

## Use of DSG Reserves-Grant Options for funded early years providers

The focus area for grant allocation is linked to Covid-19 Recovery in the Prime Areas of Learning

### Rationale:

Concerns have been raised by parents, schools and early years experts about the impact of lack of access to Early Childhood Education and Care (ECEC) on young children's development.

<https://post.parliament.uk/impact-of-covid-19-on-early-childhood-education-care/>

Available evidence suggests that changes in access to ECEC has impacted pre-school children in a number of ways, including socio-emotional and behavioural development and mental health, physical development and school readiness.

Evidence also suggests however that children and families have experienced the pandemic in very different ways, which has shaped any impacts on development, both positive and negative. Negative impacts are more likely for disadvantaged children and children with SEND, as well as vulnerable children.

### Cognitive development

- Research has highlighted the positive impact of attending ECEC on some aspects of cognitive development during COVID-19 for some groups of children. For example, a UK study involving 189 families explored the association between time spent in ECEC during the pandemic, socio-economic status and children's cognitive development. More time spent in ECEC during the 2020 pandemic was associated with greater gains in receptive vocabulary. For example, compared to peers, children who accessed 1 day a week of ECEC understood 24 more new words during Spring to Winter 2020, while those attending 2 days per week understood 48 new words over the same period.

### Social, emotional and behavioural development and mental health

- As part of Ofsted's series of reports on the impact of COVID-19, interviews were conducted with ECEC providers in autumn 2020. Responses from 208 registered providers in October 2020 and 739 providers in November 2020, cited particular concerns around children's personal, social and emotional development upon returning to settings. In the DfE's Early Years Foundation Stage statutory framework, which sets the standards for learning, development and care for children from birth to five, each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Research undertaken by York St John University and Kids Planet Day Nurseries highlighted the significant disruption to the key person role as a consequence of the pandemic, reducing the consistency of emotional support.

### Physical development

- Access to outdoor space is important for physical activity and mental health, as well as opportunities to play and socialise. Play promotes cognitive, physical, social and emotional well-being in young children. Concerns have been raised by academics and charities throughout the pandemic about the limited opportunities for children to play and engage in physical activity due to pandemic restrictions. The COVID-19 pandemic has also highlighted the unequal access to green spaces by different populations and the proportion of families with no access to gardens or

communal spaces. For example, analysis by the Children's Commissioner shows that over 1 million children did not have access to a private garden during lockdown.

### **School readiness**

- One of the objectives of Government ECEC policy is to improve school readiness. Some research has focused on the impact of the pandemic on the extent to which children are ready for school as evaluated at entry to Reception. A survey of 528 early years and primary school teaching professionals conducted by Kindred squared and YouGov found that on average 43% of children were reportedly not school-ready upon entering Reception. The increased number of children not considered school-ready was attributed to non-attendance at nursery by over half of respondents (62%).
- The Education Endowment Foundation published the interim report of the School Starters Study in April 2021, with the final report expected in Spring 2022. The survey of 58 schools in England found that 76% of schools reported children needed more support when entering school in the Autumn Term 2020 than previously. Communication and language development; personal, social and emotional development; and literacy were all cited as particular areas of concern by schools.

Grant Option	Costs	Audit requirement
<b>1. Funded Childminders / Funded providers on a domestic premises</b>  <b>Speech, Language and Communication Development: Time to Talk Package</b>	<ul style="list-style-type: none"> <li>Wellcomm Assessment pack £485</li> <li>Time to Talk Tier 1 training £40</li> <li>Time to Talk Tier 2 training £215 x 5 60-minute sessions online</li> <li>Time to Talk Tier 3 training £100 x 3 90 minute online sessions</li> <li>£150 cover costs contribution</li> </ul> <b>Total: £990</b>	Evidence of purchase of the GL  Evidence of attendance at training
<b>2. Funded providers on a non-domestic premises / Schools</b>  <b>Communication and Language</b> <b>Time to Talk training at Tier 2 and Tier 3</b>  <b>For settings with a Wellcomm Pack</b>  <i>If lower levels of training have previously been accessed, then higher level entry is accepted. The money saved can be spent on additional cover time.</i>  <i>If you wish to train a second person this is also acceptable</i>	<ul style="list-style-type: none"> <li>Time to Talk Tier 1 training £40</li> <li>Time to Talk Tier 2 training £215</li> <li>Time to Talk Tier 3 training £100</li> <li>Cover costs for 9.5 hours training at £21 p/hr: £200</li> <li>X 5 days cover for Assessment and intervention at £150 a day = £750</li> </ul> <b>Total: £1305</b>	Attendance at Tier 1 and Tier 2 training  Submission of Wellcomm data may be requested  Examples / case studies regarding intervention activity may be requested as a part of the audit process
<b>3. Supporting PSED</b>  <b>Understanding and using the Leuven Scales for emotional well-being and levels of engagement in learning</b>  <b>Supporting effective transition and auditing practice</b>	<ul style="list-style-type: none"> <li>Attend a 90-minute webinar to refresh or learn about the Leuven Scales for emotional well-being and levels of engagement in learning £40</li> <li>Make use of two days contribution to release time included in this package, using this to assess children within your setting and plan intervention work</li> <li>Explore the <b>Warwickshire Transition Tool Kit</b> materials and the <b>Warwickshire Information Sharing Transfer Profile</b>.</li> <li>Use the audit within the tool kit to review practice</li> <li>Plan for the transition of children to reception, including contact with the receiving schools where this will be beneficial</li> </ul>	Attendance at webinar  Anonymised data may be requested as part of the audit process  Samples of completed Warwickshire Information Sharing Transfer Profiles will  Samples of completed audits may be requested as a part of the audit process

	<ul style="list-style-type: none"> <li>Share documentation with staff. Make effective use of the contribution to two days release time included in this package to complete the <b>Warwickshire Information Sharing Profile</b></li> </ul> <p><b>Total: £640</b></p>										
<b>4. Physical Development</b>	<p>Access the three- part webinar Understanding Outdoor learning in the EYFS £135 - runs during the Autumn term, or a recording can be ordered.</p> <p><b>Autumn 2022 Package</b></p> <p>Part 1: Monday 31st October Part 2: Monday 14th November Part 3: Monday 28th November</p> <p>Time: 1:30pm - 3:00pm</p> <p><a href="https://training.earlyexcellence.com/w/uk/courses/64-understanding-outdoor-learning-in-the-eyfs">https://training.earlyexcellence.com/w/uk/courses/64-understanding-outdoor-learning-in-the-eyfs</a></p> <p>Or download the CPD Programme: The power of outdoor Learning. This is more suited to Schools. Cost: £395</p> <p><a href="https://earlyexcellence.com/national-events/the-power-of-outdoor-learning/">https://earlyexcellence.com/national-events/the-power-of-outdoor-learning/</a></p> <p>Depending on the option selected, the remaining grant can be used to support release costs to develop an action plan for the development of outdoor learning as a result of the training.</p> <table border="1"> <tr> <th colspan="3">Grant £600</th></tr> <tr> <td>Training</td><td>£135</td><td>£395</td></tr> <tr> <td>Release</td><td>£465</td><td>£205</td></tr> </table>	Grant £600			Training	£135	£395	Release	£465	£205	<p>Evidence of training booked and attended will be required</p> <p>A number of action plans will be requested for audit processes</p>
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<b>5. Cognitive Development</b>  <b>Improving the quality of practitioner interaction</b>	<p>Understanding and using the Sustained Shared thinking and Emotional Well-being Audit to improve practitioner interaction.</p> <p>This package includes a 90-minute online session to understand how to use the SSTEWE audit, joint observation, and discussion of video material. It is followed by the opportunity to carry out elements of the audit tool in your own setting before returning for a follow up session with the group to discuss the experience and reflect on the actions to improve practice.</p> <p>Cost of Training £150 Cover to undertake audit: £300</p> <p><b>Total: £450</b></p>										