
Report To:	Education and Communities Committee	Date:	9 September 2014
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/62/14/AE
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Subject:	The Nurturing Collaborative /Getting it Right for Every Child		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Committee with an update on the local implementation of the Scottish Government's Early Years Collaborative (EYC) and Getting It Right for Every Child (GIRFEC) and how this work is being taken forward locally.

2.0 SUMMARY

- 2.1 The Scottish Government's ambition for early years is:

'To make Scotland the best place in the world to grow up in by improving outcomes and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.'

The work of GIRFEC and the implementation of the Children and Young People Act support the implementation of the Early Years Collaborative.

- 2.2 Through the Early Years Collaborative the Government has established five 'stretch aims' and several 'key change' areas which it believes will help to achieve this ambition. In Inverclyde we have incorporated these into existing workstreams to ensure all aspects of EYC and GIRFEC support our vision to create a Nurturing Inverclyde.
- 2.3 During 2013/14 Community Planning Partners (CPPs) across Scotland embarked on improvement interventions to address issues identified to meet local need.
- 2.4 The Inverclyde Alliance is committed to providing integrated services for families that are child centred and rooted in the principles of GIRFEC and the United Nations Convention on the Rights of the Child (UNCRC). In parallel, the objective of the EYC is to speed up the process by which the principles, set out in GIRFEC and the Early Years Framework (2008), are put into practical action. All local authorities are mandated to take these two areas of work forward. As an authority, Inverclyde is merging these to become our 'Nurturing Collaborative' project.
- 2.5 A number of members of the 'Nurturing Collaborative' have attended the four, two-day Scottish Government Early Years Collaborative learning events in 2013/14. In addition 5 members have attended the two-day "Improvement Model Bootcamp" training. The GIRFEC agenda is being taken forward by the GIRFEC West partnership group and by local GIRFEC Champions throughout our educational establishments.

- 2.6 To progress the work of the Nurturing Collaborative, Inverclyde Alliance has employed a Programme Manager and a Data/Research Officer until March 2015 using Early Years Change funding and some additional funding available from the GIRFEC West of Scotland steering group.
- 2.7 The key priorities for the Programme Manager and Data Officer will be: establish a local implementation group; promote and implement the Early Years Collaborative Improvement Model; ensure that services for families and children are considering the improvement work that they are undertaking and that this has a positive impact on children and their families.
- 2.8 At the same time, managers across the Council, both within the CHCP and Education Services, have continued to progress the changes required in preparation for the implementation of the Children and Young People's Act. This has involved collaborating extensively with other Local Authorities and with the Greater Glasgow and Clyde Health Board to look at the best ways of aligning GIRFEC developments across boards and local authorities.
- 2.9 In order to drive progress and further raise the profile of early years in Inverclyde, a corporate champion has been identified. (Patricia Cassidy).

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:

Note the progress of the Early Years Collaborative and GIRFEC nationally, and the establishment of a Nurturing Collaborative locally.

Angela Edwards
Head of Inclusive Education, Culture & Corporate Policy

4.0 BACKGROUND

4.1 Partners across Local Authorities, the NHS and Scottish Government have agreed that the overarching ambition of the work of the Early Years Collaborative is *“to make Scotland the best place in the world to grow up in, by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.”*

4.2 The Inverclyde Alliance is committed to providing integrated services for families that are child centred and rooted in the principles of GIRFEC and UNCRC. In parallel, the objective of the Early Years Collaborative (EYC) is to speed up the conversion of the high level principles, which the Scottish Government set out in GIRFEC and the Early Years Framework, into practical action. Its work will seek to:

- Deliver tangible improvement in outcomes and reduce inequalities for Scotland’s vulnerable children.
- Put Scotland squarely on course to shift the balance of public services towards early intervention and prevention by 2016 and sustain this change to 2018 and beyond.

4.3 The EYC aims to help organisations close the gap between evidence of costs and outcomes of current and desired practice, between what we know works and what we do, by:

- Creating a structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements.
- Supporting the application of improvement methodology to bridge the gap between what we know works and what we do.

4.4 The Government has established five stretch aims and more focused Key Change themes. The stretch aims are:

1. To ensure that women experience positive pregnancies which result in the birth of more healthy babies as evidenced by a reduction of 15% in the rates of stillbirths (from 4.9 per 1,000 births in 2010 to 4.3 per 1,000 births in 2015) and infant mortality (from 3.7 per 1,000 live births in 2010 to 3.1 per 1,000 live births in 2015).
2. To ensure that 85% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time of the child’s 27-30 month child health review, by end-2016.
3. To ensure that 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017.
4. To ensure that 90% of all children within each Community Planning Partnership area will have reached all the expected developmental milestones and learning outcomes by the end of Primary 4, by end-2021.
5. To provide the Leadership System to support quality improvement across the Early Years Collaborative.

The Key Change area priorities for Scotland are:

1. Early support for pregnancy and beyond (previously early intervention in maternity Services) including stillbirth review process and smoking cessation- delivering

interventions in pregnancy reliably

2. Attachment and child development
 3. Continuity of care in transitions between services
 4. 27-30 month Child Health review
 5. Family Engagement to Support Early Learning
 6. Addressing Child Poverty – income maximisation achieved for families that require it
 7. Developing parenting skills to meet parents' needs where and when they need it (including nutrition)
 8. Workstream 4 (from start of primary school to P4)
- 4.5 To accelerate change in Early Years outcomes the Government has set up the Early Years Collaborative (EYC), which brings together practitioners from a number of relevant agencies across Scotland to share best practice, learn from each other and to learn about the Improvement Model's 'Plan, Do Study, Act' (PDSA) methodology that is recommended when developing Early Years practice.
- 4.6 The work expected of CPPs in relation to both the EYC and implementation of GIRFEC is considerable in terms of expected impact on the fundamental changes in public service delivery. As an authority, Inverclyde is maximising its resources and avoiding duplication by merging these to become our 'Nurturing Collaborative' project. We are seeking to extend the strong strategic fit across all partners delivering service in the Early Years sector by developing excellent mechanisms for tracking the wellbeing of children in Inverclyde and evaluating interventions using the PDSA Improvement Model methodology recommended by EYC. (Appendix 1).
- 4.7 The Best Start In Life Outcome Delivery Group has taken on the Leadership Role and between Corporate Policy and the CHC, a number of officers will continue to support the Programme Manager and Data Officer to deliver training and information on the Improvement Model.
- 4.8 In addition to the above, we have continued in our preparation and planning for the implementation of the Children and Young People Act (2014). As part of the process, officers from Education Services and CHCP have been linking with officers from Councils served by the Greater Glasgow and Clyde Health Board to look at the best ways of aligning GIRFEC developments across the health board with developments within individual Local Authorities. A GIRFEC implementation timeline has been devised across the Local Authorities in order to monitor progress. A page on the Council's website has been set up which provides updates and information regarding GIRFEC. <http://www.inverclyde.gov.uk/education-and-learning/getting-it-right-for-every-child/champions/>
- 4.9 Senior Managers have been filmed by the Early Years Collaborative to share more widely the integrated approach to this work in Inverclyde. Recent school inspections have exemplified our authority approach to GIRFEC as good practice. It is proposed that Inverclyde should offer to present at a future EYC learning session in 2014 to highlight our early years improvement work and in particular to showcase our Nurturing Inverclyde approach to Early Years.

5.0 IMPLICATIONS

The work will continue to progress and further updates will be provided in due course.

- 5.1 **Legal:** There are no legal implications.

Finance: There are no immediate financial implications on delivering the Inverclyde Nurturing Collaborative, Early Years agenda; however, within the next 5-10 years there may be an impact on the number of children who attend nursery places if the stretch aims are achieved. There may also be a long term financial impact on early years services to ensure that all children have the same standard of service and resources. Research illustrates that investment in early years also provides a higher return on investment in later life.

<http://www.scotland.gov.uk/Resource/Doc/920/0107869.pdf>

Personnel: As a result of additional funding a new temporary post of Early Years Programme Manager and a new temporary post of Early Years Data and Research Officer have been established until March 2015. The work of both officers will set up a sustainable model for the future based on existing capacity.

Equality and Diversity: It is anticipated that applying the theory and improvement science model which is advocated by the Nurturing Collaborative - Early Years will universally improve outcomes for babies, children and families. More specifically there will be service delivery aimed at reducing both social and health inequalities thus improving life outcomes for all families.

Repopulation: Improving outcomes for all children will allow the Inverclyde Alliance to promote the area as the best place in Scotland for children to grow up.

6.0 LIST OF BACKGROUND PAPERS

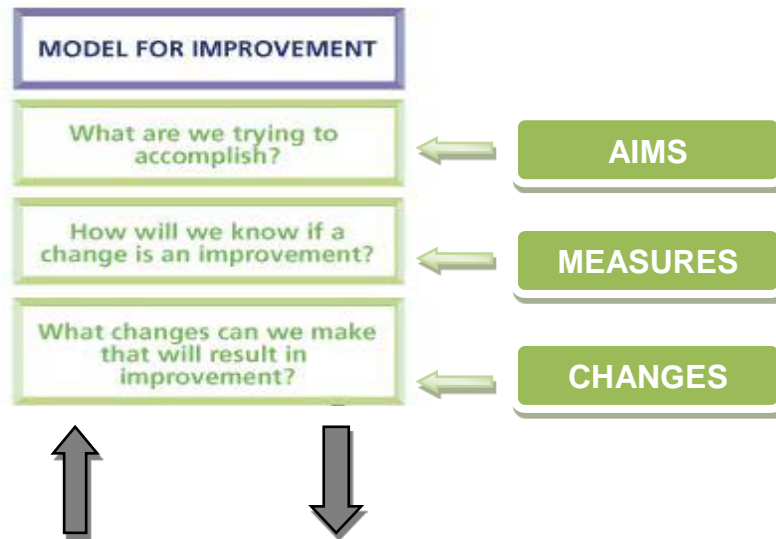
6.1 Detailed information about the national Early Years Collaborative can be found at:

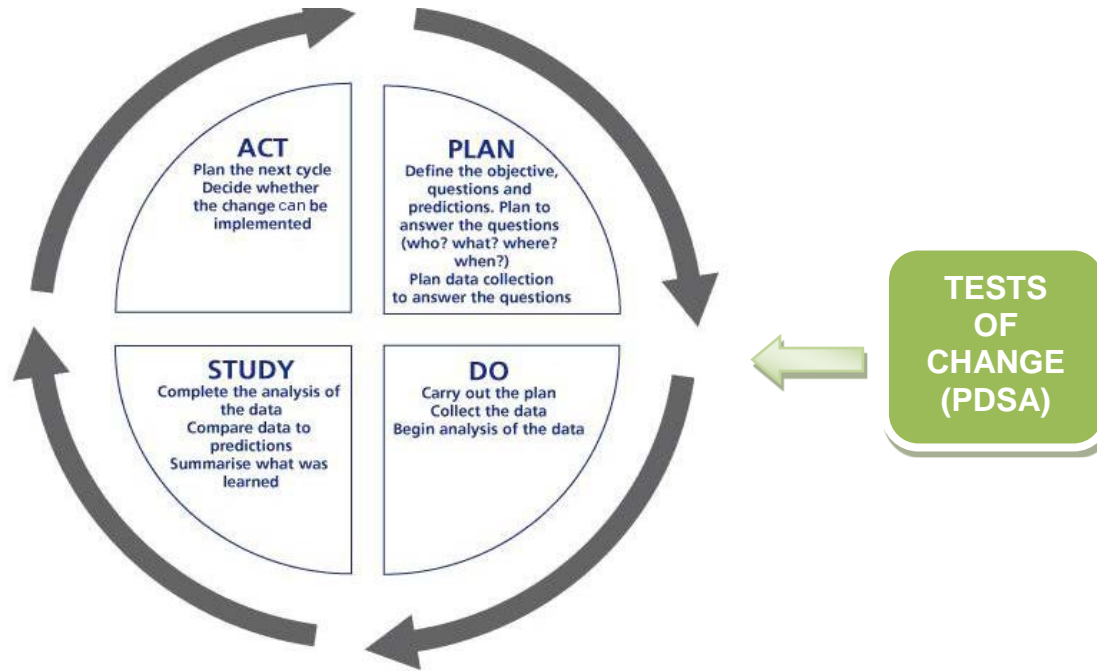
[http://www.eycollaborative.co.uk/
#bestplacetogrowup](http://www.eycollaborative.co.uk/#bestplacetogrowup)

Appendix One

The Model for Improvement

The Model for Improvement combines three fundamental questions which form the basis for improvement (see diagram below) with a process for testing change ideas (PDSA cycle).





The **PDSA cycle** can be used to turn ideas into action and connect action to learning. To be considered a PDSA cycle, four aspects of the activity should be easily identifiable:

- Plan:** The learning opportunity, test, implementation was planned, including the questions to be answered; the predictions of the answers to questions and plan for data collection
- Do:** The Plan was attempted; observations are made and recorded, including things that were not part of the Plan
- Study:** Time was set aside to compare the data with the predictions and study the results
- Act:** Action was rationally based on what was learned