

REPORT TO: EDUCATION COMMITTEE - 10 MARCH 2008

REPORT ON: EDUCATION BEST VALUE REVIEW - ATTAINMENT (EARLY YEARS)

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 158-2008

1.0 PURPOSE OF REPORT

1.1 This report brings to the attention of the Education Committee the findings of the Best Value Review Group - Attainment (Early Years) and brings forward their recommendations for the approval of the Education Committee.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i approve the report: and
- ii instruct the Director of Education to implement the recommendations of the Best Value Review Group on Attainment (Early Years).

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report.

4.0 MAIN TEXT

4.1 In 2006 the Best Value Review Group on Education Attainment identified the need to determine the impact of Early Years education and childcare support services provided by Dundee City Council on children's future attainment.

4.2 Membership of the Best Value Review Group was drawn from elected members, senior officers of the Education Department and of Social Work and Leisure & Communities Departments, Head Teacher representatives, together with representatives from Health, School Boards, Trade Unions and religious representatives from the Education Committee. The group was chaired by Alex Stephen, Chief Executive.

4.3 The Education Department gathered and updated information on Early Years education and childcare services available across all sectors (public, private and voluntary) in Dundee. This helped the Department to identify the range of provision and also to assist with determining future service needs for Dundee's families.

- 4.4 A presentation on these findings was given to the Best Value Review group on Education Attainment in October 2006 by the Director of Education. The information gathered demonstrated that services need to be wide ranging and flexible if they are to meet the diverse needs of Dundee's young families.
- 4.5 Presentations by relevant professional associations, UNISON and The Educational Institute of Scotland (EIS), were made to the BVR Group on 14 November 2006.
- 4.6 A presentation to the Best Value Review Group by Technotots Nursery was made on 13 December 2006, representing the private sector. This presentation focused on ways in which private operators offer services.
- 4.7 In June 2007 the Early Years Manager presented three models of Early Years provision proposed for the six new PPP Primary Schools due to open in 2008 and 2009.
- 4.8 On 14 February 2008 the attached report with recommendations was tabled at the Best Value Review Group - Attainment.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management.
- 5.2 There are no major issues.

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance) and Head of Finance.

7.0 BACKGROUND PAPERS

- 7.1 None.

ANNE WILSON
Director of Education

22 February 2008



Report of the
Best value Review Group
on
Attainment (Early Years)
March 2008

Best Value Review Group

Education Attainment

(Early Years)

March 2008

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FOREWORD

The Best Value Review Group on Attainment has completed its research into the efficiency, effectiveness and impact of Early Years education and childcare support services on attainment within Dundee City Council Early Years establishments.

Information was gathered from a number of sources including recent evaluative report documents such as HMIE's 2006 INEA2 report on *Dundee's Education Functions* and from *A Plan for Dundee's Children 2005 - 08*. Consideration was also given to the collated results of a *Parent Carer Survey* undertaken by the Education Department in December 2005. These reports made positive assessments of the range and quality of service provision already offered to children and families by the Education Department.

"The impact of council work in pre-school contexts for children and their families was very good, as were the outcomes achieved". (HMIE 2006)

"There is an enormous amount of work going on within the City to improve services, to join them up more effectively...." (A Plan for Dundee's Children 2005 - 08)

Various consultations with key stake holders including staff, parents and trade union representatives were undertaken throughout the information gathering period of October 2006 to January 2008. In addition to this a range of presentations was also made to the Group by representatives from private sector nurseries, trade unions and senior personnel within the Education Department.

It is evident that since 2004 the Education Department has already made significant progress towards improving service provision. This has been achieved through some rationalisation of pre-school services across Dundee. Also, fresh approaches towards deployment of staff within the Link Nursery Class Scheme have provided new opportunities for professionals to develop their skills, knowledge and practice.

The Group recognise that fresh approaches in service delivery together with flexibility of the types of service provided will more appropriately meet the diverse needs of Dundee's families while also ensuring that 3 and 4 year olds across the city are given the best possible start to their education.

ALEX STEPHEN

Chief Executive

Chair, Education Best Value Review Group - Attainment

REPORT

1.0 Introduction

- 1.1 In 2006 the Best Value Review Group on Education Attainment identified the need to determine the impact of Early Years education and childcare support services provided by Dundee City Council on children's future attainment.
- 1.2 Membership of the Best Value Review Group was drawn from elected members, senior officers of the Education Department and of Social Work and Leisure & Communities Departments, Head Teacher representatives, together with representatives from Health, School Boards, Trade Unions and religious representatives from the Education Committee. The group was chaired by Alex Stephen, Chief Executive. A full membership list can be found in Appendix 1.
- 1.3 Dundee is proud of its long history of providing pre-school education and care to its youngest citizens. Types of provision have changed from one generation to the next in order to appropriately reflect and respond to the needs of the time. This is still the case in the early years of the 21st century. In 2005, *A Plan for Dundee's Children 2005 - 2008* was written following a review of all care, social, health and educational services available to children up to the age of sixteen, across the city.
- 1.4 This report focuses more on services provided by the Local Authority to children under 5 years of age and their families.
- 1.5 It is recognised internationally that the essential skills needed for life are often learned in the first five years. For example, working together and cooperatively, forming healthy family and working relationships, listening and responding to one another and learning how to learn.
- 1.6 Pre-school education services are part of a much bigger picture of support for children and families.
- 1.7 In 1997 the Scottish Executive also introduced an entitlement of 12½ hours per week of free pre-school education within school terms to all three and four year olds whose parents wanted it. (A minimum of 412.5 hours or 33 weeks per year) At this point Dundee City Council entered into partnership with private nurseries to assist them with providing this entitlement to 3 and 4 year olds in their settings.
- 1.8 In August 2007 the Scottish Government increased the minimum number of hours per year for pre-school education grant funding to 475 hours, or 38 weeks. However, Dundee City Council was already funding centres for more than 38 weeks per year and therefore this additional funding has allowed centres to receive an increased level of grant payment per session per child.
- 1.9 For Dundee this basic entitlement is one part of a range of early education and childcare services offered during term times.
- 1.10 In 1999, Local Authorities across Scotland were each required by the Scottish Executive to form an Early Years and Childcare Partnership where Council departments, health agencies, private and voluntary sector agencies could meet together to agree ways in which Early Years children's services would

be further supported and developed. This type of inter-agency partnership was particularly effective supporting families which required childcare to allow parents to undertake employment or training.

- 1.11 Providing the entitlement to free pre-school education has been relatively easy for Dundee City Council's Education Department as pre-school education was already widely available across the city.
- 1.12 Nursery education in Dundee has traditionally been offered in nursery schools and classes and managed by a Head Teacher in collaboration with a nursery teacher. Other members of the workforce are fully qualified nursery nurses.
- 1.13 Pre-school education is currently delivered in 12 nursery schools, 18 nursery classes within Primary schools and in 21 private nurseries who hold a partnership agreement with the Local Authority.
- 1.14 The flexibility of service provision offered by private sector nurseries has focussed minds within the Education Department.
- 1.15 The Education Department had already recognised that in Dundee the level of nursery education provision was beginning to outstrip demand. Consequently, since 2004 - 2005 the Department has reduced the number of nursery schools and classes across the city to more efficiently and effectively use resources. (See Appendix 2)
- 1.16 The Education Department recognises that services need to be available in the right place to meet the needs of children and their families.
- 1.17 The number of parents requiring increased numbers of hours for additional childcare services is growing. This changing demand is occurring in tandem with a trend in falling birth rates.
- 1.18 In line with other Local Authorities across Scotland, a further development within the Education Department has been the introduction of the Link Nursery scheme. This initiative was first introduced to five nursery classes in primary schools in August 2005. These nursery classes are staffed fulltime with nursery nurses. In addition to this, on two days per week each class is additionally staffed by a teacher who has significant nursery experience and early education qualifications. This teacher's role is to provide curricular support and assist with leading curriculum developments. The success of this initiative resulted in the Link Scheme being extended in August 2007 to include a further five nursery classes.

2.0 Review Methodology

- 2.1 In order to identify issues and evaluate improvement options the group gathered information from a range of sources.
- 2.2 Following on from the former Scottish Executive, the Scottish Government are moving forward with the *Curriculum for Excellence*, a national initiative

specifically targeting learning and education for all children between 3 and 18 years of age.

- 2.3 In addition to this, two key documents *How Good is Our School 3* and *Child at the Centre 2* were introduced to all Scottish Primary schools and Early Years centres to assist with self evaluation and quality assurance of learning and teaching.
- 2.4 In 2005, the Education Department gathered and updated information on Early Years education and childcare services available across all sectors (public, private and voluntary) in Dundee. This helped the Department to identify the range of provision and also to assist with determining future service needs for Dundee's families.
- 2.5 A presentation on these findings was given to the Best Value Review group on Education Attainment in October 2006 by the Director of Education. (See Appendix 3). The information gathered demonstrated that services need to be wide ranging and flexible if they are to meet the diverse needs of Dundee's young families. To achieve this, consideration needs to be given to the hours when establishments would operate and also the variety of services available.
- 2.6 Unison, representing the nursery nurse workforce gave a presentation to the BVR group on 14th November 2006. (See Appendix 4). Unison recognised the need for services to be more flexible and wide ranging if they are to meet family needs in this new century. Unison also articulated their wish for a career structure to be created which would allow their members to develop and progress in their work. It was felt that if services were to be further extended then there was potential to introduce a new Early Years professional post which would have management and leadership status and which would not necessarily be occupied by a teaching member of staff.
- 2.7 The Educational Institute of Scotland (EIS), representing teaching staff also gave a presentation to the BVR group on 14th November 2006. (See Appendix 5). The EIS recognised the changing society in Scotland and the resulting demands on families to find employment or to enter training with a view to becoming employed. Representatives from the EIS expressed some concern that, if fully qualified teachers did not continue to be members of a pre-school education team, attainment would be compromised.
- 2.8 Technotots Nursery, as a representative from the private sector, agreed to make a presentation to the Best Value Group on 13th December 2006. (See Appendix 6). This presentation demonstrated ways in which private operators offer services to children from birth to school age. In general these services are available from 7:00am to 6:00pm throughout the calendar year thereby meeting the needs of parents who work full time and those in full time adult education. Staff teams consist of nursery nurses and nursery managers. No teaching staff were employed at that time of the presentation.
- 2.9 A questionnaire was issued to parents of children in Local Authority nurseries in March 2007. (See Appendix 8). From this enquiry it was noted that within Local Authority settings most parents were satisfied with the services offered. However, from telephone enquiries received over several years the Department has become aware that although some parents would prefer to use Local Authority nurseries, this choice has been rejected by working parents due to the limited hours and weeks available in Local Authority provision.

- 2.10 In December 2006, Link Nursery Class staff (Nursery Nurses, Early Years Link Teachers and Primary school management) involved in the first five Link Classes responded to a questionnaire regarding this new initiative. The mainly positive responses were collated and laid before a Special Education Committee meeting (Report No. 104 - 2007) on 19th February 2007 and a Special Policy and Resources Committee meeting on 20th February 2007 (See Appendix 7).
- 2.11 The success of the Link Nursery Class Scheme resulted in it being rolled out to a further five nursery classes.

3.0 Summary of Issues and Options

3.1 Information from all sources, presentations, consultations, surveys and discussions was recorded and circulated to all members throughout this process. All relevant papers are attached as Appendices. After consideration of the information gathered, issues and areas for further action were noted and have been identified as next steps.

4.0 Presentation by the Director of Education - October 2006

During her presentation, the Director of Education raised a number of issues to be considered in order for Early Years services to move forward and meet the needs of children in families across Dundee. A copy of this presentation can be found in Appendix 3.

Identified issues included:

- introduce more flexibility in service provision and expand the range of services for children and families to more appropriately address their childcare and early education needs
- consider the most efficient way to deliver pre-school education without compromising quality
- create a career structure for all nursery staff
- rationalising provision to make it more efficient without limiting quality or flexibility of service provision.

5.0 Presentation by Trade Unions - November 2006

Unison, on behalf of Early Years support staff and the Educational Institute of Scotland (EIS), on behalf of teaching staff, both made presentations to the group and each identified issues relating to their members.

Notes from these presentations can be found in Appendix 4 and Appendix 5.

For **Unison**, issues included:

- Local Authority provision lacks flexibility in services required by parents.
- Local Authority is the sector which offers the highest quality of Early Years service provision.
- All nursery nurses in Local Authority settings are qualified to at least HNC, SNNEB, SVQ Level 3 or higher
- These staff are well qualified and have the experience and skills to undertake tasks with more responsibility

- Career progression and pathways are limited in the Education Department compared to the private or voluntary sectors
- Some nursery nurse members have developed their qualifications to Manager or Lead Practitioner level (as determined by the Scottish Social Services Council registration body) but are unable to work at this level in Education department settings.
- Expansion of services within the public sector is strongly recommended by Unison to allow more flexibility for children and families and to assist in creating opportunities for career progression for nursery nurse staff.

For the **EIS**, issues included:

- all children have the right to education
- care provision should be available to all children from birth to school age to allow parents to access employment or training and consequently support the local and national economy
- some parents elect for their child to become involved in more social types of provision, such as playgroups. This allows the parent to be actively part of their child's social development and to more directly determine the social and learning experiences their child will enjoy.
- for some, the terms "care" and "education" are not mutually exclusive and in fact, there is a complex relationship between the two.
- the EIS recognises that high quality pre-school education does not preclude the need for high quality childcare
- the needs of parents must be recognised and addressed thereby empowering parents. The EIS believes that parents prefer to use public sector nurseries because of the fully qualified staff teams employed there.
- the EIS recognises that many parents need more hours of service provision than school days or term time weeks can provide
- Early Years childcare services do not need to exclude the involvement of an appropriately qualified teacher.
- *Curriculum for Excellence* for children between 3 years and 18 years, clearly values the importance of pre-school education within its Early Level which applies to children from 3 years to the end of Primary 1.
- the Standard for Initial Teacher Education and the Standard for Full Registration of Teachers ensures that all Primary teachers are qualified and registered with the General Teaching Council of Scotland, to teach children from the ages of 3 to 12
- having qualified teachers to lead cognitive development and early learning is a key component of quality pre-school education and care provision
- children who have attended higher quality pre-school provision tend to show better (learning) outcomes which is sustained into Primary school up to the age of seven years.
- a number of reports including HMIE's 2006 report, *Improving Scottish Education - A report by HMIE on Inspection and Review 2002 - 2005* and the *7th Report to the Education Committee of the Scottish Parliament* recognised the higher quality in care and pre-school education in public sector settings - where fully qualified teachers are part of the staff team - as opposed to the private and voluntary sectors.
- HMIE's report about Dundee City Council's Education Functions in 2006 recognised that pre-school education delivered in Education Department nursery provision was superior to that in the private and voluntary sectors. Again, fully qualified teachers are involved in public sector settings unlike the other sectors.

6.0 Presentation by Private Sector Nursery - December 2006

The owner and management staff from Technotots Nursery gave a presentation on behalf of those private sector nurseries which are in partnership with Dundee City Council. A copy of this presentation can be found in Appendix 6.

Main points addressed in this presentation covered:

- this private nursery offers flexible full day care services to support a healthy work/life balance for parents. Flexibility of services offered to parents is key to the success of the business.
- a web-cam link allows parents to view their child at the nursery throughout the day
- continuing professional development of staff is encouraged
- affordability of fees is regularly reviewed
- 110 families use this nursery with a maximum of 64 children at one time
- parents are consulted regularly and information for parents is provided in a number of ways
- 98% of staff are qualified to SVQ Level 3 in this private nursery
- management staff are either qualified or are working towards a qualification at SVQ Level 4
- this nursery has expanded due to increased demand for services for children from birth to 5 years. The average age for the youngest children in childcare is 6 months, currently. However, the increase in maternity leave to 9 months may impact on demand, with babies entering childcare a little older.
- most private nurseries in Dundee operate from 7:00am to 6:00pm
- approximately four managers in other private nurseries in Dundee have achieved SVQ Level 4
- private nurseries value the high quality of support and training they receive from the Education Department's Early Years Team.

7.0 Local Authority Provision - Parent Survey - March 2007

In April 2007 the Education Department surveyed parents using Local Authority nursery provision. A collation of the findings of this exercise can be found in Appendix 8.

Main points arising from the survey included:

- 770 parents responded
- 86.8% used part-time places and 13.2% used full day services in Education nurseries.
- 16.3% indicated that they require additional hours for childcare services in the day and 25.3% expressed the need for services to be available for more weeks than term times can provide.
- 50.6% of parents use other services to supplement the services they can access in Education settings. Friends and family, childminders or private nurseries are some of the alternative childcare sources used on these occasions.

8.0 Collated results from a Link Nursery Scheme staff survey - December 2006

This survey was issued to the first five Link Nursery Classes asking nursery nurse staff who work all day in the class, teaching staff who work two days in classes and school management for their views on the effectiveness of this initiative from their experience. The level of response was **64%** of those surveyed.

- in the Link Nursery Class Scheme, nursery nurse staff feel more confident and more directly involved in decision making. They also feel that they are provided with greater opportunities to use their initiative and leadership skills
- the nursery nurses enjoy the increased contact with parents
- nursery nurses are now undertaking some work previously undertaken by the nursery teacher
- teaching staff have fewer opportunities to interact directly with parents
- progress report writing for teaching staff is more challenging as there are more children for whom reports have to be written yet they spend less time each week with these children
- very positive team relationships are enjoyed by all members of the staff team
- Link teachers feel the benefits of working alongside colleagues when preparing teaching materials and sharing ideas for practice
- ensuring effective and efficient communication between full day staff and those who are not in the class each day was initially challenging but was readily overcome
- determining specific roles and remits was problematic initially, but discussion and decisions reached in each setting was found to be most effective. The Education Department is also supporting classes with this matter
- school management are more clearly involved in the work of the nursery class
- time management was difficult for some staff but with the support of school management and clearer guidance, this issue has been reduced
- the amount of paperwork within a nursery class for planning, profiling children's development and for reporting progress to parents is viewed as rather cumbersome. The Education Department has introduced electronic record keeping to alleviate this matter.

9.0 Presentation by Early Years Manager - June 2007

The Early Years Manager presented three models of Early Years provision proposed for the six new PPP Primary schools due to open in 2008 and 2009. This presentation can be found in Appendix 9. The key messages in this presentation included:

- 24% of families surveyed at that time needed services 50 weeks per year
- 16.3% of families were looking for services additional to the pre-school education entitlement.
- each year the number of children attending private nurseries increases because working families need both childcare and the pre-school education entitlement, at centres which are open all year.
- costs within private sector nurseries range from £75 - £150 per child per week
- co-location of services supports multi-agency and integrated working, allowing parents to access services in one location rather than across the community
- public sector services are experienced in delivering quality services to vulnerable children and families
- In PPP schools the Head Teacher would have responsibility for the whole building
- Each of the three models would respond to the identified needs of that particular part of the city

- It is proposed that **Model One** would be located in Craigowl and St Andrews Primary Schools from August 2008. The nursery class in each school would become part of the Link Nursery Class Scheme with 30 children both morning and afternoon receiving their 12½ hours per week pre-school education entitlement in term time.
- It is proposed that **Model Two** would be located in Fintry and Rowantree Primary Schools from August 2009. Within these schools the Education Department would provide services for 3 to 5 year olds and Social Work would offer services to children aged 0 to 12 years and families via their outreach Family Support services.
- Model Two schools would operate services for more hours each day and for 50 weeks per year to meet the needs of working parents.
- In Model Two, a new Early Years professional would be introduced as a member of the school's management team, to manage the increased daycare provision. This person would be appropriately qualified for Early Years but would not necessarily be a teacher.
- It is proposed that **Model Three** would be located in Downfield and Claypotts Castle Primary Schools from August 2008. Within these schools the Education Department would provide services for 3 to 5 year olds and Social Work would offer services to children aged 0 to 12 years and families via their outreach Family Support services.
- Model Three schools would operate services for more hours each day and for 50 weeks per year to meet the needs of working parents.
- In Model Three, a new Early Years professional would be introduced as a member of the school's management team, to manage the increased daycare provision. This person would be appropriately qualified for Early Years but would not necessarily be a teacher.
- This third model would open up opportunities for more integrated services to be introduced and to be available within the school building.
- Detailed planning, good levels of support and appropriate staff development and training would enable all three models to become highly effective.

10.0 Recommendations

- review all Early Years provision in Local Authority settings across Dundee with a view to introducing one of the three models in each, as appropriate.
- continue to ensure that Education Department Early Years services are flexible, wide ranging and responsive to family needs and community needs across the city
- continue to monitor, track and review levels of Local Authority nursery service demand and provision across Dundee
- continue to review the efficiency of resource deployment within Early Years across the city
- continue to support and promote the professional development of Early Years and childcare staff across public, private and voluntary sectors.
- further support and develop the Early Years and childcare workforce to raise qualification levels and to improve skills, knowledge and practice

- implement and develop career structures to allow Early Years practitioners to progress appropriately where resources can be identified.
- continue to support private nurseries in partnership with Dundee City Council to ensure that children in those settings are receiving a high level of quality pre-school education
- empower staff in local authority centres to take leading roles and to develop their leadership capacity.
- review the roles and remits of all staff in the Link Nursery scheme.

APPENDICES

Appendix 1

Membership of BVR Group

Appendix 2

Table demonstrating the reduction of nursery settings between 2004 and 2009.

Appendix 3

Presentation from the Director of Education to the BVR group on 17th October 2006.

Appendix 4

Presentation from Unison on 14th November 2006

Appendix 5

Presentation from EIS - on 14th November 2006

Appendix 6

Presentation from Technotots on 13th December 2006

Appendix 7

Collated results of Link Scheme Staff survey - December 2006

Appendix 8

Collated results from Parent survey - March 2007

Appendix 9

Presentation to BVR Group - 27th June 2007

EDUCATION BEST VALUE REVIEW GROUP - ATTAINMENT

MEMBERS

Baillie

Rod Wallace

Councillors

Laurie Bidwell

Fraser Macpherson

Alan Ross

Kevin Keenan

Elizabeth Fordyce

Religious Representatives

Rev. Monsignor Kenneth McCaffrey

Rev. James Wilson

Mr Mohammed Bashir Chohan

Health Representative

Caroline Selkirk, Director of Change and Innovation

Trade Union Representatives

George Sturrock

Eric Baillie

Helene Millar

Susan McLaren

Head Teachers

Frances Morris

Edith Maude

James Thewliss

School Board Representatives

Grant Simmons

Others

Alex Stephen, Chief Executive (Chair)

Anne Wilson, Director of Education

Sandy Weston, Head of Education Resources

Lina Waghorn, Head of Primary Education

Jim Collins, Head of Secondary Education

Alan Baird, Director of Social Work

Tony Boffey, Manager (Communities)

APPENDIX 2

Rationalisation of Nursery Provision between 2004 and 2010

Nursery	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 2010	Additional information
Bellfield N School							Merging with Park Place NSchool2008
Cotton Road N School							Closed June 2005
Fintry N School							Merging into Fintry PPP School 2009
Frances Wright Pre-School Centre							
Jessie Porter N School							
Kirkton N School							Merging into Downfield PPPSch 2008
Law N School							
Longhaugh N School							
Menzieshill N School							
Park Place N School							Merging with Bellfield N School 2008
Wallacetown N School							
Whitfield Early Years Centre							
Woodlea Children's Centre							
Ardler N Class							Accommodated Brackens N C 2005/6??
Barnhill N Class				Link NC			
Brackens N Class							In Ardler from 2005.New build PPP 08
Charleston N Class							
Craigiebarns N Class							
Dens Road N Class							
Douglas N Class							Merged into C Castle PPP School 05
Eastern N Class				Link NC			
Forthill N Class							
Glebelands N Class							
Lochee N Class		Link NC					
Macalpine N Class				Link NC			Merging into Craigowl PPP School 08
Mid Craigie N Class							Merged into Rowantree PPPSchool07
Mill of Mains N Class		Link NC					

Nursery	2004 - 05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 2010	Additional information
Mossgiel N Class							Merged into Rowantree PPP School 07
Newfields N Class		Link NC					
Powrie N Class							Merged into C Castle PPP School 05
Sidlaw View N Class							Closed June 2005
St Margaret's N Class		Link NC					
St Mary's N Class				Link NC			
St Ninian's N Class		Link NC					
St Vincent's N Class				Link NC			
Claypotts Castle PPP N Class					New build		Douglas and Powrie merged 2005
Rowantree PPP N Class						New build	Mid Craigie & Mossgiel merged 2007
Downfield PPP N Class					New build		2008
Craigowl PPP N Class					New build		Possibly Link NC - 30/30 2008
St Andrew's PPP N Class					New build		Possibly Link NC - 30/30 2008
Fintry PPP N Class						New build	2009
TOTAL no. of settings	35	32	30	30	30	30	

Early Years and Childcare Services in Dundee

Early Years and Childcare Services

A key focus on:

- Supporting the all round needs of children
- Integration and partnership
- Balancing the needs of children and their parents
- Increasing the capacity of services to meet a wider range of need
- Developing the professionalism of the workforce

Early Years and Childcare Services

A key focus on (continued):

- Involving parents directly and actively in the delivery of services
- Meeting the needs of the most vulnerable – effective strategies for early intervention
- Improving access to information about services

Early Years and Childcare Services

- Key focus on improving outcomes for children and families by working in partnership with agencies

Early Years and Childcare Services

Planning

- A Plan for Dundee's Children 2005-2009
- Early Years and Childcare Plan
- Workforce Strategy
- Sure Start Strategy

Early Years and Childcare Services

Early Years Services are a cornerstone in supporting the delivery of "A Plan for Dundee's Children", designed to deliver the vision that every child is:

safe, nurtured, achieving, active, respected, responsible and included

Early Years and Childcare Services

Early Years and Childcare Services are delivered by:

- The local authority – in nursery schools and classes
- The voluntary sector – who provide a range of services and supports for families – eg Sitter Service, Playgroups, Out of School Clubs, Services for children with additional support needs
- The private sector – Dundee is in partnership with 24 private sector nurseries who provide pre-school education and a range of childcare services

Early Years and Childcare Services

- Quality improvement in services for young children
- Health focused and promotion of physical activity
- Voluntary sector services – Home Start and Sitter Service
- Additional services for children with support needs

Early Years and Childcare Services

Pre school Education

- Universal entitlement of a part time pre-school education place
- Delivered in 12 nursery schools, 19 nursery classes and 24 partner provider services
- Significant emphasis on using these services as a foundation on which to build others

Early Years and Childcare Services

Pre School Education Services deliver a lot..

- Learning and play designed to support children's all round well being and development
- Health promotion – physical activity, oral health, healthy eating, emotional wellbeing
- Wide range of parent services
- Wrap around childcare out with school hours and terms
- Specialist services for children with additional support needs
- Provision for 2 year olds

Early Years and Childcare Services

There are currently some important and complex challenges facing the sector.....

Early Years and Childcare Services

Working with young children can be seen as low status work – a job that anyone especially women can do

Staff working in the local authority almost always enjoy the best working conditions and salaries

There are some, but increasingly limited, opportunities for teachers working in nursery education to progress their careers.
Opportunities for nursery nurses are very limited

Early Years and Childcare Services

Towards a New Profession

"The workforce is already moving towards a more professional basis. An increasing percentage of the workforce now possess a childcare qualification, and regulation through registration with SSSC will commence in 2006, and will provide a further driver towards qualification. In Scotland, a "new" profession is beginning to emerge and bring together all those who work in Early Years and Childcare."

National Review of the Early Years and Childcare Workforce, Early Years and Childcare – A Developing Profession Report and Consultation, Scottish Executive, August 2006

Early Years and Childcare Services

Need to ensure that:

- There are career progression opportunities for all staff
- Staff skills and experience are used to maximum potential
- Working in early childhood services continues to attract the right people

Early Years and Childcare Services

- In order to meet the needs of children and families we need to build multi-agency teams, including health, social work, welfare rights and employment advice professionals
- A key challenge for staff therefore is to work collaboratively with others and service managers need to support this – practically and enthusiastically

Early Years and Childcare Services

- The new primary schools to be delivered through PPP will include provision for children aged 0-5, Social Work Family Support Services will be co-located
- This brings new challenges in terms of staffing and management

Early Years and Childcare Services

Services need to match need –

They need to be in the right place and offer a package of support to meet the needs of children and their families

Early Years and Childcare Services

- Some services in Dundee are underused
- Service provision is still limited mainly by staff terms and conditions
- Competition with the private sector has focused our minds!
- There is a need to support more provision within the social economy

Early Years and Childcare Services

And what about our children?

Lots of children experience happy childhoods in Dundee and are able to benefit from the wide range of sporting, cultural and learning opportunities available to them

Early Years and Childcare Services

But ...

- Still too many children living in poverty and living with the effects of poverty
- Too many young mums who don't have parenting support or experience
- Drugs and alcohol misuse
- Social isolation
- Low expectations – low confidence and low self esteem

Early Years and Childcare Services

Resulting in:

- Poor school attainment
- Behaviour problems
- Rising incidence of mental health problems
- Other health related factors
- Unemployability

Early Years and Childcare Services

The early years of life matter – they require careful, well thought out, sustainable services and resources

Many of the skills required for life are learned in the first five years of life – working together, sticking to a task, listening to and responding to other people, learning how to learn and find out about the world

Early Years and Childcare Services

“Enriching the educational and nurturing content of the recently expanded early child care system will pay off in producing a more skilled and emotionally competent workforce”

Professor James Heckman, Professor of Economics, University of Chicago

Early Years and Childcare Services

- Context of significant budget constraints
- Currently some over provision of nursery services within the local authority
- Careful rationalisation designed to ensure services continue to be strong and sustainable
- Rationalisation of levels of provision and staffing

Early Years and Childcare Services

Need to review:

- Current staffing requirements
- Skills mix and balance of expertise
- Ensure career progression for all staff
- Location and levels of provision
- Potential for greater integration of services

Early Years and Childcare Services

We need to consult all key stakeholders: staff, parents and carers, partner organisations and ensure that:

- Our early childhood services offer children the best possible start in life
- That service provision continues to be fit for purpose, efficient and sustainable
- We maximise the potential of partnership working across the professions

Early Years and Childcare Services

Key Tasks

- Full scale stakeholder consultation
- Review of workforce requirements and staff deployment
- Audit of current patterns of uptake
- Review of service location
- Consider potential for more "joining up" with Social Work and Health

Early Years and Childcare Services

"We think that nursery education, transformed into a comprehensive, integrated and coherent early childhood service, flexible and multi-functional could be a rich and enhancing experience for everyone involved in it – children first and foremost, but also parents, staff, members of the local community"

Peter Moss and Helen Penn "Transforming Nursery Education"

UNISON'S POLICY

We believe in universal, flexible services for all children, provided by the Public Sector, delivering high quality Early Years Education and Childcare by appropriate levels of pay.

Current Situation

Local authorities' employ 40% of the workforce compared to 34% Private Sector and 28% Voluntary Sector.

Local authorities are not directly providing the flexible services required by parents.

Local authorities provide the highest quality provision compared to other providers.

81% of staff employed in local authorities have a qualification of SVQIII or HNC, SNNEB or higher.

Evidence shows that providers who have qualified staff deliver better outcomes for children than those who don't.

Our members work in Establishments which are jointly inspected HMIE and Care Commission and are subject to local authority internal Quality Assurance. This sector is subjected to the highest scrutiny.

Within local authorities limited opportunities for career progression. This is widely recognised within our research, the National Review of Early Years and Childcare Workforce and the Scottish Executive's response.

There are examples of local authorities providing family centres, extended day provision, etc, led by professionals who have developed their career through the nursery nurse route. These establishments are also subject to inspection and provide high quality Early Years Education and Childcare with fully qualified staff not holding teaching qualifications.

Scottish Social Services Council

Our members, your employees are now required to register with the SSSC. The majority of them will be registered at Practitioner level but some of them hold appropriate qualifications or are working towards them to register at Manager/Lead practitioner level. If they meet the criteria to manage an Early Years Establishment, then the opportunities should be there for them equally, along with other professionals who also meet the criteria. Not to do so in our opinion discriminatory.

Education Committee Report - Early Years Education

The report recognises the importance of qualifications and qualified staff, something that Unison also supports, but would stress that there is a range of appropriate qualifications to deliver Early Years Education and Childcare. Qualifications that enable staff to deliver Education and Care that meets HMIE and Care Commission standards. Experienced staff well able to plan, deliver, assess, monitor children's learning and development and take it forward identifying areas of concern to enable appropriate early intervention where necessary.

The committee was impressed by the Family Centre model delivering integrated services for children and would like to see through time, the local creation of more family centres. It would make sense for local authorities to consider whether specific early years provision needs to be planned and built into new schools.

National Review of Early Years and Childcare Workforce

Unison fully supports the higher levels of qualifications proposed in the review, Ordinary Degree, HND and HNC but draw your attention to the research evidence commissioned by Unison which states that nursery nurses are actually carrying out the tasks identified in roles and responsibilities framework.

Career progression should be developed with opportunities for staff to move vertically and laterally within the profession. In the Scottish Executives response it was agreed that the local authorities are well placed to take this agenda forward quickly. The response also states that local authorities should develop and support career pathways for their staff. All staff in early education and childcare should be clear about the routes for progression and have access to development opportunities that will allow them to work towards securing promoted

posts and leadership positions, where they have personal qualities to fulfil such roles.

Conclusion

As previously stated we have examples where our members are already managing Family Centres which deliver High Quality Integrated Flexible Early Years and Childcare Services that parents require and importantly reduces child poverty, identifying early intervention and gives children the best possible start in life. Evidence shows that services delivered by the public sector, where staff hold appropriate qualifications (these are predominately Nursery Nurses) are of the highest quality and provide better outcomes for the children who attend them.

We would therefore strongly recommend that extended services remain within the public sector and that our members who are registered with the SSSC and hold appropriate qualification to manage these services are given equal opportunities to do so alongside other professionals.

**PRESENTATION IN EARLY YEARS SERVICES
George MacBride, EIS**

(Best Value Review Group - Education Attainment: 14 Nov 2006)

1 Context

Scotland, especially its major cities, has a long history of providing high quality nursery education to a significant number of children in their last year before entry to primary school. This right has, of course, now been extended to all three and four year olds throughout the country.

This extension has been accompanied by a lack of clarity in debate which has confused several traditionally distinct discourses associated with early years provision. One discourse, founded on the right of all children to education, argues that high quality provision is the right of a benefit for all young children. A second is a discourse which argues that care provision should be available for children from soon after birth until entry to formal education, the primary purpose of which is the freeing up of parents to undertake employment, for their benefit and for the benefit of the local and national economy. There is a third discourse which is associated with the pre-school playgroup movement and which is expressed by many proponents of Sure Start; such forms of provision are empowering them to become more active citizens to the immediate benefit of their children, of themselves and of the health of society.

There is a related confusion between the usage of the terms 'care' and 'education'. One simplistic view is that care and education are for all practical purposes coterminous. Another simplistic view is that there is no link between these two concepts. Rather, it is necessary to recognise that there is a complex relationship between two concepts.

The EIS argues strongly the right of every 3 and 4 year old child to have access to high quality education. There is no inconsistency between holding this position and recognising the need for high quality childcare for children which will allow parents to become economically active if they wish. The EIS believes that all forms of early years provision should be responsive to the needs and wishes expressed by parents; indeed we argue that 'voice' is a much more powerful strategy for ensuring the empowerment of parents than the concept of 'exit' proposed by those who argue the value of the market in early years provision.

2 Parental views

The EIS has regularly found that parents are strongly supportive of nursery schools and classes the staffing of which includes qualified teachers. The EIS recognises that many parents will in addition require more extended care than can be provided within the nursery school day; this is no different in principle from the need (and right) of parents have access to extended high quality day care for their primary age children.

The EIS believes that the views of parents, including their support for nursery education, should be given due weight any decision about the provision of early years education and care.

The EIS recognises that many local authorities have developed models of early years provision which ensures that children enjoy the benefits of being taught by a qualified teacher while also accessing extended or wrap around high quality care; this should be built on across the country.

3 The Curriculum and Transitions

The EIS welcomed the publication of the report of the Curriculum Review Group and of the Ministerial response (*A Curriculum for Excellence*) which makes clear statements on progression and continuity throughout all stages of education from the ages of 3 to 18. This has been taken forward through the publication this year of *A Curriculum for Excellence: Progress and Proposals* which specifically recommended that the first 'early' curriculum level should extend from the age of 3 through to the end of primary 1. This will permit the individual needs of young children to be more readily met and issues of 'readiness' for more formal education to be more effectively addressed. The pedagogy typical of nursery schools and classes will support the new learning within the primary school. This proposal will afford better continuity and progression for all pupils and will permit easier transition from pre-primary to primary education.

The EIS recognises that this development of pedagogy is supported by the Standard for Initial Teacher Education and the Standard for Full Registration for Teachers which ensure that all nursery and primary teachers are qualified and registered with the GTCS to teach children from the ages of 3 to 12.

4 Effective Practice

The evidence of international surveys of early years provision is that well qualified practitioners provide challenging but achievable experiences, provide models to children which support the development of their language, and ask questions to encourage sustained shared thinking.

This is illustrated incontrovertibly by the results of the research carried out by The Effective Provision of Pre-School Education (EPPE) Project in England and Wales on behalf of the DfES (See Annex 1). Among the key finding reported are (*our emphases*):

1. Pre-school experience, compared to none, enhances children's development.
2. The duration of attendance is important with an earlier start being related to better intellectual development and improved independence, concentration and sociability.
3. Full time attendance led to no better gains for children than part-time provision.
4. ***Disadvantaged children in particular can benefit significantly from good quality pre-school experiences***, especially if they attend centres that cater for a mixture of children from different social backgrounds.
5. ***The quality of pre-school centres is directly related to better intellectual/cognitive and social/behavioural development in children.***
6. Good quality can be found across all types of early years settings. However ***quality was higher overall in integrated settings, nursery schools and nursery classes.***
7. ***Settings which have staff with higher qualifications, especially with good proportion of trained teachers on the staff, show higher quality and their children make more progress.***
8. ***Having qualified trained teachers working with children in pre-school settings*** (for a substantial proportion of time, and most importantly as the pedagogical leader) ***had the greatest impact on quality***, and was linked specifically with better outcomes in pre-reading and social development.
9. ***Effective pedagogy includes interaction traditionally associated with the term "teaching"***, the provision of instructive learning environments and 'sustained shared thinking' to extend children's learning.
10. ***Children tend to make better intellectual progress in fully integrated centres and nursery schools.***
11. Different groups of children have different needs. Results imply that ***specialised support in pre-schools, especially for language and pre-reading skills, can benefit children from disadvantaged backgrounds and those for whom English was an additional language.***

12. Children who had attended higher quality pre-school provision tended to show better outcomes were stronger where children had also attended for longer durations (starting under 3 showed long term benefits).

While this research was conducted in England and Wales, we believe that its findings can be extrapolated to Scotland with some confidence. What was examined was the detail of interaction between children and adults; the differences among staff qualifications are similar in all jurisdictions within the UK.

This view is supported by one case study carried out some years ago by Glasgow University. This examined and compared and contrasted the experiences of children in a new family centre which had no qualified teacher on its staff and a traditional nursery school; on a wide range of quality indicators the nursery school provided children with a better experience.

In Scotland Her Majesty's Inspectors of Education (HMIE) who are involved in the inspection of nursery schools on a regular basis have stated, "While very good practice is found in all types of [pre-school] provision a higher proportion of local authority nursery schools and classes perform consistently well or very well than do private nurseries or voluntary playgroups".

The 7th Report of the Education Committee of the Scottish Parliament (see Annex 2) states (paragraph 77), "HM Inspectorate of Education reported that in the private and voluntary sectors, there was a need to improve the overall quality of programmes in communication and language, knowledge and understanding of the world and expressive and aesthetic development...The recent *Improving Scottish Education* highlighted the need for improved leadership in the pre-school sector, and particularly in the private and voluntary sectors". In paragraph 89 the Committee states "...we conclude that HM Inspectorate of Education's finding of higher quality in relation to the delivery of the curriculum by local authority nurseries may be attributable, at least in part, to the skills of qualified and experienced teachers in the local authority sector."

We note that HMIE have made similar statements in their recently published report on Dundee City Council regarding the strengths of the provision made by the authority when compared to the variable quality of the private sector partners in the City.

The Education Committee goes on to note the views of the Minister for Education and Young People who had stated that teachers can bring "...additional benefits to those from the other qualifications that people have".

The Standards for the Initial Teacher Education and for the Full Registration of Teachers make clear the range of knowledge, skills and attitudes which are required of teachers. These Standards are ensured and maintained through rigorous pre-service education, the induction year and ongoing CPD which is required of all teachers. The Professional Recognition framework of GTCS encourages the development and recognition of additional skills, such as in the Early Years sector.

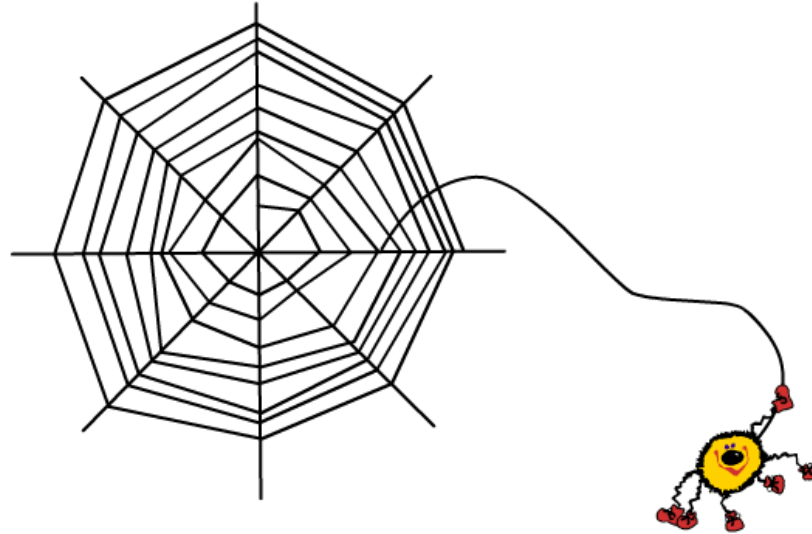
5 Qualifications

The evidence is strong that direct access to a qualified teacher is beneficial to young children's learning. The evidence is also strong that higher qualifications are generally associated with better outcomes for children. The EIS recognises the need identified by the National Review of Early Years and Day Care Services that there is a need to enhance the skills of staff in this sector. The EIS welcomes the Executive commitment to enhance the skills of all employed in early years provision. The EIS believes that qualifications in

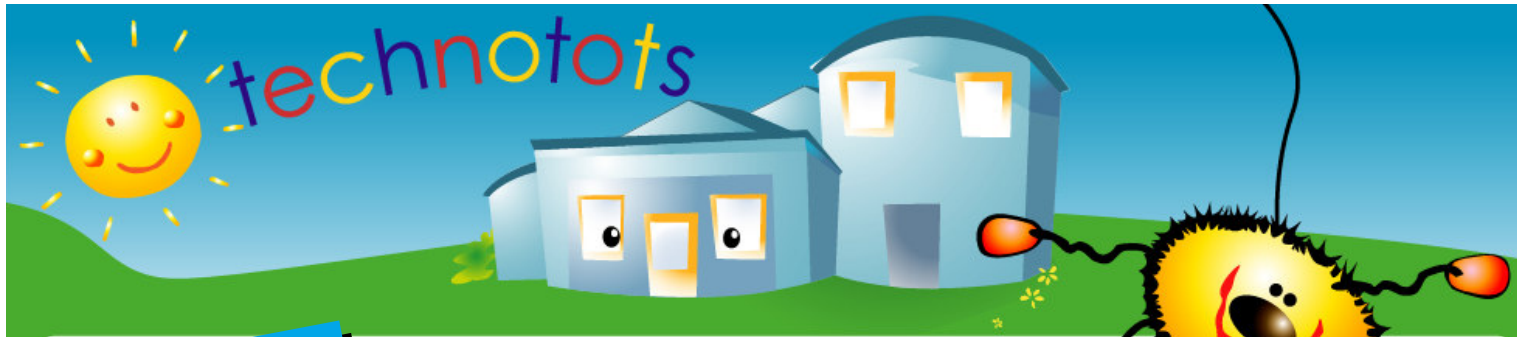
different disciplines at the same SCQF level are equivalent in their challenge, but are not equivalent in terms of the knowledge and skills they provide. Those with teaching qualifications have a specific role to play in the provision of services to 3 and 4 year old children.

Ambitions and plans to raise attainment generally must take account of the crucial contribution which nursery education can and does make to that objective and of the evidence available as to how that is best achieved, especially for those with disadvantaged backgrounds.

APPENDIX 6



technotots



Contents



Dot

1. Our history.
2. Ethos.
3. Services
4. Parental demands.
5. Our Staff
6. The Future of Technotots
7. The Private sector.
8. Future Trends
9. Benefits of Partnership with Dundee City Council.
10. Questions.



Com



Click





Megabyte



Surf



Virus



Our History

Technotots™ began in 1998 and was created by Angela McGoldrick and Stephen Donald. They were inspired by the future of Early Years education in the UK and abroad and understood the pressures of being working parents.

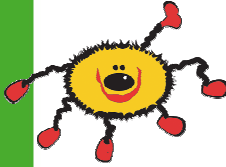
The basis of the business model involved using technology in new and innovative ways whilst creating a unique experience for parents and their children.




The vision for Technotots was to offer private day care for children aged birth to 5 years in a unique purpose built setting which would combine ICT alongside traditional methods and high quality care. Technotots opened in September 2001 and following local and national media coverage fuelled the debate on ICT in early years education.

Technotots offered a flexible alternative to full day care and called locally for a balance in work and family life.

In addition to this Technotots were also pioneers of a facility where parents can keep a virtual "eye" on their child via real time webcams. The first nursery in Scotland to achieve this.


Technotots has a strong bright corporate image and a user friendly website which is complemented by our friendly, cartoon type, characters. This holds many more possibilities for the future expansion of the business concept - two of which are in preliminary stages of development.





Ethos

- Technology focused nursery balanced with traditional childcare methods.
- Child Centered approach- Technotots “Circle of Care”
- Safe and Secure Physically and Virtually.
- Working in Partnership.
- Promoting Continuous Professional Development for all staff.
- Corporate placements and discounts.
- Flexible placements.
- Affordable sessions.



Services


Technotots is registered for a maximum of 64 children per session and we have 110 families on our role. We operate a waiting list, and currently have 34 families waiting on placements within the nursery.

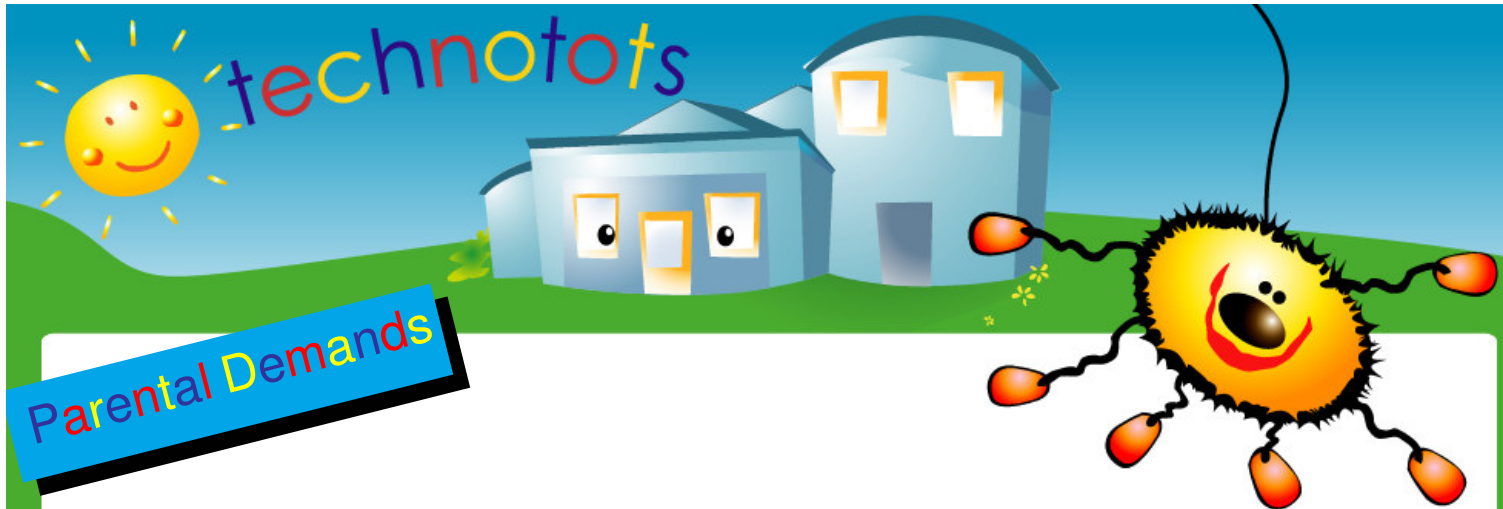
Discounts are available for corporate placements and to families where two or more children attend.

Technotots were the first private nursery in Dundee to achieve Investors In People status in 2003.

All private nurseries are regulated by the Care Commission and in settings where Ante and Pre-school provision is offered, HMIE will also inspect.

Technotots are opened 52 weeks of the year and operate from 7 am to 6 pm Monday to Friday.





Parental Demands

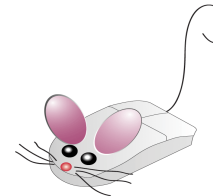
Technotots has always taken the feedback from our parents very seriously. We use this constructive criticism to build on our business concept for the future. Technotots use traditional and multimedia approaches to sharing information with parents – some of which is now mirrored in local authority settings due to the “Scottish Schools (parental involvement) Act 2006”.

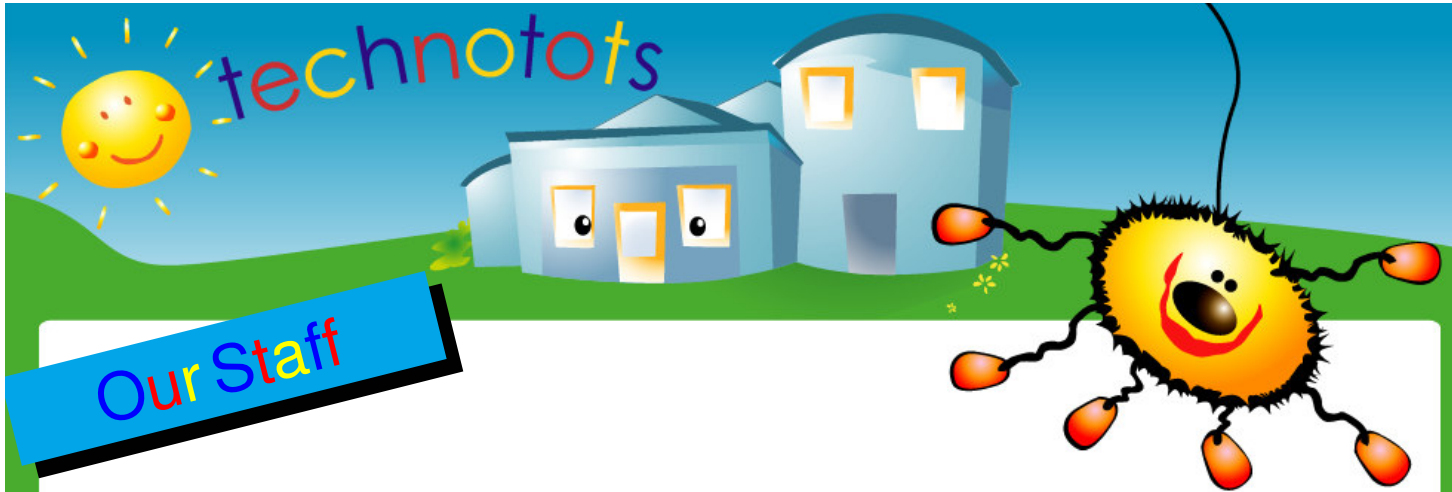
We attract 60% of our service users via word of mouth and are confident this is due to our clear vision and ethos combined with our professional approach.

Working families demand value for money and are trying to achieve a balance between work and family life. Technotots try to keep this at the forefront of our provision.

Technotots encourages parents and children to visit the nursery and also offers free visits to prospective service users. A service which is well used by prospective parents.

Technotots hold two formal “parents nights” per year and also ensure that each parent is informed of their child’s progress on a daily basis via a key worker system.








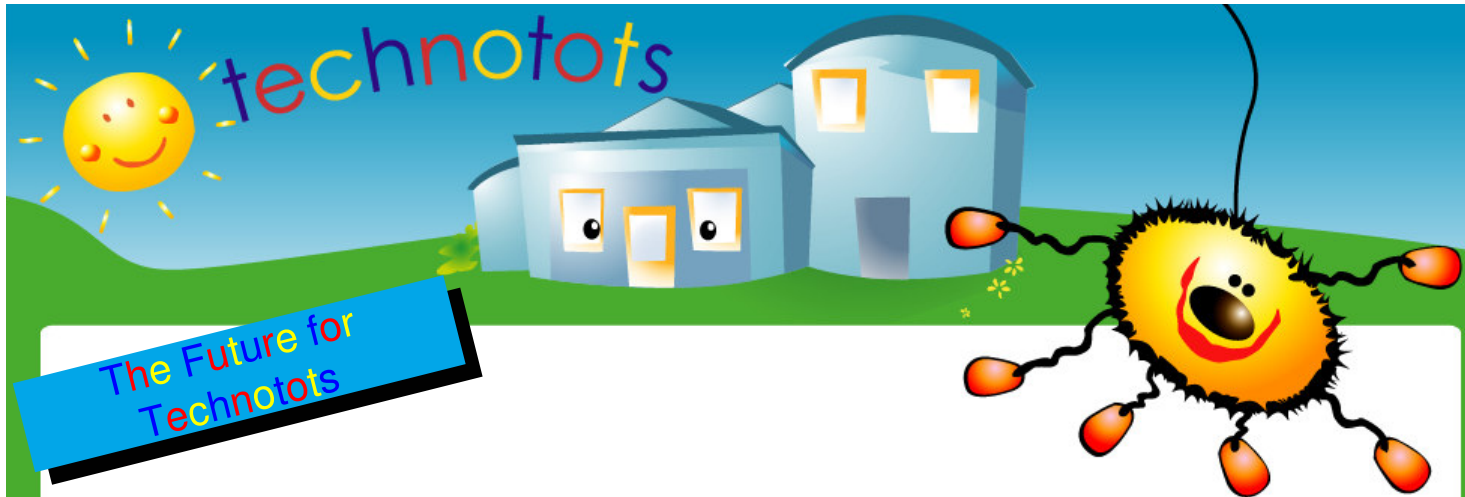
Our Staff

A major part of Technotots ethos is to promote continuous professional development for all of our staff. Currently 98% of our staff are qualified to SVQ level 3 in childcare and education.

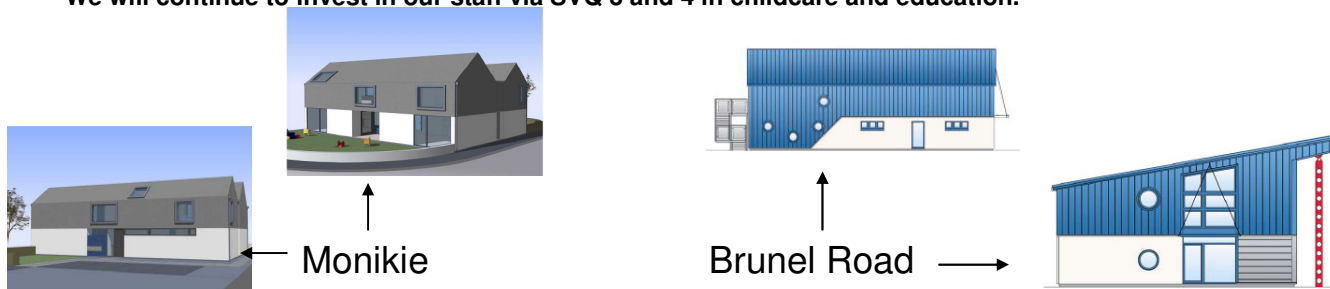
Pamela Gall successfully completed the SVQ level 4 in 2005 and A1/Assesor units (Nov 06) which enable her to assess others to a level 4. Kim Sharp has also been accepted onto the Level 4 beginning in January 2007 and will be funded by Dundee Early Years Team Training Strategy. Due to expansion we hope to role this out to the other managers within our new settings via the partnership and Dundee College or by registering with SQA as an approved centre.

Technotots promotes high standards of care and as such carefully vets all staff to ensure their suitability and temperament for their position within the nursery, for us this is just as important as the qualifications they may hold.





- Technotots have started the build of a second purpose build nursery on a site adjacent to our existing nursery in Brunel Road.
- In light of recent legislation pertaining to a curriculum for under threes, we propose to split our existing provision into two age groups. The new facility will be dedicated to providing care for children aged 0 to 2 years and our existing facility is to become a dedicated Pre School for children aged 3-5 years.
- We have submitted a planning application for a nursery in Monikie, located in a rural residential location.
- We will continue to invest in our staff via SVQ 3 and 4 in childcare and education.





Technotots

The Private Sector.



Dundee has a variety of provision available to families. A significant amount of this is Private Day care.


27 private nurseries work in partnership with Dundee City Council offering a total of 1300 places and employing 340 staff.

Most nurseries operate from 7 am to 6pm. Opening times vary depending on the location of the nursery and demand of the area.

Placements from 0 to 5 years are most common amongst the private sector, with 4 partner providers registered for 2-5's only and 1 provider registered for children 0 – 11 years within Dundee city.



Two other managers within the private sector have also completed level 4 SVQ in childcare and Education with another two enrolled for January '07.






**Benefits of Partnership
with Dundee City Council**

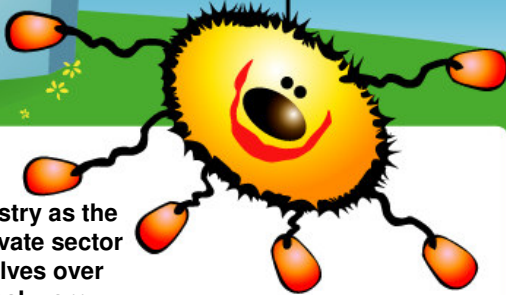



- Funding for 3 and 4 year olds.
- Training courses covering a range of topics.
- Visits and support from the Early Years Team.
- Quality Standards Reports
- Development plans.
- Regular Private Partner meetings.
- Private Partner representation at council meetings and steering groups.
- Private Nurseries no longer sitting in isolation as a private business.
- Support from outside agencies is available via the partnership.



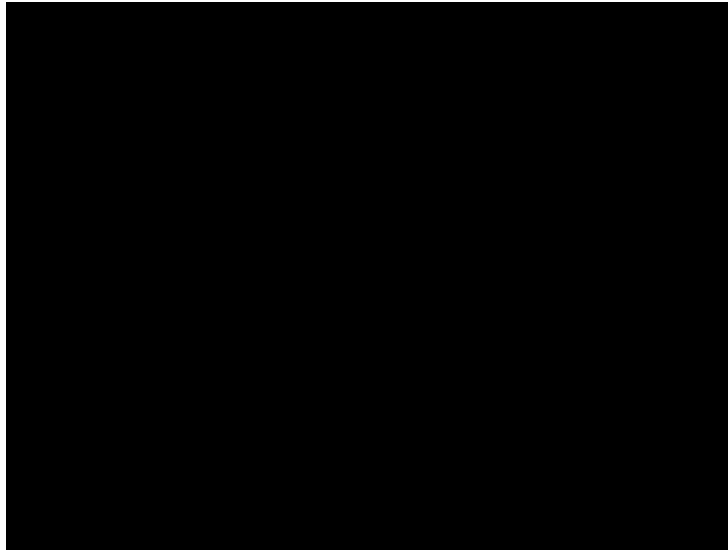
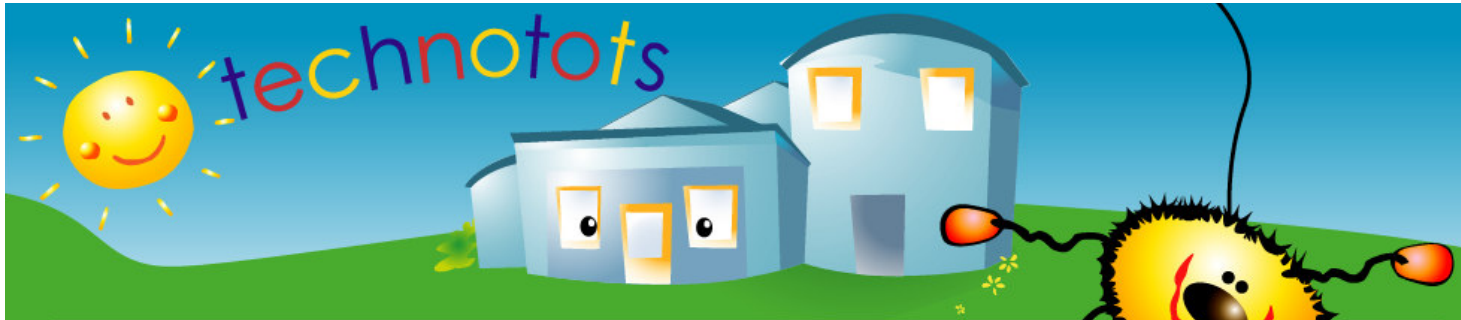


Future Trends.

- CPD:** Professional Development will continue to be part of the industry as the registration of day care workers with the SSSC is phased in. The private sector is concerned that it may lose key staff, some may consider themselves over qualified for the salary they receive and move on. This is an additional worry in a sector which already experiences problems with staff retention.
- ICT:** With the success of the ICT “Master class” programme more settings are familiar with the role ICT can play in supporting and extending children's learning. Further investment will be made by private partners in this area. A high percentage of private nurseries use their websites as vehicle for sharing information.
- Partnership with Parents:** This has always been at the forefront of Early years provision but an increase in private partners with websites show how the sector is changing the way it relays information to service users.
- Flexibility:** The way we work is changing and will continue to change. Fixed working patterns are giving way to flexible employment. As a result the private sector see fewer children attending fulltime and perhaps more children sharing care with Local Authority settings, extended family and their parents.
- Affordability:** Tax credits, Working for Families and other schemes to assist parents with the financial cost of Private care has enabled more parents to use the private sector again showing a boost in numbers enrolled at private sector.





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*We hope you enjoy this short video, while
we answer any questions you may have.*

APPENDIX 7

Questions	Sample of positive responses	Issues identified	Proposed
<p>1. From your experience and perspective describe what you found to be significantly different features of your work during the first year?</p>	<p>More direct involvement with day to day issues.</p> <p>More teamwork (positive).</p> <p>The day for preparation and teamwork invaluable.</p> <p>Daily input to review planning.</p> <p>More input to profiling of children.</p> <p>Much more contact with parents and with outside agencies.</p> <p><i>As I moved from a nursery school to a link class I went with an open mind aware of obvious differences, e.g. no of children, sound levels. I therefore have not been aware of obvious differences.</i></p> <p>Further opportunity to use initiative, leadership skills, management of everyday situations, decision making skills.</p> <p>Housekeeping skills were extended.</p> <p><i>I had previously worked in the private sector. The differences have been substantial; more opportunities to work with and alongside other professionals, more resources available to use with children.</i></p>	<ul style="list-style-type: none"> • Some NNs not confident in taking a lead role • Difficult to find a time slot when all members of staff were available • Children have less teacher input and although NNs are very capable, they do not have the same training/skills as a teacher • More written work - profiles, plans, reports • Working with different teams in different settings • Difficulty in writing reports on children you see less often • Required to go snack shopping • Time to complete various tasks ie wall displays or diary • Less direct contact with my nursery teacher. I had to undertake tasks previously done by the teacher 	<ul style="list-style-type: none"> • Professional development, skills training and confidence building will continue to be developed and supported along with the sharing of good practice across settings • Time-tabled meetings for all staff will take account of varying staff working patterns • In Dundee City Council nurseries all staff are fully qualified in Early Education and Childhood studies as required by the Care Commission • In consultation with appropriate trade unions and staff the Education Department will review the range, content and quantity of paperwork necessary to support children's learning and to allow staff to fulfil their roles and remits • Experience of working in different settings has proved to be an excellent form of professional development which enhances practitioners' experience and builds

Questions	Sample of positive responses	Issues identified	Proposed Action
			<ul style="list-style-type: none"> • personal and professional confidence • A clear timetable outlining the availability of the Early Years Links Teachers for parents and professionals will be provided and displayed in each setting. • A whole staff team approach to information gathering to inform records and reports will be developed across all settings. The Department will review reporting formats. • A whole school approach which supports and reflects the Health Promoting Schools initiative and utilises Healthy Eating Assistants will support the purchasing of food and other recourses required for snacks. • Settings will be supported with reviewing time management procedures to support staff in undertaking all necessary elements of their role. • The Department will review and clarify roles, remits and responsibilities. The sharing

Questions	Sample of positive responses	Issues identified	Proposed Action
			of good practice across all setting will be supported and promoted
2a What specific benefits/challenges did you find with staffing	<p>Increased levels of confidence in NN staff</p> <p><i>We have excellent staff who work well together as a team. They have a very positive attitude which surmounted any problems we faced.</i></p> <p>Working with other EYLTS and a day dedicated to planning, development children's profiles, protocols etc</p> <p>Benefit of working/sharing ideas with other EYLTS</p> <p>Excellent team work at all levels</p> <p><i>Good to have another nursery to work with</i></p> <p><i>We benefited (children, parents and staff) through offering a good quality curriculum which reflected the specific needs of children attending our setting</i></p> <p><i>As a brand new team of four people, we had to get to know each other and how we all worked within the nursery</i></p> <p><i>The team work well, we all have the same idea that we do our best for the children</i></p>	<ul style="list-style-type: none"> • NN were unused to taking a leading role • Having job share NNs made liaison and information sharing very challenging • Being expected to do supply cover for NN. Expectation of HTs/DHTs regarding what we were still responsible for • Difficult to establish continuity when in on only two days • Not at planning meeting so only known from second hand knowledge or diary 	<ul style="list-style-type: none"> • Continuing professional development, skills training and confidence building will continue to be developed and supported along with the sharing of good practice across setting. • Time-tabling of meetings for all staff will take account of varying staff working patterns. • The Department will review and clarify roles, remits and responsibilities. The sharing of good practice across all settings will be supported and promoted. • The Early Years Link Teacher is additional to the core nursery team therefore it is expected that the core team will provide continuity. The teacher provides an enhanced experience for the children and staff on the days she is at the nursery. • Management and staff in each steering will review their communication strategies taking staff working pattern

Questions	Sample of positive responses	Issues identified	Proposed Action
	<p><i>Issues were resolved through good communication skills and the support offered by our Early Years Link Teacher</i></p> <p><i>The team is running really well and the children are happily settled</i></p>		<p>into account</p> <p><i>In addition</i></p> <ul style="list-style-type: none"> • The Department will ensure that high quality staff development continues to be available to all staff • The Department will continue to provide regular and sustained support • The Department will continue to monitor, review and evaluate the Link Scheme initiative to ensure improved outcomes for the children
<p>2c What specific benefits/challenges did you find with remits and responsibilities?</p>	<p>Took guidance from Early Years Manager and QIO. Negotiated issues with individual school SMT's</p> <p><i>I was supported well by EYM and QIO and negotiated issues within individual schools</i></p> <p><i>We do not have a lot of responsibility but all feel supported by each other</i></p> <p>Responsibility is shared equally between members of staff and this seems to work well</p>		
<p>2d What specific benefits/challenges did you find with communication?</p>	<p>Staff work very closely together to ensure information reaches the appropriate person</p> <p>Other professionals e.g. Ed Psych</p>	<ul style="list-style-type: none"> • This is more difficult than before. Felt it took much longer to get to know new children and parents 	<ul style="list-style-type: none"> • Sharing good practice along with continuing professional development, skills training and confidence building will continue to be developed and

Questions	Samples of positive responses	Issues identified	Proposed Action
	<p>made aware of when I was available and appointments made accordingly. Team meetings, dates and times planned in advance. EYLT timetable on notice boards. A firm commitment to spend class time with the children</p> <p>More aware of current issues and initiatives through contact with Early Years team</p> <p>Communications very good with parents and other agencies</p> <p>Have engaged in working more closely with the parents</p> <p><i>Communication between staff is excellent; we can discuss anything with each other. Also very good with parents, over the last year we have built relationships and parents know and trust us. Communication with other professionals is also developing well</i></p> <p><i>Communications between nursery group is very good, also good with parents and other professionals. We feel it is important to get to know the family, this helps the relationship with the child</i></p> <p>Informal talks, newsletters, other agencies, support of EYL teacher</p>	<p>Little opportunity to meet other staff in school. A feeling of being out of the loop and unaware of what is happening (elsewhere in school)</p>	<p>supported to ensure all are involved and informed</p>

Questions	Sample of positive responses	Issues identified	Proposed Action
<p>2e What specific benefits/challenges did you find with support for you and/or colleagues?</p>	<p><i>Early Years team has been very supportive. NNs value their meetings with EYM and QIO and O value the SMT link meetings. EYM and QIO very approachable and helpful</i></p> <p>From EYM, QIO and EYCC team - very good. Regular meetings to discuss/review issues and sound advice offered. Good support from DHT in base school, e.g. with risk assessment</p> <p>EIS rep very supportive</p> <p>Very good support from EYM and QIO with regular meetings to discuss issues as they arose. Weekly meeting with other EYLTs very valuable.</p> <p>Meeting with SMT</p> <p>Link meetings at EDS</p> <p>Supported well by EYL teacher</p> <p><i>Throughout the past year I have felt supported by both our staff and DHT who oversees the running of our nursery</i></p> <p><i>We can support each other in the team. I also feel supported by our depute who I can trust and discuss any problems with</i></p>	<ul style="list-style-type: none"> Intensive with double planning, reports etc. Prep for HMle and Care Commission inspections in two settings 	<ul style="list-style-type: none"> The Department will ensure that high quality staff development continues to be available to all staff. The Department will continue to provide regular and sustained support. The Department will continue to monitor, review and evaluate the Link Scheme initiative to ensure improved outcomes for the children The Department is committed to raising the quality of Leadership across all sectors. Professional development opportunities will be arranged to support this

Questions	Sample of positive responses	Issues identified	Proposed Action
2f What specific benefits/challenges did you find with the workload?	<p>Additional time given to nursery class</p> <p>Helped by day at Sidlaw View on Thursdays for perpetration, medium term planning and development work</p> <p>Slightly more in some areas although less in others. Along with a productive team this balanced itself out</p> <p><i>Personally I feel that our workload is spread evenly between all staff members</i></p> <p>Shared equally between staff</p> <p>Sharing the workload among the whole team - NNs, EYLT and SMT and sometimes others in school, e.g. school secretary, classroom assistants where appropriate</p>	<ul style="list-style-type: none"> An overall increase in workload was indicated by respondents 	<ul style="list-style-type: none"> Time-tabling of meetings for all staff will take account of varying staff working patterns The Education Department will review the range, content and equality of paperwork necessary to support children's learning and to allow staff to fulfil their roles and remits A whole staff tem approach to information gathering to inform records and reports will be development across all settings. The Department will review reporting formats. A whole school approach which supports and reflects the Health Promoting Schools initiative and utilises Healthy Eating Assistants will support the purchasing of food and other resources required for snacks
3 With regard to your own professional development what has been the most useful?	<p><i>SMT/EYL teacher meetings. Having a very Knowledgeable EYLT - I learn a lot from her. Challenge of developing relationships and team work in new setting. (With other EYLTs) joint development of materials, e.g. profiles, protocols, curriculum development, sharing</i></p>	No issues were raised in this category	

Questions	Sample of positive responses	Issues identified	Proposed Action
	<p>ideas and good practice. Learning from others. Observing working within different settings - raising standards</p> <p>Challenge of forming new nursery teams and working with different SMTs. Opportunity to work with other EYLTs to develop protocols, profiles etc. Working in more than one setting widens one's perspective. Sharing ideas. Developing interpersonal skills and relationships with others</p> <p><i>I feel more confident and able to deal with parents and outside agencies</i> Made me more confident as had to rely on myself or other NN mainly VIG - communicating with children</p> <p>Successfully undertaking new challenges. Meeting new professionals and being aware of their remit for future reference if needed. Gaining confidence through total involvement in all aspects of the nursery, and in particular, parent contact.</p> <p><i>The support of my university lecturer - my reading of up to date thinking, communications with others. Attending courses through the year have been more useful to my development</i></p>		

Questions	Sample of positive responses	Issues identified	Proposed Action
	<p>The chance to go on different courses throughout the year has been very useful and beneficial to the nursery</p>		
<p>4 Please give suggestions as to how you feel that this new initiative can be developed and or improved further.</p>	<p>This question provided a consultation opportunity for all staff involved in the initiative. Suggestions they offered are reflected in the 'Proposed Action' column for the previous three questions</p>		
<p>Additional comments</p>	<p><i>Our link class is working really well thanks to the superb staff we have. We would like to keep then to ensure we can continue to offer a high quality service</i></p> <p>Forming relationships with parents and team members should become easier as this initiative becomes more established</p> <p><i>I was happy working with the EYLT as our team started to gel by the end of the year</i></p> <p><i>I feel I have ha a successful year in this setting. I have been made to feel very welcome and part of a great team (professionally and personally) and I have settled very well. Although I had reservations about this new initiative, I feel it has opened doors for me and pushed me that extra mile</i></p>		

Questions	Sample of positive responses	Issues identified	Proposed Action
	<p>Grateful for the opportunity to express our views</p> <p>May extend and reinforce how valuable and good quality early years link nurseries are to individual group learning. The EYL nurseries also help support individual families through offering small children's groups</p> <p><i>I would just like to add that I am very pleased to be given the opportunity</i></p> <p><i>I am enjoying the links initiatives and am very happy to be given the opportunity to work with such a great team of people</i></p>		



LOCAL AUTHORITY NURSERY PARENTS' SURVEY

APRIL 2007

SUMMARY REPORT



**DUNDEE CHILDCARE INFORMATION SERVICE
APRIL 2007**

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INTRODUCTION

Dundee City Council Education Department is committed to continuous quality improvement of services. As part of this commitment a survey to all parents who currently utilise Local Authority Nursery provision was undertaken over March 2007.

So that we could ascertain as wide a response as possible, a 3 page survey form was issued via the nurseries to 1942 parents and carers who have children within a nursery school or class.

The purpose of the survey was to identify opinions of parents as to whether current provision at the nursery was suitable for their needs and whether additional hours or services were required.

IT Services collated and input the initial returns used in informing this report. The report summarises the findings of the 39.64% (770) parents who returned the questionnaire.

Location of Respondents

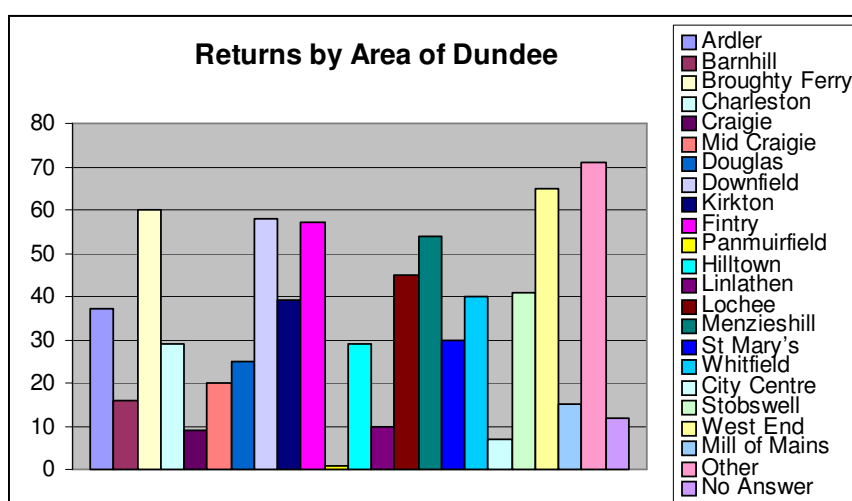
Number of Returns per Nursery

The total number of returns included in the survey results was 770. All nursery schools and classes received questionnaires. There were no returns from Mossgiel Nursery Class. The majority of returns were from Menzieshill Nursery School with 74 respondents.

Bellfield Nursery School	36	Craigiebarns Primary School	20
Fintry Nursery School	40	Dens Road Primary School	20
Woodlea Nursery School	37	Eastern Primary School	10
Frances Wright Pre-School Centre	47	Forthill Primary School	31
Jessie Porter Nursery School	50	Glebelands Primary School	12
Kirkton Nursery School	32	Lochee Primary School	6
Law Nursery School	34	Macalpine Primary School	18
Longhaugh Nursery School	29	Mid Craigie Primary School	13
Menzieshill Nursery School	74	Mill of Mains Primary School	25
Park Place Nursery School	32	Newfields Primary School	15
Wallacetown Nursery School	23	St Margaret's Primary School	14
Whitfield Community Early Years Centre	13	St Mary's Primary School	13
Ardler Primary School	46	St Ninian's Primary School	9
Barnhill Primary School	23	St Vincent's Primary School	20
Charleston Primary School	13	Claypotts Castle Primary School	15
		Total	770

Area of Dundee and Postcode

The majority of returns came from the West End area of Dundee with 8.4% of respondents residing in this area. This was followed by Broughty Ferry 7.8%, Downfield 7.5% and Fintry with 7.4%. The least returns by postcode area was 3.5% for DD1 (central) area and 9.7% from DD5 (Broughty Ferry). There was a relatively even split from the other 3 postcode areas: DD2 27.9%, DD3 27% and DD4 29.7%. 2.1% did not answer.



Children in Household

Respondents were asked to advise us of the number of children under 5 years that are in their household. Of all those who answered this question, 68.7% had 1 child under 5, 28.5% had 2 children under 5, 2.6% with 3 children and 1 respondent had 4 children under the age of 5.

Number of Children attending Nursery School or Class

93.5% of respondents have 1 child attending a nursery. This is followed by 6.1% with 2 children and 0.4% (3 respondents) with 3 children attending a nursery school or class. 4 respondents did not answer this question.

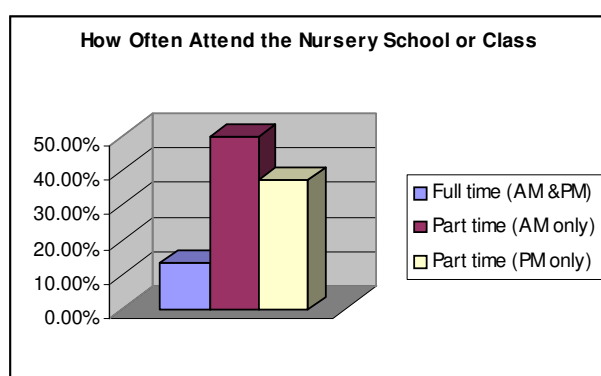
Age of Children of Respondents Using a Nursery School or Class

Again 4 respondents did not answer this question. The total number of children identified under age group and using the nursery was 811. The ages of children using the nursery school or class are 29 aged 2 years, 282 aged 3 years, 418 aged 4 years and 82 aged 5 years. The following table shows the number of children under each age group and whether more than one child using the nursery:

	2 years	3 years	4 years	5 years
Child 1	19	258	408	80
Child 2	9	24	10	1
Child 3	1	0	0	1
	29	282	418	82

Attendance Levels at the Nursery School or Class

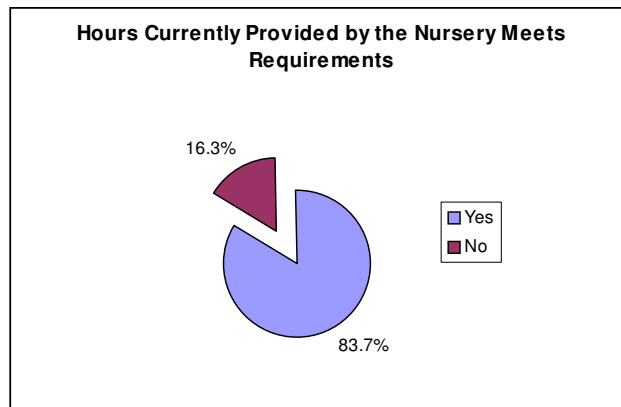
The majority of respondents 49.6% are using the nursery Part Time (AM only), this is followed by 37.2% Part Time (PM only) and 13.2% Full Time (AM and PM).



Current Requirements and Additional Services

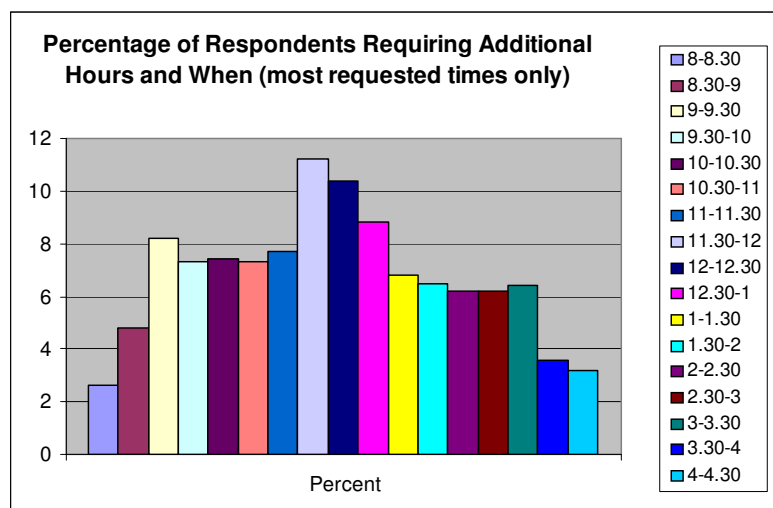
Current Hours Meeting Requirements

Respondents were asked to advise whether the hours provided by the nursery school or class they used met their current requirements. 636 parents (83.7% of those who answered) stated yes and 124 stated no (16.3%). 10 parents did not answer this question.



Additional Hours Required

Of the 16.3% who stated that the current provision did not meet requirements, they were also asked which additional hours they would need. The highest percentage of those requiring additional hours was 11.2% between the times of 11.30-12, followed by 10.4% 12-12.30 and 12.30-1pm 8.8%. 8.2% also stated 9-9.30am as the time they would require additional hours. Times required ranged from between 7-8am and 4.30pm - 7pm however, the percentages for between these times was minimal. The following graph shows the highest percentage of respondents who would like additional hours under the times they would require these:



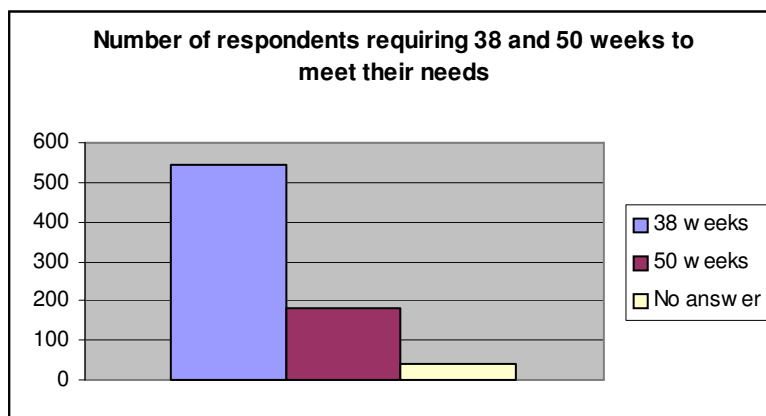
Other Additional Hours Suggested

29 respondents commented on other additional hours and some of the most notable comments were:

- 3 days per week 9am to 3pm
- a little extension in time would be great for leading towards school/pre-school year (similar comments from 3 respondents)
- would prefer if it was open from 8am instead of 8.15 and closed at 5.30 instead of 5.15
- Full Time (9 respondents)
- holidays and in-service days

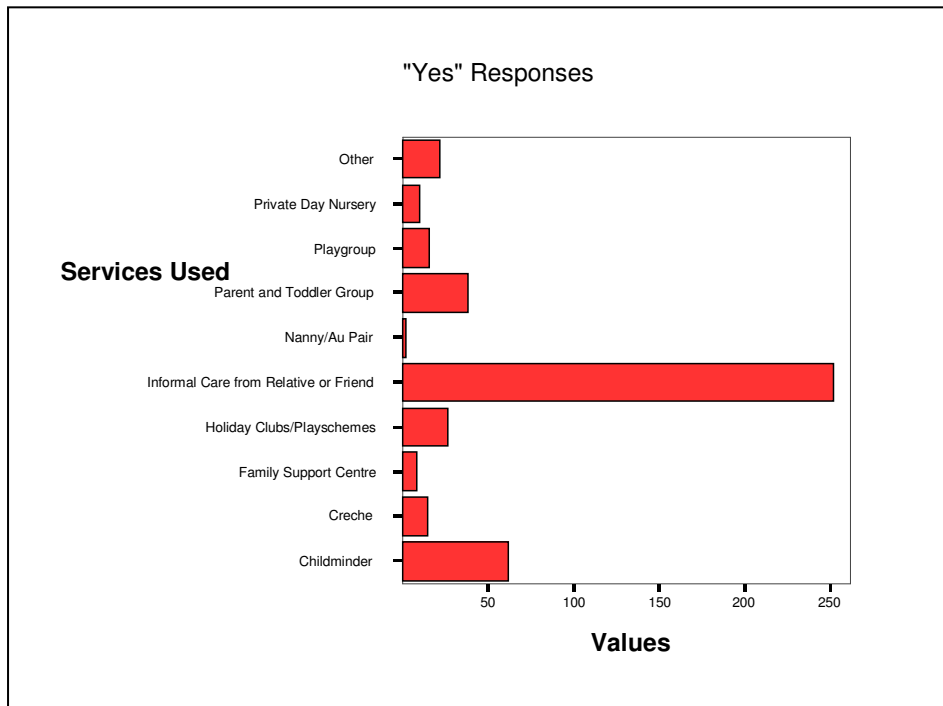
Number of Weeks that Would Meet Parents Needs

Parents were asked to advise of the number of weeks that would best meet their needs and were given the choice of 38 or 50 weeks. The majority 74.7% (544 respondents) picked 38 weeks.



Other Services Used

Respondents were asked whether they used any other services for the child who is currently attending a Local Authority Nursery. 50.6% of respondents answered this question. 32.7% use Informal Care from a Relative or Friend, followed by 8.1% who use a Childminder. The following graph shows the number of "yes" responses.



Additional Services Parents Would Like to See Provided by a Local Authority Nursery

The following table shows the additional services parents would like to see provided and the percentage of respondents by service type.

Parent Support Groups	3.5%
Creche	4.5%
Family Support	2.7%
Holiday Clubs/Playschemes	33.2%
Parent and Toddler Group	7.1%
Playgroup	6.6%
Advice and Support Services	3.5%
Other	0.8%

Cost and Subsidy

Total Weekly Payments Using a Nursery School or Class

The majority of respondents (26.4%) pay £1.50 per week in total as their contribution towards nursery fees. 24.8% pay £1.00 per week which is the minimum that people paid who answered this question. The highest weekly amount paid for the nursery school or class was one person paying £194.75. It should be noted however that 61.8% pay £2.00 or less per week for using a Local Authority Nursery school or class.

Weekly Payments Per Child Using Nursery

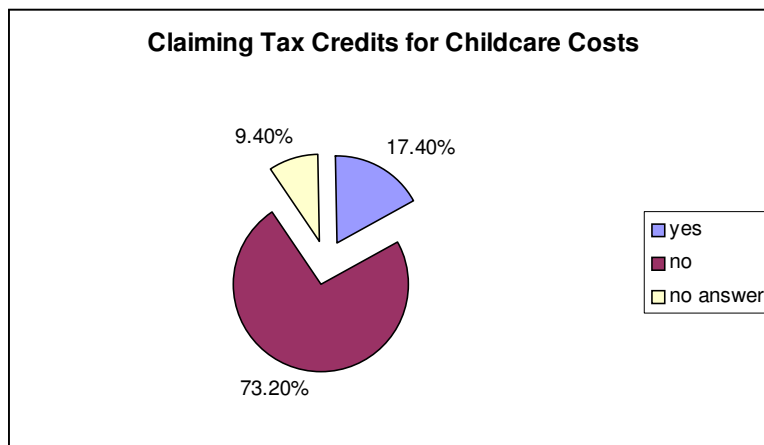
The amount parents pay for one child range between 50 pence and £50 per week. The majority of 28.6% pay £1.00 per week. 28.6% also pay £1.50 per week per child. For those with more than one child the percentages were similar, with 26.9% paying £1.00 for a 2nd child and 23.1% paying £1.50.

Weekly Amount Paid for Other Childcare Services Used (for children attending nursery)

The amount parents pay for other childcare services for the children who attend nursery ranges from £1.00 (5 parents) and £200 (1 parent) per week. The highest percentage of respondents at 6.9% paid £50 per week for other services used.

Claiming Tax Credits for Childcare Costs

17.4% of respondents claim tax credits for their childcare costs.



Using Employer Childcare Vouchers Towards Childcare Costs

Only 1.8% were utilising childcare vouchers towards their childcare costs. 87.3% answered no, and 10.9% did not answer this question.

Students in Receipt of Childcare Subsidy

1.3% of respondents were students claiming childcare subsidy. 57.5% answered no to the question of whether they were in receipt of childcare subsidy and 41.2% did not answer.

Comments

Respondents of the survey were asked whether they had any other comments to make about Local Authority Nursery provision. There were 575 comments provided. The majority of comments were extremely positive with parents very satisfied with their experience of the nursery provision that they used. Full comments are attached in the Appendix. The comments listed below are a sample only and only those relating to additional hours:

- As a full time working mum finding child care provision for the afternoons only is very difficult. My child attends in the morning only.
- As a working parent it would be beneficial to have the nursery care all morning to ease drop offs and pick ups/transfer to private nursery. As the nursery is part of the school this is valuable to help integrate my child into school for Primary 1
- Classes should be more than 2 and a half hours
- Could coordinate nursery hours and school hours - ie start and finish times for parents that are picking up from both
- Current nursery times do not suit parents who are working and I have to use a childminder to pick up my daughter from nursery. More working mothers may use council nurseries if they were more flexible
- During summer holidays I would like to see nurseries provide cheaper sessions for single parents who struggle to find babysitters due to the price of these sessions
- Excellent nursery. Difficult for working parents to organise childcare after nursery finished particularly when there are other children involved. Transport issues for under 5's.
- Extended hours are great as they allow me to work part time
- Would prefer full day nursery place during holidays

Wendy C Cameron
Childcare Information Coordinator
26 April 2007

APPENDIX FULL COMMENTS

A great way to start young childrens learning before school at very cheap cost

All positions are limited, but i am very glad he attends your nursery as the staff are fantastic and cole has come on in leaps and bounds

Am very pleased with the care and attention given to my 2 children since attending nursery school and feel they have benefited greatly

As a fulltime working mum finding child care provision for the afternoons only is very difficult. My child attends nursery in the morning only

As a working parent i will struggle when my daughter goes to school to find childcare to meet our needs. The nursey offers limited service and cannot provide what i need

As a working parent it would be beneficial to have the nursery care all morning to ease drop off and pick ups / transfers to private nursery. As the nursery is part of the school this is valuable to help integrate my child into school for primary 1

Bellfield is an excellent nursery

Classes should be more than two and a half hours

Could co-ordinate Nursery hours and School hours - ie. start and finish times for parents that are picking up from both.

Council provision ensures a safe and stimulating environment using professional and experienced staff in the main. They are appropriately regulated which adds to peace of mind for the family

Council provisions in this nursery are superb.

Current nursery times do not suit parents who are working and I therefore have a childminder to pick up my daughter from nursery when I am working more working mothers may use council nurseries if they were more flexible

David has gone to St.Ninians for last 2 years and I am very happy with the care and attention he has received there.

Dundee Council nurseries offer a safe and secure environment to allow children to develop at their own pace. We can leave our children in the care of well trained, caring staff, confident they will be well cared for.

Dundee specific website - nursery care, holiday clubs,playgroups needed vegetarian lunches would be good - more service req for children aged 2-3 in west end. Information/help hard to get over that period use of libraries/gym very good in nursery care

During the summer holidays I would like to see nurserys provide cheaper sessions for dingle parents like myself who struggle to find babysitters due to the price of these sessions

Early morning would be good to be from 7.30 instead of 8.15. Provision for children below age of 3 would benefit lots of parents

Everything seems to be OK.

Excellent care &provision at current nursery school, staff are caring and professional, and provide comprehensive delivery of service, and also good communication. We very much value the provision of care at this nursery

Excellent nursery. Difficult for working parents to organise childcare after nursery finished particularly when there are other children involved. Transport issues for children under 5.

Excellent nursery.I feel my child is in a safe environment.I value and trust safety and ability of staff

Excellent provision for children, well structured and teachers are great with kids

Excellent provision of nursery care for children from the age of three until school age.Having previously lived in Southern Ireland where pre school care cost an average of £170.00 for 9 hours per week inc.all school holidays

Excellent provision.

Extended hours are great as they allow me to work part time

Feel standard of provision at Kirkton nursery very good

Fintry nursery provide a fantastic service, with friendly staff my daughter loves attending each day

For parents that are not able to drop off/pick up children(working parents)more information on what is happening in class and how child is doing would be helpful,although the regular newsletters are very good.

Full day, holiday cover because a babysitter would not want to hang about for an hour or so before having to pick children up again. They would prefer all day nursery place during holidays

Generally very good, however more support is needed for early achievers who have a genuine desire to start reading during pre-school.

Happy with the structure and timetable of nursery. Happy with discipline and pre school education

Helps greatly with pre-education.Child gets used to school surroundings and is familiar with the way the school runs before starting p1

Highly professional, friendly and dedicated staff. Giving my child best start in life, cultivating her creativity and nurturing her all round development.Good communications with parents - sensitive to family needs - very supportive.

Holiday clubs would be welcome to coincide with these provided at primary school.It can be difficult to get all the mid-term and in service days off.Some provision on these days would be excellent.

I'm very happy and satisfied

I'm very satisfied- My child is happy. Is well groomed. Child is learning a lot. Well done.

I am happy with the childcare the nursery provides.

I am happy with the services from Woodlea nursery as it helps my daughters learning skills

I am happy with the way my child is getting taught how to do different things and she is coming on in her own way

I am highly satisfied with the nursery facilities my son has made major improvement in all his development areas. I cant thank the staff enough for all their help and support

I am more than happy at the way in which Barnhill Nursery is run. My childs progress has been developed to a good/excellent standard by all the staff within.

I am more than happy with the nursery that my child attends. They are friendly and always letting you know what they are up to

I am satisfied with the nursery my son attends.I feel he is coming on great and is learning new things and activities every day.Staff are very nice

I am satisfied with the quality and services which this nursery is providing. As far as my concern is related. Part time places should last three or three and a half hours for all children

I am very grateful for Law Nursery and the care shown by all the staff there to Peter. Thank you

I am very happy and value the care given.I feel very strongly that we have nursery teachers in our nurseries and this is paramount to good nursery education

I am very happy with jessie porter nursery school

I am very happy with the nursery schools in Dundee as I believe that quality nursery education provides the young children with the best start in life, where they learn inportant language skills and how to interact/play with other youngsters and adults.

I am very happy with the staff at the nursery. They are very good with the children.

I am very pleased with the service provided and the teachers are very caring and understanding

I appreciate that it is important that children respect one another's cultures. However I feel some of the reading material my daughter receives has too much emphasis on other religions apart from Christianity (my daughter is from a mixed race family)

I appreciate the council offering a lunch time service. However, I would appreciate more flexibility with time, i.e.picking my child up at 1pm or 1.15pm.

I appreciate the time out i get from the nursery they are all very nice and great with the kids, Brandon has come on a lot since starting nursery and looks forward to going

I believe that all children due to start school should have full time nursery places to prepare them for the transition to school

I believe that children about to start school should have full time nursery places to prepare them for the transition to school

I do not think a council run nursery should be providing out of hours / holiday cover. I think it would effect the teaching comittments they have already , there are enough alternatives within the communitye.g childminders, community centres

I enjoy the fact that my daughter mixes with children of her own age and takes part in fun but educational activities.Would be nice if the children could go on 1 or 2 outside trips each year or do something for the community to be more involved.

I feel full time places should be available for children who would benefit from it. Also take home day to day happenings would be beneficial to parents who are unable to collect their child from nursery.

I feel nursery classes provide a valuable source of early years education and give children a chance to experience discipline before the start of primary school. I think nursery education should be provided for free for a full time day to all children

I find no fault with the nursery at all, i do feel £1.50 is acceptable tp pay for kids who are getting well looked after

I have 3 children and 1 attends nursery and 1 attends school. I would love to work to provide for my family but the idea of all the holidays and other out of school childcare costs put me off as I would be hardly any better off.

I have found council nursery schools to be run a lot better than private ones. The staff and child care are second to none.

I have had a very positive experience with Woodlea nursery provisions. I feel the nursery is modern, well run and provides support for families including holiday club and extended hours, which i feel are well needed

I have no complaints about my childs nursery care, but wondered about nursery to school transision whether nursery offered a couple of days of early starts as they attend afternoon nursery i am looking into this concept

I like the fact that children become part of the school they will go to then thay are older.

I like the fact that the Nursery Schools and Nursery Employees cater to each child on an individual basis to support their needs.

I like this nursery as i feel my child is well settled and well looked after. The only thing that would make it better is if the nursery was larger in size

I need a full time nursery so I can start work.

I particularly value the care that is offered at Woodlea. I value the extended hours which I need and I value the caring committed staff of the nursery. It is an invaluable resource to me.

I really value my children's nursery and the creche they attend as they are providing a really good service

I t would be good to find more playgroup places available-they offer a very valuable stepping stone between parent/toddler groups and nursery

I think Council childcare is invaluable, however I feel that staff morale is quite low. My child really enjoys & looks forward to nursery. Costs are affordable.

I think Craigiebarns is a very good nursery, it would be even better if they did a few more hours

I think Forthill is a fantastic nursery which my daughter enjoys very much

I think it is a good thing for the children to get them prepared for school and help them to mix with other children and learn them to share.

I think it is great that children can now go to Council Nursery from the age of 3.

I think it is only fair that children from the catchment area are given priority over children from outwith the catchment area, for nursery places.

I think it would be great if the nursery was open a little earlier so that parents working can get to work for nine.

I think ordinary people children should be allocated full time places instead of addicts, alcoholics etc who seem to get preferential treatment. I think this is a disgrace

I think that my children are coming on and i would like to thank them all

I think the council nurseries provide very good value and facilities for children and parents in Dundee. Fintry nursery is a real credit to Dundee City Council

I think the nursery provides an excellent pre-school education and care facility for my child

I think the nursery teachers should talk more to parents about their child's development and accidents in nursery

I think the provision is excellent the staff are wonderful however being unable to get your child into their catchment area is very frustrating surely children in catchment who are going to the school should be able to get a place in their nursery

i think there should be more full time places available

I think they are very good especially this one and every child 3-5 should go

I think they need more than 2 teachers per class

i value my child's nursery and the creche they attend as they are providing a really good service

I value the care and attention given to my child on a daily basis from all staff. My child is always happy re-nursery & knows all staff I feel happy leaving my child as the staff have my confidence & I know she will be safe secure & enjoy her day

I value the excellent care and experience that goes beyond other nursery schools my other children have attended

I value the fact that a nursery teacher is employed full time as I feel this adds great value to the environment. I am disappointed to hear Dundee is removing full time teachers from some settings. I feel this will have damaging repercussions.

I value the fact that my daughter had the chance to attend Nursery school from the early age of 3 years. It helps to prepare her for the school years ahead.

I would like to return to work before my child is at school but due to the short time at nursery this is not possible. Longer hours and holiday clubs would greatly help. I also don't have extended family support.

I would much prefer it if nurseries took children from two years old as it would allow me to go back to work as opposed to paying out all my wages to get private child care

I am very happy with my child attending Menzieshill Nursery. She really enjoys it and seems to be very settled in the routine. It is nice to encourage teeth cleaning, eating fruit etc also role play and garden interests

In my experience, council run nursery classes/schools seem to be of a higher standard than privately run nurseries. I would happily choose council nursery services over private nursery provision.

It is good if we can have Rosebank Nursery School next to Rosebank Primary School

It would be a great help to working parents if the nurseries were open throughout the school holidays.

It would be easier if morning hours matched those of a school ie 9-12.15. I have an older child and I find it difficult to collect my son at 11.20am then be back to collect my daughter at 12.15

It would be more convenient if the nursery hours were the same as the school ie 9.00 - 12.15 instead of two pick ups

It would be more helpful if nurseries were open across holidays as this makes sense if you are working/single parent in need of a minder.

It's good for my child to mix with others

Just that the timing is short.

Kirkton Nursery have welcomed my children. I have appreciated all the staff's help with them. I'm glad I chose this nursery for my children

Law Nursery is a well run nursery with lots of play items for children. Staff are helpful and friendly

Lewis has done very well and has gained friends and his confidence grown we are very pleased with the nursery and staff

Menziesshill nursery is helping my child to develop and to understand the need for sharing

Menziesshill nursery school is very well organised and professionally run. We feel that our child's development has been enhanced by attending the nursery

More attention and nursery skills also shapes and colours

More club and playschemes for children of all ages during school holidays. There are some clubs but there is never enough spaces and more pre school teaching at nurseries

More communications between teachers and parents ie accidents and pre school learning what is the level for each child

More full time nursery schools

more full time places should be available

More information about additional hours service to determine whether a couple of hours a week would be viable. I value the high quality of staff at Law Nursery

more like Whitfield

My 3 children all attended this nursery and I feel the care they received/receiving is second to none parents are always kept well informed attending from 3 yrs is a definite benefit

My child enjoys going to nursery and the one she goes to has most activities for her to play with, so I am happy with her nursery.

My child enjoys his time at nursery. The nursery has a lovely ethos and dedicated staff

My child is in fulltime nursery because of my health (post natal depression) I have been very lucky as for my child is very happy, we are very grateful it has made a great difference

My daughter attended private nursery previously. Since attending council run nursery her development has progressed well. Teachers at Macalpine are a great asset.

My daughter is autistic and doesn't understand that you walk from one area to another, and has bad behavioural problems so I myself haven't been able to go to a dentist in five years because of my daughter's problems

my eldest child was at Jessie Porter Nursery School and attended extended hours where I could not fault the care/education provided

My eldest daughter also attended woodlea. I find the nursery absolutely wonderful, the staff are so friendly and very helpful. I also attend the mother and toddler group at the nursery which is very well run

My son loves going to nursery. He has come on leaps and bounds since attending the nursery. The staff are brilliant and are always getting the children to be involved in really interesting, fun and educational activities.

My son loves the Nursery and really enjoys going.

My son starts school this year. I asked if my son can start full time but I was rejected. It seems to me you have to have a social worker to get in full time. Is this what I have to do to get my son in full time?

My twins previously attended private nursery, which they did not enjoy. Once a place became available for them at St Vincents they are like different children, they look forward to their time at nursery everyday. The teachers are a credit to the school.

No I like mid craigie nursery very much. I don't like my child going out in the cold, she gets the flu and it's very bad for her health

Nothing in particular apart from the fact that we are happy with all aspects of my daughter's nursery, and she is especially happy & thriving there

Nursery has been invaluable in making children ready for school

Nursery has been very good for our daughter, she has learned so much. Very good preparation for school.

Nursery provision is excellent but an out of hours service would be so valuable for parents like myself who work shifts.

Nursery teachers are doing an excellent job.

Nursery times are not very convenient for parents who work 9-5 hours.

One of the best nurseries in Dundee. Staff friendly, professional and dedicated. I always receive information on my child's development. Very supportive.

Other Council Scheme eg. Nurseries have been upgraded and Charleston play area. I also feel parents should have more say when it comes to trips that we help with funds.

Our child has attended both Mid Craigie and Macalpine nurseries and we have found them to deliver a high level of care and education for our child and a lot of fun

Our other child is 3 yrs old and has been on Menzieshill waiting list since before Xmas and still has not yet been offered a place. This is distressing her as she does not understand why her brother gets to stay and she does not.

Park place is an excellent nursery staff friendly & professional & very helpful very impressed.

Part Time Nursery hours should be increased to another hour. More outings should take place.

Provision of fruit to encourage healthy eating. Curriculum is very good - builds confidence, singing, dancing, learning through play

quality of care, consistency of staff, learning opportunities

Quite happy with the service my son gets.

Since Emily has started nursery she has come on in leaps and bounds. The staff are excellent and she has bonded with every member

Staff are good with the children. Get good feedback all the time

Staff to be replaced quickly when they leave. Good that there is a variety of activities available.

Staff, Resources

Still expensive for students on bursaries

The children are very well provided for in all aspects.

the choice of extended nursery hours would be a great help to working mums. Unfortunately Mill of Mains do not offer this. Due to my type of job I can work around the 2 and a half hours but given a choice I would rather work days than nights

The council service for nurseries are excellent but would like them to be available over the holidays as working parents need to make arrangements for these times as they have to work.

The dedication of the staff in Frances Wright nursery. The one to one attention has really helped my autistic son

The extra hour facility is a good idea although can be quite expensive. In this nursery it tends to be those receiving benefits who reap the benefits of full-time provision or extra hours

The flexible hours of nursery like not any am or pm part time. Need some extra hours, teachers need to update the progress of children time to time to the parents.

The Nursery class which our child attends is an excellent facility which cannot be faulted.

The nursery my daughter Kelly attends is perfect in every way for my daughter's needs. All the nursery staff do a very professional job

The nursery provision at Forthill is fantastic, I think that is due to the quality of the teaching staff

The nursery schools do a fantastic job. However I feel the nurseries are being asked to be parent and teacher which is a strain on resources

The nursery would benefit my family more if they did extended hours.

The singing and dancing are a great start to the morning and my daughter loves it

The staff at Barnhill nursery are excellent and I would like to thank them for their support and encouragement they have given my daughter

The teachers have helped a lot and my son is now pleasant and well mannered as of before I found him hard work also it gives me a couple of hours for myself!

The way my daughter is cared for is very good and the staff are very helpful

The Whitfield early years nursery is a great nursery. My eldest child also attended and I feel that the children have a great deal of things to do and learn skills appropriate to their age group. The staff are very friendly and extremely helpful

There are no facilities to benefit pre nursery children. A lot of parents would benefit from something like that as would the children would get prepared for nursery

There is a marked difference in his day nursery and council nursery. Curriculum, needs of the child, and needs of the parent. It is an extra effort to keep him at the council place due to inconvenience of times places are allocated.

There is currently no council provision for holiday care of pre-school nursery age children. Not many employers offer term time contracts for parents to be able to work and cover all the in-service days holidays.

This nursery is very good in all ways.

This nursery school is excellent and I have seen positive improvements in my child's speech. The teachers are great. I wish there were more available hours for my son and somewhere for my 2yr old to go too.

Very accommodating and friendly

Very good flexible service which meets all my needs

Very good nursery nice staff had no problems

Very good nursery provision, I just wish it was full time hours

Very good nursery staff rated excellently

Very happy with excellent quality of care my child receives at Eastern. Very unhappy about the extension of link scheme as will remove our full time nursery teacher, for financial reasons and not to the benefit of our children.

Very happy with nursery my daughter is well cared for and I have been able to approach staff for help and guidance. Also have an elder child who attends at holidays, she is very disappointed that due to her age she will no longer be able to attend.

Very happy with nursery provision at present

Very happy with the experienced members of staff. My child enjoys all the activities at nursery and it is good that his time there is structured and they have routines to follow.

Very pleased with nursery and staff

Wallacetown is a wonderful nursery, the staff are friendly and well trained. The activities the children do are fantastic and fun as well as helping them learn. I always feel supported and listened to.

Wallacetown nursery is a very good nursery. My child has come on great since starting at Wallacetown.

Wallacetown nursery provides an excellent service for my child who attends three days a.m and two days full time.

We are very alarmed at the disgraceful decision to remove nursery teachers from classes and have many concerns regarding the future of our son's education and that of any future siblings.

We are very happy with the standards at Macalpine. It is extremely well run and they have fantastic staff. They are always good at providing information about forthcoming events

We feel the children would benefit from longer sessions eg 3-4hrs in preparation for school. In addition this would allow parents greater flexibility in looking after younger siblings or going to work

We particularly value the following - sport/physical activity, Interaction with other children, care and attention/personal qualities of staff, regular informal communication

We really appreciate the Nursery's staff for their great efforts towards the development and progress of our child.

We value the care and professionalism of the nursery nurses

We value the fact St Margarets nursery provides a safe and happy place for our son. They provide healthy snacks, exercise, learning new things and outings. The teachers in the nursery help our son enjoy his time there

Well run friendly nursery school which makes my daughter very welcome and makes her feel happy and secure going to nursery

Why are we charged a full hour when we only need half hour care. (this is after school hours)

Woodlea is an excellent nursery school with the Head Teacher Julia being very flexible and supportive due to working commitments

Woodlea is a great nursery and our daughter loves the nursery and her nursery teacher

Woodlea provides an excellent family support for working parents and for those of us that have children with additional support needs. My family greatly appreciate this help. The nursery is very flexible

Your services are perfect and helpful and I found the staff are friendly and they are all the time helping the pupils to improve themselves while they are enjoying.

BVR Presentation
Early Years and Family Support
provision in PPP Schools



Wednesday 27th June 2007

Current position

- 11 Nursery Schools
- 1 Children's Centre
- 19 Nursery Classes
- 7 Family Support Centres
- 3 co-located family support teams in Charleston, Ardler and Kirkton

Background

- Schools involved in PPP
- Early years' accommodation in new schools
- Feedback from questionnaire survey of parents of children in nursery provision
- New model of Family Support Centres
- Joint Action Teams
- Nursery Link Teacher Scheme

PPP Provision

Claypotts Castle	Douglas/Powrie PS & Douglas Family Support Centre
Downfield	Downfield PS & Kirkton Nursery & Kirkton Family Support Centre
Rowantree	Mossgiel/Mid Craigie PS
Fintry	Fintry PS & Fintry Nursery
St Andrew's	St Margaret's and St Columba's
Craigowl	Brackens and Macalpine

Family Support and Pre five Provision in PPP Schools

	No 3-5yr olds (FTE)	Family Support Centre	No 0-3 yr olds (FTE)
Claypotts Castle	60	Yes	21
Downfield	50	Yes	21
Rowantree	50	No	15
Fintry	60	No	15
St Andrews	30	No	0
Craigowl	30	No	0

What messages came from the survey?

- 83.7% of families surveyed felt that provision met their requirements
- 13.2% of children receive full time provision
- 24% of families indicated that they would like 50 week provision
- 16.3% of families are looking for additional hours

What does the Private Sector Provide?

- 28 Day Nurseries, 1 Private Independent Nursery School
- 1313 Maximum Registered Places
- Variable opening hours between 7am and 6pm, 50 – 52 week provision and open majority of school holidays
- Age Ranges - 0-5 years (18 providers), 0-8 years (1 provider), 0-11 years (1 provider), 1-5 years (1 provider), 2-5 years (7 providers), 3-5 years (1 provider)
- Costs range from £75-£150 per week for full time

Co-location model of services for children in their early and primary years and their families

- Response to the GIRFEC agenda
- Need to strengthen the capacity for universal services to respond to the needs of vulnerable children
- Ensure that services to individual children and their families are integrated at the point of delivery
- To improve alignment between services

Joint Action Teams

- Locally based multi agency teams with responsibility to assess and arrange support for any child living in their locality
- Early years/primary cluster JATS should ensure more continuity of services across the age span from 0-12
- Co-located children's services should provide a base for the operation of the multi agency team

Criteria used as the basis for the models

In each model the head teacher would have overall responsibility for the whole building

- Weeks of the year available
- Hours in the day available
- Age distribution of children in provision
- Management structure
- Staff numbers, terms, conditions and pay scales
- Services offered
- Total staffing budget

Model One mapping existing provision

- Numbers of children
- Same management structure – with line management to HT
- Same staffing levels
- Same terms and conditions
- Same/similar services
- New location

Pros and Cons Model One

Pros

No change

Same range of services

Cons

2 head teachers in one building if applied to Downfield

Separate education and social work management if applied to Claypotts and Downfield

Limited joint working

Model Two offering extended day provision

- Change in management structure-pre five manager responsible to HT
- Increased staffing levels
- Increased provision of extended day care for children aged 2-5years
- Increase in hours in day offered
- Increase in weeks in the year offered
- Significant cost implications

Pros and Cons Model Two

- | | |
|--|--|
| • Greater range of child care services | • Major staff cost increase |
| • Increase in hours and weeks offered | • Not yet convinced there is a market for the services |
| • Geared to the needs of working parents | • Two head teachers in one building in Downfield if new management structure not accepted |
| • Increased income generation | • Social work could not deliver the family support services in Downfield or Claypotts Castle |

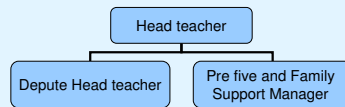
Model Three

Co-location and joint working model

Appropriate for Downfield and Claypotts Castle

- New management structure
- New terms and conditions for staff
- Slight increase in extended day provision for 3 to 5 year olds
- Increase to number of weeks offered, Family Support Centre offers 52 weeks service
- Wider and more integrated range of services possible
- Similar budget
- Social work would support this model

New Management Structure at operations level



Pros and Cons of Option Three

Pros

- Manager a member of the school senior management team
- More integrated service which should better meet the needs of more vulnerable families
- Supports the JAT agenda

Cons

- Challenge of creating a totally integrated service
- Requires detailed implementation plan
- Needs training strategy to support the delivery

Recommendations Towards the Vision

- to adopt model one in St Andrews and Craigowl
- to adopt model two in Rowantree and Fintry
- to adopt model three in Claypotts Castle and Downfield

Issues emerging for discussion

- Is providing extended day provision a priority?
- If so is it only for the most vulnerable?
- Income generation from extended day provision?
- Does the income actually cover the cost?
- To what extent does the LA want to subsidise the cost?
- Management models
- Place of private providers
- How does the LA best provide for the most vulnerable children?

What is the vision?

- To provide a range of flexible services across the city
- To provide a more integrated service to best meet the individual needs of children and their families
- To provide purpose built pre five and family support accommodation
- To extend this type and range of provision across the city