Scrutiny Report to the City Council

EARLY YEARS PROVISION

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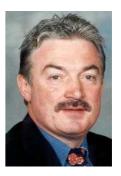
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1. Preface

By Councillor Tony Kennedy Chair of the Education and Arts Overview and Scrutiny Committee



Nothing is more important than early years education. A non-contentious statement we may think, but did you know there is precious little evidence to support this statement?

This review coincides with radical changes in provision locally, nationally and internationally. Children's' centres and the Children and Early Years Partnership are at the heart of radical new provisions and new governance arrangements.

This review is particularly timely as it coincides with the move of the Early Years and Childcare service within the Education Service to the Lifelong Learning Division.

Since 1998 The National Childcare Strategy has enabled us to focus on our early years provision by directing government funding to private, voluntary and grant maintained sectors.

By supporting parents, we help them to work or train for work, safe in the knowledge that their children are being given the best possible start in life. Access to quality affordable childcare is particularly important in current times as we strive to meet childcare obligations and work commitments.

I am pleased to say that much progress has already been made. The provision of a free quality part time early education place for all 4-year-olds in Birmingham now extends to all 3-year-olds. Furthermore, we now have established early excellence centres, run successful Sure Start programmes and have developed neighbourhood nurseries.

Unfortunately, however, not all these services are delivered in a cohesive way and our current provision lacks consistency. I want to ensure that we manage our obligations well, by implementing and monitoring a range of early years provisions across the city, confident in the knowledge that we are assisting our young to develop into confident and able individuals.



2. Executive Summary

- 2.1 The review considered:
 - (a) Early years provision including the monitoring of quality and availability:
 - (b) The Saint Thomas Early Excellence Centre; and
 - (c) Funding arrangements after the cessation of Sure Start funding.
- 2.2 The review heard evidence from a range of officers and others, and received written evidence. A glossary of terms is included in Appendix 1 of this report to assist those unfamiliar with this area of work.
- 2.3 Recurring themes were the establishment of new early years provision; funding issues; local authority provision; and, the impact of early intervention on the future performance of children.
- 2.4 This report makes 10 recommendations. There is an underlying theme to these which is a strong wish for Birmingham to identify and make the best use of the opportunities currently presenting themselves through various local and national initiatives in the early years area. These are opportunities for expansion of provision and for joint working between sectors to the benefit of young children and their families.

3. Introduction

- 3.1 The Review was part of the review schedule established by the Education and Arts Overview and Scrutiny Committee for 2002-2003. Members requested a review of early years provision in the light of expanded funding from national initiatives for this age group and the transfer of 5 family centres from social services to education in 2002.
- 3.2 Members of the review team were:

Councillor John Clancy (Chair)
Councillor Sybil Spence
Councillor Mike Ward
Councillor June Fuller
Joanne Cohen (co-opted)

4. Terms of Reference

- 4.1 The review team was asked to consider and report on:
 - (b) Early years provision including the monitoring of quality and availability:
 - (b) The Saint Thomas Early Excellence Centre; and
 - (c) Funding arrangements after the cessation of Sure Start funding.

5. Method of Investigation

- 5.1 The review team met 7 times between 9 October 2002 and 15 January 2003. Evidence was heard from EYDCP officers, the Director of the St Thomas EEC, the Pre School Work Co-ordinator, the Sure Start Coordinator and the Interim Head of Early Years and Childcare. A visit was made to the St Thomas EEC and to the Pre School Work Team.
- 5.2 Evidence both written and oral addresses, in particular, the following issues:
 - (a) the aims of, impact of and monitoring arrangements for the national neighbourhood nursery initiative;
 - (b) the inequity of provision across the city in terms of full time and part time early education places;
 - (c) the impact on exclusion rates of older children of their early years experience;
 - the change in governance regulations allowing governing bodies to provide services such as childcare and other services of benefit to the community;
 - (e) the multiplicity of funding streams and the consequent bureaucratic burden on providers and on officers;
 - (f) the role of the pre school worker service with under 3's and their parents;
 - (g) the role of the St Thomas Early Excellence Centre and its future plans;
 - (h) the role of Sure Start in respect of under 3's and their families, and its future funding issues;
 - (i) the purpose of the Childcare Tax Credit and its impact
 - the expected national initiative to create a children's centre in every disadvantaged ward and Birmingham's readiness to address this;
- 5.3 The review team noted that the work undertaken with this review compliments that of the *Engaging Young People With Learning* review (currently in progress), with regard to Sure Start and the Pre School Work Service.
- 5.4 The review team was briefed on the breadth of the services, which exist under the catchall "early years". The review was not long enough to be able to look into the detail of all of the constituent parts so it focused on 0-4 year olds, their early education, and to some extent the support for their parents and their childcare issues. Along the way it found itself looking at issues affecting older children, such as whether or not their early experiences impacted on later learning or exclusion rates, and the changes in governance regulations allowing governing bodies to provide childcare (for 4-14 year olds) and other community services. Out of school care could provide a subject for a future scrutiny review.

6. Findings

6.1 The National Context

- 6.1.1 The government's National Childcare Strategy (NCS) was launched in 1998. A major part of the NCS has been to establish that every 3 and 4 year old has the right to a free, part time, quality early education place, if his/her parents wish. There has been a huge expansion nationally in provision for 3 and 4 year olds in maintained, private and voluntary settings. All sectors work together to provide for this age group under the auspices of the EYDCP in every LEA. Alongside this expansion has grown services to support it: comprehensive training programmes for providers and practitioners, the development of the foundation stage curriculum, support teachers for private and voluntary settings without qualified teachers, creation of area SENCO's to work with private and voluntary settings and others.
- 6.1.2 Every EYDCP has had to produce a succession of Strategic Plans and Implementation Plans for scrutiny by the DfES in order to draw down the available funding.
- 6.1.3 Included in the expansion of early education has been the creation across the country of Early Excellence Centres and the Neighbourhood Nurseries Initiative. Alongside the expansion in early education has been an expansion in childcare for 4-14 year olds, the creation of Sure Start for 0-3 year olds and their families, the creation more recently of the Children's Fund for 5-13 year olds at risk of social exclusion, and very recently the development of extended school pathfinders.
- 6.1.4 The recent government interdepartmental review "Delivering for children and families" sets out the government's intention to continue its NCS through the creation of children's centres in every disadvantaged ward based on:
 - research evidence that supports investment in good quality, integrated childcare (i.e. early education and day care) for preschool children in low income families
 - a double dividend for the nation of intervention supporting both child development and adult employment objectives (adults into employment or training for work, and increased employment opportunities within early years and childcare itself)
 - evidence that there are long term educational attainment outcomes which persist throughout the child's school career
 - evidence of other benefits: reduction in crime rates, improved health outcomes and attitudinal outcomes (including resilience and aptitude for learning)
- 6.1.5 The Government has also reviewed area based initiatives which include Sure Start, Early Excellence Centres and the Neighbourhood

Nurseries Initiative. The conclusions of this are that area based initiatives need to be better integrated and that Sure Start needs to become part of the mainstream. Recognising that one of the barriers to better integration is the Government's own separation of such initiatives, it has now created a single Sure Start department within the DfES which incorporates all early years functions.

6.2 Part Time and Full Time Places in the local situation

6.2.1 In Birmingham part time early education for 3 and 4 year olds is delivered through a partnership of the maintained, private and voluntary sectors through

23 Maintained nursery schools

24 Maintained community day nurseries

2 Early excellence centres

274 Voluntary private nurseries & playgroups

156 Nursery Classes in maintained infant/primary schools

28 Independent schools

12 Sure Start programmes

(The expansion of the above through the Neighbourhood Nurseries Initiative is described in section 6.3.)

Part-time places in Local Authority settings, nursery classes, nursery schools, community day nurseries and Early Excellence Centres are funded either through the Authority's Fair Funding Scheme, or, where they are outside the Scheme's Regulations, through direct allocations to settings as appropriate.

Part-time places in other settings are part or all funded through Nursery Education Grant (2.5 hours a day, up to 5 sessions a week over 33 weeks at a maximum rate of £386.00 per annum.)

- 6.2.2 The 23 maintained nursery schools have available provision for 1639 full-time equivalent (FTE) pupils, mainly for the year prior to their entry to reception class, although a few pupils are admitted a year prior to this i.e. for 2 years of nursery education. Some nursery schools admit only full-time pupils; some only admit part-time pupils whilst other schools admit a mix of full-time and part-time.
- 6.2.3 The decision to admit full-time or part-time pupils is currently based on local factors such as demand for nursery places both part and full-time places. However the demand for nursery places both part and full-time has reduced and increased unevenly across the city. This has meant that in some areas of the city there is a surplus. Admission to a full-time place therefore is sometimes on the basis of availability.

- 6.2.4 Currently there are 974 full-time and 977 part-time pupils in Birmingham's nursery schools (1462 FTE). There are 3092 full-time and 5190 part-time pupils in Birmingham's nursery classes (5687 FTE).
- 6.2.5 A review of the distribution of full-time and part-time places in infant/ primary schools would need to take place alongside the consultation on the Fair Funding Scheme for 2004/5.
- 6.2.6 The Education Act 2002 changes the status of nursery schools to require them to have governing bodies and delegated budgets allocated via a formula by April 2004. The process of review has therefore already started to examine the implications. In the meantime, the government's inter-departmental review has recently published its findings indicating the shape of future provision for Early Years beyond 2004. These proposals include a commitment to create a children's centre for every disadvantaged ward, building on existing Sure Start and Early Excellence Centres. Birmingham is intending to ensure that similar activities can take place in other wards through the creation of early years networks. Such networks will also assist early years service provision and planning in all wards.
- 6.2.7 Birmingham's nursery schools are well placed to be the heart of future Early Years' reforms due to the experience and expertise of staff currently working within these settings. It is likely, however, that effectively utilising Local Authority resources alongside government funding will have implications for the roles of nursery schools.

6.3 The Neighbourhood Nurseries Initiative (NNI)

- 6.3.1 NNI helps meet the targets in the National Childcare Strategy and the national aim is to open 1 million new places before March 2004. The rationale behind NNI is that in disadvantaged communities potential demand exists for childcare from parents who would access training or employment if childcare was available. To break this cycle NNI funding will support new nursery developments and the first three years' expenditure. After three years, it is anticipated that enough local places will be sustainable. Neighbourhood Nurseries are also expected to be community childcare hubs that support other initiatives and projects. This could involve hosting a childminder network, providing training in conjunction with a local college, holding a health visitor drop in session, etc.
- 6.3.2 Birmingham EYDCP has been asked to open 1400 Neighbourhood Nursery places before March 2004. Most nurseries will need to be for 50 places to ensure that they are sustainable. This means opening 28 nurseries. 25 wards have been identified by DfES as being disadvantaged. (Appendix 2) Some of these wards already have reasonable levels of childcare provision and efforts are being made to concentrate on the wards where provision is poor. The EYDCP has

made links have been made with other partners for example, Sure Start, Nursery Schools and the Community Day Nurseries.

Three Neighbourhood Nurseries have been established so far:

- 1. Whizzkids (Acocks Green)
- 2. Westhill House (Kings Norton)
- 3. St Paul's (Balsall Heath)

A further 20 nurseries are applying for capital funding via the EYDCP. This totals 725 places. Revenue funding only will be given for 140 Neighbourhood Nursery Places in existing provision in maintained, voluntary and private settings in the disadvantaged wards before March 2004. There is the opportunity for these additional places to attract matched funding from other sources, for example, Sure Start, colleges, Advantage West Midlands, etc.

6.4 St Thomas Early Excellence Centre

- 6.4.1 The review team visited the Centre and spent some time talking with the Director about the creation of the Centre, its current provision and plans for its future. The creation of Early Excellence Centres nationally is part of the national childcare strategy. Pre 1998 some integrated centres existed across the country and indeed Birmingham's oldest maintained nursery schools were just such centres established to provide day care support for working mothers around the time of the second world war although their remit changed in later years. Across the country there are 100 early excellence centres. They are all different and all offer a model of how agencies can work together in partnership to the benefit of the local community.
- 6.4.2 Early Excellence Centres have to provide extended day and extended year care, family support, lifelong learning opportunities, the dissemination of good early years practice, and contribute to research and development.
- 6.4.3 In Birmingham Adderley Nursery School was an integrated education and social services provision for some time before 1998. It has now been awarded early excellence status too.
- 6.4.4 The St Thomas Centre currently provides:
 - early education through the nursery,
 - out of school care for older children in partnership with National Children's Homes (NCH),
 - family support also in partnership with NCH,
 - some respite care,
 - support for teenage parents and their babies,
 - health related services in partnership with the local health centre and health visitor,

- a base for and leadership of all of the training provided through the Early Years Partnership for providers and practitioners,
- a base for the Pre School Work team,
- a base for the Centre for Research in Early Childhood,
- a base for the Ishango after school club.
- 6.4.5 The Centre has recently been designated by the DfES as a leadership and management centre for early years management training and the first modules of this training course are soon to be delivered.
- 6.4.6 The Centre has plans for the refurbishment of some of its accommodation to provide a national conference facility, and is also currently working with a private provider of nursery services to develop an on site neighbourhood nursery for 0-4 year olds.
- 6.4.7 The Director of the Centre explained that her particular frustrations were:
 - a) The difficulty of attracting pump priming funding to enable provision for under 3's to be established. The Centre has room and the wish to provide for this age group in greater numbers than at present.
 - b) The present multiplicity of funding streams all of which have their particular constraints in their use and all of which need to be accessed in differing ways leading to time being spent pursuing funding and trying to match criteria set by various agencies.
 - c) The apparent lack of coherence of family support activities in the city.
- 6.4.8 Recent research, some of which was carried out in Birmingham, has established that nursery schools and integrated centres such as St Thomas give the best cognitive outcomes for young children from disadvantaged backgrounds. The same research has established with evidence that consistency of setting also plays a big part in delivering good outcomes for children. Practitioners have felt this to be the case for many years and the evidence is now available to support that. Many young children in Birmingham, however, because their parents need to work and because much of the current provision is part time only, are cared for in several settings during the course of a day. An extreme example might be a child who starts the day with a child minder, is taken to nursery school, attends a further stay and play or club of some sort, and finishes the day being looked after by a neighbour before its parents return home.

6.5 Childcare Tax Credit

6.5.1 Childcare Tax Credit is part of The Working Families' Tax Credit (WFTC) to enable working parents on low and middle incomes to get help with their childcare costs. This help is important for providers

- because it means that parents can afford quality childcare, which can be charged at a more realistic and viable rate.
- 6.5.2 From April 2003, Working Families' Tax Credit and Childcare Tax Credit will be replaced by Working Tax Credit and Child Tax Credit.
- 6.5.3 The childcare element of the Working Tax Credit will follow broadly the same rules as the previous Childcare Tax Credit. But it will be paid directly to the main carer either directly into their bank account or by an order book. This is in order to make the payment more visible.
- 6.5.4 Improved access by families to Child Tax Credit is likely to have a significant effect on sustainability for private settings. It will also be an important consideration in the proposed review of Local Authority full-time provision in nursery schools and nursery classes. This review would ensure equality of access to free full-time provision for vulnerable children. But where other parents request full-time provision in local authority settings, changes to charging policies would allow this.

6.6 Pre-school Worker Service

- 6.6.1 Pre School Workers have been employed in Birmingham since 1978. They work with parents, carers and children under 3 in order to promote the educational and developmental needs of the under 3's and to help parents/carers support their child. The team works in many settings in areas of identified need with a wide range of families including vulnerable and isolated families. Settings include education establishments, community settings and family homes. The service is a crucial part of the city's family support work focusing on early intervention and preventative support.
- 6.6.2 The Team includes Flying Start. Flying Start encompasses the work that the Pre School Workers deliver in health venues, hostels and refuges. The programme focuses on the promotion of positive behaviour, developing and raising standards in language, literacy and numeric skills.
- 6.6.3 As well as Flying Start the team runs sessions for under 3's and their parents/carers, sharing book sessions, promoting happier parenting courses, book loans where there is no library nearby, home visiting programmes following referrals from other professionals, training workshops and resources.
- 6.6.4 The Pre School Worker Service is very highly regarded and in constant demand. The Pre School Worker Service is leading the EYDCP's Birth-3's Task Group and always plays a very active role in promoting the interests of this age group wherever possible. It has been particularly successful in enabling other professionals to continue work which it initiates. This means that workers can then move on and work

elsewhere but leaving the good practice in place. It has also been highly successful in working with the particularly hard to reach families who live in hostels and refuges, and has developed very useful services in these venues. These venues rarely have a member of staff who can carry on the pre school worker initiated services. This work has been made possible through short term funding which ends in March 2003. Further short term funding to enable this work to continue during 2003-4 has been secured. Decisions are now needed to ensure that funding beyond 2004 is identified in mainstream budgets.

6.6.5 The review group made it very clear that it fully supports the work undertaken in refuges and hostels and would strongly urge its continuation as a priority.

6.7 Sure Start

- 6.7.1 Sure Start is a strand of the National Childcare Strategy aimed at reducing child poverty and ensuring access to services, in particular health related services. Sure Start is neighbourhood based but is not evenly distributed across the city. Sure Start programmes cross many aspects of the Council's business
- 6.7.2 Every Sure Start programme has core services: outreach and home visiting; support to families and parents; play, learning and childcare; health and social care; access to specialist services; support for teenage parents; and links with training and employment services.
- 6.7.3 There are currently 12 Sure Start programmes which cover 15 neighbourhoods in Birmingham. Each programme covers roughly 800 0-4 year olds which means that approximately 300 parents are potentially involved. Each programme receives funding over a 10-year period. This gives the programme start up funding for 2 years, 100% funding for 3 years, and a phased reduction of funding over the final 5 years. The expectation is that Sure Start services will lead in reshaping service delivery and working practices in mainstream services by providing evidence of what works. At the end of the 10-year period the Sure Start ethos and methods of working will have influenced other services to change and to incorporate Sure Start initiated services into the mainstream. The expectation is not that there will be a direct pick up of Sure Start services by local authorities or other agencies.
- 6.7.4 The future creation of children's centres in particular gives an opportunity to local authorities to embrace the reshaping agenda through the scrutiny of its existing children's services.
- 6.7.5 Currently Sure Start programmes have links with maintained school and community day nursery provision in their areas and with the Pre School Worker team. The Sure Start City Outreach Team is located within the education service. This small team has a brief to roll out Sure Start

- services in areas which would benefit but which have not been designated as Sure Start programme areas.
- 6.7.6 Sure Start programmes are likely to include support with postnatal depression, quitting smoking in pregnancy, parenting, breast-feeding, speech and language, play and learning opportunities for 0-4 year olds, and seeking employment. However, each Sure Start programme is different and develops according to the results of local consultation and the involvement of parents, which include fathers.

7. Conclusions

- 7.1 The area within the Education Service referred to, as "early years" is very broad in its content and impact. Whilst the provision of quality part-time education is a central plank of the early years, the service is also crucial to the development and provision of extended day care and to the support of families particularly in disadvantaged areas.
- 7.2 The Early Years service within the Education Department has grown from a small base in 1998 to a large and expanding service, due in part to the Council's changes to organisation and structures in relation to children's services and in part to increased direct government funding for Early Years service. The service contains huge resources of expertise and experience of young children and their families, and is responding to almost constant change.
- 7.3 There is an energy within the service, a wish to serve the city well and a vision for how the present service can continue to develop.
- 7.4 This report signals many on-going and new initiatives in this area of work. The review group considers that there is a need to keep these under scrutiny and recommend that regular reports are made about the progress of the various activities in the report.

8. Recommendations

This report recommends that:

- 8.1 The framework for the development of Children's Centres is in place by September 2003 and incorporates the following:
 - a) The development of more services for 0-3 year olds and their carers to combat social exclusion, support all parents and provide a firm basis from which children can access early education.
 - b) The development of maintained nursery provision to address the needs of the local community including the need for a parent to go out to work; for young children to have consistency of setting and

- for the very young to attend appropriate sessions (such as Stay and Play) in the same building as an older sibling.
- Pockets of deprivation exists outside the wards defined as disadvantaged by the DETR and these should be catered for in all future planning and development work.
- d) A city-wide review of existing maintained nursery school provision be undertaken with a view to improving the present level of provision by addressing the current inequality in access and availability of this type of service. The review to include a comprehensive mapping of existing and planned expansion of early years and costings.
- e) Preventative/early intervention family support services developed and extended through maintained nurseries, Early Excellence Centres, future Children's centres, community day nurseries and schools interested in extending their role to the benefit of their local communities. Existing good practice should be identified and shared.
- f) An active role for the community day nurseries in the development of children's centres, family support services and neighbourhood nurseries.
- g) The inclusion of the Sure Start ethos, its way of working, valuable practice and expertise to ensure these are not lost when funding streams are merged or lost.
- h) Assurances that Local Authority provision (a) offers equality of access to and availability of early education places, (b) offers the provision of full-time places to those in most need across the city not just in those areas of over provision, and (c) takes proper account of the childcare tax credit.
- i) Family Learning opportunities.
- 8.2 Exclusion data held on children of school age should record their early years experience as well as experience of statutory schooling in order that some measure of the impact of early years experiences can be obtained. This should be built into existing monitoring and data systems for the start of the new school year (September 2003).
- 8.3 The outcomes of local, national and international studies into the impact of early years experiences, early preventative interventions, inclusion strategies and early work with children and their families regarding their emotional well-being, be collected, analysed and acted upon. A report on progress towards this end to be reported in October 2003 to the Education and Arts Overview and Scrutiny Committee.

- 8.4 Local ward communities to be advised during Autumn 2003 of the best deployment of the Neighbourhood Renewal Fund to support early years provision.
- 8.5 The Pre School Worker team working in hostels with the homeless, the victims of domestic violence and newly arrived families is a valuable contribution to the Authority's family support provision and needs to be sustained. Consideration should be given during budget discussions in 2003-4 to fund this through mainstream budgets from 01/04/04.
- 8.6 The DfES be approached about further streamlining of the multiplicity of funding streams in the early years field.
- 8.7 A Standing Group for Early Years be established with a view towards influencing the City Council's response to the Government's guidance on the creation of children's centres.
- 8.8 A review be undertaken by October 2003 to ascertain the number of appropriately trained staff needed to meet the required expansion of early years provision in the city.
- 8.9 An early years seminar be organised in conjunction with the Cabinet Member for Education and Lifelong Learning and Overview & Scrutiny members to involve all relevant agencies.
- 8.10 Admission policies used by different providers, particularly voluntary and community day nurseries, be examined to ensure they support the development of open access and integrated provision as part of the development of children's centres.
- 8.11 That an Early Years pack is produced, which includes information on the policies, programmes and partnerships in place to inform parents in the community.
- 8.12 That the Children's Early Years Partnership have a framework for monitoring and evaluating performance, which includes the recommendations in this report, by September 2003.

GLOSSARY OF TERMS

Children's Centres

Centres offering integrated services at a local level including childcare to children and families. Details of a national initiative to create children's centre in disadvantaged wards nation-wide are expected later this year.

Extended day

8am – 6pm (so that childcare is available during the hours when most working parents need it).

Early Excellence Centres (EEC)

EECs have been set up nationally as part of the NCS. They are all different but, all provide as a minimum, integrated early education and care, family support, lifelong learning opportunities and the sharing of good early years practice.

Extended Schools

Schools which act as a hub in a community for accessing a range of services and facilities for the benefit of pupils, their families and the wider community. This will include health and social care, childcare, and family and community learning.

Early Years and Childcare Development Partnership (EYDCP)

EYDCPs were established in every LEA in 1998 to deliver the NCS. They represent and draw together a diverse range of providers covering early years and childcare, and to a lesser extent business, regeneration and employment interests. EYDCPs have no legal status but every LEA is currently required to ensure that one exists in its area.

Extended Year

50 weeks (so that childcare is available when most working parents need it).

Fair Funding Scheme

The scheme, which describes how the LEA devolves funding to locally managed schools.

Family Support

This term generally refers to a broad range of activities designed to support families, from coffee mornings to targeted support with behaviour management.

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Flying Start

A programme for 0-3 year olds and their families which focuses on the promotion of positive behaviour, developing and raising standards in language, literacy and numeric skills.

National Childcare Strategy (NCS)

This was launched by national Government in 1998. It has developed over the years but its aim remains to deliver quality, affordable and accessible childcare in every neighbourhood.

National Neighbourhood Initiative (NNI)

A strand of the NCS, which aims to establish 1 million new places by March 2004 nation-wide in disadvantaged communities. Its aim is to provide childcare for parents who would access training or employment if childcare was available. Disadvantaged communities usually have fewer childcare places than better off ones.

Nursery Education Grant (NEG)

This is the funding which supports the provision of part-time places for 3 and 4 years olds. 2.5 hours a day, up to 5 sessions a week over 33 weeks. Maximum £386.00 per annum.

Pre School Worker Service

This service was established in Birmingham in 1978. The team works with parents, carers and children under 3 to promote the educational and developmental needs of the under 3's and to help parents/carers support their child. Pre-school worker staff work in health centres, community centres, playgroups, hostels and refuges.

Out of School Care

Childcare for 4-14 year olds before and after the school, and in holiday times which supports working parents.

Sure Start

An area based initiative and part of the NCS aimed at reducing child poverty and ensuring access to services, in particular health related services. Sure Start programmes are run by local partnerships.

APPENDIX 2

Disadvantaged Wards (DETR)

Acocks Green

Aston

Bartley Green

Billesley

Brandwood

Erdington

Fox Hollies

Handsworth

Hodge Hill

Kings Norton

Kingsbury

Kingstanding

Ladywood

Longbridge

Nechells

Sandwell

Shard End

Small Heath

Soho

Sparkbrook

Sparkhill

Stockland Green

Washwood heath

Weoley

Yardley