Childcare Sufficiency Assessment

December 2015

CITY OF WOLVERHAMPTON COUNCIL
Acknowledgements
Team working on the report: Wolverhampton Early Help Service
Mayet Consulting Ltd.

For further information contact – Information for Families 01902 554242

Data Sources

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

IDACI - The Income Deprivation Affecting Children Index (IDACI) is an index of deprivation used in the United Kingdom. The index is calculated by the Office of the Deputy Prime Minister and measures in a local area the proportion of children under the age of 16 that live in low income households.

IMD - Indices of Multiple Deprivation is a deprivation index at the small area level, created by the British Department for Communities and Local Government (DCLG). The indices allow a comparison of 'relative deprivation' of an area between different LSOA’s.

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 a number of LSOA’s

ONS – Office of National Statistics

Definitions

Children 0 - 4 – When data is given regarding children 0-4 this includes all children up to the day before their fifth birthday

Calendar Years – All dates used are for financial years therefore for example 2011 is 1st January 2011 – 31st December 2011.

N.B. The latest verified data has been used throughout this report.
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**Introduction**
Each local authority has a duty to produce an annual Childcare Sufficiency Assessment, the requirements of which are detailed in The Childcare Act (2006) and The Children and Families Act (2014).

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

Ofsted now regulates childcare under the Early Years Register which allows flexibility in numbers of children. 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.

From May 2015 legislation changed for schools, enabling them to lower the age of entry to two 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.

Early Education Funding (EEF) is provided by government for all 3 to 4-year-olds in England. Each child can get 570 hours of free early education per year, until the child reaches school age. This entitlement is usually taken as 15 hours each week for 38 weeks of the year. Parents can access their entitlement the term after their child’s third birthday.

Parents of some 2 year olds can also claim 570 hours of free early education, if certain criteria are met. For criteria details please follow the link: https://early-help-support.wolverhampton.gov.uk/Pages/home.aspx

Wolverhampton City Council Childcare Sufficiency Assessment is organised into eight localities, including details of the area and current supply and demand of childcare.
Wolverhampton overall context

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

Population

Wolverhampton has a total population of 252,987 of which 179,511 are children in the 0-4 age group. This figure is an increase of 493 on the previous year - 2013.

There are 16,109 children in the 5 - 9 age band; 14,119 in the 10 – 14 age band; 15,669 in 15 -19 age band; and 17,830 in the age band 20 – 24. This gives a population of 81,678 under 25 years of age.

(ONS Mid Year Estimates 2014)

Wolverhampton’s population has risen by 12,420 people (or 5.2%) since 2004, when it was 240,567. This growth has not happened at an even pace: the number of children, for instance, was broadly static between 2004 and 2009, even falling some years, but between 2010 and 2013 it rose by about 300-500 each year.

Slightly increasing birth rates, and inflow of migration greater than outflow, are important aspects of population growth, but decreasing mortality rates and longer life expectancies point to a steadily aging population overall.

(Source: Wolverhampton – An overview (June 2014 update from Wolverhampton City Council)

Deprivation

Wolverhampton is rated 21st in the most deprived local authority district as ranked on the proportion of neighbourhoods in the most deprived 20% nationally. The proportion of children living in income deprived households is 31.3%.

(Source: Dept. of Communities and Local Government, The English Indices of Deprivation, Statistical Release Sept 2015)

The 2011 Census reported that there were 68,773 families in Wolverhampton with dependant children. The Wolverhampton Children, Young People and Families Plan 2015 - 25 describes the characteristics of families with dependant children. A quarter of 0 – 15 year olds live in lone parent households and around 44% live in households that have a married couple or a couple in a same sex civil partnership. A further 15% live in households with a cohabiting couple and 13% are living in households that are not “one family” households.

(Statistics used are the most recent available at the time of writing and are taken either from 2011 Census or Office of National Statistics Mid-year Estimates 2013)
Disability

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Both Sexes</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 15</td>
<td>4.3</td>
<td>5.0</td>
<td>3.5</td>
</tr>
<tr>
<td>16-49</td>
<td>10.3</td>
<td>10.1</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Overall, there are 51,258 residents (20.5%) who are “limited” in their day to day activities.

<table>
<thead>
<tr>
<th>Children with an SEN Statement Or an EHCP</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,374</td>
<td>1,492</td>
<td>1,417</td>
</tr>
</tbody>
</table>

Fewer children had statements of Special Educational Needs (SEN) and Education Health Care Plan (EHCP) in 12/13 academic year than in 11/12

(Sources – 2011 Census / Wolverhampton City Council SEN data)

Local Offer
The Local Offer is a statutory requirement introduced in September 2014 to provide transparent information for families about services available for children and young people aged 0-25 who have special educational needs and/or disabilities (SEND).

Wolverhampton Local Offer includes what to expect from local agencies in the following categories:

- 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.
**Childcare Sufficiency Assessment**

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 and take up of Early Education Funding.

**Childcare types:**

- **Full day care settings** – 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 with the exception of 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 childcarers** - Home childcarers 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 run term time only, from around 9am to lunchtime or from lunchtime to around 3 or 4pm, 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 accepts 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.

**Registration of childcare**

The Childcare Act 2006 gives Her Majesty’s Chief Inspector of Education, Children’s Services and Skills (HMCI) 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, for example 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.

<table>
<thead>
<tr>
<th>Wolverhampton Average Childcare Costs by type of provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery place 0 – 5 years</td>
</tr>
<tr>
<td>Childminder place 0 – 5 years</td>
</tr>
<tr>
<td>Pre-school playgroup place 2 -5 years (sessional care)</td>
</tr>
<tr>
<td>Before School Club</td>
</tr>
<tr>
<td>After School Club</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
</tr>
</tbody>
</table>

The purpose of Early Childhood Care and Education
Early childhood care and education play 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. There is a strong body of research 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 experience prior to school entry enhances children’s development and their ability to acquire intellectual and social skills. In particular, 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.

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, preschools, 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.

Each local authority uses the overall profile results from their area to consider how well 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.

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

<table>
<thead>
<tr>
<th>Early Years Foundation Stage Profile</th>
<th>%age of all children reaching good level of development</th>
<th>Gap for lowest attaining children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>44.2%</td>
<td>18%</td>
</tr>
<tr>
<td>2014</td>
<td>57%</td>
<td>15%</td>
</tr>
<tr>
<td>2015</td>
<td>60.9%</td>
<td>16%</td>
</tr>
</tbody>
</table>

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 with childcare 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. Each year the EYFSP shows the gap between the highest and lowest achieving children.

It can be seen from the table that the gap between the lowest and highest achieving children is reducing, meaning that in the last three years more children are achieving a good level of development. Also, it should be noted that the gap in Wolverhampton is significantly lower than the National attainment gap of 32.1% (DFE 2015)

Quality Improvement

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.

Quality improvement is a continual process which focuses upon how to consistently raise the quality of early years and childcare provision.

By being clear about values and beliefs, examining practice, making considered changes and setting goals for improvement it can be seen what really makes a difference to children’s development and learning.

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.
Eastfield - Locality Area 1

Eastfield locality is comprised of two wards (East Park and Bilston North) and fourteen LSOA and lies to the East of Wolverhampton City centre.

Population
The following charts give an information snapshot of the key population characteristics of this locality.

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range. The 0 - 1 yr olds are the highest proportion of children under 4 years. This is in line with the predicted overall increase in the birth rate across the city.

(Mid year estimates 2013)

Ethnicity
White British make up the majority of the population in this locality.

White Other and Mixed populations show an increase from the Census 2011 i.e. White other was 2.8% and Mixed was 5%.

The % of Asian population has fallen from 18% to 12%.

(Comparison to Census 2011)

Employment
There is a 2.8% difference in employment statistics between the two wards (East Park and Bilston) in this locality.

The overall average employment rate for this locality is 91%

(Source - MYE 2013 extracted from all of Wolverhampton)

(Source - Wolverhampton ward profile 16 - 64 yr olds)
Deprivation affecting children

The pie chart shows that 30% of LSOA within this locality are above the IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source - MYE 2013 extracted from all of Wolverhampton)

Supply and demand
The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Overall Supply of childcare
Two year old places are funded upon eligibility related to government criteria.

<table>
<thead>
<tr>
<th>Type of out of school care</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (Breakfast) School Club</td>
<td>4</td>
</tr>
<tr>
<td>After School Club</td>
<td>3</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.

**Quality Measures**

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

N.B. The government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

**Childcare Settings**

<table>
<thead>
<tr>
<th>Setting Type</th>
<th>No. of settings</th>
<th>No. settings offering 2 yr old EEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Centre</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Day Nursery</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Nursery School/Classes</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Childminder</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
### EYFSP results for this locality over last three years

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average % of children achieving a good level of development</td>
<td>49.9</td>
<td>46.1</td>
<td>61.9</td>
</tr>
</tbody>
</table>

Good progress is being made with significantly more children reaching a good level of development at age five.

**Ofsted outcomes**

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
**Overall findings**
Across this locality an average of 22.2% of providers are judged as Outstanding, 6% as Good.

**Details**
Three of six of the provider types have settings which are judged as Outstanding. These are Childminders (33%), Day Nurseries (25%) and Nursery Classes/Schools (25%).

*N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision.*
Bilston - Locality Area 2
Bilston locality is comprised of 1.5 wards (Bilston East and 50% Ettingshall) and twelve LSOA and lies to the South East of Wolverhampton City centre

Population
The following charts give a snapshot of the key population characteristics of this locality

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range.
The 2 yr olds, closely followed by 0 - 1 yr olds, are the highest proportion of children under 4 years. This is in line with the predicted overall increase in the birth rate across the city.

Ethnicity
White British make up the majority of the population with Asian, Black and Mixed groups constituting 25.9% in this locality. The trend from the 2011 Census indicates a reduction in White British residents. The fastest growing categories are Mixed and White Other.

Employment
There is a 1.8% difference in the employment rate between the two wards in this locality (Bilston East and Ettingshall)
The overall average employment rate for the locality is 89.4%
Deprivation affecting children

The pie chart shows that 15% of LOSA within this locality do not have an IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

Supply and demand
The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Supply of childcare

(Source – MYE 2013 extracted from all of Wolverhampton)
TOTAL NUMBERS OF FUNDED TWO YEAR OLDS

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILSTON</td>
<td>119</td>
<td>352</td>
<td>33.8%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td></td>
<td>59.3%</td>
</tr>
</tbody>
</table>

Note - The government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

### Childcare Settings

<table>
<thead>
<tr>
<th>Type</th>
<th>No. of Settings</th>
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</thead>
<tbody>
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<td>1</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Childminder</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Quality Measures

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
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Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.
<table>
<thead>
<tr>
<th>EYFSP results for this locality over the last three years</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYFSP</td>
</tr>
<tr>
<td>Average % of children achieving a good level of development</td>
</tr>
</tbody>
</table>

Good progress is being made across this locality, with significantly more children reaching a good level of development at age five.

**Ofsted outcomes**

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
**Overall findings**
Across this locality an average of 17% of providers are judged as Outstanding, 27% as Good.

**Detail**
40% of Day Nurseries and 38% of Nursery Classes/Schools are judged as Outstanding.

Four out of the six types of childcare have providers who are judged as Good. These are Childminders and Playgroups (50%), Nursery Classes/Schools (38%) and Out of School Clubs (14%).

---

**N.B. AI - Awaiting Inspection due to academy conversion, changed legislation or new provision**

Not Met (enforcement) – is defined as having no children on roll, does not meet the requirements for registration and Ofsted is granted the power to cancel the registration.
Windsor - Locality Area 3
Windsor locality is comprised of two and half wards (Blakenhall, Spring Vale and Ettingshall (50%) and twenty LSOA. It lies West of Wolverhampton City centre.

Population
The following charts give a snapshot of the key population characteristics of this locality.

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range. The 0 - 1 yr olds are the highest proportion of children under 4 years. This is in line with the predicted overall increase in fertility across the city.

Ethnicity
White British make up the majority of the population in this locality with the next highest ethnic group being Asian. This is consistent with the proportions noted in the 2011 Census. The fastest growing populations are White Other and Mixed.

Employment
The rates of employment are broadly similar across the three wards in this locality, ranging from 93.4% to 90.3%

The average employment rate for this locality is 91.9%
Deprivation affecting children

The pie chart shows that 34% of LSOA within this locality are above the IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: "High quality early education has enduring benefits for the children who experience it and also the society that invests in it."

(Source – MYE 2013 extracted from all of Wolverhampton)

Supply and demand

The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Overall Supply of childcare

![Graph showing number and type of childcare providers](image1)

![Graph showing take up of 3 & 4 year old EEF](image2)
### TOTAL NUMBERS OF FUNDED TWO YEAR OLDS

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINSTON</td>
<td>166</td>
<td>497</td>
<td>33.4%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td>597</td>
<td>59.3%</td>
</tr>
</tbody>
</table>

**Note** - The Government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

<table>
<thead>
<tr>
<th>Type of out of school care</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (Breakfast) School Club</td>
<td>4</td>
</tr>
<tr>
<td>After School Club</td>
<td>7</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.

### Quality Measures

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
<table>
<thead>
<tr>
<th>EYFSP results for the last three years</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYFSP</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Average % of children achieving a good level of development</td>
</tr>
</tbody>
</table>

There has been a significant increase in children achieving a good level of development between 2013 and 2014, with the % moving closer to the results in 2012.

**Ofsted outcomes**

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
Overall findings
Across this locality an average of 8% of all providers are judged as Outstanding, 69.2% as Good.

Details
67% of Childminders in this locality are judged as Outstanding.

Over 66% of Nursery Classes/Schools and Childminder providers and 100% of Day Nurseries are judged as Good.

N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision
Bingley – Locality Area 4
Bingley locality in comprised of four wards (Graiseley, Penn, Merry Hill, Tetenhall / Wightwick (33%) within which are twenty-one LSOA. It lies to South West of Wolverhampton City centre.

Population
The following charts give an information snapshot of the key population characteristics of the locality.

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range. Within the 0-4 age band there are similar numbers of 0 & 3 year olds, with 4 year olds being in the minority. This is in line with the predicted overall increase in fertility across the city.

Ethnicity
White British are currently the largest proportion of the population in this locality. The 2011 Census demonstrates that the proportion of Asian and Mixed populations have remained stable, while the White Other population is growing.

Employment
The employment rates for the wards in this locality range from 90.2% to 96.9%. The average employment rate for the locality is 94.4%.
**Deprivation affecting children**

The pie chart shows that 73% of the LSOA within this locality do not have an IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source MYE 2013 extracted from all of Wolverhampton)

**Supply and demand**

The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

**Overall Supply of childcare**

![Graph showing number and type of childcare providers](chart1.png)

![Graph showing take up of 3 & 4 year old EEF](chart2.png)
### Total Numbers of Funded Two Year Olds

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year Take-up (Summer Term 2015)</th>
<th>2 Year Olds Living in the Area (MYE 2013)</th>
<th>% Take Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bingley</td>
<td>143</td>
<td>540</td>
<td>26.5%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td></td>
<td>59.3%</td>
</tr>
</tbody>
</table>

**Note** - The government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

### Childcare Settings

<table>
<thead>
<tr>
<th>Setting Type</th>
<th>No. of Settings</th>
<th>No. Settings offering 2yr old EEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Centre</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Day Nursery</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Childminder</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Pre-schools</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Type of Out of School Care

<table>
<thead>
<tr>
<th>Type of Out of School Care</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (Breakfast) School Club</td>
<td>6</td>
</tr>
<tr>
<td>After School Club</td>
<td>8</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.

### Quality Measures

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
### EYFSP results for this locality over the last three years

<table>
<thead>
<tr>
<th>EYFSP</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average % of children achieving a good level of development</td>
<td>57.2</td>
<td>50.4</td>
<td>62.5</td>
</tr>
</tbody>
</table>

Good progress is being made across this locality, with significantly more children reaching a good level of development at age five.

**Ofsted outcomes**

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
Overall findings
Across this locality an average of 3% of providers are judged as Outstanding, 56% as Good.

Detail
Childminders, Nursery Classes/Schools and Out of School Clubs have more than 60% of providers judged as Good. Over 40% of Day Nurseries and Holiday Playschemes were also judged as Good.

N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision
Not Met – is defined as having no children on roll and does not meet the requirements for registration.
Whitmore Reans - Locality Area 5
Whitmore Reans locality is comprised of four wards (Tettenhall Regis, St Peters, Park and Tetenhall Wightwick (66%)) and lies to the west of Wolverhampton City centre.

Population
The following charts give an information snapshot of the key population characteristics of the locality.

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range. Within the 0-4 age band there are similar numbers of 0 & 3 year olds, with 4 year olds being in the minority. This is in line with the predicted overall increase in fertility across the city.

Ethnicity
The largest proportion of the population in this locality is White British, with the Asian community being the next highest. Overall, White Other is the ethnic group which is growing most rapidly from 2.3% (2011 Census) to 7.16% (MYE 2013)

Employment
The employment rates within this locality range from 90.4% to 96.7%.

The overall average employment rate for this locality is 93.4%

(Source MYE 2013 extracted from all of Wolverhampton)
Deprivation affecting children

The pie chart shows that 45% of the LSOA within this locality are above the IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source MYE 2013 extracted from all of Wolverhampton)

Supply and demand

The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Supply of childcare

The charts show the number and type of childcare providers in this locality.

Take up of 3 & 4 year old EEF

The charts show the take up of 3 & 4 year old early education places for Autumn 14 and Summer 15.
TOTAL NUMBERS OF FUNDED TWO YEAR OLDS

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITMORE REANS</td>
<td>158</td>
<td>517</td>
<td>30.6%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td></td>
<td>59.3%</td>
</tr>
</tbody>
</table>

Note - The DWP estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

<table>
<thead>
<tr>
<th>Setting Type</th>
<th>No. of settings</th>
<th>No. settings offering 2 yr old EEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Centre</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Day Nursery</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Childminder</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>13</td>
</tr>
</tbody>
</table>

Childcare Settings

<table>
<thead>
<tr>
<th>Type of out of school care</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (Breakfast) School Club</td>
<td>3</td>
</tr>
<tr>
<td>After School Club</td>
<td>4</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.

Quality Measures

Early Years Foundation Stage Profile (EYFSP)

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
### EYFSP results for this locality over the last three years

<table>
<thead>
<tr>
<th>EYFSP</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average % of children achieving a good level of development</td>
<td>55.2</td>
<td>38.5</td>
<td>51.4</td>
</tr>
</tbody>
</table>

We see a significant increase in children achieving a good level of development between 2013 and 2014, moving closer to the results in 2012.

### Ofsted outcomes

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
**Significant findings**
Across this locality an average of 6.3% of providers are judged as Outstanding, 51% as Good.

**Detail**
Outstanding judgements in this locality are within Day Nurseries (22%) and Nursery Classes/Schools (13%).

100% of playgroups and 78% of childminders in this area are judged as Good. The %age of Day Nurseries, Holiday Playschemes, Nursery Classes/Schools and Out of School Clubs with a Good judgement vary from 25% to 44% across providers.

*N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision*
**Dove – Locality Area 6**

Dove locality is comprised of two wards (Bushbury North and Oxley) and twenty-two LSOA. It lies to the North of Wolverhampton City centre.

**Population**

The following charts give a snapshot of the key population characteristics of the locality.

It can be seen that in 2013 the highest proportion of the population was in the 25 – 44 age range. The highest proportion of the 0 – 4 year olds is in the 0 age band and is in line with the predicted increase in the birth rate across the city.

**Ethnicity**

White British make up the majority of the population in this locality. Although overall this population has decreased by 1.2%. Since the 2011 Census there has been a small increase in the Asian populations from 6.6% to 7.48%.

(Source MYE 2013 extracted from all of Wolverhampton)

**Employment**

There is a 1.1% difference in employment statistics between the two wards (Oxley and Bushbury Nth.) in this locality.

The overall average employment rate for this locality is 92.95%

(Source Wolverhampton ward profile 16 -24 yr olds)
Deprivation affecting children

The pie chart shows that 55% of LSOA within this locality are above the IDACI rating.
(IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source – MYE 2013 extracted from all of Wolverhampton)

Supply and demand
The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Supply of childcare

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source – MYE 2013 extracted from all of Wolverhampton)
**TOTAL NUMBERS OF FUNDED TWO YEAR OLDS IN THIS LOCALITY**

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOVE</td>
<td>140</td>
<td>424</td>
<td>33.0%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td>59.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Note** - The DWP estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

**Childcare Settings**

<table>
<thead>
<tr>
<th>Setting Type</th>
<th>No. of settings</th>
<th>No. settings offering 2yr old EEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Centre</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Day Nursery</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Childminder</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Pre-school</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Quality Measures**

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

**Type of out of school care**

<table>
<thead>
<tr>
<th>Type of out of school care</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (Breakfast) School Club</td>
<td>3</td>
</tr>
<tr>
<td>After School Club</td>
<td>6</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>EYFSP results for this locality over last three years</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Average % of children achieving a good level of</td>
<td></td>
</tr>
<tr>
<td>development</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>59.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Good progress is being made across this locality, with more children reaching a good level of development at age five.

**Ofsted outcomes**

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
Significant findings
Across this locality there are no providers judged as Outstanding. An average of 54.3% of providers in this locality are judged to be Good.

Detail
100% of Playgroups and Holiday Playschemes are judged as Good. There are also significant %ages of Day Nurseries (71%), Nursery Classes/Schools (63%) and Out of School Clubs (50%) with this judgement.

N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision
Not Met – is defined as having no children on roll and does not meet the requirements for registration.
Low Hill – Locality Area 7
Low Hill locality is comprised of two wards (Bushbury South/ Low Hill and part of FallingsPark) and 13 LSOA and lies to North of Wolverhampton City centre.

Population
The following charts give a snapshot of the key population characteristics of this locality.

It can be seen that in 2013 the highest proportion of the population was in the 25-44 age range.

The 2 & 3yr olds are the highest proportion of children under 4 years.

The White British population, while being in the majority, has decreased since the 2011 Census from 71.6% to 65.6%. The Asian population has also decreased from 7.9% to 4.29%, while the population who identify as ethnicity Mixed has increased from 6.45% to 14.1%

There is a 4% difference in employment statistics between the two wards (Bushbury Sth./Low Hill and Fallings Park)) in this locality.

The overall average employment rate for this locality is 91.1%
Deprivation affecting children

The pie chart shows that 24% of LSOA within this locality are above the IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

Supply and demand
The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Overall Supply of childcare
TOTAL NUMBERS OF FUNDED TWO YEAR OLDS IN THIS LOCALITY

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW HILL</td>
<td>133</td>
<td>370</td>
<td>35.9%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td></td>
<td>59.3%</td>
</tr>
</tbody>
</table>

Note - The government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

<table>
<thead>
<tr>
<th>Childcare Settings</th>
<th>No. of settings Offer 2yr old EEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Type</td>
<td></td>
</tr>
<tr>
<td>Children's Centre</td>
<td>1</td>
</tr>
<tr>
<td>Day Nursery</td>
<td>3</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>5</td>
</tr>
<tr>
<td>Childminder</td>
<td>3</td>
</tr>
<tr>
<td>Pre-school</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

Type of out of school care

<table>
<thead>
<tr>
<th>Number</th>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Before (Breakfast) School Club</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>After School Club</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Holiday Play Scheme</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Before and after school clubs are often provided by schools for their own pupils and therefore do not need to register as childcare settings. This enables schools to respond to changing circumstances adjusting to more or less clubs as demand changes.

N.B. The number of clubs counted in this locality is correct at the time of publication of this report.

Quality Measures

Early Years Foundation Stage Profile (EYFSP)

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
## EYFSP results for this locality over last three years

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average % of children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achieving a good level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of development</td>
<td>59.1</td>
<td>29.9</td>
<td>43.1</td>
</tr>
</tbody>
</table>

Good progress is being made across this locality, with significantly more children reaching a good level of development at age five.

### Ofsted outcomes

Ofsted will inspect all providers who were on the Early Years Register on 1st September 2012 at least once by 31st July 2016. Providers who have registered after this date will normally be 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, taking into account 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 is 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 a 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 assessment are not consistent in quality.
Significant findings
Across this locality an average of 11% of providers are judged as Outstanding, 53% as Good.

Detail
100% of playgroups and over 60% of the Childminders and Day Nurseries are judged as Good.
14% of childminders and 17% of Nursery Classes/schools are judged as Outstanding.

N.B. AI = Awaiting Inspection due to academy conversion, changed legislation or new provision
Children’s Village – Locality Area 8
Children’s Village locality is comprised of three and half wards (Wednesfield North, Wednesfield South, Heath Town and 50% of Fallings Park) and 24 LSOA. It lies north east of Wolverhampton City centre.

Population

It can be seen that in 2013 the highest proportion of the population was in the 25-44 age range. The highest proportion of the 0-4 age band is 1 year olds and is in line with the predicted overall increase in the birth rate across the city.

Ethnicity

The White British population has fallen from 74.2% since the 2011 Census to 50.96%. There is an increase in the Mixed population from 4.6% to 12.5% the White Other population remain around 3.1%.

Employment

The employment rates for the wards in this locality range from 94.5% to 88.8%. The wards are Fallings Park; Wednesfield Nth; Wednesfield S. and Heath Town.

The overall average employment rate for this locality is 92.5%
Deprivation affecting children

The pie chart shows that 51% of LSOA within this locality are above the IDACI rating. (IDACI = Income Deprivation Affecting Children Index)

The Effective Pre-School, Primary and Secondary (EPPSE) research which started in 1997 followed 3,000 children from early childhood to the age of 16. The research found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds.

Professor of Educational Psychology at Oxford University Kathy Sylva, who led the research, said: “High quality early education has enduring benefits for the children who experience it and also the society that invests in it.”

(Source – MYE 2013 Extracted from all of Wolverhampton)

Supply and demand

The following charts and commentary give information regarding the number and type of childcare provision and the number of funded places for 2, 3 and 4 year olds in this locality.

Overall Supply of childcare

Take up of 3 & 4 year old EEF
### TOTAL NUMBERS OF FUNDED TWO YEAR OLDS IN THIS LOCALITY

<table>
<thead>
<tr>
<th>Locality</th>
<th>Two Year take-up (Summer Term 2015)</th>
<th>2 year olds living in the area (MYE 2013)</th>
<th>% Take up</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN’S VILLAGE</td>
<td>142</td>
<td>606</td>
<td>23.4%</td>
</tr>
<tr>
<td>City Total</td>
<td>1109</td>
<td>3597</td>
<td>30.8%</td>
</tr>
<tr>
<td>Govt. Total</td>
<td>1869</td>
<td>59.3%</td>
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**Note** - The government estimate that there were 1869 eligible 2 year olds living in Wolverhampton.

N.B. Two year old places are funded upon eligibility related to government criteria.

### Childcare Settings

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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Day Nursery</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Nursery Schools/Classes</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Childminder</td>
<td>36</td>
<td>11</td>
</tr>
<tr>
<td>Pre-school</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Quality Measures

**Early Years Foundation Stage Profile (EYFSP)**

The statutory EYFS requires that a profile assessment be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning
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### Type of out of school care

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<td>After School Club</td>
<td>6</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>EYFSP</td>
<td>2012</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Average % of children achieving a good level of development</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

Good progress is being made across this locality, with significantly more children reaching a good level of development at age five.

**Ofsted outcomes**

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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 is 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 a 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 assessment are not consistent in quality.
Overall findings
Across this locality an average of 11% of providers are judged as Outstanding, 48% as Good.

Detail
From the table we can see that four out of the six types of provision have a significant proportion of providers judged as Good.

In the Outstanding category there are 11% of Childminders and 25% of Nursery Classes/Schools.

N.B. AI - Awaiting Inspection due to academy conversion, changed legislation or new provision
Not Met – is defined as having no children on roll and does not meet the requirements for registration.
Overall Achievements and Findings
Recent achievements include an increase in registered childminders from 135 in 2013 to 148 in 2014. This is in contrast with the national trend of a decrease of 3% reported by Ofsted.

An increase in places for two year olds places are expected in five out of the eight localities within the next twelve months. The localities are Eastfield (48); Bilston (64); Whitmore Reans (16); Low Hill (32) and Children’s Village (64). This provides an additional 224 places.

Average costs of childcare types (nursery; childminder; before/after school club and holiday club) are lower in Wolverhampton than the average costs across the West Midlands (Family & Childcare Trust Annual Cost Survey 2015)

<table>
<thead>
<tr>
<th>Type of provider</th>
<th>Wolverhampton Average Cost</th>
<th>West Midlands Average Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery place</td>
<td>£40.00 per day</td>
<td>£45.00 per day</td>
</tr>
<tr>
<td>Childminder place</td>
<td>£3.70 per hour</td>
<td>£3.80 per hour</td>
</tr>
<tr>
<td>After/ Before School Club</td>
<td>£40.00 per week</td>
<td>£43.18 per week</td>
</tr>
<tr>
<td>Holiday Play Scheme</td>
<td>£100.00 per week</td>
<td>£108.00 per week</td>
</tr>
</tbody>
</table>

The birth rate in Wolverhampton is expected to increase with the number of children (aged 0 to 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.

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 less than a quarter provide funded places for 2 year olds. In contrast the majority of the day nurseries provide 2 year old funded places, with the remaining places being provided by nursery schools/classes and pre-school playgroups.

It is anticipated that an additional 224 places will be available for 2 year olds within the next 12 months. These additional places are expected in five out of the eight localities. The localities are Eastfield (48); Bilston (64); Whitmore Reans (16); Low Hill (32) and Children’s Village (64).

Across the authority there has been an overall consistent gradual increase in take up of 2 year old funded places. A significant increase can be seen during the last year when take up went from 53% in November 2014 to 65% in August 2015. This trend is also observed in the take up of 3 & 4 year old funded places which went from 52.67% to 73.71% in the same period. (Based upon 2014 MYE of population)

The local authority is responsible for responding to complaints from parents and carers regarding the sufficiency of childcare.
In 2014 Wolverhampton received a complaint regarding sufficiency of childcare in area 7. The complaint was in relation to a lack of out of school provision. The investigation of the complaint demonstrated a lack of demand in area 7, therefore it was not deemed “practicable” to develop new provision. The complaint was not upheld as the investigation did not demonstrate a demand in the area to establish new provision.

**Employment**
The locality area with the highest rate of employment is Bingley at 94.4% with the lowest area being Bilston at 89.4%. All the other areas fall within 91 to 94%.

**Quality**
Early Years Foundation Stage Profile (EYFSP) gap between the least and most advantaged is decreasing at a good rate and is currently better than the national average. 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 Outstanding and overall 60% of providers across the city are rated as either Good or Outstanding. (Ofsted Dec 2015)

**Recommendations**

**Information for parents** – We will support parents to find affordable childcare by offering information, signposting and a brokerage service 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)

**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. The local authority will continue to engage, support and monitor childcare providers to enhance quality to ensure that children experience a high level of early learning opportunities.

**Early Education Funded places** – Since the expansion of 2 year old entitlement, there has been a marked improvement in the take up of 3 & 4 year old EEF places.

To monitor supply and demand of childcare, the local authority will assess data around the take up of 2, 3 and 4 year old places. To ensure increased availability for children accessing EEF places, the development of provision will continue.