

By: Rosalind Turner- Managing Director CFE

To: Children, Families and Education Policy Overview Committee

18<sup>th</sup> September 2009

Subject: Children's Centres and Extended Schools Progress Update

Classification: Unrestricted

Summary: To update members on progress to date and future plans for Children's Centres and Extended Schools in Kent.

---

## **1. Introduction**

1.1 Children's Centres and Extended Schools are at the heart of the delivery of Every Child Matters and the Children's Plan priorities, both nationally and locally in Kent. They aim to provide universal access points to a range of services for children, young people, their families and the communities they live within and are two of the main vehicles for the local delivery of services within Local Children's Services Partnerships (LCSPs).

1.2 Children's experiences greatly influence their life chances in adulthood. Educational attainment is a powerful route out of poverty and disadvantage. Children's Centres and Extended Schools are part of and work with Kent County Council (KCC) and other partners to offer access to a range of services and opportunities that support and motivate children and young people to achieve their potential.

1.3 This report is presented in three sections as follows:

- Children's Centres (general information, funding, particular successes and future developments);
- Extended Schools (general information, funding, particular successes and future developments);
- Children's Centres and Extended Schools joint working developments.

## **2. Children's Centres**

### 2.1. General Information

The purpose of a Children's Centre is to offer an integrated approach to the planning for and delivery of a range of services to children under five and their families. Nationally, the Government is aiming to have 3,500 Children's Centres nationally by 2011, providing access for every child under five and their family. This has been/is being delivered in three "rounds" as follows:

- Round One (2004 – 2006) : 850 children's centres, reaching 700,000 of the most disadvantaged children;
- Round Two (2006 - 2008) : 2,500 children's centres;

- Round Three (2008 - 2010) : 3,500 children's centres – a children's centre in every community

The implications of this for Kent are:

- Round One : 20 children's centres, reaching the 20% most disadvantaged children;
- Round Two : 52 children's centres, reaching at least 30% most disadvantaged children
- Round Three: 30 children's centres, of which ten locations have been approved by CFE Senior Management Team (SMT) and at Cabinet level, 6 have SMT approval with Cabinet approval pending and the remaining 14 due to be presented to SMT in the near future. In all cases, proposals are brought forward having been consulted on and with the approval of all relevant local and countywide partners.

Kent therefore will have a total of 102 centres by 2011 with each serving between 600 and 1,200 children. Each is part of the relevant LCSP and managed by the LSCP Manager.

As Children's Centres are introduced, each one has two key milestones in its establishment. First is formal "Designation" by TogetherForChildren (TfC, an organisation appointed by the Department for Children, Schools and Families – DCSF - to oversee the implementation of children's centres), which means that plans are in place for any capital work and also arrangements for the delivery of services. Secondly, up to two years after designation, the centre receives "Full Core Offer" Status. The location of Children's Centres in Kent and their progress in relation to Designation and Full Core Offer status is attached as Appendix One.

There are different "models" of children's centres, depending on which round they are in and/or on local requirements. Models include single site, campus and "hub and spoke". Some of these are on school sites.

There is a prescribed "core offer" of services for children's centres, as follows:

- The Free Early Education Entitlement integrated with childcare, with qualified teacher input and suitable for working parents, open for 10 hours a day, 5 days a week, 48 weeks a year;
- A base and/or space available and support for childminders;
- Health Services including ante-natal advice and support; information and guidance on breast feeding; hygiene, nutrition and safety; identification, support and care for those suffering from maternal depression; speech and language and other specialist support; smoking cessation interventions;
- Family Support and Parental Outreach including visits to all children in the catchment area within two months of birth;
- Parenting support and information as well as specific support for families in need and 'hard to reach' families, including increasing the involvement of fathers;
- Access to specialist services including those for children with special needs and disabilities;
- Links with Job Centre Plus;
- Links with the Children and Families Information Service;
- Adult education (not stated as being essential but highly desirable).

Children's Centres in different Rounds are required to offer different levels of service, drawn from within the Full Core Offer described above. Typically, Centres in Round One and some of those in Round Two serving the areas of highest disadvantage are required

to offer the full range of services, whereas those serving areas of less disadvantage (notably those in Round Three) will often act as a signposting service.

## 2.2 Framework for Delivery

### *a) Strategy*

The strategic context for the delivery of Children's Centres is that of Kent Early Years and Childcare Strategy (0 – 5 years) 2008 – 2013, approved by Cabinet in September 2008, which states (amongst other things):

*“The development of Children's Centres is a key priority for the local authority and is crucial for improving services for children and families. They will bring together a range of services being childcare, early education, health and family support in convenient community settings. Public, private and voluntary organisations will work together to provide services for all families but with a particular emphases on improving the life chances of the most disadvantaged children.*

*Children's centres should be seen as belonging to and serving the needs of their communities. They are not intended to compete with any existing early education and childcare provision in the private, voluntary or independent sectors. Indeed, for many centres, the early education and childcare provision is provided by these sectors. This is an opportunity for collaborative and integrated working as part of an overall package of services for children and families”*

### *b) Policies*

Lead from within KCC CFE's Policy Unit and in consultation with the Children's Centre Managers Network and other partners as appropriate and necessary, the development of a portfolio of Children's Centre Policies is well underway, including:

- Access and Inclusion
- Accident and Incident
- Admissions
- Behaviour
- Breastfeeding
- Child Protection
- Complaints and Compliments
- Confidentiality
- Contact and Collection
- Emergency Closure
- Equalities
- Fire Procedure
- First Aid and Medication
- Food and Drink
- Health and Safety
- Healthy Eating
- Hygiene
- Home Visiting and Lone Working
- Information Sharing
- Late or non collection of children
- Missing children

- Outings and Transport
- Partnership with parents and carers
- Personal and intimate care
- Photography and use of images
- Play
- Risk Management
- Settling in and transition
- Shared use of premises and facilities
- Smoking, drugs and alcohol
- Supervised contact
- Volunteer and student placement
- Whistle blowing

#### *c) Service Level Agreements (SLAS)*

Where services are not directly provided, a range of SLAs are in place (having gone through a formal tendering process where appropriate and necessary) to secure the provision of effective services and best value. These include SLAs for the provision of:

- The leadership and management of centres themselves;
- The early education and childcare element, including a countywide SLA with the National Childminding Association for the provision of services for childminders;
- Family Support;
- Creche facilities;
- Premises Management and Cleaning

Additionally, KCC has Memorandum of Understanding with JobCentre Plus for the provision of information, advice and support in Children's Centres.

Whether or not these (and other) services are delivered directly or outsourced is for the determination of each LCSP.

#### *d) Monitoring and Evaluation*

A robust framework and processes for monitoring and evaluating the work of Children's Centres is currently well under development, being on schedule to be presented to CFE SMT for comment approval in early to mid July. (See paragraph 2.5 below for further detail).

### 2.3 Funding

Children's Centres are funded as follows:

#### *(a) Capital*

Capital funding for both the introduction and maintenance of Centres is via the SureStart, Early Years and Childcare Grant. In Kent, this was supplemented in 2008/9 by £7million by KCC.

#### *(b) Revenue*

The main revenue budget (again via the SureStart, Early Years and Childcare Grant) provides revenue funding for 93 out of 102 children's centres. The other nine were originally SureStart local programmes which are funded separately from a mandatorily ringfenced budget of £4,708,767.

#### *Formula for allocation to LCSPs*

Total Budget	£17,022,804
Central Allocation	£2,077,100
LCSP Allocation	£14,945,704

£14,945,704 has been devolved to LCSPs using a formula (agreed by a group including representatives from the central Children's Centre Team, CFE Finance, LCSP and Children's Centre Managers), which has three 'strands'

- Staffing
- Premises
- Social Deprivation

#### *(i) Staffing*

Each LCSP has its own Children's Centre's Staffing Structure, with varying combinations of a series of posts, all of which have been formally established and evaluated. The allocation of funding to support this is further divided into General Staffing and Qualified Teacher(s). These allocations include Round Three Centres with effect from 1<sup>st</sup> April 2009, in order to allow staff to be recruited as soon as possible.

#### *General Staffing*

General Staffing for each LCSP provides funding for the following posts/functions for each children's centre as appropriate and necessary:

- Children's Centre Coordinator
- Children's Centre Manager
- Community Involvement Worker
- Administrator
- Receptionist
- Crèche Worker\*
- Cleaner/Caretaker\*

(\* some LCSPs have elected to outsource these functions)

This funding is not generally given for the provision of the core offer of services as described earlier, which are usually funded by the service provider e.g. health services by health funding streams, family support by Children's Social Services etc.

#### *Qualified Teachers*

Not all children's centres are required to have a qualified teacher. Where they are, this is required to be part time initially, increasing to full time within a year and a half of the centre's designation. This element of the formula allocates funds accordingly.

## *(ii) Premises*

For this element of the budget, floor areas were determined for each children's centre, excluding any areas being occupied by third parties (e.g. nurseries). The formula allocates an amount (£75) per square metre. This is meant to fund premises running costs and activities which the centre runs from its premises. Further allocations are given for rates and rentals, and an income target is set for those centres that would otherwise 'profit' from spaces that they rent out to third parties.

Premises allocations for Round Three are estimates and provide funding for January – March 2010 only. Full year funding will follow in 2010/11.

## *(iii) Social Deprivation*

The balance of funding was allocated based upon child population, the Indices of Multiple Deprivation and MOSAIC, in respect of all the children's centres established/planned for Rounds One and Two of their development. Round Three centres were not included in this calculation as all sites/buildings are not yet identified.

### *Summary*

Basis for allocation	Round 1&2	Round 3	Total
General Staffing	8,274,471	2,647,401	10,921,872
Qualified Teachers	1,266,496	0	1,266,496
Premises	1,201,093	54,095	1,255,188
Sub Total	10,742,061	2,701,496	13,443,556
Social Deprivation	1,138,058	364,090	1,502,148
Total	11,880,118	3,065,586	14,945,704

## 2.4 Particular Successes

Particular successes for children's centres include:

- Locations and buildings are well sited in and match identified areas of need. (Whilst this has been much debated, areas of need have been robustly identified through the use of Lower Super Output Area data and agreed with local partners);
- The feedback on buildings is generally very good both in relation to refurbishments and modular centres, with the only issue being that nursery accommodation is not overly generous. (What was provided was in line with funding at the time, however should any capital funding be identified, the extension and/or enhancement of these buildings will be given top priority); additionally, KCC officers from the Early Years and Childcare Operations Unit and the Advisory and Specialist Teaching Services work closely with the providers delivering early education and childcare in these buildings, to ensure that the provision is sustainable, of high quality and inclusive;
- Children's Centre Managers are strong. Feedback from TfC following Full Core Offer assessment visits is always highly positive and describes them as having strong 'can do' approach;
- With effect from April 2009, revenue budgets and financial responsibility were devolved to LCSPs, usually to Children's Centre Managers, supporting and facilitating local autonomy;
- Round's One and Two Centres are achieving Full Core Offer across the county, with good levels of services being rolled out.

- Some strong models of integrated health services are emerging, more developed in the west but signs that integrated working with in the east of the county is strengthening;
- The objectives for the Family Support aspect of Children's Centres are being met through strong multi-agency working practices across the county;
- A strong core training programme and Continuous Professional Development is in place for Children's Centre Teams. Specifically, a key programme is planned around safeguarding.

## 2.5. Future Developments

Developments in the near and medium term future for Children's Centres are as follows:

- Ensuring that all 52 Round 2 Children's Centres reach Full Core Offer status by March 2010;
- Ensuring the designation of all Round 3 Children's Centres by March 2010;
- Developing the governance of Children's Centres through providing LCSPs with information, guidance, advice and support concerning Advisory Boards (or similar), including potential membership, roles and responsibilities of members, terms of reference and meeting arrangements;
- Introducing a Performance Management cycle and aligning it to that of LCSPs in general;
- Ensuring more effective Self Evaluation for and of Children's Centres;
- Rolling out the "eStart Project", (ICT provision for children's centres);
- Ensuring increasingly robust data collection processes, collecting, collating and providing all of the data needed to inform the national indicators required as part of Self Evaluation;
- Establishing the process and format for the "Annual Conversation" that the local authority is required to have with the DCSF as part of the overall performance management of Children's Centres;
- Preparing for the OfSTED inspection of the leadership and management of and delivery of integrated services through Children's Centres, due to commence from April 2010;
- Ensuring that the Children's Centre Programme (introduced to establish Children's Centres in Kent) is brought to closure by 2011, alongside ensuring the provision of the required ongoing support for Children's Centres is introduced in its stead.

## **3. Extended Schools**

### 3.1. General Information

The Extended Schools services expected by the Government to be in place by 2010 are:

- A varied menu of activities for children and young people; study support opportunities and childcare (to include Breakfast, After School and Holiday Clubs as well as the provision of a "safe place to be" for Secondary School Students);
- Swift and easy referral and access to targeted and specialist services;
- Parenting advice and support, including family learning;
- Community use of school facilities – particularly for sport, arts and ICT (where these facilities are of a reasonable and safe standard and where this would not undermine other local facilities and businesses. Community use should also be sustainable through being able to cover costs through charging).

All services and activities should be developed in consultation with children, young people, their families and the local community and there should be clear evidence of need and demand. By working in partnership with other local agencies, Extended Schools provide their communities with access to a range of services either through direct on-site provision or through utilisation of other services and facilities within the locality.

All schools must be delivering access to this “core offer” of extended services by September 2010. The Department for Children, Schools and Families (DCSF) contracts with the Training and Development Agency (TDA) to support, monitor and challenge local authorities in the development of their Extended Services. Kent’s target for September 2009 is to have 85% of its schools offering access to the “core offer”. At present, we have 82% of schools delivering the “core offer” and are expecting to have 90% by this September. (Appendix Two – current progress data by LCSP).

### 3.2 National Research

The main findings of national research commissioned by the DCSF and which reported back in 2007 demonstrated that progress in Extended Schools was around double the rate of the national average between 2005 and 2006. At key Stage 4 the percentage of pupils achieving 5+ A\* - Cs at GCSE increased by just over 5% compared to a 2.5% increase nationally over the same period. There were also additional impacts:

- Extended Schools were impacting positively on the attainment of their pupils – particularly those facing difficulties. They were also having a range of other impacts on outcomes for pupils, including engagement with learning, family stability and enhanced life chances.
- They were generating positive outcomes for families and local people, particularly those facing difficulties. Positive impacts were also evident in relation to local communities as a whole, though these were weaker.
- Extended Schools typically experienced improved school performance, better relations with local communities and an enhanced standing of the school in its area.
- They brought different strands of extended provision together into a coherent approach. There was evidence that this led to outcomes over and above those which the individual activities might have generated in isolation.

### 3.3 Funding

Funding for the development of Extended Services has been/is provided via a range of Government grants as follows:

- SureStart revenue funding ( this ceased in March 2009);
- Start Up funding (Area Based Grant) which is reducing by 2/3 in 20010/11
- SureStart Capital Grant (must be spent on primary school sites only and has been devolved to LCSPs to prioritise spend in consultation with their primary schools);
- Standards Fund Sustainability(increasing as Start Up reduces to keep the overall investment at the same level)

<b>Extended Services</b>	<b>Gross (£ Ks)</b>	<b>Income (£ Ks)</b>	<b>Net (£ Ks)</b>	<b>Description of use:</b>
--------------------------	-------------------------	--------------------------	-----------------------	----------------------------

Extended schools – family liaison officers)	700	0.0	1,051.4	Devolved to schools for Family Liaison Officers
Extended Schools start-up (ABG)	3,073.6	0.0	3,073.6	This funding is provided to support schools to offer a core set of extended services. Core services are: a varied range of activities including study support and play, childcare 8am-6pm all year round for primary schools, parenting support, swift and easy access to specialist services, and opening up school facilities for wider community use. £ 1.527m is devolved to LCSPs, £600k goes direct to schools for specific projects, the remaining £946.6 goes to support strategic commissioning of services to support Extended Services work across the County e.g. work with Sports Development to advise schools on community use of their sports facilities, work with VCS organisations, work with Libraries, Kent Safe Schools etc
Extended schools sustainability (standard fund) SDG study support (ABG)	51.3	0.0	51.3	Provided for Study Support in schools. This element is retained to fund the central co-ordination.
Playing for success (standards fund)	420.0	0.0	420.0	Funding for four Playing for Success centres. Playing for success is a standards fund grant aimed at raising literacy, numeracy and ICT skills at Key Stage 2 and 3 among pupils who are underachieving. PfS schemes are aimed at boosting pupils motivation and self esteem to become better learners and realise their full potential.
Kent Children's University	124.5	-76.5	48.0	Funds a range of learning opportunities in various topics outside of school hours.
T2010 Supporting parents	159.8	0.0	159.8	Commissioning services for vulnerable families, i.e. St Giles Trust working with families of offenders around housing, debt and engagement with universal services – including education/schools and children's centres. A further £240k is in CSS for Social Work assistants in Children's Centres.
LCSPs Extended Schools Sustainability Funding	4,270.9		4,270.0	This is a schools based grant for the purpose of appointing extended service co-ordinators and PSAs and ensuring sustainability of Extended Services provision. This is fully delegated to LCSPs.
<b><u>Extended Services</u></b> Capital Grant	1,415			This is for small capital projects on Primary School sites and is devolved to LCSPs to identify capital projects with their Primary Schools.
Extended Schools Base Budget	351.4		351.4	Central project management for Extended Services development

### 3.4 Particular Successes

Particular successes in Extended Schools include:

- The embedding of Extended Schools priorities within school development plans through the roll out of the TDA School Improvement Planning Toolkit for Extended Services (delivered and supported with colleagues from the Advisory Service Kent and other LCSP staff). This is enabling schools to measure the impact of their extended services developments and ensure that appropriate planning and targeting is taking place.
- We have used the Quality in Extended Services framework with increasing numbers of Kent schools and with two large partnerships to develop, review, evaluate and recognise their Extended Services work and the impact it is having on their students, families and communities. All schools accredited at “Advanced” level were able to demonstrate the impact of their Extended Service provision on SATs and improvements in improved student relationships, students ability to work in teams, reduction in graffiti and vandalism, improved learner skills, self-esteem, confidence and behaviour.
- Improved support and advice to parents, particularly at entry into school and when children are moving from Year 6 to Year 7; In some of our Secondary Schools, targeted transition programmes that include parents have resulted in young people who were at risk of poor outcomes or at high risk of exclusion in Year 7, being very settled and successful students at transition in Year 8.
- Family Liaison Officers and parent Support Advisers have been working with Choice Advisers around the process of transfer to Secondary schools, resulting in the Choice Advisers being able to reach a much larger number of parents across the county and ensuring that the parents most in need of advice and support were targeted.
- LCSP based Parent Support Advisers has improved collaborative working across local areas and enabled schools without a Family Liaison Officer to access support for transition
- A pilot with one of the Dover Children’s centres that involved placing a Senior FLO in the centre to work with Early Years providers and the families of very young children around transition to school has proved to be very successful. Evaluation has demonstrated stronger relationships between Early Years providers and schools, stronger parental relationships with schools and increased levels of children who entered school “ready to learn”.
- The establishment of four Playing for Success Centres across Kent: Spitfires in Canterbury (in partnership with Canterbury Cricket Club); Margate Centre (with Margate Football Club); Fleetdown centre (with Fleet Football Club) and Buckmore Centre (with Buckmore Park Karting centre);
- The expansion of LCSP School Councils and the running of the first county level Primary School Council meeting (held in March) – young people from across the county gathered together in the Council Chamber to debate a range of issues (chaired by members of the Youth Council); This is enabling a stronger voice for younger children at a county level and strengthening the relationship between the Youth County Council and Kent’s large numbers of School Councils
- Provision of training for external providers who wish to work in schools – particularly those providing study support and out-of hours learning opportunities is resulting in improving the quality of Study Support providers and increased confidence in providers from schools.
- Parent Forums established and supported in all LCSPs (working with ‘Partnership with Parents’ to support these in a number of LCSPs) . Our longest established

Parent Forums have been involved in the development and review of their Local Children and Young People's Plan priorities. In one case, parents are taking the lead on some priorities.

### 3.5 Future Developments

In order to secure future and full development in relation to Extended Schools we are:

- Ensuring that we are ready to support schools and partners in meeting the next phase of Extended Services development set out in the Government's recent consultation paper on 21<sup>st</sup> Century Schools;
- Responding to the recommendations put forward following the recent Member Select Committee report on Positive Activities for Young People in Kent, in particular, working closely with colleagues in the Youth Service and their partners to ensure improved utilisation of school facilities and provide more activities for young people;
- Piloting the Government "Disadvantage Subsidy" (Appendix Three) in a number of LCSPs in order to inform the roll out of the subsidy to all schools/LCSPs across Kent from April 2010;
- Continuing to build on the good work already happening through the Aiming Higher Pathfinder for Disabled Children and increase access to Extended Services opportunities for disabled children and young people across Kent;
- Ensure that children, young people and families living in rural parts of Kent also have access to Extended Services;
- Working with schools and LCSPs to ensure the sustainability of Extended Services in the longer term;
- Evaluating the impact of a range of Extended Services provision on children and young people's wellbeing and achievement;
- Working with LCSPs and their partners to support the development of "team around the family".

## **4. Children's Centres and Extended Schools/Services Joint Working**

### 4.1 Strategic

The development of both Children's Centres and Extended Schools/Services is strategically steered by the Early Years, Childcare and Extended Services Board, which is a core sub group of the Kent Children's Trust. More operationally, these two agendas are the combined focus of the Board's Children's Centres and Extended Services Working Group, the Terms of Reference for which are attached as Appendix Four.

### 4.2 Connectivity Pathfinders

There are increasingly high levels of joint working between Children's Centres and Extended Schools at LCSP level. An example of this is the two Senior FLOs working out of Children's Centres in Dover and Ashford. These FLOs work with children and families to promote and support readiness for school and then subsequently transition to primary school. In an attempt to capture this and other existing effective practice, three "Children's Centres and Extended Schools Connectivity Pathfinders" are being introduced in order to identify and disseminate effective practice in the way that children's centres and Extended Schools work together.

#### *a) Characteristics*

The characteristics that are reflected in these pathfinders include:

- East, Mid and West Kent locations;
- urban and rural locations;
- different models of children's centre delivery i.e. on a school site, not on a school site and "virtual".

The pathfinders themselves are based on the following children's centres and related extended schools/services:

- Buckland Children's Centre;
- Lyddle Stars and Dymchurch Children's Centres (working together as one pathfinder);
- Next Steps Children's Centre.

#### *b) Scope*

Each Pathfinder will be considering:

- How the Children's Centre(s) and related Extended Schools Services currently work together in an joined up way across the five Every Child Matters outcomes;
- How they work together to ensure access for the most excluded groups of children, young people and families;
- What is their combined approach to parental and community engagement and involvement;
- Their combined overall effectiveness.

Based on an initial self evaluation across these areas, they will need to action plan to address any issues that have been identified, implement as appropriate and necessary and ultimately report on:

- Key issues identified;
- Summary of action planned and implemented;
- What worked and what didn't work and why?
- What was the identified impact?
- Lessons learnt
- Recommendations.

#### *c) Timescales*

The Pathfinders will be relatively short and focused pieces of work with timescales as follows:

- |                         |                       |
|-------------------------|-----------------------|
| • Briefing Workshop     | Mid June              |
| • Local Planning        | June to August        |
| • Implementation        | September to December |
| • Review and Evaluation | January/February      |
| • Report available      | March                 |

The findings and recommendations will subsequently be shared with LCSPs as appropriate and necessary.

## **5. Recommendation**

Members of the Children Families and Education Policy Overview Committee are asked to note the contents of this report.

*Marisa White*  
*Head of Extended Services*  
01622 696583  
[Marisa.white@kent.gov.uk](mailto:Marisa.white@kent.gov.uk)

*Alex Gamby*  
*Head of Early Years and Childcare (Operations)*  
01622 626715 (7004 6715)  
[alex.gamby@kent.gov.uk](mailto:alex.gamby@kent.gov.uk)

---

*Background Documents: None*

*Other Useful Information: None*