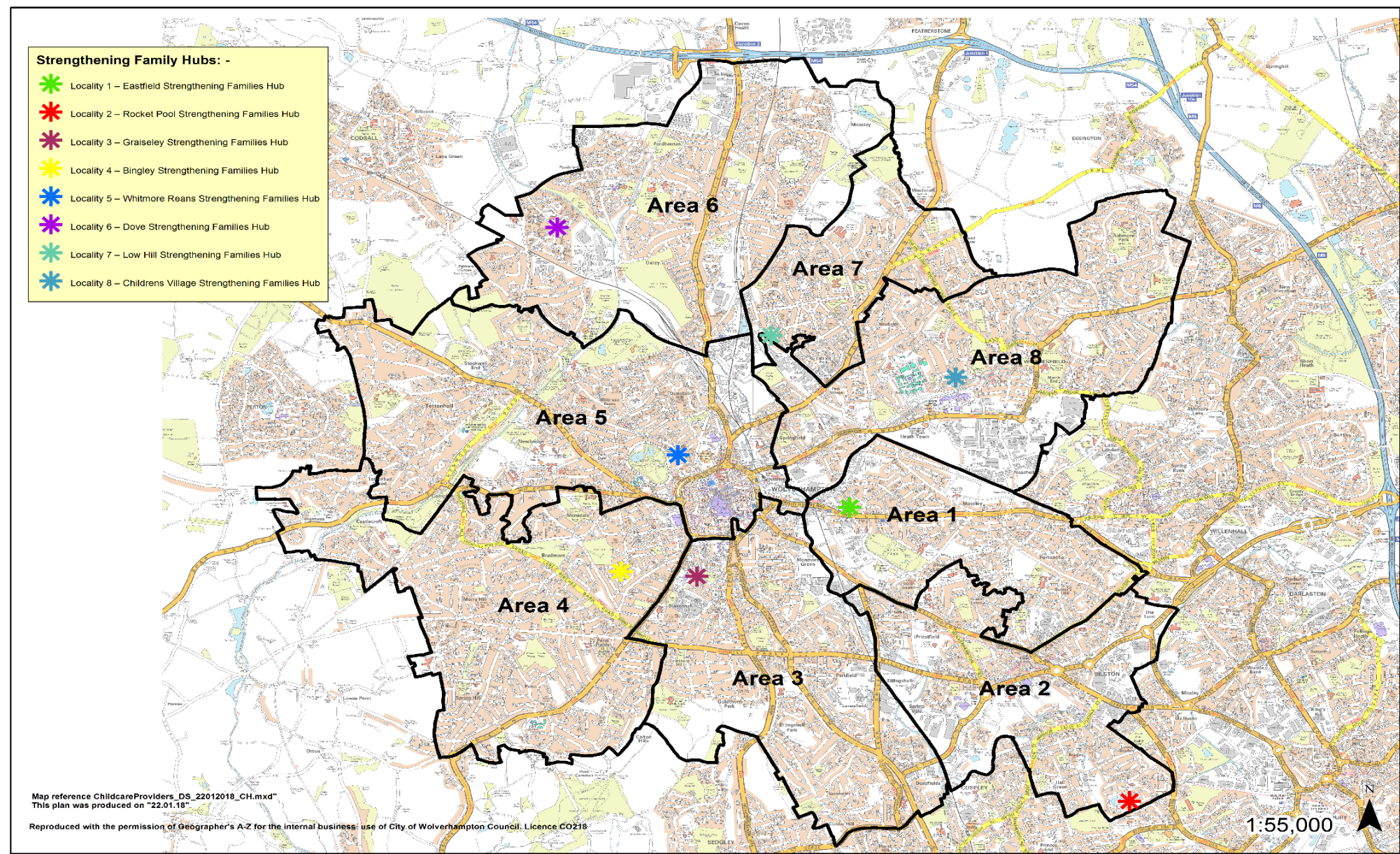
(Source: WCC Early Years 0-5 Service)

Provision across the City

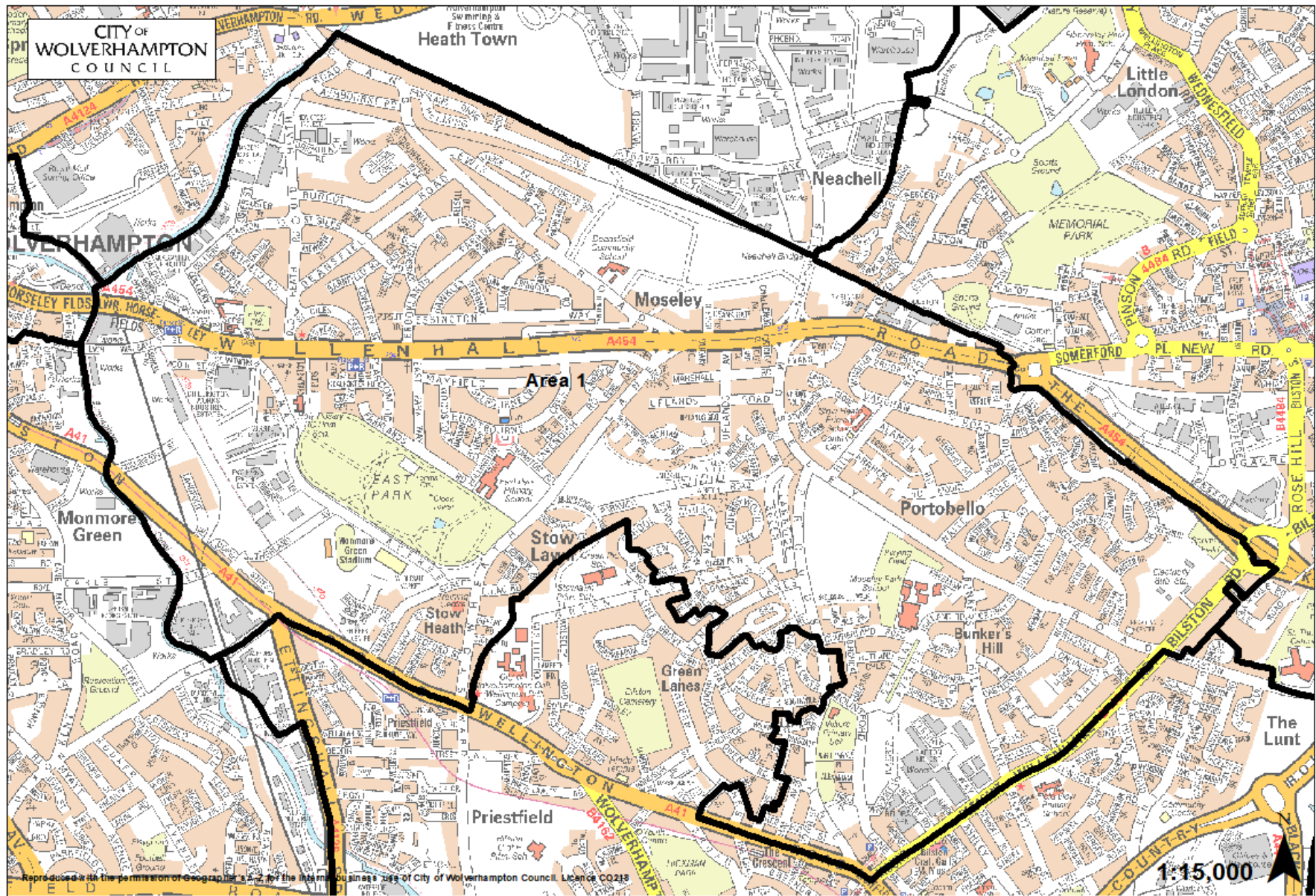
The following pages will show the supply of provision across the city and will look at the demographic of each locality in more detail. Attached to each locality is a map, showing the area and identifying the location of settings. For more details of childminders in each locality, please follow the link below:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/home.page>

City Wide Strengthening Families Hubs and Localities

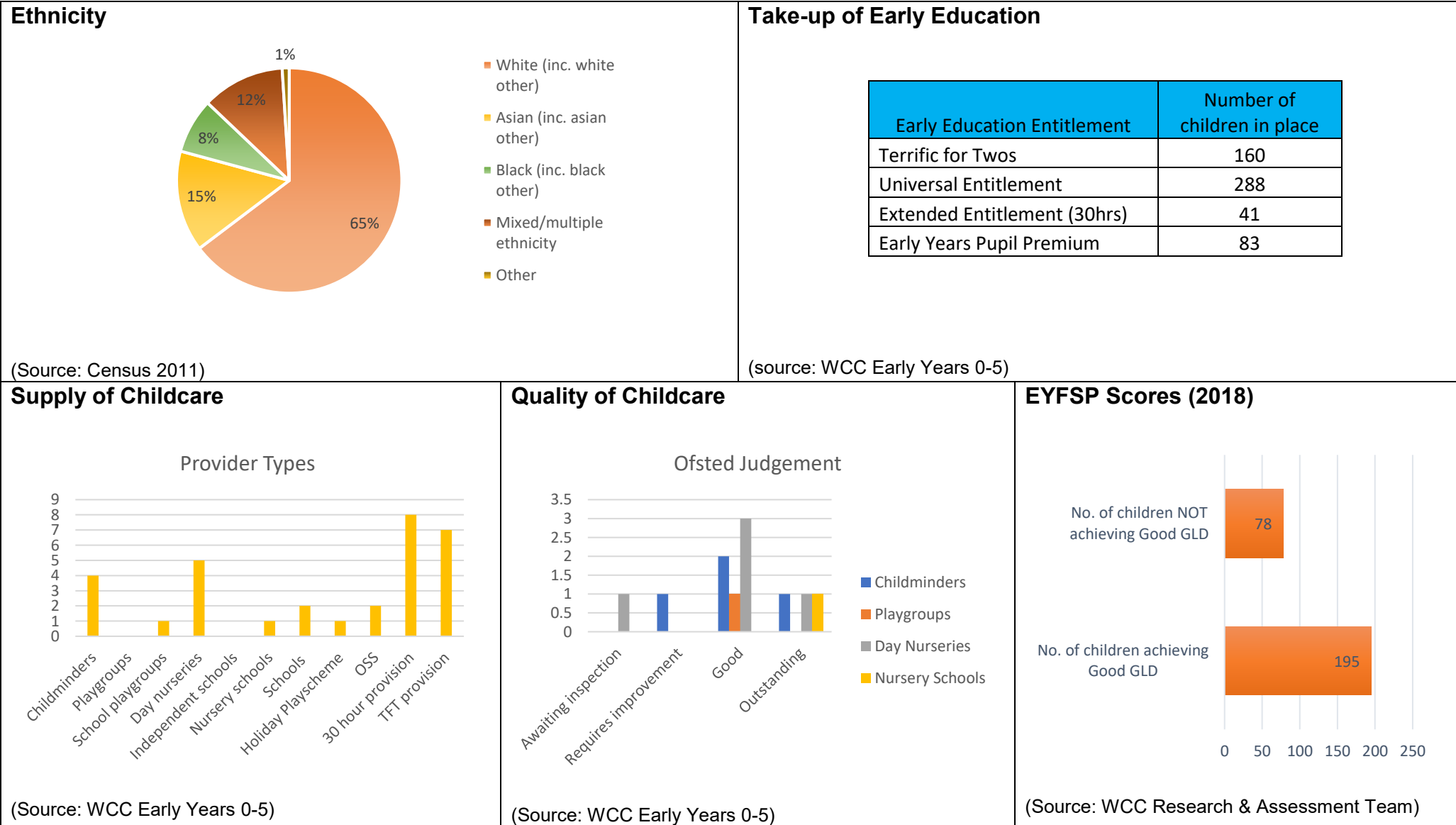


Eastfield – Locality Area 1



Locality Area 1 - Eastfield

This locality is in the north-eastern region of the city and includes twelve LSOA with two parliamentary wards; East park and Bilston North. Eastfield is the third most deprived of all eight localities, five of the LSOAs are in the most deprived 10% in the country.

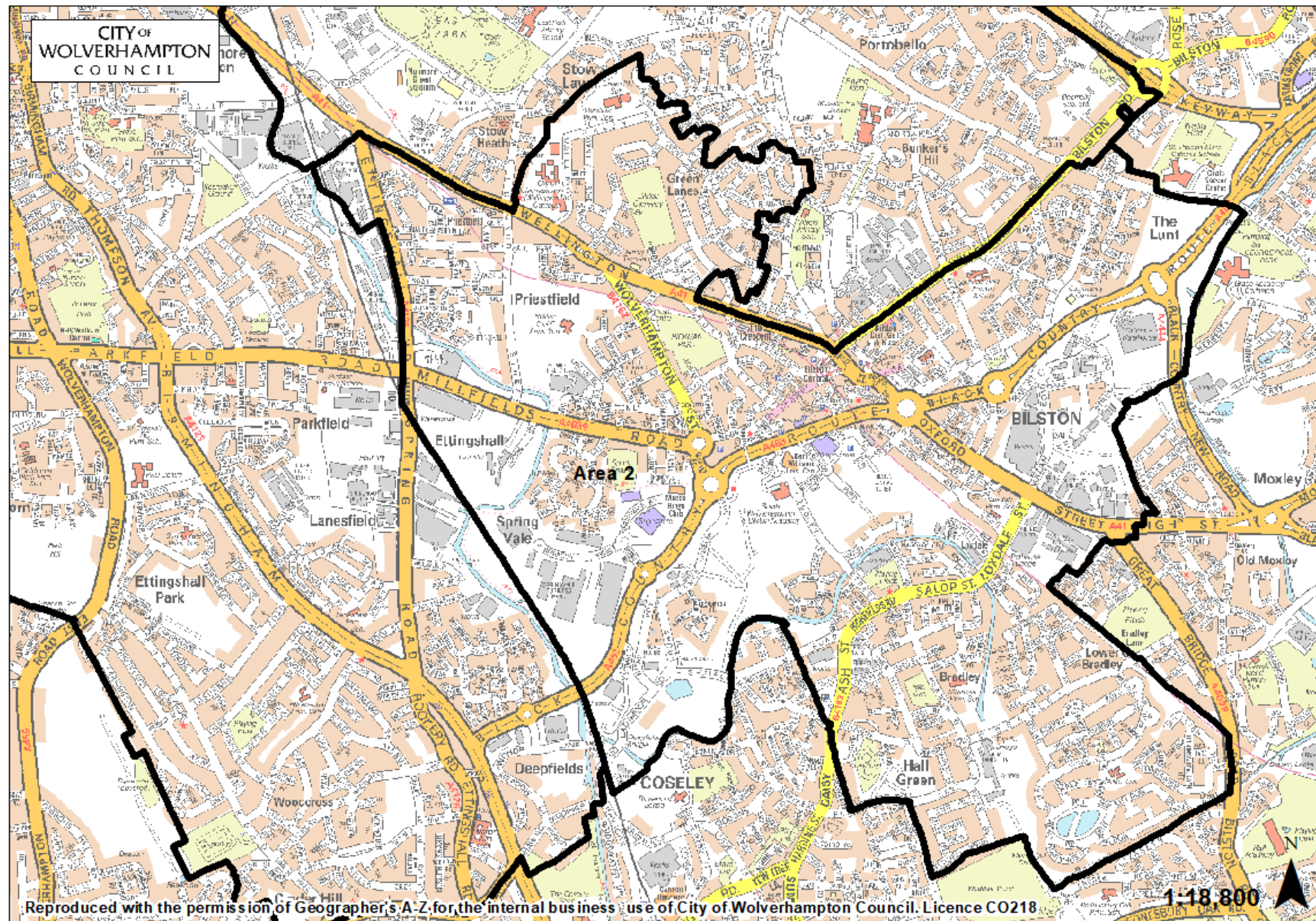


Eastfield Childcare providers

Pre-school / Playgroups		Day Nurseries		School based 2-year provision & Nursery Schools		Schools	
ACES at East Park	WV1 2DS	Fun 4 Kidz	WV14 6JE	Eastfield Nursery School	WV1 2HH	East Park Primary	WV1 2DS
		Moonstone Nursery	WV1 3QQ				
		Sunflowers Nursery	WV1 2AU				
		Rainbow Day Nursery	WV13 3UD				
		Tip Top Day Nursery	WV13 3EY				
Number of Childminders in the locality – 4 (for more details, visit WIN)							

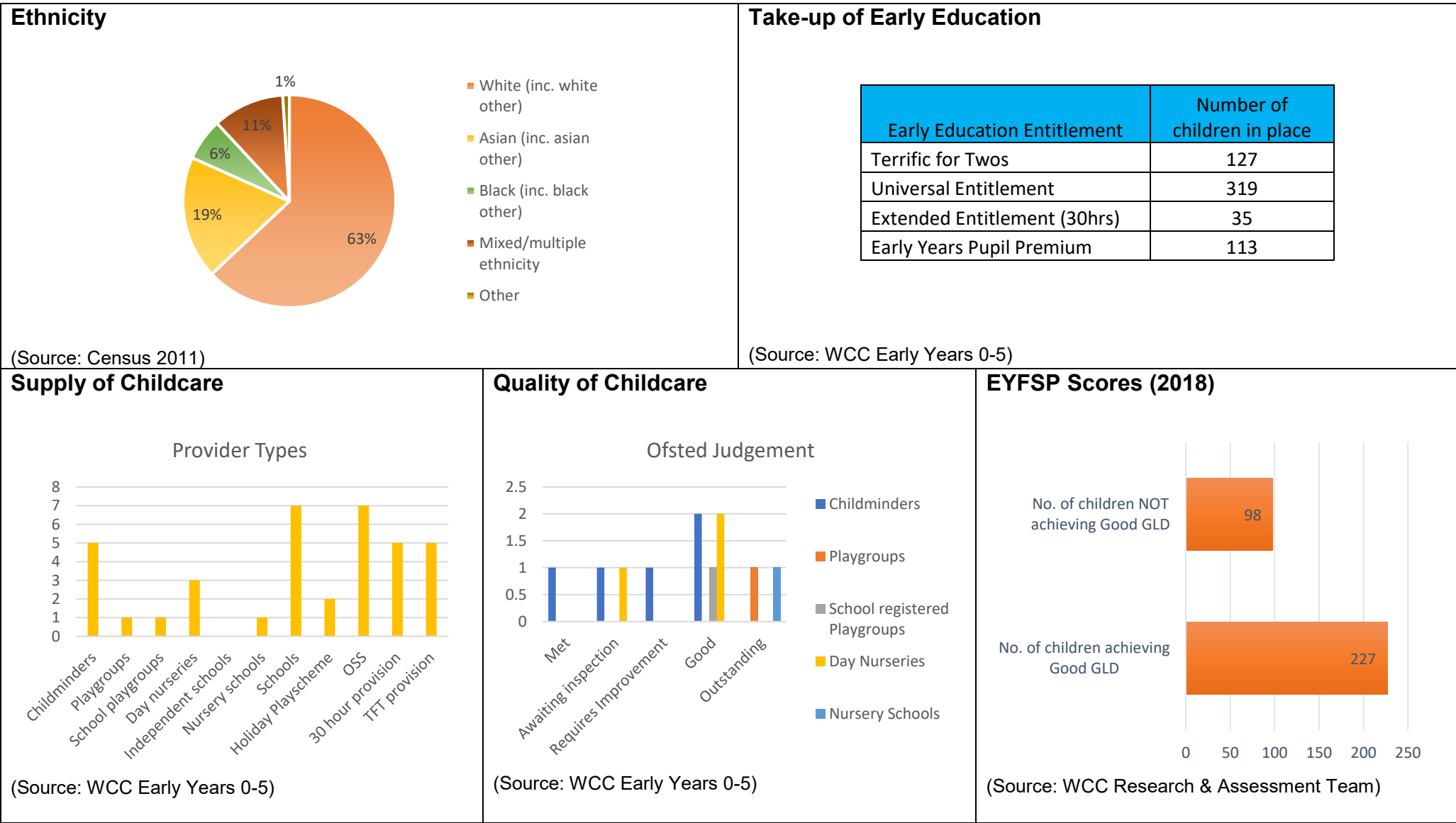


Locality Area 2 – Rocket Pool



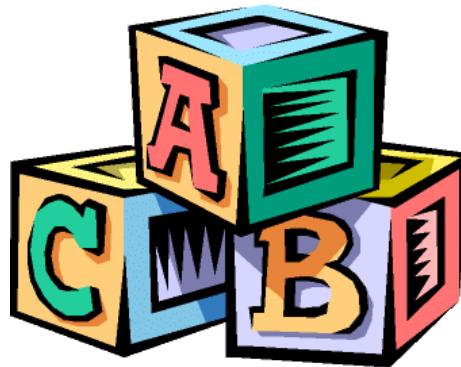
Locality Area 2 – Rocket Pool

This locality is in the north-eastern region of the city and includes twelve LSOAs with three parliamentary wards; Bilston North, Bilston East and Ettingshall. Rocket Pool is the second most deprived of the eight localities, seven of the LSOAs are in the most deprived 10% in the country.

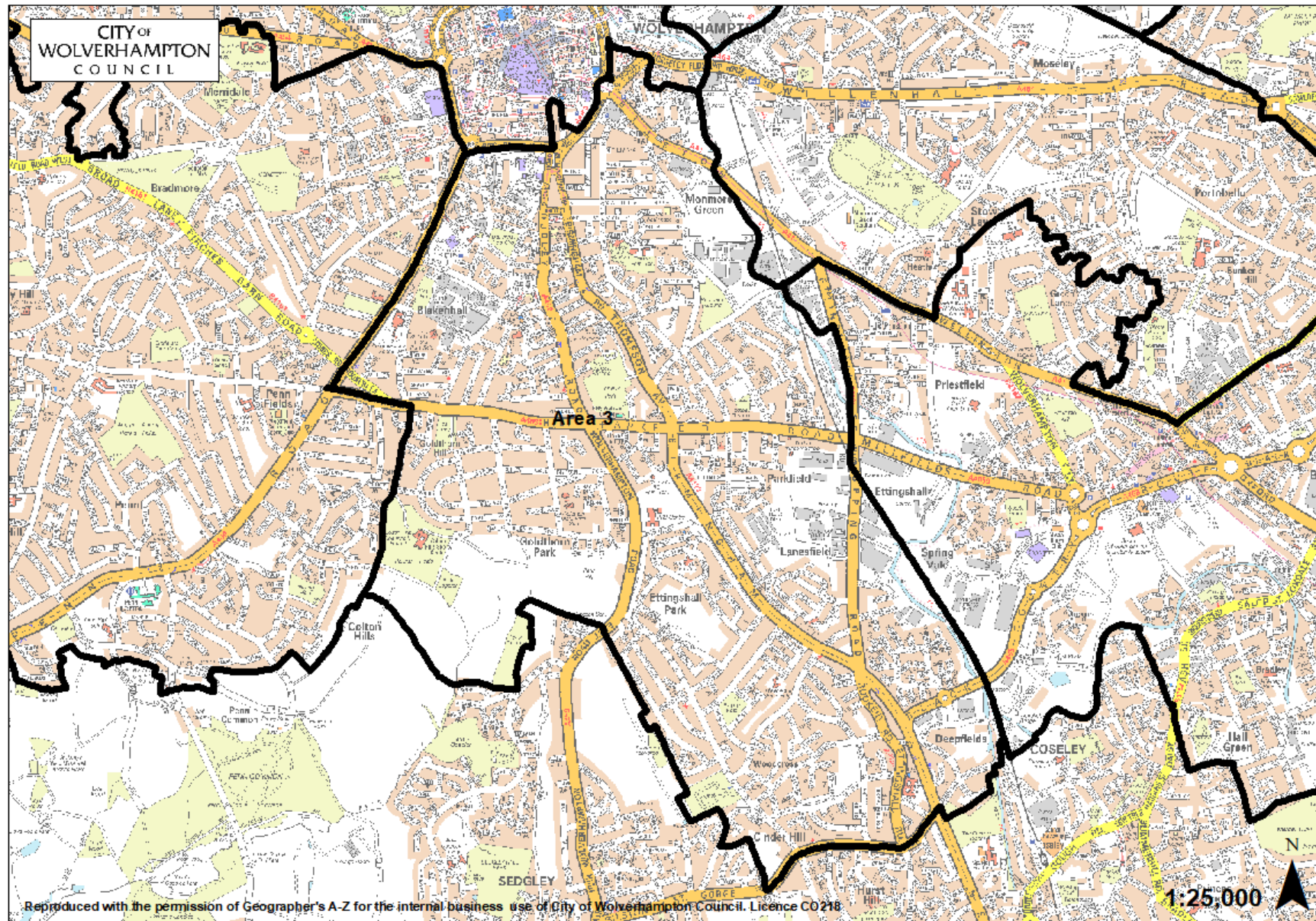


Rocket Pool Childcare Providers

Pre-school / Playgroups	Day Nurseries	School based 2-year provision & Nursery Schools	Schools
Little Rascals Pre-school WV14 6NY	Jumping Jo's Nursery WV14 0AJ Little Bundles of Joy WV14 6AH Shining Stars Children's Services Ltd WV14 7NN	Bilston Nursery School WV14 0LT Wilkinsons TFTs WV14 8UR	Bilston C of E Primary WV14 0HU Field View Primary WV14 7AE Holy Trinity Catholic Primary WV14 7PG Loxdale Primary WV14 0PH Wilkinson's Primary WV14 8UR Villiers Primary WV14 6PR St Martin's C of E Primary WV14 8BS
Number of Childminders in the locality – 5 (for more details, visit WIN)			

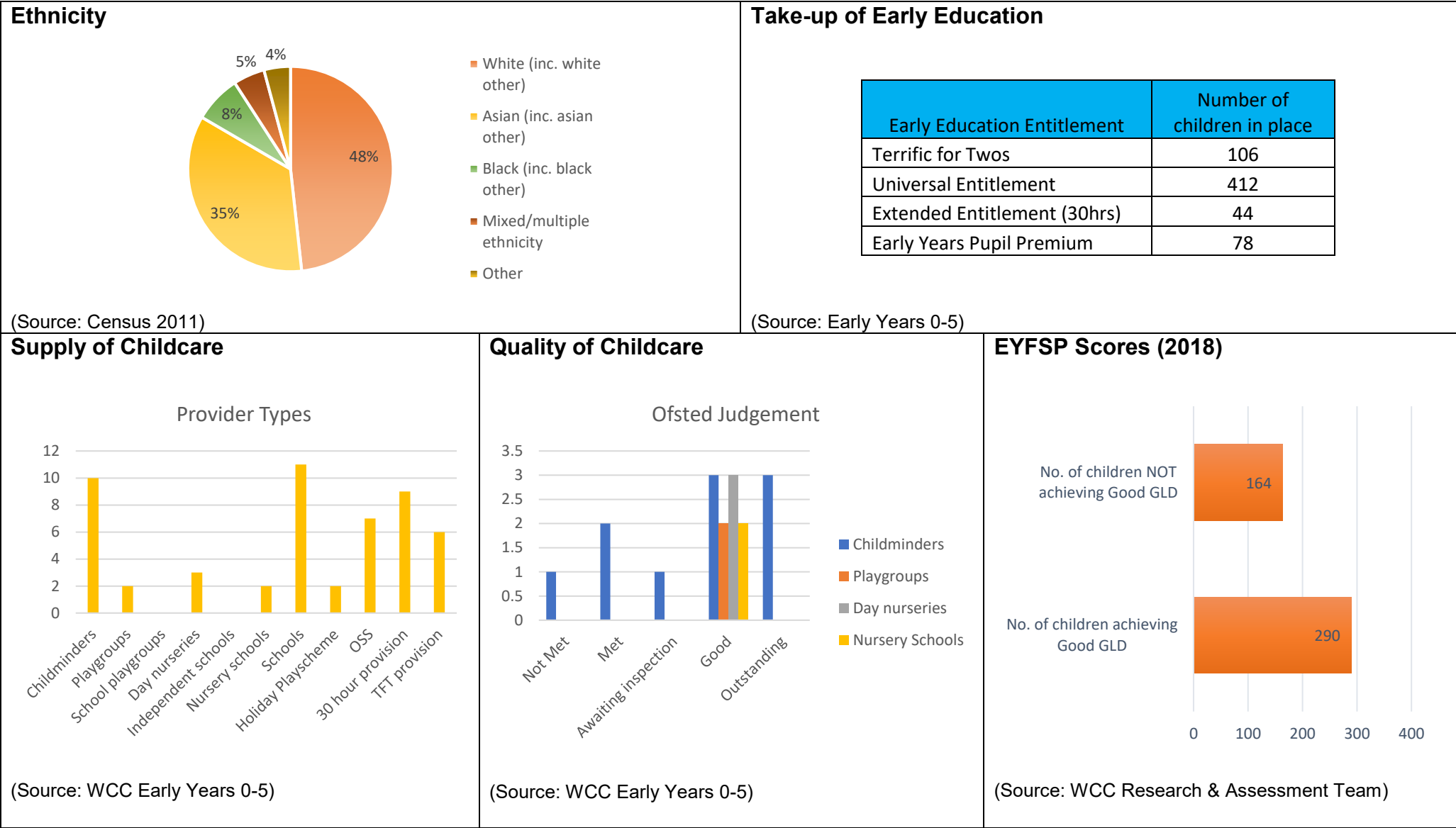


Locality Area 3 - Graiseley



Locality Area 3 - Graiseley

This Locality is in the south region of the city and includes twenty LSOAs, with three parliamentary wards; All Saints, Blakenhall and Spring Vale. Six LSOAs are in the most deprived 10% in the country.

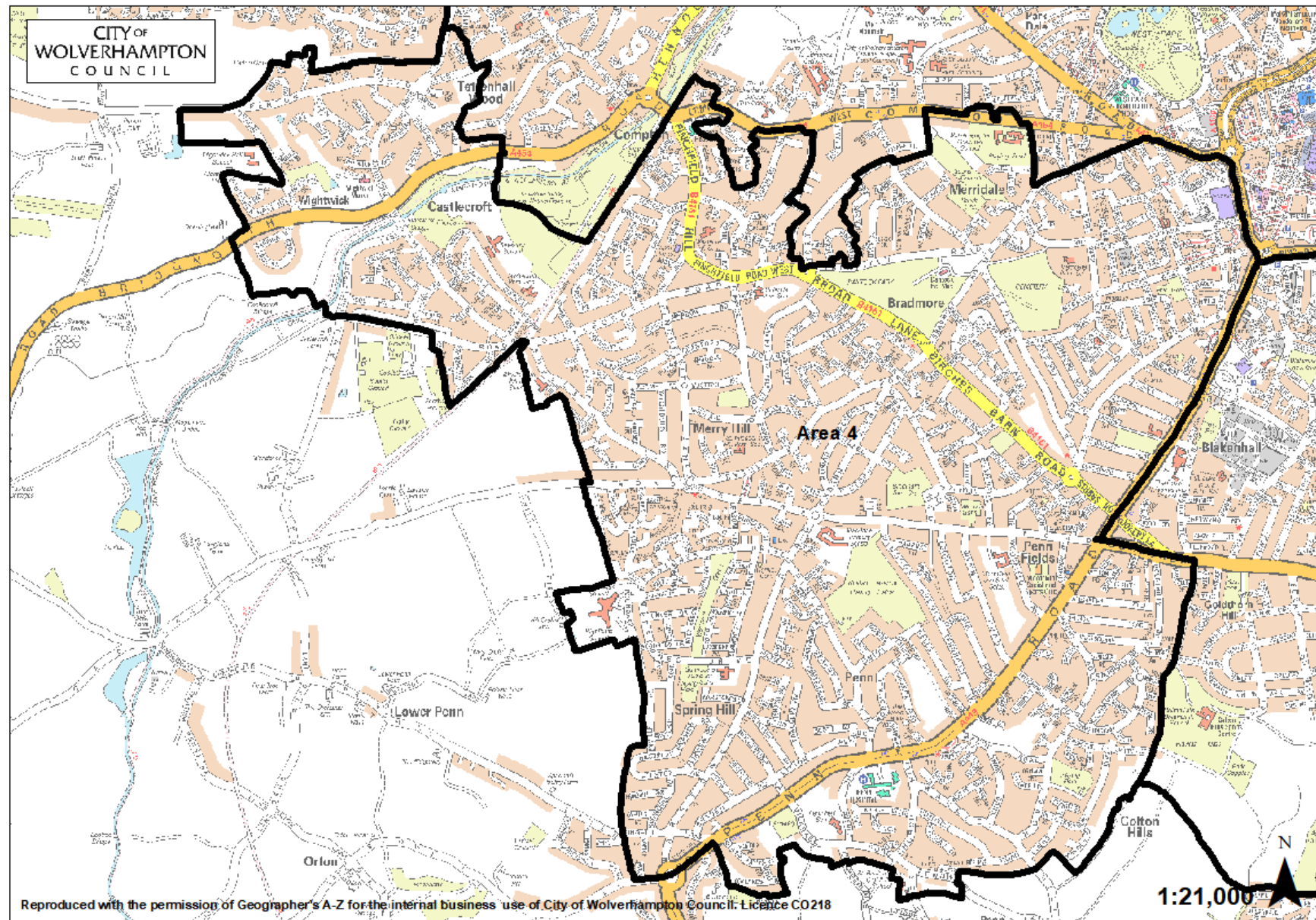


Graiseley Childcare Providers

Pre-school / Playgroups		Day Nurseries		School based 2-year provision & Nursery Schools		Schools	
ACES at Manor	WV14 9UQ	All Saints Nursery	WV2 1EL	Phoenix Nursery	WV2 3JS	Goldthorn Park	WV4 5ET
Woodcross & Manor	WV14 9UQ	Blakenhall Nursery	WV2 3AJ	Windsor Nursery	WV4 6EL	Graiseley Primary	WV2 4NE
		Playdays Ltd	WV2 4NY			Hill Avenue	WV4 6PY
						Lanesfield Primary	WV4 6BZ
						Manor Primary	WV14 9UQ
						Parkfield Primary	WV4 6HB
						SS Mary & John's Catholic Academy	WV2 1HZ
						St Luke's Primary	WV2 3AE
						St Teresa's Primary	WV4 6AW
						Spring Vale	WV4 6SD
						Grove Primary	WV2 1HZ
Number of Childminders in the locality – 10 (for more details, visit WIN)							

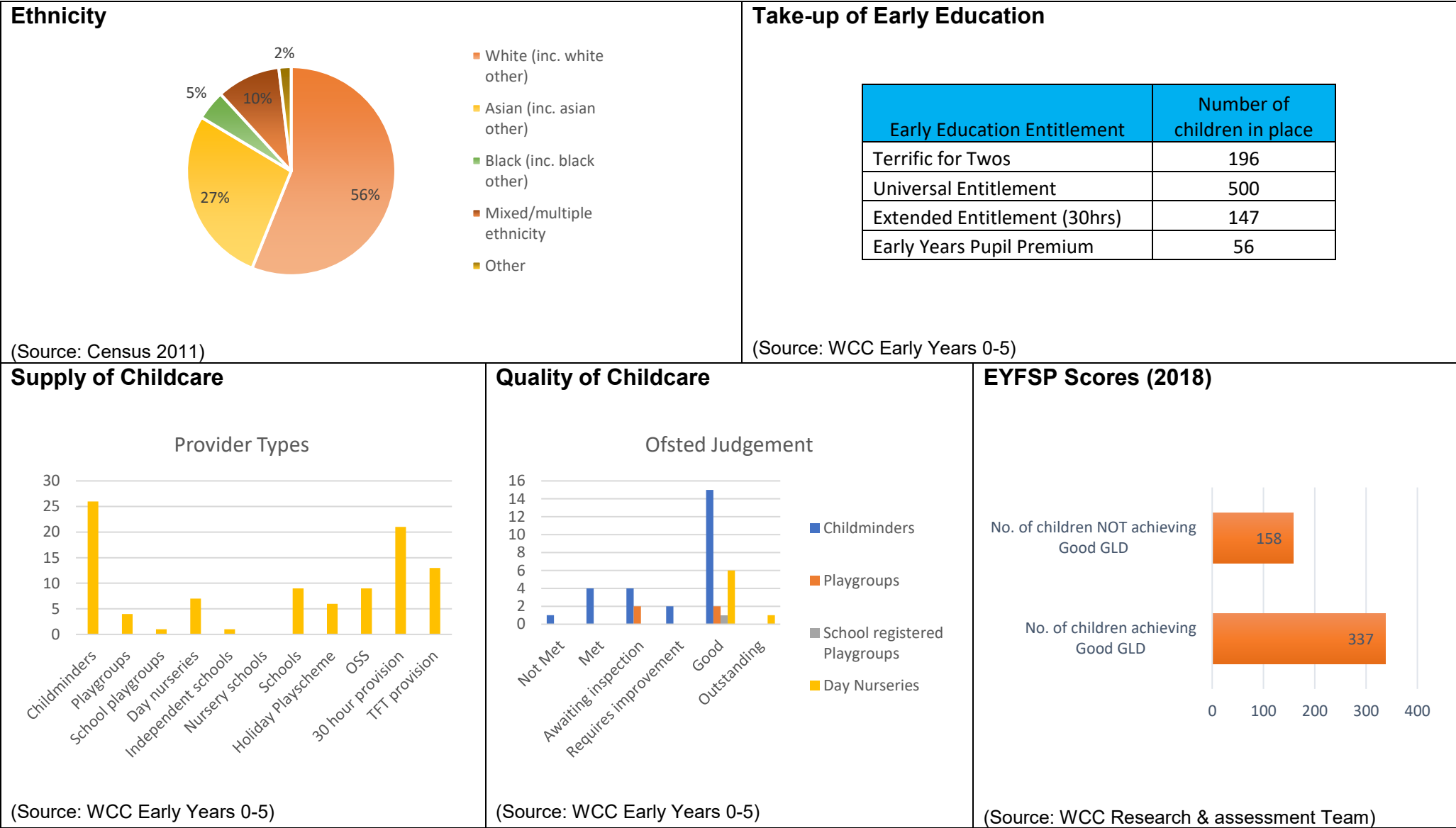


Locality Area 4 - Bingley



Locality Area 4 - Bingley

This locality is in the South West region of the city and includes twenty-nine LSOAs, with three parliamentary wards; Penn, Merry Hill and Pennfields. Three LSOAs are in the most deprived 10% in the country.

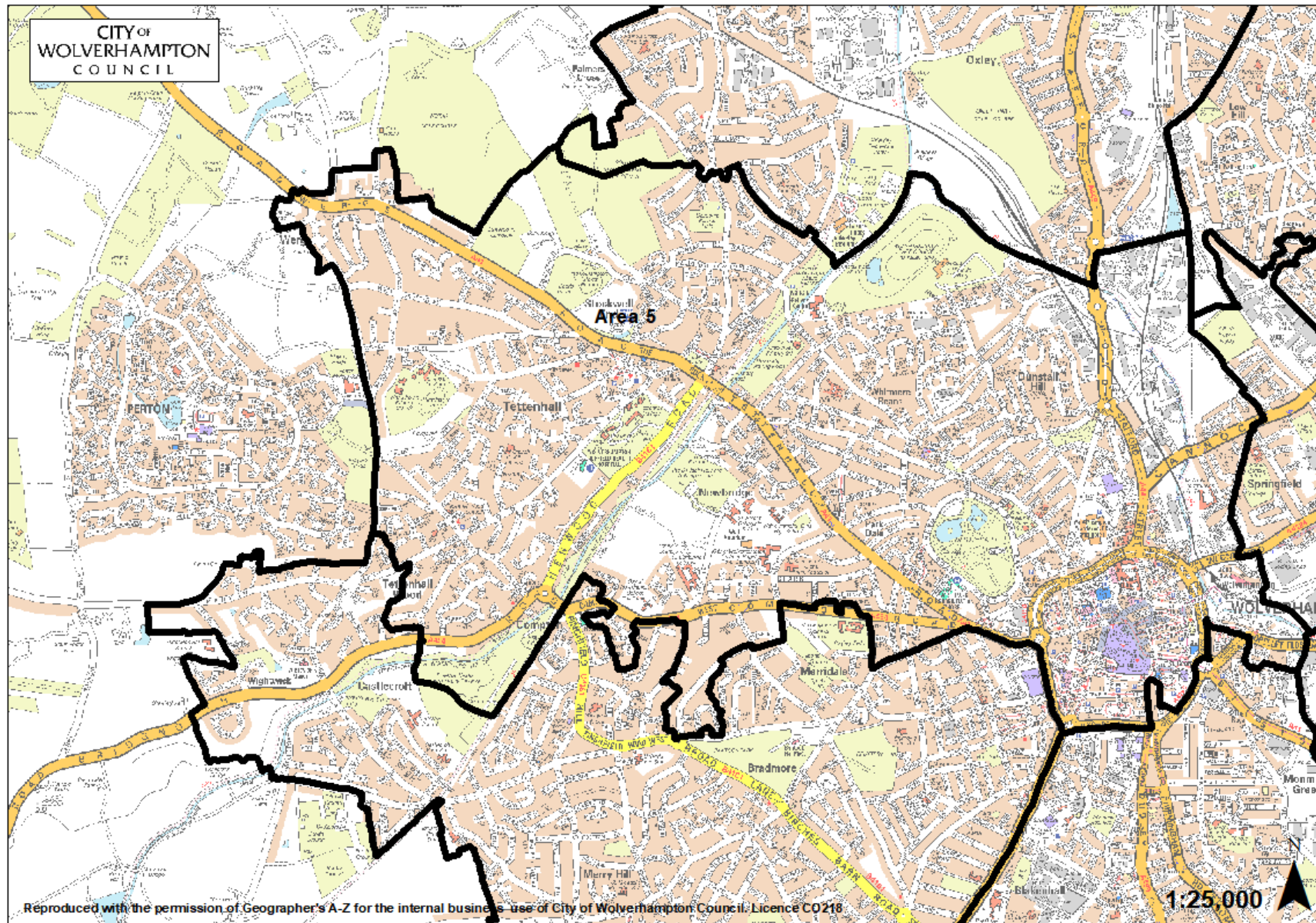


Bingley Childcare Providers

Pre-school / Playgroups		Day Nurseries		School based 2-year provision & Nursery Schools	Schools	
Bart's Busy Bees	WV4 5HU	Little Walkers Nursery	WV3 7JF		Bantock Primary	WV3 0HY
TFTs at Bingley	WV3 0JE	Nishkam Nursery	WV3 0PR		Merridale Primary	WV3 0UP
Merry-go-Round	WV4 4RA	Penn Kids Nursery	WV4 4AG		Castlecroft Primary	WV3 8HS
Teeny Weenies	WV4 4LU	Salisbury Street Nursery	WV3 0BG		St Michael's RC Primary	WV3 7LE
		Seesaws Nursery	WV3 9SE		Westacre Infants	WV3 9EP
		Seesaws Nursery	WV3 7DR		St Bartholomew's Primary	WV4 5LG
		Co-op Finchfield	WV3 9LG		Woodfield Primary	WV4 4AG
					Warstones Primary	WV4 4LU
					Springdale Primary	WV4 4NJ
					Nishkam Primary	WV3 0PR
					Penn Hall Special School	WV4 5HP
Number of Childminders in the locality – 26 (for more details, visit WIN)						

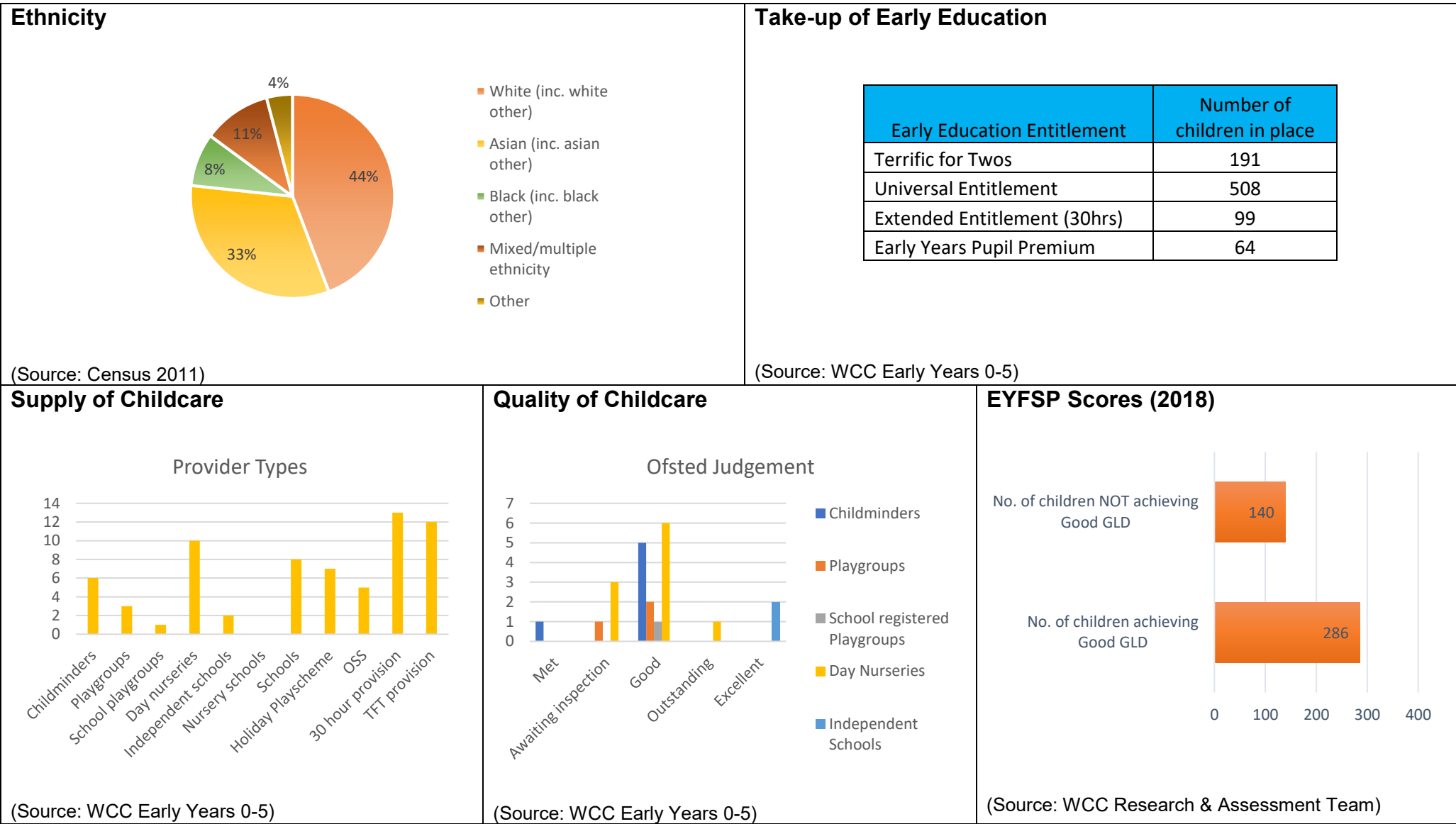


Locality Area 5 – Whitmore Reans



Locality Ares 5 – Whitmore Reans

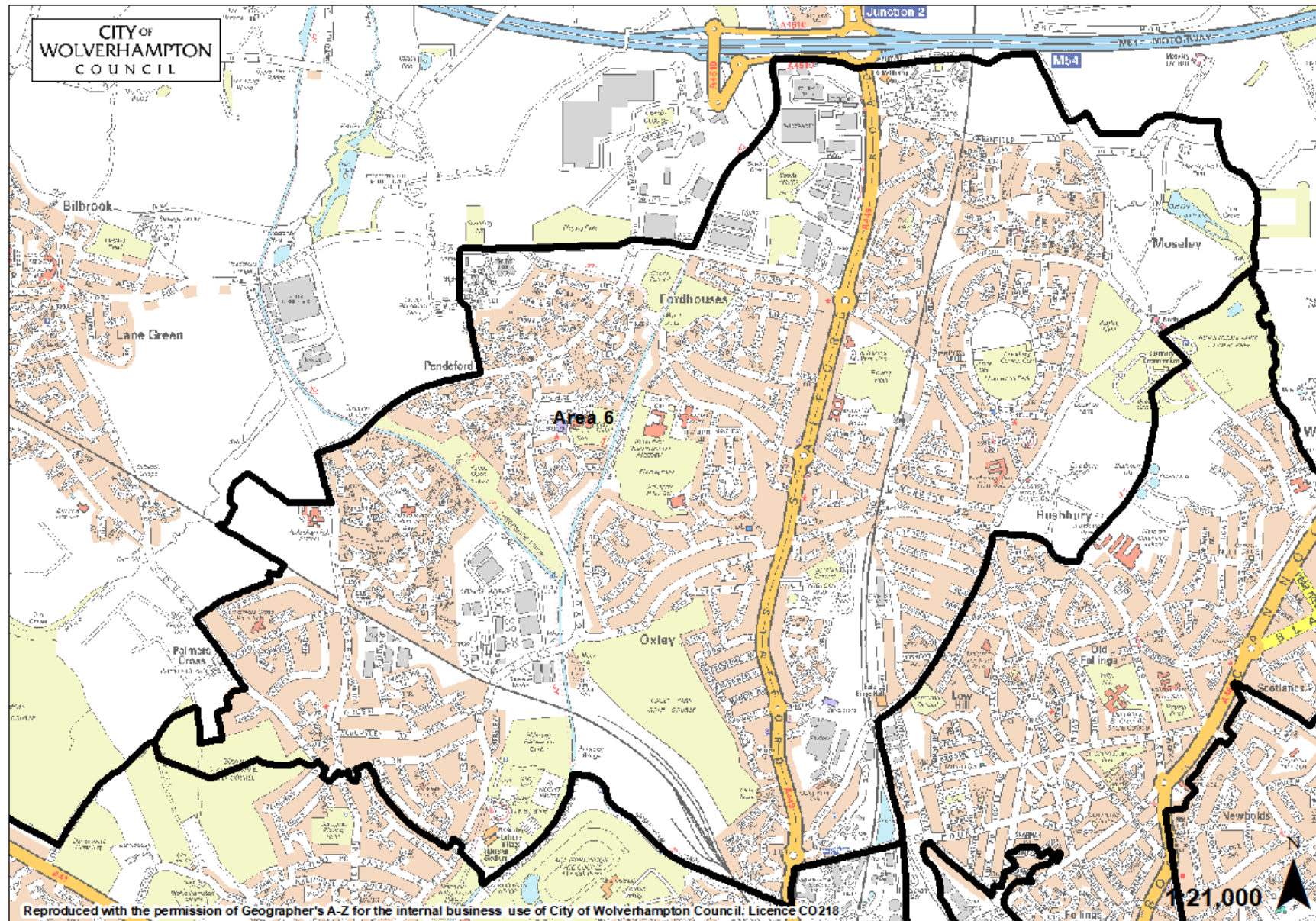
This locality is in the West region of the city and includes twenty-three LSOAs with three parliamentary wards; Whitmore Reans, Tettenhall and Dunstall. Four of the LSOAs are in the most deprived 10% in the country.



Whitmore Reans Childcare Providers

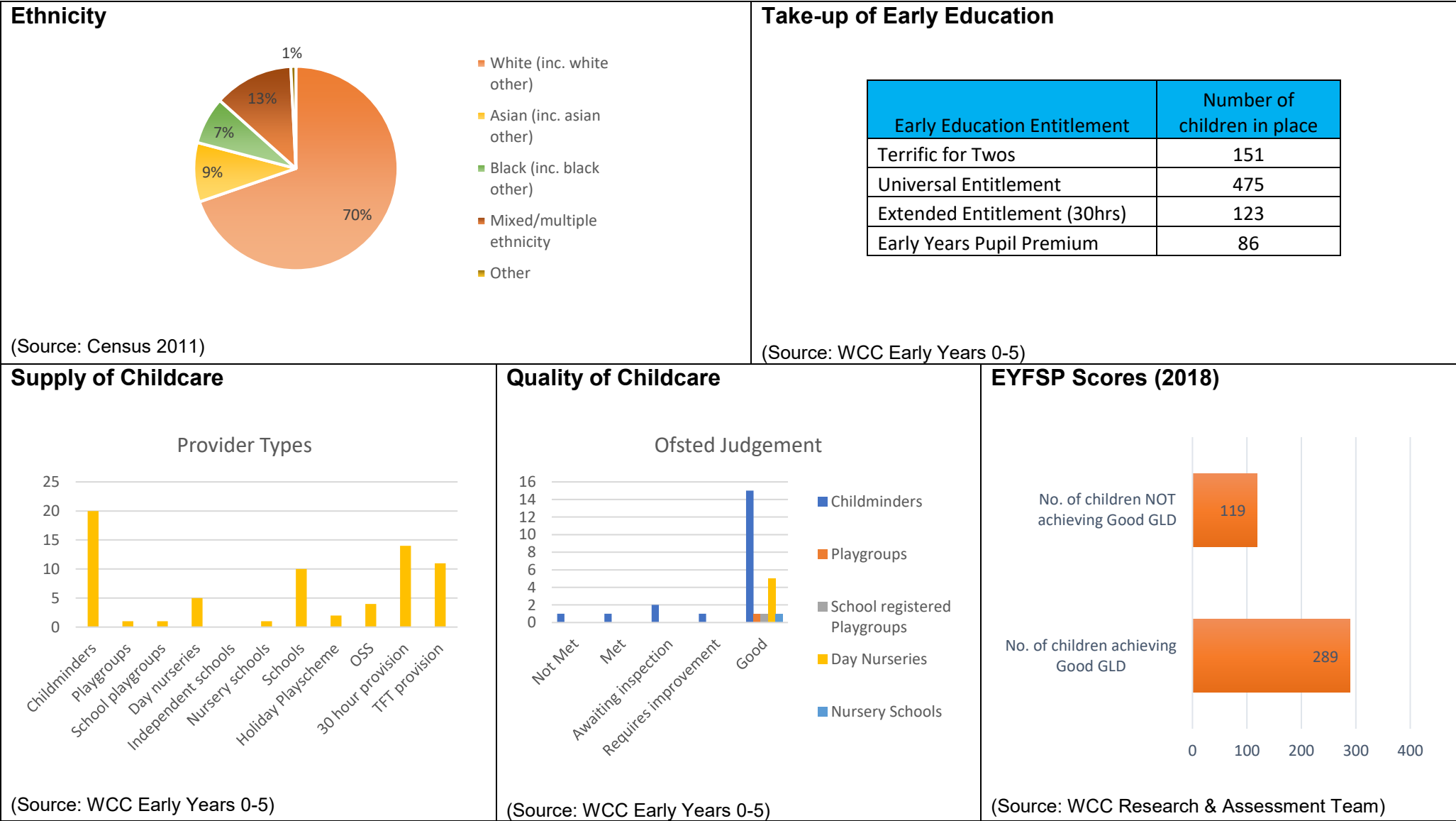
Pre-school / Playgroups		Day Nurseries		School based 2-year provision & Nursery Schools		Schools (including Independent schools)	
Gatis Grasshoppers	WV6 0ET	Berrington Lodge	WV3 9PE	St. Jude's TFTs	WV6 0DT	Newbridge Preparatory School	WV6 0LH
St Michael's pre-school	WV6 8QF	First Steps Nursery	WV3 9QZ			Tettenhall College	WV6 8QX
Tettenhall Green Kindergarten	WV6 8HT	Little Scholars Nursery	WV1 1RN			Christ Church Nursery & Infants	WV6 8EL
		Play n Learn	WV1 4TF			Dunstall Hill Primary	WV6 0NH
		Shooting Stars Nursery	WV3 9DU			SS Peter & Paul's Catholic Academy	WV6 0HR
		Tettenhall Tots	WV6 8QJ			St Andrew's Primary	WV6 0RH
		TLC Nursery	WV6 0LZ			St Michael's C of E	WV6 9AF
		Two by Two Nursery	WV6 0RE			St Jude's Primary Academy	WV6 0DT
		YMCA City Tots	WV2 4AN			West Park	WV1 4BE
		Little Village at West Park	WV1 4AL			Woodthorne Primary	WV6 8XL
						Broadmeadow Special School	WV1 4AL
Number of Childminders in the locality – 6 (for more details, visit WIN)							

Locality Area 6 - Dove



Dove – Locality Area 6

This locality is in the North region of the city and includes twenty-two LSOAs with three parliamentary wards; Bushbury, Oxley and Pendeford. Five LSOAs are in the most deprived 10% in the country.

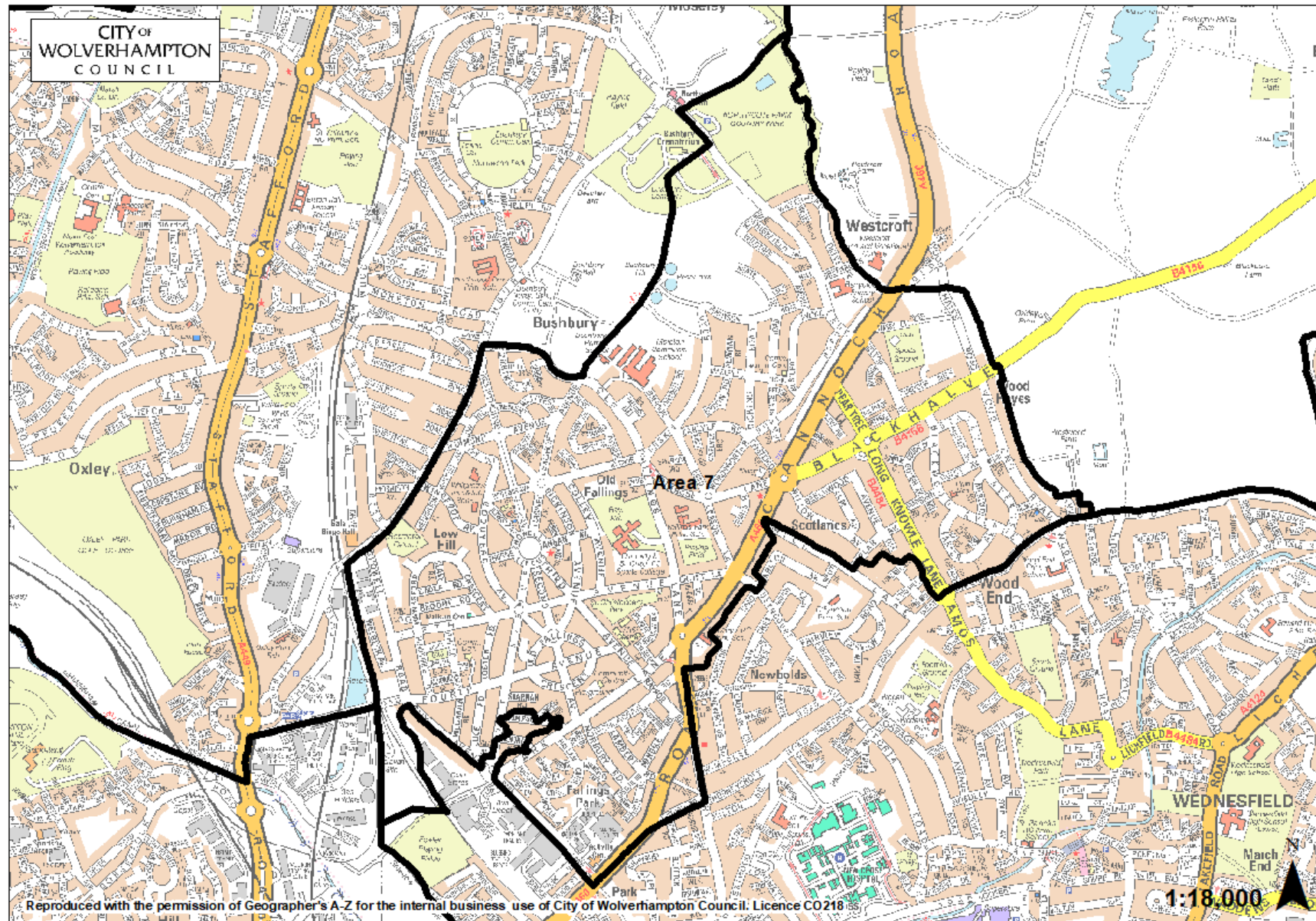


Dove Childcare Providers

Pre-school / Playgroups	Day Nurseries	School based 2-year provision & Nursery Schools	Schools (including Independent schools)
Aldersley Church Early Learning WV6 9EJ	ABC Day Nursery WV10 6AU Accord Bushbury Triangle WV10 9EL Accord Oxley WV10 6SN Caterpillars Nursery WV6 9HJ Little Oaks Nursery WV10 6AJ	Bushbury Nursery School WV10 8JP Little Doves at Dovecotes Primary WV8 1TX	Bushbury Lane Academy WV10 9TR Claregate Primary WV6 9JU Dovecotes Primary WV8 1TX Elston Hall Primary WV10 6NN St Anthony's Catholic Primary WV10 6NW Northwood Primary WV10 8DS Palmer's Cross Primary WV6 9DF Rakegate Primary WV10 6UP St Paul's C of E Primary WV9 5NR
Number of Childminders in the locality – 20 (for more details, visit WIN)			



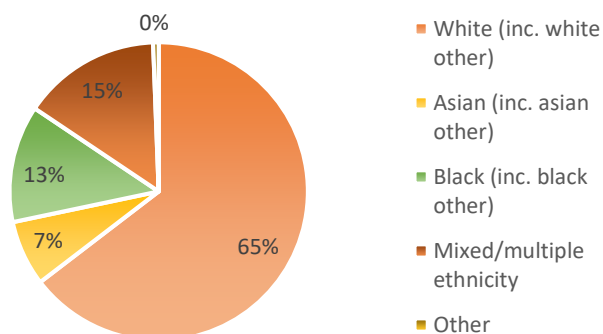
Locality Area 7 – Low Hill



Locality Area 7 – Low Hill

This locality is in the north east region of the city and includes thirteen LSOAs with three parliamentary wards; Low Hill, Bushbury South and Fallings Park. Eight of the LSOAs are in the most deprived 10% in the country.

Ethnicity



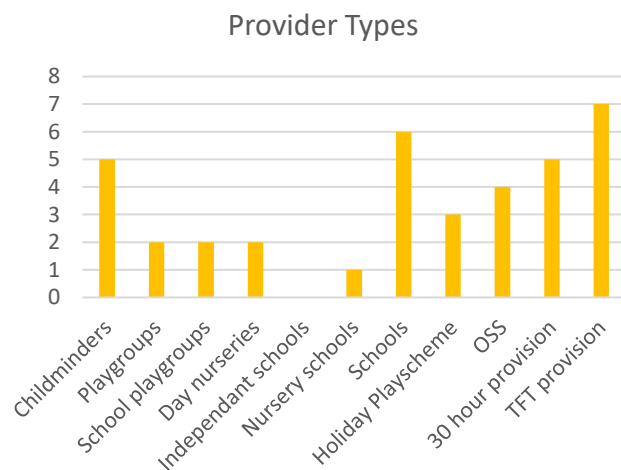
(Source: Census 2011)

Take-up of Early Education

Early Education Entitlement	Number of children in place
Terrific for Twos	160
Universal Entitlement	318
Extended Entitlement (30hrs)	37
Early Years Pupil Premium	85

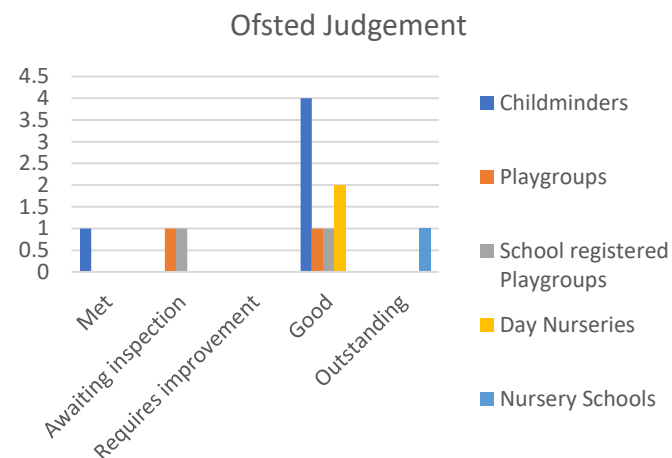
(Source: WCC Early Years 0-5)

Supply of Childcare



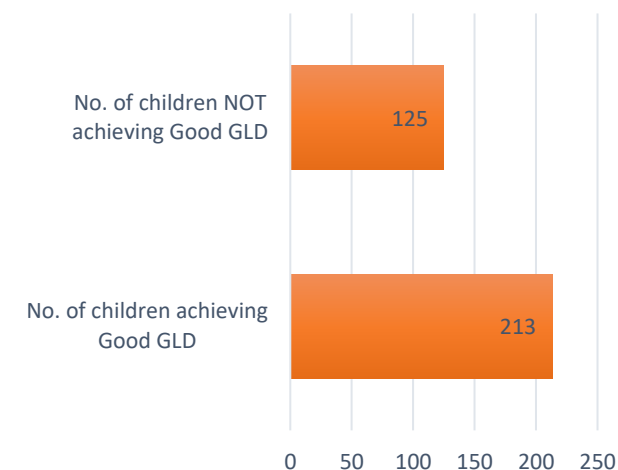
(Source: WCC Early Years 0-5)

Quality of Childcare



(Source: WCC Early Years 0-5)

EYFSP Scores (2018)



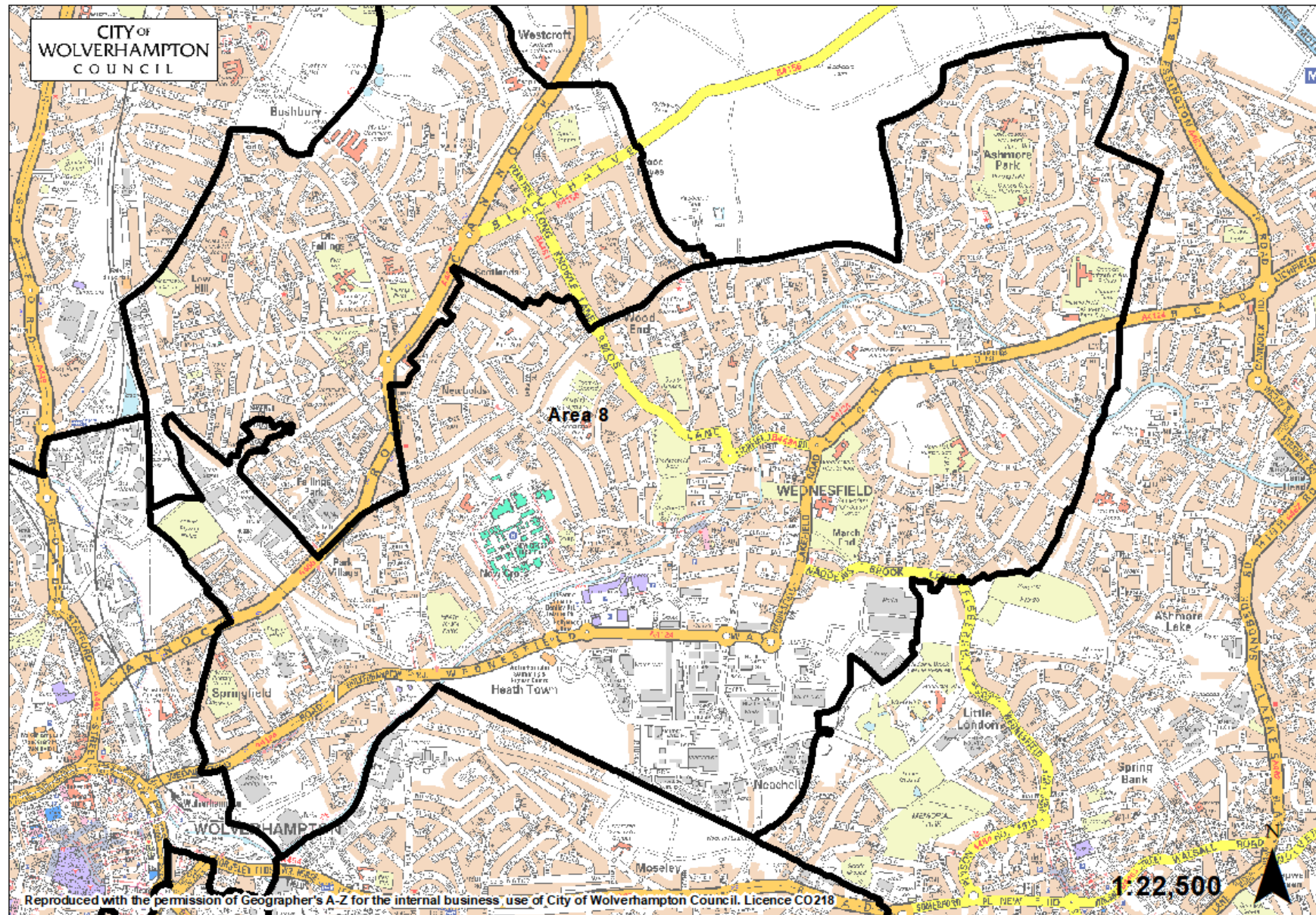
(Source: WCC Research & Assessment Team)

Low Hill Childcare Providers

Pre-school / Playgroups		Day Nurseries	School based 2-year provision & Nursery Schools		Schools (including Independent schools)	
Old Fallings Playgroup	WV10 8BY	Twinkle Stars Nursery WV10 8PS	Low Hill Nursery School	WV10 9JN	Berrybrook Primary	WV10 8NZ
Teeny Tots	WV10 8SP		TFT at Berrybrook Primary	WV10 8NZ	Bushbury Hill Primary	WV10 8BY
			TFT at Fallings Park Primary	WV10 8BN	Fallings Park Primary	WV10 8BN
					Long Knowle Primary	WV11 1EB
					St Mary's Catholic Primary	WV10 8PG
					Whitgreave Infants	WV10 9JP
Number of Childminders in the locality – 5 (for more details, visit WIN)						

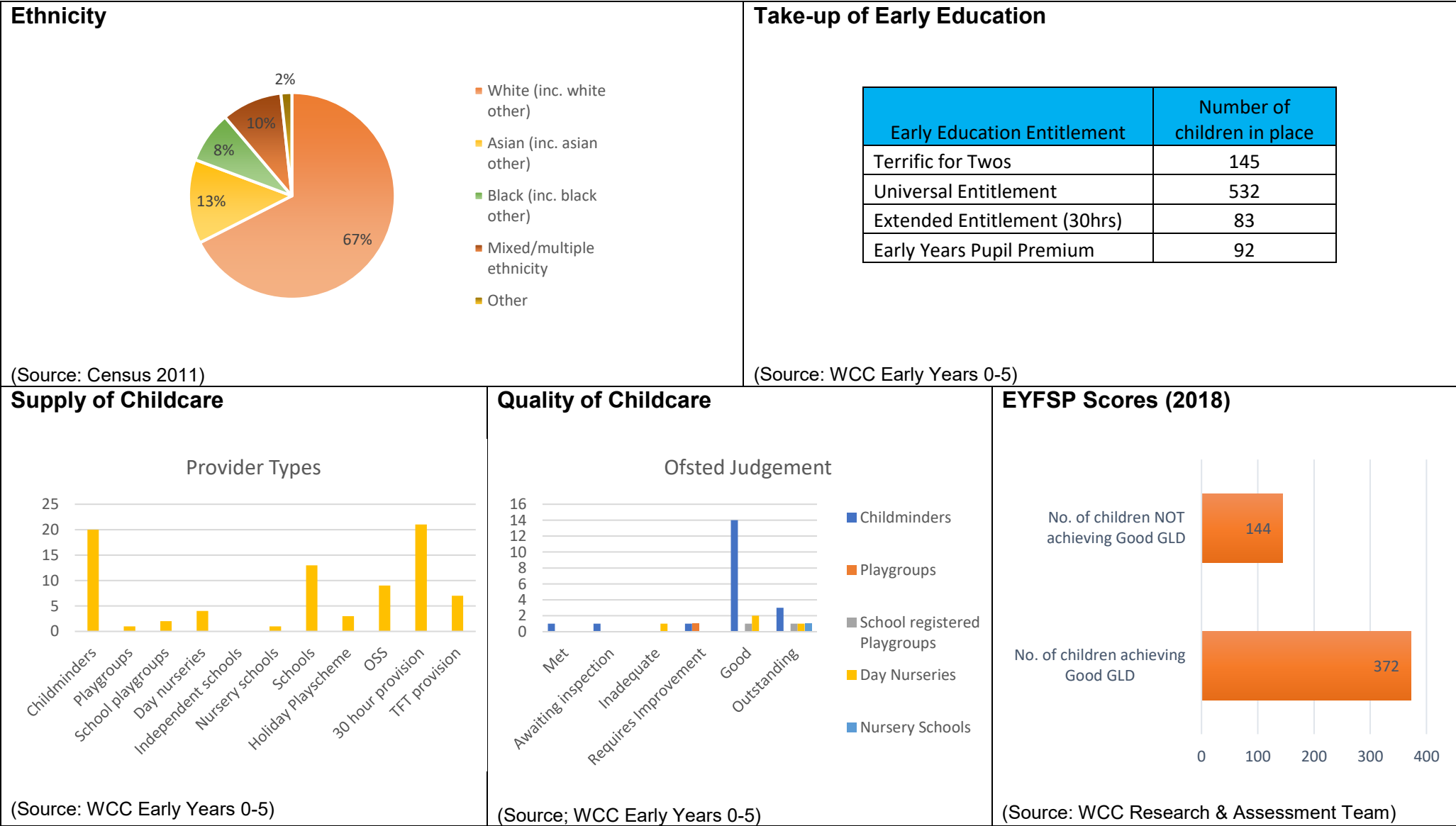


Locality Area 8 – Children's Village



Locality Area 8 – Children’s Village

This locality is in the east region of the city and includes twenty-four LSOAs with three parliamentary wards; Wednesfield North, Wednesfield South and Heath Park. Three of the LSOAs are in the most deprived 10% in the country.



Children's Village Childcare Providers

Pre-school / Playgroups		Day Nurseries		School based 2-year provision & Nursery Schools		Schools (including Independent schools)	
The Ashmore Park Play Hub	WV11 2JW	Banana Moon Nursery	WV11 2LJ	Ashmore Park Nursery School	WV11 2LH	Corpus Christi Catholic Primary	WV11 2LT
		Evolution Childcare	WV11 1UN	Perry Hall Primary	WV11 3RT	D'Eyncourt Primary	WV11 1DD
		Little Village	WV11 1PE	Early Explorers at Trinity Primary	WV10 0UB	Edward the Elder Primary	WV11 3DB
		Young Ones	WV11 1NR			Oak Meadow Primary	WV11 2QQ
						Perry Hall Primary	WV11 3RT
						St Alban's C of E Primary	WV11 2PF
						St Patrick's Catholic Primary	WV11 1PG
						St Stephen's C of E Primary	WV10 0BB
						St Thomas' C of E Primary	WV11 3TG
						Trinity C of E Primary	WV10 0UB
						Woden Primary	WV10 0LH
						Wodensfield Primary	WV11 1PW
						Wood End Primary	WV11 1YQ
Number of Childminders in the locality – 20 (for more details, visit WIN)							

Special Educational Needs

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out, in one place, information about provision available across education, health and social care for children and young people in the area, who have special educational needs or are disabled. Further information about the requirements of the Local Offer can be found in the SEND Code of Practice 2015. Information on what services children, young people and their families can expect from a range of local agencies including:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities

A Local Offer Group was established to oversee the planning and delivery of the Local Offer. The following principles were adopted by the group and will continue to be at the heart of Wolverhampton's Local Offer. The Local Offer will be:

- Co-produced
- Accessible
- Up to date
- Comprehensive
- Transparent

The Wolverhampton Local Offer will very quickly evolve as we work with children and young people, parents and other partners to develop it further.

Special Needs Provision

Within Wolverhampton there are seven specialist schools:

- Broadmeadow Special School (area 5 – Whitmore Reans)
- Green Park School (area 1 – Eastfield)
- Northern House School (area 5 – Whitmore Reans)
- Penn Fields Special School (area 4 – Bingley)
- Penn Hall (area 4 – Bingley)
- Tettenhall Wood School (area 5 – Whitmore Reans)
- Westcroft School (area 7 – Low Hill)

The Early Years 0-5 service encourages all registered childcare providers to have individual versions of the local offer, which outlines how they support children with special educational needs or disability. This document should be made available to parents and published on the provider's website and WIN.

As part of the new Early Years National Funding Formula (April 2017), local authorities introduced a Disability Access Fund (DAF). This funding ensures that providers receive an additional lump sum for each child attending their setting who is in receipt of Disability Living Allowance. Since its introduction, 111 children have been supported through DAF.

Local authorities also had to build upon existing funding allocation to provide additional top up funding to providers to improve outcomes for children with special educational needs. In Wolverhampton, this top up funding is referred to as Inclusion Funding, which has two elements; Enhanced Funding and Specialist Resource Funding. Applications for Inclusion funding are submitted to a panel for approval, this panel consists of professionals from several local authority departments, allowing for a non-bias decision (also see pages 10-11).

Overall Achievements and Findings

Overall 70% of registered Childminders and 85% of full day care settings have been judged by Ofsted as good or above.

Since its implementation, the number of children accessing Terrific for Twos entitlement has increased from 510 (autumn 2013) to 1236 (autumn 2018). Data from Headcount returns shows that up to 78% of eligible two-year olds have accessed their entitlement, which exceeds the national average.

During the past twelve months, two new day nurseries have opened, providing 82 childcare places for children 0 – 5 years.

The take up of 3 and 4-year universal funding currently stands at 93%, with 3,352 children accessing the Universal Entitlement (*Estimated headcount autumn 2018*).

The Early Years Pupil Premium was introduced in April 2015, during the Autumn term 2015, 496 eligible children received additional funding to support their learning and development. Take up has steady increased with 656 children accessing funding in the Autumn 2018 term.

The 30 hours extended entitlement was implemented in September 2017, the target for the first term set by the DfE was 478 places. Over the last twelve months there have been 824 online applications made, of these 562 children have accessed a place either in a school or childcare setting.

Overall Availability and Sufficiency

All locality areas have a range of types of childcare settings. The highest proportion of childcare type across the city is childminders. Of the total number of childminders approximately a quarter provide funded places for 2-year olds. In contrast, most of the day nurseries provide 2-year old funded places, with the remaining places being provided by nursery schools / classes and pre-school playgroups.

Initial concerns around the impact on sufficiency by introducing the Extended Entitlement have not materialised. However, parents and settings have found the application process confusing, especially the 'start date', which is the application date and the re confirming / re validation. The Early Years 0-5 service have

supported settings with operational support and have published information for parents on the local authority's information network to support with this process <http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/home.page>

Across the authority take up of Early Education Funded places for 2, 3 and 4-year olds has increased consistently. Initial concerns that the introduction of the Extended Entitlement may impact on funded places for 2-year olds, called for close monitoring of the allocation of places across the city. However, with a small drop in the number of eligible 2-year olds over the last twelve months, there has been no cause for concern. The Early Years 0-5 service will continue to monitor supply and demand of childcare, the local authority will continue to assess data around the take up of 2, 3 and 4-year old places. To ensure availability for children accessing EEF places, the development of new and existing provision will continue to be supported.

To promote and develop systems for families to apply for the extended entitlement for eligible 3 and 4-year olds. As part of the Childcare Sufficiency Assessment, capacity and potential demand will be monitored to ensure that provision is available for those wishing to access their entitlement. Childcare providers will be supported to be innovative in how they utilise their provision to its full potential to create sufficient supply of places. This could be achieved by working in close partnership with other providers to meet relevant demand.

Complaints

The local authority is responsible for responding to complaints from parents and carers regarding the sufficiency of childcare. No complaints have been received by the local authority in the past twelve months.

Supporting the Next Generation

The local authority and settings have identified a decline in the stage of development children are entering settings and schools, especially within Communication and Language and Personal, social and emotional development. This has also been noted in recent research. In the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18 (www.ofsted.gov.uk), Amanda Spielman highlights the increase in the number of children starting school unable to toilet themselves. She also raises concern that over a quarter of children leave Reception without at least the expected levels of communication, language and literacy.

The Department for Education's Unlocking Talent, Fulfilling Potential 2017 report, also highlighted concerns regarding communication and language in the early years. This report plans for improving social mobility through education and has an overarching ambition that no community is left behind. The report identifies several life stage ambitions, two of which relate directly to the early years:

- Close the 'word gap' in the early years

Good early years education is the cornerstone of social mobility – and we are making record investment in this area. Children with strong foundations will start school in a position to progress, but too many children still fall behind early, and it is hard to close the gaps that emerge. We need to tackle these development gaps at the earliest opportunity, particularly focused on the key early language and literacy skills, so that all children can begin school ready to thrive.

- Close the attainment gap in school while continuing to raise standards for all

The attainment gap between disadvantaged children and their more affluent peers is now closing. However, these pupils remain behind their peers at each key stage at school and unacceptable differences remain with outcomes in different areas of the country. We need to build on the many more good school places and the innovation unleashed by recent reforms and focus on raising standards in the areas of the country where it is now most needed.

Concerns around Communication and Language and children's ability to self-regulate were also raised in the 2018 Education Endowment Foundation 'Preparing for literacy Improving communication, language and literacy in the early years', guidance report. This report identifies how:

- Language provides the foundation of thinking and learning and should be prioritised
- 'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning

To ensure that every child has the opportunity to achieve their full potential, over the next twelve months Wolverhampton Early Years will focus on the following actions:

Effective Delivery of Early Years Services:

- All funded 2-year olds to have a single assessment development check in place by 30 months of age
- Prompt referral process in place, with the ability to track the referral
- Effective tracking of children's development; starting points, regular reviews, summative assessments, exit data
- Rigorous monitoring of data
- To work closely with the midwifery and Health Visiting service to ensure expectant and new parents are aware of how to support their child's development
- Informing parents of early education entitlements
- Ensuring sufficient childcare places across the city

High Quality Education:

- To develop leadership and management training
- To expand the recently introduced SenCo forums
- To work closely with Wolverhampton University, supporting future leaders
- To develop Speech and Language training for practitioners
- To ensure that childcare settings offer stimulating environments and activities that support and challenge learning
- To build closer working relationships between childcare settings, schools and external agencies, such as the Health Visiting Service and SNEYs

Quality improvement is a continual process which focuses upon how to consistently raise the quality of early years and childcare provision. Early years and childcare providers should have robust systems in place to continuously monitor and inform the development of the highest possible standards to support positive outcomes for all children. It is important that all providers consider how to create, maintain and improve their setting so that they offer the best possible experiences and environment for young children to develop and flourish. By being clear about the values and beliefs, examining practice, making considered changes and setting goals for improvement it can be seen what makes a difference to children's development and learning.

Information for Parents

The Early Years 0-5 service support parents to find affordable childcare by offering information, signposting and a brokerage through the Information for Families service and in line with the statutory duty placed upon the local authority, *“to provide information, advice and assistance to parents and prospective parents relating to the provision of childcare, services or facilities that may be of benefit to parents and prospective parents, children and young people”*. (Childcare Act 2006)

To further enhance the quality of information available to parents through WIN to ensure they are fully informed of all services available to support their family needs, the Early Years 0-5 service will monitor and review the statistics regarding information accessed through WIN.

Contacts

Strengthening Families Hubs			
Eastfield	Colliery Road WV1 2QY 01902 558331 eastfieldSFH@wolverhampton.gov.uk	Whitmore Reans	Lansdowne Road WV1 4AL 01902 556585 whitmorereansSFH@wolverhampton.gov.uk
Rocket Pool	Rocket Pool Drive WV14 8BH 01902 556416 rocketpoolSFH@wolverhampton.gov.uk	Dove	Grangefield Close WV8 1XF 01902 550887 doveSFH@wolverhampton.gov.uk
Graiseley	Pool Street WV2 4NE 01902 550670 graiseleySFH@wolverhampton.gov.uk	Low Hill	Fourth Avenue WV10 9LZ 01902 553285 lowhillsfh@wolverhampton.gov.uk
Bingley	Norfolk Road WV3 0JE 01902 551979 bingleySFH@wolverhampton.gov.uk	Children's Village	Graiseley lane WV11 1PE 01902 553945 childrensvillageSFH@wolverhampton.gov.uk

Other useful contacts

Ofsted	www.ofsted.gov.uk	Wolverhampton Information for Families	01902 554242
Childcare Choices	www.childcarechoices.gov.uk 0300 123 4097	Wolverhampton Information Network (WIN)	www.wolverhampton.gov.uk/win
Early Years	01902 554242 early.years@wolverhampton.gov.uk		