

# Introduction

We believe that every young person in Sefton is entitled to receive a good education. The value of a good education cannot be underestimated. Giving children the best start in life helps them fulfil their true potential, living happier, healthier and more prosperous lives.

This strategy has been developed to capture our collective ambitions for our children and to outline our direction of travel for our improvement journey. This will enable all stakeholders and professionals to consider how they invest time and resources to prioritise the areas that will have greatest impact on improving educational outcomes for children and their families.

The emphasis of the strategy is to establish a shared responsibility amongst all professionals to ensure they play a part in supporting all children to thrive. This will enable the key steps to be in place supporting positive experiences for both children and their parents. This will lead to a smooth transition to school in order that they are ready to learn and are able to reach their expected level of development at the end of their foundation stage.

**"In the right light, at the right time,  
everything is extraordinary."**

**Aaron Rose, Film Director**



# Sefton Early Years & Childcare Vision



The vision is to give every child the best start in life by building resilient communities, raising aspiration and working in partnership to deliver high quality, inclusive services that are accessible, tailored to local needs and make a difference to children, young people and their families by:

- Improving the quality of early education and childcare across the **borough** to lay the foundations for lifelong learning, raise attainment for all children and close the gap in learning and development between children experiencing multiple challenges and their peers;
- Strengthening opportunities for integrated working with key partners in health, Social Care and the Voluntary Sector to make sure that Early Years services are easy to access, inclusive and make sense for families
- Promoting engagement with the whole Early Years Childcare sector to develop a quality improvement strategy that recognises the experience and expertise of practitioners with a trajectory of excellence
- Securing sufficient, sustainable and inclusive Early Years provision across the sector through prudent management and information sharing with key partners.

**“Those who don’t jump, will never fly.”**

**Leena Ahmad Almashat, Author**

# Statutory Responsibilities



The Childcare Act 2006 identifies the following priorities:

- Delivering the Free Early Education Entitlement for all three- and four-year-olds and 40% of the most disadvantage two-year-olds.
- Offering 30 Hours Free Childcare for eligible working parents of three- and four-year-olds.
- Making effective use of the Early Years Pupil Premium and Early Years SEND funding, including the Disability Access Fund.
- Securing sufficient Children's Centres to meet local need with integrated provision of Early Years services.
- Maintaining sufficient childcare to meet the needs of working parents or parents in education or training.
- Providing support and professional development opportunities for all early years settings deemed 'Inadequate' or 'Requiring Improvement' with a power to support continuous quality improvement for all providers.

**“The future doesn't just happen, we are building it and we are building it all the time.”**

**Hannah Fry, Mathematician**



## National Context

It is acknowledged that early childhood experiences provide a platform on which future development and learning is built upon. It is now recognised that the earliest years of a child's life can have an important impact on his or her long-term development., These are formative years, physiologically, cognitively, socially and emotionally.

For a child to flourish and fulfil their potential, they need an environment which provides them with specific types of support from conception to the age of five. The parent or primary caregiver is the most important part of a child's environment, and attachment has long been recognised as a key factor in positive child development.

Sefton Council places priority on:

- Promoting social mobility through the delivery of coherent and integrated Education, Health and Family Support Services.
- Aligning the Early Years Foundation Stage Statutory framework and Healthy Child Programme, using data effectively to ensure that every child can make good progress in their learning and development.
- Promoting access to free early education for all three- and four-year-olds and eligible two year olds.
- Promoting access to 30 Hours free childcare for eligible working parents.
- Building a coherent, self- improving sector to give every child a good start in life.
- Encouraging engagement with **Family Well-being centres** with a focus on prevention and timely support.



# Language Development

One of the earliest areas of cognitive development and an important stepping stone to future success – is also influenced by parents or caregivers. If adults talk with children effectively – taking the lead for the child, elaborating on what they say, asking questions, sharing rhymes or songs or books – then children are given the best start in developing the cognitive tools they need to succeed at school.

A smooth transition into school enhances a child’s ability to learn and this has a fundamental impact on their life chances in adulthood. This is referenced across a number of key documents nationally.

**“The child begins to perceive the world not only through his eyes but also through his speech”**

**Lev Vygotsky**



# Unlocking Talent- A Plan for Social Mobility

A good early years education is the cornerstone of improving social mobility and therefore the focus of our first life-stage ambition in this plan.

These key years are the opportunity to make sure that all children develop the strong cognitive, social and emotional foundations on which future success is built.

Best quality early years settings are proof that prevention is better than cure, putting children from all backgrounds on the right track from the very beginning and enabling them to begin school in a position to thrive.

**“Look at yourself in the mirror and don’t be afraid to notice how beautiful you are.”**

**Yoko Ono**



# The 1001 Days Critical Manifesto

This highlights the period between conception and a child's second birthday as a critical time. During this time of rapid growth, babies' brains are shaped by their experiences, particularly the interactions they have with their parents and other caregivers. What happens during this time lays the foundations for future development. Pregnancy and the birth of a baby is a critical 'window of opportunity' when parents are especially receptive to offers of advice and support.

## Foreword to Ipsos MORI report for the Royal Foundation

*"Science tells us that a child's experiences from conception through their first five years will go on to shape their next 50. It tells us that the kind of children we raise today, will reflect the kind of world we will live in tomorrow. It tells us that investing in the start of life is not an indulgence, but economically, socially and psychologically vital to a prosperous society."*

– Jason Knauf, CEO of the Royal Foundation, December 2020<sup>14</sup>

**"Children are not a distraction from more important work. They are the most important work."**

**C.S. Lewis, Author**



# Early Years Foundation Stage



A secure, safe, and happy childhood is important in its own right. **High quality parenting and early learning** together provide the foundation children need to make the most of their abilities and talents as they grow up.

The EYFS framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

**“The role of education is to interest the child profoundly in an external activity to which he will give all his potential.”**

**Mara Montessori, Educator**







## Local Context

Investing in the early years of a child's life with effective evidence-based interventions, with both universal services and also targeted approaches with families and children at risk, ensures all children will have improved outcomes and reduces inequalities. The cost benefit of this approach in terms of an 'invest to save' model for the future is also clearly evidenced.

Early intervention services directly support the most vulnerable children and families who require additional and intensive support, focusing on improving outcomes. Services aim to improve the resilience and well-being for children and families and ensure they are able to access the right services at the right time in the right place. They also aim to make a significant difference in reducing demand for statutory services and to provide support to families who are stepping down from statutory services.

This approach helps to provide responses to the most vulnerable families and reduce inter-generational cycles of poor outcomes. The approach has far-reaching implications, which extends to both universal and targeted services who work with adults, young people, children and families and who work across all sectors.

It aims to respond in a meaningful, supportive way, working with parents whenever possible. It takes into account that everyone involved with the family has an important part to play and puts wellbeing of children and families at the heart of any support.



**"The best way of learning about anything is by doing"**

**Richard Branson**



# Sefton Specific Data

KIM CAN YOU REVIEW THIS DATA???

## Percentage of children - funded education 2021

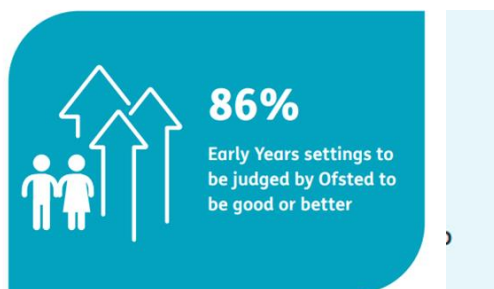
Area	2 YO	3-4 YO	2 YO (G+)	3 YO (G+)
Sefton	84.0	96.0	99.0	95.0
North west	76.0	96.0	97.0	94.0
SNs	80.0	96.9	95.5	92.5
England	72.0	92.0	96.0	93.0
National rank and band	26	36	15	42

## 222 Early Years Providers

- 45 nurseries
- 25 pre-schools
- 71 childminders
- 23 standalone holiday playschemes/out of school c
- 55 schools with nurseries(maintained/academies)
- 3 independent school nurseries

### EARLY YEARS

- Jan 21 c 720 x 2 (on the Total of (Also to note slightly reduc



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# Sefton Education Excellence Strategy

The Sefton Early Years Strategy is aligned to the Sefton Education Excellence Strategy 2022-2027 with the below priorities:





# Early Years and Childcare Strategy

From the point of conception through to the first day at school, parents, babies and young children have regular contact with a range of different services including midwifery, health visiting, GPs, Family well-being centres, childcare and early education provision. The early years is a crucial stage in human development, brain development begins before birth and rapid and intensive throughout the first three years of life. A young child's development is profoundly affected by their early care-giving experiences.

An effective Early Years Strategy needs to be based on the assumption that parents are the first educator and ensure that there is a robust system in place to support them in this vital role.

Research shows social class, income, co-parental relationships, living conditions and parent's own education levels are directly related to child development outcomes. However, the quality of the early home learning environment (from birth) acts as a significant modifying factor. All parents can enhance their child's progress if they engage regularly in activities that encourage positive social development, communication and thinking. Children with strong early home learning environments are ahead in both social and cognitive development at the age of three. They show secure language ability, higher levels of confidence, co-operation and sociability, and this advantage continues as they progress through school.

Services need to be focussed on delivering an approach that is underpinned by supporting parents in good parenting skills. This will provide the basis for them to have an understanding of how a child learns and ensure that they are an active participant in their child's brain development, enabling the child to become an active learner with a strong attachment and healthy relationships.



Whilst parents are recognised as the child's first educator, this strategy recognises the impact that access to high quality education can have in improving outcomes for children. Research shows us that access to high quality educational experiences can have a significant impact on the outcomes a child achieves. This strategy has a strong focus on building upon the good and outstanding provision that exists within Sefton.



## Strategic Aims

Our primary aim is to increase the Good Level of Development (GLD) of children across Sefton and to improve out outcomes when compared to statistical neighbours. The key to ensure our success will be to:

- Embed a shared understanding across the wider workforce as to the importance of the work with families in their earliest years and the positive impact this has on their outcomes at the end of the foundation stage.
- Ensure all professionals working with parents and children through their journey from pregnancy to end of the foundation stage deliver effective consistent messages
- Encourage all stakeholders and agencies to target their resources effectively by using the data and information provided in the Early Years Sufficiency report.
- Enable a skilled multi-agency workforce to deliver evidenced based interventions which respond to changing local needs
- Empower representatives of the early years, school sector and key professionals from across the system, to come together to be a fundamental driving force for this strategy, with responsibility for the delivery of our ambitions.
- To enable a multi-disciplinary workforce to share key messages and understand their role in the system this strategy sets out Sefton's approach to supporting families on this journey and will enable all services to meet need in a consistent way.





# Putting Children First



Children will be given every opportunity to:

- Grow, develop and be healthy
- Play, have fun, socialise and access their early Years entitlement
- Embrace learning and get the most out of going to school
- Have their needs met at the right time in the right way

Parents and care-givers will be supported to:

- Be healthy and well before, during and after pregnancy
- Positively embrace parenthood and bond with their baby
- Enable their child to grow, play and learn
- Know how and when to access services and support, to meet their own and their child's needs.



Services will be enabled and equipped to:

- Use evidence informed practice
- Have well trained and supported staff
- Work collaboratively to ensure children, their parents and care-givers are at the heart of how we plan and deliver services
- Maintain a key professional wherever possible.

This approach reflects the UNICEF principles that school readiness is achieved by communities and services working together for all our children giving them the best opportunity to thrive.



## Our Values

We are accountable for the delivery on the promises we make and take responsibility for our actions and the outcomes achieved.

We will have the courage to communicate openly and honestly, challenging the status quo and using our independence and experience to lead change for children in all our activities.

We take pride in delivering quality services that are community focussed and based on listening carefully to what the families need. We will respect all children and seek to foster respect for them in others.

We are trustworthy and all our dealings with children and families will be honest and transparent in the decisions we make and the services we offer.

We are compassionate, caring hardworking and committed to deliver the best services that we can with a positive and collaborative attitude.



**“Equipped with five senses, man explores the universe around him and calls the adventure, science”**

**Edwin Hubble, Astronomer**





# Vision One

**Children and their families achieve their potential with support from an effective and connect Early Years system that has a clear vision, purpose and direction.**

Aims and Aspirations	As a Local Authority we will:
1. Wide collective ownership of the Early Years and Childcare Strategy from a range of partners who are willing to make commitments to furthering its aims.	<ul style="list-style-type: none"> <li>• Introduce and embed the Early Years and Childcare Strategy and adapt as appropriate.</li> <li>• Ensure all partners in the Early Years system consider the implications for their own practice to achieve the intended outcomes.</li> </ul>
2. All aspects of the system feel that their contribution is recognised and valued	<ul style="list-style-type: none"> <li>• <b>Ensure all partners in the system sign up to the implications of it, understands and appreciate ways in which they could work more effectively and realise the benefits of effective multi agency working.</b></li> </ul>
3. Partners work in collaboration identifying and exploiting opportunities for improved integration wherever possible	<ul style="list-style-type: none"> <li>• Support everyone across the system to target groups who are most in need of support.</li> <li>• Extend the provision of Early Years and Childcare sessions and Bulletins.</li> <li>• Implement a 'database' system which produces a report for each child giving information about support accessed.</li> <li>• <b>Extend the promotion of working in formal collaboration with stakeholders within Sefton and across Liverpool.</b></li> <li>• Extend a social media presence for Early Years to promote joined up working and improved outcomes.</li> <li>• Development of a central 0-5 year website which navigate and shares the same key messages and impact in partnership with Early help.</li> </ul>
4. Agencies, settings and practitioners work together across barriers and boundaries to share good practice, insight and training and development opportunities aimed at developing mutual understanding of each other's roles and strengthening the sector.	<ul style="list-style-type: none"> <li>• <b>Develop a strong Early Years leadership structure and roles within each level with a strong ethos.</b></li> <li>• <b>A strengthened communication system within joined up working is successful, with an 'annual event' celebrating services together.</b></li> </ul>



## Vision Two

**All children have a positive journey through their Early Years ensuring that they are school ready and are well supported to transition to Reception and start Years One.**

Aims and Aspirations	As a Local Authority we will:
<p>1. Transition across the system is well managed, contributed to by a high level of trust between partners</p>	<ul style="list-style-type: none"> <li>• Support senior leadership teams in schools and a commitment to good, consistent transition at <b>another's</b> aims and ethos</li> <li>• Promote strong, integrated working between early years and other agencies.</li> <li>• Ensure children are supported to prepare for transition strategies and resources are shared to ensure their new school.</li> <li>• There is a recognition that enhanced transition for some children – <b>with the implementation of</b></li> <li>• Ensure continuity of support for children with special needs across early years settings and schools. Multi-agency needs of children and families.</li> <li>• <b>Implementation of transition policy to ensure consistency in the early years sector. REMOVE</b></li> <li>• <b>Lead and embed whole team transition events to share knowledge and expertise.</b></li> </ul>
<p>2. There is an agreed system wide approach to and acknowledgement of the importance of early language and communication, and relationships and attachment to children's development</p>	<ul style="list-style-type: none"> <li>• Develop training materials, opportunities and pathways for implanting changes in practice that will impact on language development across services to ensure a quality approach.</li> </ul>
<p>3. All children are well supported by the families and agencies which they work with and as a result receive lifelong benefits from having a great start in their Early Years through to becoming responsible adults.</p>	<ul style="list-style-type: none"> <li>• <b>Embed the Graduated Approach in order to support individual needs.</b></li> <li>• Support Early Years practitioners and health visitors with the integrated two-year-old check looking ahead at identifying the gaps in support for parents and children's development.</li> </ul>



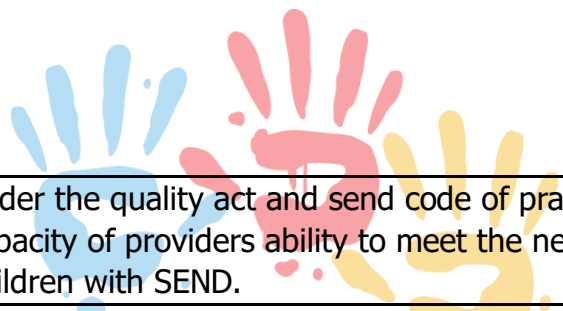
<p>4. Everyone, including parents, understands the role they play in supporting children to prepare for starting reception class at school and moving through this into year one.</p>	<ul style="list-style-type: none"> <li>• Develop a shared understanding of the term 'SEND' of each service including parents within this.</li> <li>• Ensure early years settings and schools share information together to ensure effective transition for children.</li> <li>• Schools' will demonstrate a commitment to provide early years' experience through reception to year one to meet the needs of all children.</li> <li>• Develop a clear pathway for parents and professionals to gain a secure understanding of every child's development.</li> <li>• Ensure a secure understanding of the Early Years Curriculum by parents and professionals, particularly the Characteristics of Effective Learning and how this is embedded in daily life.</li> </ul>
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## Vision Three

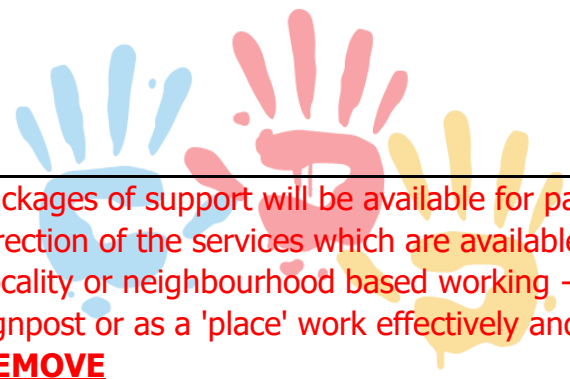
**Children who are at risk of poor outcomes are prioritised for high quality targeted support.**

Aims and Aspirations	As a Local Authority we will:
<p>1. The system understands which children are less likely than others to achieve against standard measurements, for e.g. GLD and has embedded understanding of how to support these children to achieve their individual potential.</p>	<ul style="list-style-type: none"> <li>• Analyse early years data to identify trends and use this to identify training and interventions required.</li> <li>• Encourage early years practitioners to collaborate within clusters to identify needs and strengths across the borough to inform school development plans.</li> </ul>
<p>2. There are strong and effective systems which identify children who need additional support at an early stage and once identified practitioners use a range of targeted early interventions to provide effective early support.</p>	<ul style="list-style-type: none"> <li>• Support the sector to implement the graduated identification and offering targeted interventions particularly around speech and language.</li> <li>• Review how health notifies the LA of children likely to have SEN. <b>REMOVE</b></li> </ul>
<p>3. The system focuses on those who are in most need and enables them to receive effective early help, including a specific focus on improving experiences of children with SEND.</p>	<ul style="list-style-type: none"> <li>• Support greater understanding and identification to extend the principles of inclusion, being explicit about opportunities so providers are increasingly up to date on developmental stage and that learning gaps are identified.</li> <li>• Extend support for the professional development of SENCos through training and the sharing of good practice.</li> <li>• Ensure all early years and childcare providers</li> </ul>

## Giving Every Child the Best Start in Life



	<p>under the quality act and send code of practice to assess the capacity of providers ability to meet the needs of children with SEND.</p>
<p>4. Everyone has a good understanding of the groups of children who may be less likely than others to have good outcomes and targeted support is provided at an early stage to enable these children to reach their potential.</p>	<ul style="list-style-type: none"> <li>• Ensure everyone who works with children understands the needs of those who may need extra support and to ensure they have access to the extra support that is available.</li> <li>• Ensure a sharp focus on children’s emotional and mental health and avenues of support for children who have experienced trauma.</li> <li>• <b>Ensure a supportive and aspirational vision for the future, after, those on child protection, child in need and children with vulnerabilities.</b></li> </ul>
<p>5. We are committed to learning more about and from disadvantaged groups and taking innovative approaches which we will learn from to inform <b>our</b> longer term strategies.</p>	<ul style="list-style-type: none"> <li>• <b>Support access to early years provision for children with SEND through partnership with providers.</b></li> <li>• <b>A clear system will identify children eligible for early years provision and support children and their families in accessing a funded place following a professional referral.</b></li> <li>• <b>LAC children will be prioritised for a place in early years provision. A well-informed PEP to closely monitor their progress in areas where support may be required.</b></li> </ul>
<p>6. All settings are inclusive and so capable of meeting the diverse needs of all children.</p>	<ul style="list-style-type: none"> <li>• Deliver training to explore the meaning of inclusion and put into practice ensuring a robust system which includes ‘differentiated approach’ and <b>adapted</b> teaching.</li> <li>• Offer specific SEND training, delivered when needed based on trends and needs gained from feedback from Early Years Leads.</li> <li>• Offer advice, support and training to early years settings to enable them to promote inclusive learning environments that meet the needs of children with SEND.</li> <li>• <b>Recommend attachment and trauma informed practice throughout the sector.</b></li> <li>• <b>Ensure specific speech and language support is provided using different tools and following the advice from ELKLAN. REMOVE</b></li> </ul>
<p>7. All professionals have a secure understanding of Child Development and are flexible in their approach to meet the needs of each unique child.</p>	<ul style="list-style-type: none"> <li>• Good reasonable adaptations are implemented for the needs of all children.</li> <li>• Professionals have a positive and welcoming approach to their families as they constantly explore how to improve through the service they provide.</li> <li>• Key stakeholders, for e.g. Senior Leadership Team will be challenged to understand how Early Years provision will be delivered flexibly and with a unique approach to meet the needs of all children. There is no ‘one size fits all’.</li> </ul>



8. Parents, children and young people can access a range of resources to meet individual need, including those to help recover from the impact of the pandemic.

- Packages of support will be available for parents in the direction of the services which are available to them
- Locality or neighbourhood based working - how to use a signpost or as a 'place' work effectively and better
- **REMOVE**

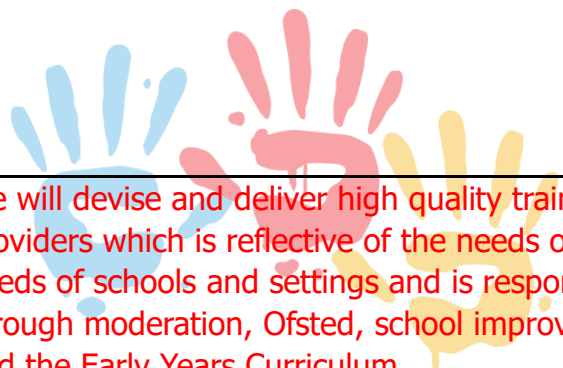


## Vision Four

**Children’s early learning and development is expertly supported by a strong, skilled, and knowledgeable Early Years childcare system workforce.**

Aims and Aspirations	As a Local Authority we will:
<p>1. Careers in Early Years in Sefton are well respected, valued and popular; recruitment and retention rates across diverse groups are good.</p>	<ul style="list-style-type: none"> <li>• Support Early Years and childcare sector in Sefton and appropriately skilled to effectively support children and families.</li> <li>• Promote the profile of working in Early Years through middle and higher education approaches including the re-design of the website and media platforms.</li> <li>• Ensure induction and support packages are updated and apprentices are nurtured and invested in leading a skilled workforce at every level.</li> <li>• Develop a bank of Early Years trained supply staff who are knowledgeable and share the Vision of Sefton.</li> </ul>
<p>2. All children are supported to access high quality early years provision and are supported by skilled and knowledgeable early years practitioners.</p>	<ul style="list-style-type: none"> <li>• Support providers (PVI, childminder, OOS, EA) to develop their quality provision through untargeted support.</li> <li>• Where a provider receives an OFSTED judgement of 'Satisfactory' LA will deploy targeted support to transition to 'Good'.</li> <li>• Support the Early Years and Childcare Sector to be well led and appropriately skilled to effectively support children and families. <b>REMOVE</b></li> <li>• We will devise and deliver high quality training for providers which is reflective of the needs of Early Years settings and is responsive to the needs of schools and settings and is responsive to the needs of schools and settings and is responsive through moderation, Ofsted, school improvement and the Early Years Curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support providers to self-audit their provision towards being an Outstanding provider by sharing best practice.</li> </ul>

## Giving Every Child the Best Start in Life



<p>3. The Early Years Workforce is enabled to access a training and development offer which meets its needs and is joined up and co-ordinated between the different agencies and contributes to continued and sustained professional development, taking into account the latest research.</p>	<ul style="list-style-type: none"> <li>• We will devise and deliver high quality training providers which is reflective of the needs of E needs of schools and settings and is responsive through moderation, Ofsted, school improvement and the Early Years Curriculum.</li> <li>• Seek out opportunities that are funded by the secure training opportunities that are evidenced recognition</li> <li>• Support providers to self-audit their provision towards being an Outstanding provider by sharing</li> <li>• Develop a yearly training plan which will be for early year's workforce in a timely manner and network meetings targeting specific audiences</li> <li>• Develop a central, concise and up to date website know which training is available and will optimise</li> <li>• Promote the profile of a career in Early Years higher education and marketing approaches.</li> </ul>
<p>4. Training accessed translates into a positive impact demonstrated through both the outcomes achieved by children, the quality of settings and changes in practice.</p>	<ul style="list-style-type: none"> <li>• Introduce a universally available SEND training baseline of knowledge and understanding of is achieved.</li> <li>• Develop an 'Ordinarily available provision' document by all professionals and gives the same consistent messages.</li> <li>• Good practice will be shared and celebrated through case studies as a means to educate and upskill</li> <li>• Offer more project-based training to increase understanding and ensure sustained changes</li> <li>• <b>REMOVE</b></li> <li>• Support the workforce to demonstrate an in-development and how to support families in and being confident in how to support the early</li> </ul>
<p>5. Ensure the 'Child's Voice' is at the heart of all systems and processes with a tailor made and personalised approach that meets the needs of each individual child and their family.</p>	<ul style="list-style-type: none"> <li>• Develop a bank of resources which are assessed to support each individual child, for e.g. environmental</li> <li>• <b>REMOVE</b></li> <li>• Involve the child and their family when making them to self-advocate and engage.</li> </ul>





## Vision Five

**Parents choose to access sufficient, high quality and inclusive childcare places that support early learning and childcare needs whilst being enabled to be the best that they can be.**

Aims and Aspirations	As a Local Authority we will:
<p>1. Parents in Sefton are supported to be resilient, have their voice heard and to have high aspirations for themselves and their children.</p>	<ul style="list-style-type: none"> <li>• Support the development of parent forums.</li> <li>• Offer support to childcare businesses in Sefton managed, they plan effectively and they offer</li> <li>• All childcare services and professionals will work with diversity with an embedded inclusive approach</li> </ul>
<p>2. There is sufficient pre-school and school age childcare in Sefton to meet the needs of working parents and those wanting to access funded entitlements</p>	<ul style="list-style-type: none"> <li>• Recruit a Sufficiency Officer to ensure sufficient provision across the borough, producing an accurate and informative Sufficiency Assessment Report (CSA). <b>REMOVE</b></li> <li>• Work closely with the early years and childcare providers to ensure sufficient, high quality places to meet Free Entitlement for children aged 9 months +</li> <li>• All children who would benefit from accessing provision are encouraged and enabled to do so</li> <li>• Marketing activity will ensure maximum take up of two, three and four year olds as appropriate</li> </ul>
<p>3. There is good quality information, advice and guidance for parents on finding, accessing and affording suitable early education and childcare.</p>	<ul style="list-style-type: none"> <li>• Marketing activity will ensure maximum take up of two, three and four year olds as appropriate</li> <li>• Joint work with Early Help, Health Visitors and other partners to support effective outreach to ensure that families understand their entitlements and make informed choices about their children's care</li> </ul>
<p>4. Parents are recognised as key contributors to the early years system and are supported by it to help their children achieve good outcomes.</p>	<ul style="list-style-type: none"> <li>• Support practitioners in providing information and advice to parents to raise engagement with their children's early years</li> <li>• Partnership with health visitors, midwives and other professionals to ensure a range of integrated child and family support programmes are provided.</li> <li>• Parent pathways will support parents and carers to access the support which they need which is useful and specific.</li> <li>• Informal opportunities for parents and carers to understand their role will ensure a supportive environment</li> <li>• Parents will have confidence in schools and providers that the needs of their child will be met through a joined up approach. <b>REMOVE</b></li> </ul>



<p>5. Effectively support the long term sustainability of the early years and childcare sector, including working with providers to manage the short, medium and long term impacts of the pandemic.</p>	<ul style="list-style-type: none"><li>• Offer advice, support and challenge to all early years providers to enable them to deliver high quality provision. <b>REMOVE</b></li><li>• Parents will have confidence in schools and providers that the needs of their child will be met through a holistic approach.</li><li>• Parents are recognised as key contributors to their child's learning and are supported by it to help their child achieve their potential.</li></ul>
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# Monitoring and Evaluation

The strategy will be supported by a detailed implementation plan. The actions and milestones will be developed, monitored during the life of the strategy to identify barriers or challenges in delivery.

This strategy will be a dynamic hypothesis for change and will be routinely revisited and refined. Its progress and impact will be measured against strategic outcomes and appropriate indicators set out in the Early Years Strategy and Outcomes Framework rather than implementation of specific actions or projects.

Evaluation of the strategy will be informed by consultation and engagement with children, families, the Early Years workforce and key stakeholders from across Sefton.

Outcomes will be captured and ratified by the Early Years Development Group.



**“The greatest sign of success for a teacher... is to be able to say ‘the children are now working as if I did not exist.’”**

**Maria Montessori**



# Thanks

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**“If you want a child’s mind to grow... you must first plant a seed.”**

**Robert Lewis Stevenson**

