

What do we know? <i>Feedback from the peer review</i>	What is the desired outcome? <i>What do we hope to see in 12 months?</i>	What do partners need to do now?	How will we know it is working?	How will this be monitored and evaluated?
June 2019 evaluation	Desired impact	Actions	Outputs /KPIs	Scrutiny and assurance
<p>EY system 1: Governance</p> <ul style="list-style-type: none"> - <i>strategic governance, development and evaluation of the systemwide early years services require clarity and enhancement in order to support a real ‘whole system’ approach</i> - <i>there is an accurate self-evaluation of the progress made and the challenges facing services</i> - <i>there is also a good self-awareness of where good practice exists and where there are further opportunities to be taken</i> - <i>leaders and staff demonstrate a passion for the services they provide, this is a strength</i> - <i>relationships are very good and there is effective collectively leadership, joint working and planning between Education and Children’s services; broader partnership working continues to develop</i> - <i>there is little evidence of evaluation of performance across the partnership</i> - <i>governance does not support the whole system approach but the joint bids and initiatives should help promote collective governance</i> 	<p>A clear plan sets out what partners will do collectively and what desired outcomes they seek.</p> <p>Governance arrangements provide robust drive, monitoring and challenge at all levels for system wide early years services.</p> <p>The EY strategy explicitly covers speech and language.</p>	<p>Collectively ensure that the early years governance arrangements and the strategy review are evidence based and support a whole system and whole family approach.</p> <ul style="list-style-type: none"> 1.1 Draft a revised early years strategy using the information from the review 1.2 ensure evidence-based activities support the vision and plans, refer to EIF for advice 1.3 all partners to agree a system wide governance arrangement for the strategy (membership /ToR reflect the partnership) 1.4 establish clear accountability structures and joint indicators at the board level (see 5.1 and 5.2) 1.5 schedule regular and robust monitoring and challenge opportunities for the board 1.6 include monitoring reports on the impact of the joint bids (in 1.5) 	<p>A collective vision exists for all early years services in the system.</p> <p>The revised ‘collective’ early years strategy and partnership action plan is in place.</p> <p>The partnership offer is widely understood.</p> <p>Outcomes – measured for the ‘whole child’ – improve as a result.</p> <p>Enhanced monitoring and challenge is undertaken by the board and by members.</p>	<p>Minutes from board meetings show this has been developed and agreed.</p> <p>Documentation and updates are presented to the board.</p> <p>Surveys and other means of feedback are reported to the board.</p> <p>See EY 5 (below)</p> <p>Minutes from board meetings show that challenge informs strategy.</p>
<p>EY system 2: Vision</p> <ul style="list-style-type: none"> - <i>all partners recognise the importance of a child’s early years</i> - <i>partners can articulate their work and the direct effect it has on families and children</i> - <i>there is a lack of clarity regarding what comprises the collective early years offer</i> - <i>universal services have reduced in recent years</i> - <i>partners have already identified effective initiatives and areas for development</i> - <i>there is a lack of understanding of readiness for school</i> 	<p>The early years strategy is linked to the overall vision of what partners are trying to achieve.</p> <p>An agreed understanding of what is offered collectively is present.</p> <p>A shared definition of readiness for school is created and this supports joint working.</p> <p>Outcomes are not declining because of the reduction of services.</p>	<p>Create a shared clear vision for your early years services which is supported by a simple and widely understood definition of your collective offer.</p> <ul style="list-style-type: none"> 2.1 develop and agree simple key messages to articulate the vision, strategy and offer to all 2.2 identify all current services and provision which make up the universal offer 	<p>Key messages are published: *vision* *strategy* *universal offer*.</p> <p>Partners and families understand the messages and as a result they access appropriate services and provision.</p> <p>Gaps and duplication in the system are avoided because of clear pathways.</p>	<p>Published documents and the impact of comms/media campaigns are reported to the board.</p> <p>Take up of services and appropriate referral rates increase.</p> <p>Provision maps contribute to commissioning and better value for money.</p>

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- the CWC council's plan key theme '...best start in life' is supported by leaders and staff		2.3 share and map universal provision and intervention pathways using a common language across services 2.4 re-affirm the offer by effectively communicating the messages (in 2.1) and the pathways in (2.3) across frontline services, the community and parents 2.5 co-produce a 'readiness for school' definition and ambition	A clear vision, and a shared understanding of pathways, contribute to more effective evaluation.	Collective performance information is presented to board and is challenged appropriately.
			A clear SLT offer, which is outcome focussed, with a closing the gaps plan in place.	Specific presentation on the effectiveness of the SLT pathway and service outcomes.
			Explicit work on shared expectations for school readiness supports better transition into schools.	Feedback from schools, families, services and PVIs - before and after definition is in use. Sample of transition case studies
			Partners can describe how services connect and complement each other.	Employee feedback and local reviews demonstrate a common understanding.
EY system 3: Co-production - initiatives such as Parent Champions and Parent Ambassadors allow parent contribution to the development of some services - awareness, understanding and impact of these roles is not high - community engagement in design and development is not well developed - there is some good work and support for families - involvement of parents and community/voluntary groups has fallen over time	A wide range of stakeholders are involved in service design and delivery. Services meet the needs of children and families.	Actively involve parents and communities in shaping and delivering services. 3.1 facilitate parental and community engagement by structuring co-production into early years plans and strategies 3.2 evaluate the impact of parenting champions and parent ambassador schemes 3.3 increase awareness of successful activities which engage and support parents 3.4 increase access to services, learning from the engagement work which exists in SEN services	Parent, community and voluntary groups make a contribution which is recognised and harnessed.	Surveys and other means of feedback are reported to the board. Parental / community representation at board level.
			Parent champion / ambassador schemes are improved or expanded, after evaluation, to provide even greater reach.	Minutes show that impact reports of these projects are presented to the board and inform future service delivery.
			Parents know how they can be involved in supporting their children and supporting other families, as well as how they can be supported by other parents.	Case studies are reported to the board. Take up of services increase or decrease accordingly.

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<p>EY system 4: Partnerships</p> <ul style="list-style-type: none"> - <i>partnership working is developing, there are some good examples of interagency / joint working exist, for example through the EOF bid</i> - <i>there are particularly good relationships between EY and SEND teams</i> - <i>the council has a proactive approach to developing services, despite budget challenges</i> - <i>there is not a shared understanding as to what the collective offer is or how it can be accessed, and so services run in parallel but are not joined up</i> - <i>PVIs highly regard the work of the EY team</i> - <i>joint projects and initiatives should aid multi-agency training</i> - <i>early education performance has improved in recent years</i> <p><i>Initiatives such as the strengthening families hubs, schools and nursery moderation, Gem centre, EY team are successful</i></p>	<p>Clear communication of the collective offer helps families access services.</p> <p>Clear communication of the collective offer promotes joint working and reduces duplication.</p> <p>Schools receive the right information from previous settings about individual children.</p> <p>Multi agency training strengthens the workforce.</p> <p>The clear offer for families is supported by specialist expertise in the S&LT service.</p>	<p>Communicate broadly your defined offer and the pathways for families with young children</p> <p>-----</p> <p>Develop a clear Speech Language Communication Needs (SLCN) offer with a closing the gap plan which is supported by the speech and language therapy service</p> <p>4.1 critically appraise the parenting programmes and select one for the partnership</p> <p>4.2 work across services to increase take up amongst hard to reach groups including for universal health checks and funded education places as well as targeted provision such as extended education and early help /prevention services</p> <p>4.3 maximise the reach of the grant funded projects through cross-partnership joint training</p> <p>See also 2.1, 2.3, 2.4, 2.5</p>	<p>The partnership adopts a city-wide, evidence based, parenting programme.</p> <p>Outcome gaps are closed due to the availability of targeted services.</p> <p>A comprehensive and quality assured training offer is in place and is accessed by staff across services.</p> <p>Increased take up of 2s and 3s funded education leads to improved outcomes for vulnerable groups.</p> <p>Increased take up of health checks lead to appropriate and timely referrals and support.</p>	<p>Board minutes / impact report on the programme.</p> <p>Outcomes improve for vulnerable groups (see EY 5).</p> <p>Training records show an increase in the CPD offer and take up.</p> <p>Outcomes improve for vulnerable groups (see EY 5).</p> <p>Take up of services and appropriate referral rates increase.</p>
<p>EY system 5: Evaluation</p> <ul style="list-style-type: none"> - <i>evaluation requires development so it can stimulate action</i> - <i>the early years steering group are working on the shared dashboard</i> - <i>collective data is not currently being used to inform change and learning from local interventions and does not always lead to improvement across services</i> 	<p>Whole system monitoring, accountability and challenge is enhanced through the creation and use of the 'whole child' dashboard.</p> <p>The dashboard is integral to the strengthened governance arrangements.</p>	<p>Develop a performance dashboard with a shared data set from all partners reflecting the whole child's development.</p> <p>5.1 partners agree a data set which measures the outcomes for the 'whole child'</p> <p>5.2 share outcome indicators and performance data with frontline services (see also 1.4 and 5.1)</p> <p>5.3 increase awareness of performance and use this to ensure services and provision are designed to improve outcomes</p> <p>5.4 embed the use of evidence-based intervention tools across the system (see also 1.2, 4.1 and 6.1)</p>	<p>Performance dashboard is established and is used for monitoring and service improvement at all levels.</p> <p>Frontline services adapt to respond to rises/falls in performance data.</p> <p>EIF and other tools are used to inform and guide practice.</p>	<p>Board minutes show that the dashboard is reviewed. The dashboard leads to challenge and promotes scrutiny.</p> <p>Service monitoring reports demonstrate evaluation and response.</p> <p>Reports highlight the use of evidence-based intervention tools.</p>

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<p>EY system 6: Commissioning</p> <ul style="list-style-type: none"> - joint commissioning requires significant development across early years services - there is commissioning expertise in each partnership and service team - there is little evidence of expertise within individual services being used in a whole system approach 	<p>Joint commissioning projects aid whole system approach and synergy between partners</p> <p>S&LT specification is current, and its reach is maximised.</p> <p>The Healthy Child Programme (HCP) supports collaborative work and integrated service delivery.</p>	<p>As part of your emerging whole system approach, seek opportunities to increase joint commissioning across early years services</p> <ul style="list-style-type: none"> 6.1 partners agree an outcome focussed speech and language offer with a closing the gap plan (see EY 4) 6.2 update the specification for commissioned SLT services as part of the EY strategy review 6.3 all relevant partners to clarify what is the contribution of the Healthy Child Programme and what are the expected performance levels 6.4 HCP outcomes are visible in the dashboard (see 5.1) 	<p>Commissioners are clear about what is expected from the Healthy Child Programme, how this will be delivered and monitored collectively.</p> <p>A systematic and standardised way to assess SLCN is established alongside a city-wide offer of intervention groups supported by SLT.</p> <p>Training for families to support communication at home is evidence based and quality assured by SLT. Communication friendly environments are in place across services.</p>	<p>HCP is embedded into the EY strategy and plans and governance arrangements allow effective monitoring.</p> <p>Assessment tool is in place and reports demonstrate its impact.</p> <p>SLT report on outcomes from the groups that the SLT service is supporting (skill development of other providers offering language enrichment activities / quality assurance / outcomes)</p>
<p>EY system 7: joint workforce plans</p> <ul style="list-style-type: none"> -there are committed leaders and staff at all levels - the council and partners have identified the desirability of joint workforce planning and development 	<p>The benefits of joint working are realised and built upon so that talent is harnessed across the system.</p>	<p>Follow through your intention to create a joint workforce planning and development approach</p> <ul style="list-style-type: none"> 7.1 complete the project timeline and explore which workstreams afford opportunities for joint workforce training 7.2 use the grant funded projects to understand the current and future training needs and inform and stimulate cross-service training opportunities 7.3 partners to develop a 3-year joint workforce plan 	<p>Skills and expertise across the system are utilised through a joint workforce plan.</p> <p>Health visitor training supports the early identification of SLCN / the need for referrals to SLT services.</p> <p>PVI training programme contributes to improved education outcomes, including for the most vulnerable children.</p> <p>The joint workforce plan is based on need and is aligned to the collective delivery of the universal offer.</p>	<p>Board minutes show the plan is established and reviewed.</p> <p>HV data reports.</p> <p>Take up of services and appropriate referral rates increase.</p> <p>Report to the board on the impact of the EOF and PDP projects in relation to the workforce development and CPD offer.</p> <p>Board minutes show the workforce plan is developed and reviewed alongside the offer and pathways documents.</p>