

Agenda item:

[No.]

General Purposes Committee

On 18 April 2011

Report Title: **Proposal for the restructure of Haringey Early Years Services**

Report of: Peter Lewis, Director of Children and Young People's Service

Signed :

Contact Officer : Jan Doust, Deputy Director, Early Intervention & Prevention

Wards(s) affected: **All**

Report for: **Non key decision**

1. Purpose of the report

1.1. To propose a restructure of those teams employed centrally by the Children & Young People's Service to support the delivery of Early Years provision. At present, staff are spread across a number of service areas. The proposal is to replace these teams with a single, smaller team.

2. State link(s) with Council Plan Priorities and actions and /or other Strategies:

2.1. The proposals in this report are designed to implement the council's budget strategy.

3. Recommendations

That Members:

- 4.1 Note that formal consultation on these proposals began on 3rd February 2011 and was concluded on 14th March.
- 4.2 Note the comments received from staff and trades unions and the management response to these (Appendix 5).
- 4.3 Agree the proposed restructure as set out in Appendix 1 and summarised in section 6 below, taking into account the outcome of the staff consultation and management response, and paying due regard to the Council's public sector equalities duties.

4. Reason for recommendation(s)

- 4.1. The huge scale of spending cuts imposed on local government means that the council will have to make savings of £84m over three years on its £286million annual budget to spend on services. Because of government demands to make early spending cutbacks, £41m of this saving has to be found immediately, for 2011/12. As part of this, the Children and Young People's Service is restructuring in order to reduce spending by £14.1m while protecting services to the borough's most vulnerable children.
- 4.2. The attached consultation document (Appendix 1) sets out the background to this specific change and lists the posts affected. The proposed service structure and list of posts, revised following the consultation with staff and unions, is included at Appendix 6.

5. Other options considered

- 5.1. The alternatives to this proposal would be to maintain either a larger or a smaller central team, and to make correspondingly larger or smaller savings to children's centres provision.
- 5.2. The proposed structure involves a significant reduction in advisory and support staff in line with the council's approach to prioritising front line service delivery, whilst maintaining sufficient capacity to meet the statutory duties of the local authority and develop the quality of Early Years provision across the sector.

6. Summary

- 6.1. The proposal involves the deletion of three service areas – the Early Years Resources Team, the Family Information Service, and the Early Years Quality & Inclusion Team – and the creation of a single, smaller, integrated Early Years service. This will achieve a saving of £761,000.
- 6.2. The proposed Early Years service will work flexibly to ensure:
- sufficient high quality childcare and early education for all children aged 0-5
 - improved educational outcomes for all children and a narrowing of the gap in attainment at the end of the Early Years Foundation Stage
 - information and advice for families on childcare and other services is available
 - targeted provision for vulnerable children and families
- 6.3. The proposal involves a reduction in staff numbers from 31 to 16. As the overall size of the team will be smaller, not all functions currently carried out will be able to continue, however the impact of the reduction in size will be mitigated through working differently. The new team will ensure that statutory duties are met.
- 6.4. In response to the consultation with staff and key stakeholders, some changes have been made to some of the roles. A revised structure chart and list showing the posts in the new structure is attached at Appendix 6. There is however no change to the proposed level of saving or the role and function of the service. The changes are as follows:
1. Line management arrangements have been altered – please see revised structure chart at Appendix 6.

2. The two deputy head of service posts have been redesignated as lead officers for their respective areas – Early Years Lead for Early Intervention & Prevention and Early Years Lead for Vulnerable Children with Multiple & Complex Needs.
3. The Childcare Support Officer JD has been revised to have a stronger focus on business support and contract monitoring. The job title is now Business Support Officer.
4. The 0.5 FTE 2-year old pilot project co-ordinator role has been expanded to incorporate additional duties supporting the work of the team. The post is now full-time and the job title is now Early Years Support Officer. The grade remains at PO1.

7. Chief Financial Officer Comments

7.1. The Chief Financial Officer has been consulted in the preparation of this report and comments that the savings set out are consistent with those agreed by Cabinet and are essential in achieving the budget strategy agreed by the Council.

8. Head of Legal Services Comments

8.1 The Head of Legal Services has been consulted on the contents of this report. Consultation with staff and recognised trade unions is an essential part of the responsibilities of an employer in the course of a business re-organisation. The requirement for consultation with employees and their trade union representatives is recognised within the report.

8.2 Due consideration should be given to responses received as a result of the consultation before any final decision is reached concerning the proposals outlined. Further, due consideration must also be given to the authority's public sector equality duties before such a final decision, taking into account the outcome of the two attached equality impact assessments.

8.3 The process by which the restructuring exercise is to be achieved must comply with the Council's procedures regarding organisational change. Further the position of any members of staff at risk of displacement must be considered under the Council's procedures regarding redundancy and redeployment.

9. Head of Procurement Comments

9.1. Not applicable

10. Equalities & Community Cohesion Comments

10.1. Service delivery and staffing Equalities Impact Assessments have been completed and are attached as appendices 2 and 3.

10.2. Much of the work of the staff concerned is not direct work with children and families but rather work undertaken with the providers of early education and childcare, and other organisations. Therefore, direct impacts on particular protected groups are difficult to discern.

10.3. The Early Years Inclusion Team does however undertake direct work with

children with disabilities and SEN and their families, so the reduction in capacity in this area will have a negative impact for this group. Please see Service Delivery EqIA (Appendix 2) for further details, including the steps that are being taken to mitigate the impact.

- 10.4. The Staffing Equality Impact Assessment has shown no adverse impact on any particular protected group.

11. Consultation

- 11.1. Informal consultation has included team meetings at which the proposals were explained to staff. Formal consultation took place between 3rd February 2011 and 14th March 2011.
- 11.2. Appendix 5 sets out the comments raised in response to the consultation and the management response to these.
- 11.3. Consultation also took place with stakeholders such as childminders and Private, Voluntary & Independent sector nurseries – see Appendix 2.

12. Use of appendices /Tables and photographs

- 12.1. Appendix 1: Consultation Document
- 12.2. Appendix 2: Service Delivery Equalities Impact Assessment
- 12.3. Appendix 3: Staffing Equalities Impact Assessment
- 12.4. Appendix 4: Equalities Impact Assessment Screening Tool
- 12.5. Appendix 5: Comments received during consultation, with management responses.
- 12.6. Appendix 6: Revised service structure and posts

13. Local Government (Access to Information) Act 1985

Not applicable

APPENDIX 1

CONSULTATION DOCUMENT

Proposals for the restructure of the Haringey Early Years Service

Date: 03.02.11

1. Introduction

The effect of the proposals outlined in this consultation is to reduce the Haringey Early Years Service to a core team that will carry out the statutory responsibilities of the LA and continue to develop the quality of all Early Years provision across the sector.

The members of staff affected by these proposals are those currently concerned with the administration, maintenance and running of activities within the Early Years Resources Team, Extended Services (0-19), the Family Information Service and the Quality and Inclusion Team including the Childminding Development Team all within the Children and Young Peoples' Service.

The posts concerned are based at River Park House, 48 Station Road, the Professional Development Centre and the Civic Centre.

A copy of these proposals will be provided to all affected members of staff and the relevant recognised trade unions as part of the consultation process. Formal written responses from all affected staff and the trade unions including any counter-proposals or concerns around the proposal from individual or groups of affected staff should be sent to Jan Doust by 10.03.2011

Staff affected by these proposals will have the opportunity to meet with their line manager during the consultation period. If they wish, they may be accompanied by their Trade Union representative.

Subject to the results of the consultation and the consideration of counter-proposals, it is intended to formally ratify the proposals by 22.03.2011.

2. Background – The Need for Change

The unprecedented scale of spending cuts imposed on local government means that the Council will have around £50million less to spend on services in 2011/12 but its priority will be to protect services for the most vulnerable residents. The Council's annual general budget is approximately £245million and of this about 60% funds staff. The Council has taken measures to reduce non-staffing spend as far as possible. However, the size and timing of the cuts mean there is no alternative than to consider wholesale job reductions. In this context the Council issued statutory notice on 18th November 2010 on a reduction in the workforce of more than 1,000 posts. The information in this pack contains more details of the proposed workforce reduction in the Early Years service and Family Information Service.

The restructuring of the Early Years service is intended to ensure that all the statutory duties of the Local Authority can still be addressed. The revised structure will provide support across the sector to ensure high quality Early Years provision and services for families are further developed and maintained.

A smaller more co-ordinated Team will be created where greater integration of the work and more flexible working is possible across the Team. The smaller Team will take forward the work of ensuring that there is sufficient good quality childcare and early education for all children 0-5 years old while providing education places for vulnerable 2 year olds and targeted support and

intervention for those families most in need through the work of the children's centre programme with information and advice for parents.

The work of FIS will need to be taken forward as part of the role of the new Information and Data Management post, alongside SENCOs and the outreach workers within the children's centres. While this may mean that the current level of service cannot be maintained the LA will continue to provide parents with information about childcare within the local area and support those parents of children with SEN or disabilities.

The work of the central childminding team will also need to be shared more flexibly. The one remaining post will need to be more focused on ensuring that recruitment, training and support is available and that the LA is informed of the quality of childminding. The Advisory Teachers, SENCOs and children's centres will be expected to work with childminders to support and train them.

3. Purpose of Consultation

The purpose of this consultation is:

- to listen to staff and trade union comments and suggestions;
- to consider alternatives that meet the identified objectives;
- to find possible ways of avoiding or reducing redundancies or of mitigating their consequences.

4. The Objectives of this Consultation

The objectives of this consultation are:

- to achieve savings of £1.2million
- to create an improved structure for the centrally employed Early Years Team

5. Staffing implications from these proposals

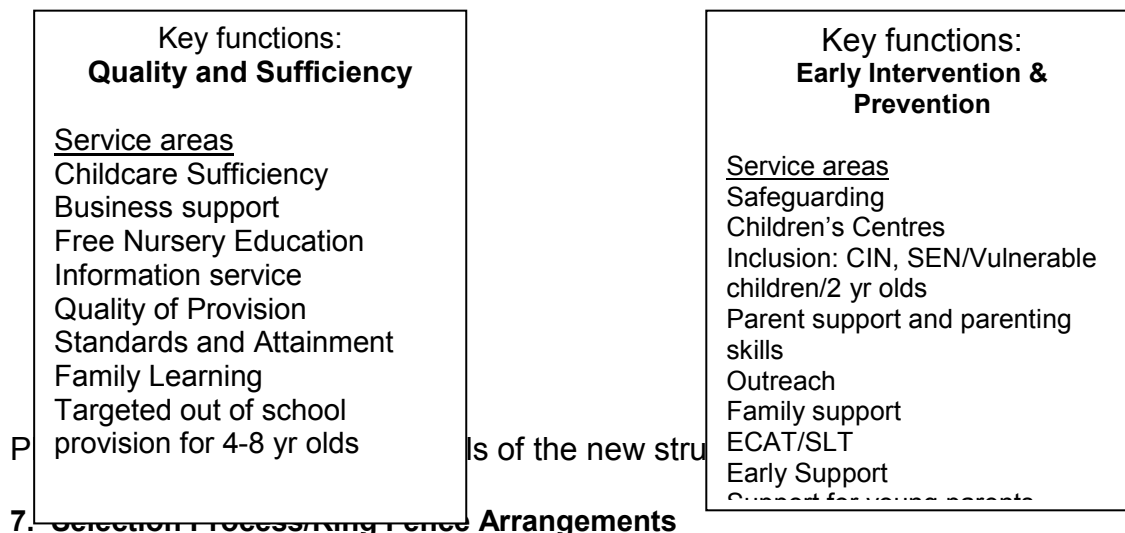
As a result of the requirement to find savings the following posts are proposed for deletion/change. The responsibilities of these posts will be delivered through the more flexible work of the central team and within the children's centres. Planning for the future work of Early Years will have to focus on the statutory duties and identified priorities. It will not be possible to cover all the work presently taking place.

Service	Title	Grade	Comment
Early Years Resource Team	Monitoring & Evaluation Officer	PO3	Postholder in ring fence for position in new structure
Early Years Resource Team	Administrator	SC6	Postholder in ring fence for position in new structure
Early Years Resource Team	Business Support Officer	PO2	Postholder has been approved for Voluntary Redundancy
Early Years Resource Team	Grants Officer	PO1	Post is part of the Corporate Finance review
Early Years Resource Team	Early Years Finance Officer	PO3	Post is part of the Corporate Finance review
Early Years Resource Team	Resource Manager	PO5	Post is part of the Corporate Finance review
Early Years Resource Team	Working Parents Information Officer	PO1	Postholder in ring fence for position in new structure
Extended	Children's Centres & Extended	PO8	Postholder to be assimilated

Service	Title	Grade	Comment
Services	Services Strategic Manager		into position in new structure
Extended Services	Childcare Commissioning Officer	PO6	Postholder in ring fence for position in new structure
Family Information Service	Head of Information and Communication	PO5	Postholder in ring fence for position in new structure
Family Information Service	Senior Project Officer (Information and Communications)	PO3	Postholder has been approved for Voluntary Redundancy
Family Information Service	Data and IT Officer	SO2	Postholder has been approved for Voluntary Redundancy
Family Information Service	Information Officers x 2	SO1	Postholders in ring fence for position in new structure
Quality & Inclusion	Area SENCo	PO1	Deletion of 1 post currently covered by secondee; postholder to return to substantive post
Quality & Inclusion	Early Years Development Officer	PO3	Postholder has been re deployed into another post in a children's centre
Quality & Inclusion	QTS SENCo	Teachers pay scale	No position in new structure for postholder postholder has been re deployed into another post in a children's centre
Quality & Inclusion	Inclusion Team Manager	Teachers pay scale plus TLR	Postholder to be assimilated into position in new structure
Quality & Inclusion	EY Administrator Q&I	SC5	Postholder in ring fence for position in new structure
Quality & Inclusion	Childminding Development Officers x3	PO1	Postholders in ring fence for position in new structure
Quality & Inclusion	Childminding Support Scheme Co-ordinator	SO2	Postholder in ring fence for position in new structure

6. Future Structure of service

Given the reduced size of the team, staff will need to work flexibly across the main functions, which can be broadly categorised as Quality and Sufficiency and Early Intervention and Prevention.



7. Selection Process/Ring Fence Arrangements

To minimise uncertainty, if a post in the proposed structure has substantially similar duties and responsibilities to a post in the existing structure then that post is offered to the current post holder subject to there being no other person with an equal degree of 'match'. This is referred to as assimilation.

To ensure fairness, competitive interviews will be held for posts which can be matched to more than one person under ring fencing. The ring fence arrangements will determine which post holders can apply for which posts in the new structure and will be the subject of local consultation. Ring fences will be declared to be open or closed dependent upon any change in skills, knowledge or experience required for the restructured posts. In an open ring fence posts will only be filled where it is judged that applicants adequately satisfy the candidate specification. Consequently, although the number of applicants may exceed the number of posts not all posts will necessarily be filled. In a closed ring fence all posts will be filled where the number of applicants equals or exceeds the number of posts within the ring fence. Any unfilled posts will then be offered for re-deployment opportunities.

Attached/below is a list of the new/revised posts together with ring fence arrangements. Please note that all posts have yet to be formally evaluated but indicative grades are provided.

New Post	Grade	Selection Method	Current Posts in ring fence (grade in brackets)
Deputy Head of Early Years (Children's Centres Development)	PO8	Assimilation	CC & Extended Services Strategic Manager (PO8)
Deputy Head of Early Years (Inclusion and Safeguarding)	Soulbury 20-23	Assimilation	Inclusion Team Manager (Teachers pay scale plus TLR)
Childcare Coordinator	PO6	Closed ring fence	Childcare Commissioning Officer (PO6) Head of Information and Communications (PO5)
Childcare Support Officer	PO3	Closed ring fence	Business Support Officer (PO2) EY development Officer (PO3)
Information and Data Management Officer	PO3	Open ring fence	Head of Information and Communications (PO5) Monitoring & Evaluation Officer (PO3)
Co-ordinator for Childminding services & development	PO2	Closed ring fence	Childminding Development Officers x 3 (PO1) Childminding Support Scheme Co-ordinator (SO2)
2 Year Old Programme Co-ordinator (0.5)	PO1	Open ring fence	Childminding Development Officers x 3 (PO1) Childminding Support Scheme Co-ordinator (SO2) EY development Officer (PO3) Working Parents Information Officer (PO1) Information Officers x 2 (SO1)
Administrator Early Years	Sc 6	Closed ring fence	EY administrator Q&I (SC5) Administrator (SC6) Information Officers x 2 (SO1)

The following posts will remain unchanged in the new structure:

- Advisory Teachers x 3
- Area SENCos x 3
- Personal Assistant (0.5)

8. Proposed Implementation Timetable

During the consultation and implementation we will take steps to ensure that members of staff are dealt with fairly and consistently, and to minimise uncertainty for all concerned.

The proposed timetable is outlined below:

Dates	Action
03.02.11	Consultation pack issued to Trades Unions and affected staff.
03.02.11 to 10.03.11	Individual meetings with staff Consultation meeting(s) with TUs Consultation meeting(s) with staff + TUs
10.03.11	End of consultation period. Final submission for written responses from staff/TUs
11.03.11	Management response to comments/counter proposals.
22.03.11	Formal ratification of proposals. Staff advised. Commencement of implementation of the proposals.
23.03.11 – 13.04.11	Selection process [Ring Fence interviews to be held].
23.03.11 onwards	Displaced employees referred to corporate redeployment pool
23.03.11 onwards	Commencement of formal redeployment period. Skills assessment and issue of notices of redundancy.

9. Redundancy Notices

Under these proposals the earliest date of issue of any redundancy notices would be 23.03.11. Every effort will be made to minimise dismissals on the grounds of redundancy through the measures detailed in the following paragraphs.

10. Voluntary Redundancy

To facilitate staff reductions the Chief Executive wrote to all Council employees asking them to put themselves forward if they are interested in volunteering to take redundancy/early retirement. The Council-wide deadline calling for applications for voluntary redundancy has now closed. However, staff may discuss options with their manager, who will consider each request on a case by case basis.

11. Opportunities with CYPs

It is proposed that, during the consultation, affected staff will be considered for suitable alternative opportunities within CYPs, including vacant posts/posts being covered by agency workers and opportunities in schools.

12. Formal Redeployment

Following a change to the redeployment policy for officers agreed by General Purposes Sub Committee on 28 October 2010, the formal period for redeployment now runs concurrently with an employee's notice period. For more information, please see attached policy. For teachers a copy

of the Redeployment and Redundancy Procedure is attached. Whilst the Council is committed to the principle of trying to redeploy staff facing redundancy into suitable alternative posts in the current financial situation opportunities are likely to be limited. HR will circulate any vacancies and staff are also encouraged to identify to HR any posts they feel may offer suitable alternative employment, this may include temporary posts and assignments as well as permanent posts.

13. Provision for Trial Periods

If employees are redeployed into an alternative position, they may feel uncertain about whether the post will be suitable for them and vice versa. For teachers there is a statutory trial period of four weeks, which may be extended by agreement. For officers, the Council operates an 8 week trial period, commencing from the date of appointment to the new post and incorporating the statutory trial period of four weeks. The 8 week period may be extended by agreement by all parties.

The trial period will allow time for the re-deployee to assess the suitability of the new post and for their suitability to be assessed by their new manager. During this time, should the employee or the Council decide on reasonable grounds that the post is not suitable, redundancy provisions as outlined below will apply. During the trial period, support and training as appropriate will be made available to the re-deployee.

14. Redundancy

If an employee's post is deleted under the proposals and s/he is not appointed to another post or redeployed elsewhere, s/he will be dismissed, with notice, on the grounds of redundancy. Redundancy pay for officers will be based on the terms outlined in the Council's Redundancy and Compensation Payments, details of which are attached. For teachers the information can be found within the attached Redeployment and Redundancy procedure. Redundancy calculators for both officers and teachers can be found on Harinet.

15. Support

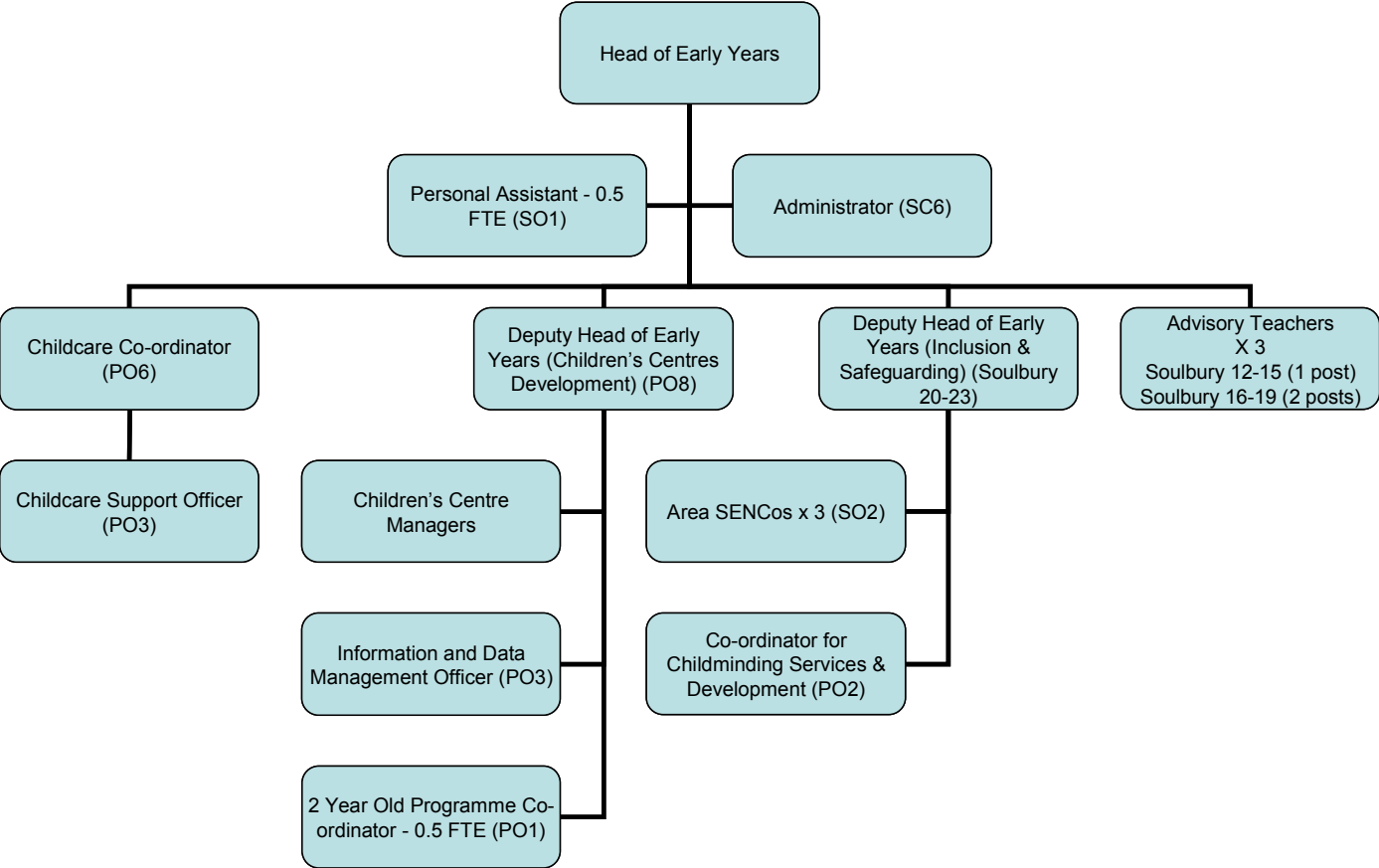
The Council is running a series of workshops to support staff during this change period including careers advice and assistance with applying for jobs. Details of these can be found on Harinet, 'Support', as well as Frequently Asked Questions and other useful information/links.

Jan Doust
Deputy Director, Children's Networks

Ian Bailey
Deputy Director, BS&D

03.02.11

Appendix A – Early Years Service Proposed Structure



EQUALITY IMPACT ASSESSMENT FORM

Service: Early Years

Directorate: Children & Young People's Service

Title of Proposal: Creation of Central Early Years Service

Lead Officer (author of the proposal): Jan Doust

Names of other Officers involved: Ros Cooke, Ian Bailey, Tom Fletcher

Step 1 - Identify the aims of the policy, service or function

State what effects the proposal is intended to achieve and who will benefit from it.

At present, staff employed centrally by the Children & Young People's Service to support the delivery of Early Years provision are spread across three service areas – the Early Years Resources Team, the Family Information Service, and the Early Years Quality & Inclusion Team. The proposal is to replace these teams with a single, smaller team. The intended effects of the proposal are to:

- Achieve savings of £761,000, in line with the Council's budget strategy for 2011/12
- Create an integrated Early Years service which can work in a more flexible way to ensure:
 - sufficient high quality childcare and early education for all children aged 0-5
 - improved educational outcomes for all children and a narrowing of the gap in attainment at the end of the Early Years Foundation Stage
 - information and advice is available for families on childcare and other services
 - targeted provision is in place for vulnerable children and families

The proposal involves a reduction in staff numbers from 31 to 16. As the overall size of the team will be smaller, not all functions currently carried out will be able to continue, however the impact of the reduction in size will be mitigated through working differently. The new team will ensure that statutory duties are met.

Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm

2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:

- i) are significantly under/over represented in the use of the service, when compared to their population size?**
- ii) have raised concerns about access to services or quality of services?**
- iii) appear to be receiving differential outcomes in comparison to other groups?**

The proposed new service brings together a number of service areas and will be responsible for the delivery of a range of functions. For the purposes of this Equalities Impact Assessment, the work of the staff involved in the proposed restructure will be considered under the following four headings:

- (1) Work to support the provision of sustainable, high quality early education and childcare
- (2) Employment and benefits information and support for parents/carers
- (3) Information and advice for parents/carers about childcare and other services that may be of interest to families
- (4) Direct support to children with SEN and disabilities and their families

(1) Work to support the provision of sustainable, high quality early education and childcare

This area of work is not direct work with children and families but rather work undertaken with the providers of early education and childcare. It forms a significant part of the work of the team and includes:

- A finance function allocating funding to Private, Voluntary and Independent (PVI) sector nurseries to provide the free entitlement of 15 hours of early education for all 3 and 4 year-olds. In future this will be the responsibility of the new corporate finance structure, and early years staff delivering this work are being considered as part of the corporate finance review.
- Business support to PVI providers to ensure they are viable – assistance with budgets, financial planning, marketing etc.
- Monitoring the quality of provision and challenging where needed across the sector – not only PVIs but also schools, Children's Centre nurseries, and

childminders. Approximately 300 childminders are presently working in Haringey.

- Providing training and support for Early Years practitioners across all agencies

The key outcome measure in relation to early education is the Early Years Foundation Stage Profile. This is the statutory end of key stage assessment tool for pupils during the reception year (children aged 5). It is made up of 13 scales based on the early learning goals, grouped across 6 areas. A pupil achieving 6 points or more across the 7 scales of Personal, social and emotional development (PSE) and Communication, language and literacy (CLL) and also achieving 78 or more points across all 13 scales is classed as having 'a good level of development'. In Haringey, 42% of children achieved this standard in 2010, significantly below the national average of 56%¹. The tables below show results by ethnicity, gender and SEN status (as a proxy for disability).

Pupils achieving 'a good level of development' by ethnicity

Ethnicity	Number of pupils	% achieving a good level of development
Asian - Asian British/Any Asian Background	87	48%
Asian - Asian British/Indian	29	41%
Asian - Asian British/Bangladeshi	84	39%
Asian - Asian British/Pakistani	23	30%
Black - Black British/Caribbean	292	34%
Black - Other Black	54	41%
Black - Other Black African	169	40%
Black - Congolese	62	31%
Black - Ghanaian	112	41%
Black - Nigerian	71	38%
Black - Somali	137	29%
Mixed - Any Other Mixed Background	105	48%
Mixed - White And Black African	38	37%
Mixed - White And Asian	49	67%
Mixed - White And Black Caribbean	85	48%
Other - Any Other Ethnic Group	85	26%
Other - Kurdish	37	32%
Other - Latin American	42	31%
Other - Vietnamese	12	17%
Other - Chinese	20	10%
Information Not Obtained	181	36%
White - British	628	63%
White - Albanian	34	41%
White - Gypsy/Roma	7	0%
White - Irish	33	61%
White - Traveller of Irish Heritage	5	0%
White - Other White	371	41%
White - Turkish	197	18%
White - Turkish Cypriot	23	30%

¹ Analyses of results at the end of the Foundation Stage, Key Stages 1,2,4 and Post 16 for 2010 and Data for Attendance and Exclusions, Haringey C&YPS, January 2011

Grand Total	3072	42%
--------------------	-------------	------------

The ethnic groups with the lowest proportions of children achieving ‘a good level of development’ are Gypsy/Roma, Irish Traveller, Chinese, Vietnamese, Turkish and Somali.

Pupils achieving ‘a good level of development’ by gender

Ethnicity	Number of pupils - Haringey	% achieving a good level of development - Haringey	% achieving a good level of development - England
Female	1433	51%	65%
Male	1639	34%	47%

Girls outperform boys in all areas of the Foundation Stage both nationally and in Haringey and the gender differences in Haringey are similar to national differences. This may well be linked to levels of maturation at this early age and we need to be careful not to view this as necessarily a deficiency in the boys' levels of attainment. There is however a stream of work in place to analyse the reasons for the gap in attainment and improve outcomes for boys.

Pupils achieving ‘a good level of development’ by SEN status

Attainment data is not available broken down by disability however we do have data broken down by Special Educational Needs (SEN).

The SEN Code of Practice defines Special Educational Needs as follows: “*Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them*”². The Equality Act 2010 definition of disability is that a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

From these definitions it is clear that whilst there will be an overlap between ‘Children with SEN’ and ‘Children with Disabilities’, these cannot be taken to mean the same thing. In particular, children with lower levels of SEN would not be classed as disabled according to the Equality Act 2010³. The overlap is likely to be greatest amongst children with Statements of SEN (those with the highest need). In any case, these children constitute a vulnerable group for whom provision must be made.

The following table shows the percentage of children achieving a good level of development, broken down by SEN status. As would be expected, children with SEN do significantly worse than children without SEN. The Haringey figure for pupils with a statement is not shown in order to protect confidentiality.

	Number	% achieving a	% achieving a
--	---------------	----------------------	----------------------

² Source: SEN Code of Practice, <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

³ There are a number of stages to the SEN assessment process. The majority of children with SEN have their needs met either within their school (School Action) or by their school in conjunction with some support from external agencies (School Action Plus). Statutory Assessments of SEN (which generally lead to the issuing of a Statement of SEN) are only carried out for the small minority of children who have SEN of a severity or complexity that requires the Local Authority to determine and arrange the special educational provision their learning difficulties call for.

	of pupils - Haringey y	good level of development - Haringey	good level of development - England
Pupils with no identified SEN	2,600	46%	60%
Pupils at School Action	145	20%	22%
Pupils at School Action Plus	193	9%	18%
Pupils with Statement of SEN	36	x	5%
All pupils	3,025	42%	56%

(2) Employment and benefits information and support for parents/carers

This relates to the work of the Working Parents Information Officer in the Early Years Resource Team. This officer co-ordinates a range of projects relating to the provision of information and support to parents regarding benefits, tax credits, childcare, and employment. Some of this is work directly with parents but the majority of it involves linking Children's Centres up to programmes run by organisations such as Job Centre Plus and the Citizens Advice Bureau.

One such programme is 'Options & Choices', delivered by Job Centre Plus, which was targeted at lone parents in receipt of income support. The programme provided information sessions to explain the impact of changes to benefit entitlements that took effect in October 2010, and to encourage parents to seek employment ahead of the change. The Working Parents Information Officer worked with Job Centre Plus to co-ordinate the delivery of these sessions through Children's Centres, and also ensured the sessions included information about childcare availability and options.

(3) Information and advice for parents/carers about childcare and other services that may be of interest to families

Section 12 of the Childcare Act 2006 states that local authorities must provide to parents or prospective parents information which is of a prescribed description. The information falls within two key categories:

- information about childcare (section 12 (2) (a));
- information about other services, facilities or publications which may be of benefit to parents, prospective parents, children or young people (sections 12 (2) (b) and (c))

In Haringey, much of the work to meet this duty has been undertaken by the Family Information Service (FIS), one of the three service areas that the proposed central Early Years service will replace (note though that parents and carers can and do access information from children's centres information officers and outreach workers).

Parents/carers can access the FIS via the Family Information Service Directory (FISD), a web-based directory which provides details of childminders, nurseries, holiday and after school activities, schools, youth services, health service, family support etc. Alternatively they can access the FIS via telephone, or by email. Telephone calls go initially to the Council's customer services centre, which can deal with the more straightforward queries – other calls are put through to the FIS. The FIS itself responds to approximately 150-200 queries a month.

Depending on the nature of the query, FIS staff sometimes pass contacts through to specific teams such as the Childminders or Early Years Inclusion teams. One example of

this is where parents of children with disabilities need assistance in finding a childminder or nursery that is able to meet the needs of their child. These contacts are passed to the Area Inclusion Co-ordinators, who provide a brokerage function to assist in finding suitable provision.

A further area of work that falls under this heading is the delivery of workshops and advice sessions for parents and carers about children’s learning and development. This is not delivered by the FIS but by the Early Years Advisory Teachers, and includes some targeted work with specific communities including Turkish & Kurdish, Travellers, and Somalis.

(4) Direct support to children with SEN and disabilities and their families

In addition to providing training and advice to staff and settings around SEN and disabilities, the Early Years Inclusion Team also undertakes direct work with families. This comprises:

- Support to individual settings and families in response to specific referrals from settings or where children are new to the borough
- Key working for Early Support families and families identified through the CAF process
- Supporting transition of children with complex needs from CCs into mainstream schools
- Working closely with all other agencies involved with the child.

Over the 12 months to March 2011, the team worked with 101 young children and their carers. Available equalities information for these service users is set out below.

Ethnicity

The table below sets out service use by ethnicity. No ethnic group shows a significant overrepresentation compared to the Haringey school population, however ethnicity information was not obtained in 20% of cases so no firm conclusions can be drawn.

	Number of service users	% of total	Haringey School Population
White UK	19	18.8%	18.4%
White Other	18	17.8%	24.6%
Asian	4	4.0%	6.5%
Black	29	28.7%	29.8%
Mixed	9	8.9%	10.2%
Other	2	2.0%	7.3%
Not obtained	20	19.8%	3.2%
Total	101	100.0%	100%

Gender

The service worked with 60 boys and 41 girls, indicating a slight overrepresentation of boys. This is to be expected given the national profile of children with SEN. The Haringey school population is almost evenly split – 51% are boys and 49% are girls.

Age

The service works with children up to the age of 6; the bulk of children worked with are aged 3-5. Much of the work is undertaken with parents and carers.

Age	Number of service users
1-2 years	3
2-3 years	14
3-4 years	34
4-5 years	42
5-6 years	8
Total	101

Disability

The service is targeted at children with disabilities and Special Educational Needs. The proportion of service users who are disabled according to the terms of the Equality Act 2010 is therefore likely to be very high. 16 service users have a statement of SEN, and 81 are at Early Action/School Action Plus; the remaining 4 are at Early Action. The table below provides a breakdown by SEN/disability category.

Disability/SEN category	Number of service users	% of total
Speech & Language	30	29.7%
Autism	22	21.8%
Social/Communication	10	9.9%
Global developmental delay	13	12.9%
Down's Syndrome	7	6.9%
Visual/hearing	3	3.0%
Medical	3	3.0%
Physical	6	5.9%
Emotional/behavioural	7	6.9%
Total	101	100.0%

2 b) What evidence or data did you use to draw your conclusions and what are sources?

Analyses of results at the end of the Foundation Stage, Key Stages 1,2,4 and Post 16 for 2010 and Data for Attendance and Exclusions, Haringey C&YPS, January 2011
 Achievement of pupils in the Early Years Foundation Stage Profile teacher assessments by pupil characteristics 2007-10, Department for Education
 Early Years Inclusion Team service user data

2 c) What other evidence or data will you need to support your conclusions and how do you propose to fill that gap?

None

2(d) What factors (barriers) might account for this under/over representation?

A range of cultural, social, attitudinal and economic factors underpin the variation in outcomes between groups. Data analysis and targeted work is designed to address these factors to improve outcomes for identified underachieving groups.

Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)

Increase barriers? X	Reduce barriers?	No change?
-----------------------------	-------------------------	-------------------

Comment

The reduction in overall capacity resulting from reduced staff numbers is likely to have an impact on the provision of early years services. However, much of the impact can be mitigated through the team, and the wider early years workforce, working in a different way.

3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?

(1) Work to support the provision of sustainable, high quality early education and childcare

The reduction in the size of the team means there will be a reduction in capacity in this area. One area in which there will be a greater impact is support for childminders. This will have to be primarily delivered through support groups, though we will ensure some 1-1 support is available. We will ensure good systems are in place to monitor the quality of provision and target support where needed. There will also be less training available for early years practitioners and there may be less capacity to support and challenge providers.

Potentially the reduction in capacity could impact on the quality of provision, and this could affect Early Years Foundation Stage Profile (EYFSP) outcomes. However, as the proposed change relates not to the direct delivery of services but to the provision of support to the settings and practitioners that deliver them, it is difficult to discern what the impact would be. Furthermore, whilst different groups at present have differential outcomes (see section 2a), there is no evidence to suggest that a general change in the quality of provision would affect any particular group more than any other.

Making intelligent use of data and monitoring information will be essential to mitigating the impact of the reduction in service. We will ensure that the training provided is evidence-based, addresses identified needs, and is targeted at the areas that need it most. This could be particular settings that need additional support, or addressing the needs of an identified group of children.

The two year-old pilot programme, which provides free, high quality early education and care places in Children's Centres for disadvantaged and vulnerable two year-olds, will be further developed to ensure that it is effective in supporting our most vulnerable children. There will be an increase in the number of places available over the next two to three years, and 'team around the family' work will be further developed.

Another potential impact relates to the provision of business support to PVI providers. Reduced support could affect the viability and sustainability of some providers. In response to the consultation process, we now propose to maintain the current level of support in this area, though with an additional emphasis on contract monitoring.

We are also targeting the Sustainability Grant for 2011/12 at those settings where it is most needed in order to secure continued viability, and in particular, at settings where the children attending would have no suitable alternative provision should that provider cease to operate (such as nurseries catering to the Charedi/ Orthodox Jewish community). For more information on the allocation of the Sustainability Grant to PVI providers, please see the Equalities Impact Assessment relating to the proposed changes in funding to voluntary & community sector organisations.

(2) Employment and benefits information and support for parents/carers

The duties of the Working Parents Information Officer are not incorporated into any of the proposed new roles. Much of the work of the Working Parents Information Officer has been around linking up Children's Centres with organisations like Job Centre Plus and Citizens Advice Bureau (CAB). In many cases these links are now well-embedded and will be maintained without ongoing support. We are proposing that C&YPS funding for CAB services within children's centres will continue at the same level. However the loss of the post will clearly have an impact in terms of the co-ordination of activity, the sharing of good practice, and the development of new programmes and links.

(3) Information and advice for parents/carers about childcare and other services that may be of interest to families

It is expected that the proposed new structure will be able to largely sustain the current FIS service offer, though reduced capacity means there may be some impact for service users. There is a post in the new structure with responsibility for maintaining the FISD website. With regard to phone calls, the service administrator will take calls coming through from the Customer Service Centre and pass them on as needed. The volume of calls received by the FIS indicates that this arrangement will be manageable.

To mitigate the reduction in capacity, it is proposed that the advice and information role of Children's Centres will be enhanced, with the Outreach and Information Officers in each centre taking on a key role.

The brokerage function for parents of disabled children will continue as previously, with the service administrator passing enquiries on to the Area Inclusion Co-ordinators.

One area in which there will be an impact is the workshops and advice sessions for parents and carers delivered by the Early Years Advisory Teachers. These will have to reduce in line with the reduction in capacity.

(4) Direct support to children with SEN and disabilities and their families

There are currently 5 Area Inclusion Co-ordinators delivering this strand of work (one of which was employed in April 2010 on a year's fixed term contract). In the proposed new structure, this is reducing to 3. Of the 2 posts that are being lost, 1 has a particular role in supporting 4-5 year olds with complex needs to make the transition from nursery to a mainstream reception class. The postholder works closely with the parents alongside other

agencies involved, and the loss of the role will certainly have an impact for these families. The other post has similar duties to the remaining 3 posts, and the loss of it will mean a greater workload for the remaining staff which could impact on the level of support provided to families.

The team is currently reviewing and prioritising work in order to minimise the impact on children, families and settings. Actions will include:

Transition:

- More emphasis on the Children's Centres (with training and support from Area InCos) to take a lead role in the transition of children in their centres with complex needs into mainstream settings;
- Identifying a smaller number of children needing the greatest input (also taking account knowledge of the school they will be going to), to receive focused, shorter periods of direct support from the team (e.g. 3 visits during settling in period);
- Developing links with outreach team in special schools, Speech & Language Therapy and learning support to plan interventions in schools using existing resources well, without overlap or duplication.

Area SENCO work load:

- Ensuring the team's work is tightly related to an action plan, possibly with rotating priorities each term in relation to focused training and support to settings (drawing from accreditation information)
- Putting in place systems to ensure that targeted children and families are supported effectively through joined-up working
- Regular and frequent supervision for the team to ensure work is focused

3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?

Overall, the clearest direct equalities impact of the proposed restructuring of the Central Early Years service is the impact on children with disabilities and SEN and their families resulting from the reduction in Area InCo posts. This will need to be closely monitored. Whilst other changes may also impact on families, they are more general and less likely to impact disproportionately on any particular group.

Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

(1) Work to support the provision of sustainable, high quality early education and childcare

As previously stated, the 'service users' for this strand are the providers of early years services – children's centres, PVI nurseries, childminders, schools.

The proposed restructure was discussed with children's centre managers during two workshop sessions. They were asked their views on what were the most effective centrally funded services that support their work, and that they would like to see continue. The services they felt should be prioritised to continue were family support and outreach, and teacher support for childcare. These services will be planned for in the proposed restructure of children's centre services.

A consultation event for PVI providers and childminders was held on 15th March to seek their views on the proposed changes. Those who attended were strongly supportive of the support and training they have received and felt it had made a real difference to their practice. They were anxious that a similar level of service may not be available in the future, however they also had creative proposals for sharing good practice and supporting each other to enhance the future work of the central team. Please see Appendix A for an account of the issues raised.

(2) Employment and benefits information and support for parents/carers

No consultation has been carried out with service users as the change does not have a direct impact on service delivery.

(3) Information and advice for parents/carers about childcare and other services that may be of interest to families

It is anticipated that this aspect of provision will be largely sustained under the proposed new model, hence no consultation with service users has been carried out.

At the consultation event for PVI providers and childminders, concerns were raised by childminders about the continuation of the FISD, as this is a resource that advertises their service.

(4) Direct support to children with SEN and disabilities and their families

Parents and carers' views of services are regularly collected as part of the evaluation of the work of the Early Years Inclusion team. These views are generally very positive and will inform service planning.

4 b) How, in your proposal have you responded to the issues and concerns from consultation?

All of the points raised through consultation will inform priorities for service planning.

4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?

Stakeholders will be kept up to date of service developments through the regular Early Years Bulletin.

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?

Training will be provided to ensure Information & Outreach Officers are able to provide information and advice to parents.

Training to settings and schools around identified underachieving groups will continue to be delivered.

Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?

▪ ***Who will be responsible for monitoring?***

The Senior Management Team will be responsible for monitoring the quality of provision, and outcomes for children and families.

▪ ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Indicators include:

- Early Years Foundation Stage Profile Results
- Ofsted inspection reports for all providers
- Haringey Early Years Quality & Accreditation Scheme
- Children's Centres monitoring data

▪ ***Are there monitoring procedures already in place which will generate this information?***

Yes

▪ ***Where will this information be reported and how often?***

Information is reported to the Director and Lead Member. The frequency of reporting varies according to the data. EYFSP and Accreditation results are on an annual cycle, whereas children's centre monitoring and Ofsted inspections are reported on termly.

Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
Services are for children under 5 and their families.	Reduction in capacity to support children with SEN and disabilities may impact on these children and their families, however actions are in place to mitigate impact.	Outcomes for children at EYFSP vary by ethnicity however this proposal will not have a disproportionate impact on any particular group.	Outcomes for children at EYFSP vary by gender however this proposal will not have a disproportionate impact on any particular group.	No issues identified	No issues identified

Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead person	Timescale	Resource implications
Potential drop in standards of childminding provision due to reduced level of support	Systems in place for monitoring provision. Implement regular cycle of support visits, training and networks	Childminding co-ordinator	July – October and then ongoing	
Need to ensure parents/carers remain able to access advice and information about childcare and other services	Enhance role of children’s centres through provision of training and support to Information & Outreach Officers.	Early Years Lead for Early Intervention & Prevention	July – October	
	Develop provision of information and advice in additional settings e.g. libraries	Early Years Lead for Early Intervention & Prevention	September - December	
Loss of dedicated support around transition for children with SEN and disabilities	Support children’s centres to take a lead role in the transition of children in their centres into mainstream settings Implement targeted, focused and time limited programme of transition support for children identified as most in need	Early Years Lead for Vulnerable Children with Multiple & Complex needs	July - November	

Step 9 - Publication and sign off

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

When and where do you intend to publish the results of your assessment, and in what formats?

The Equalities Impact Assessment will be published as an appendix to the General Purposes Committee report on the proposed restructure and also separately on the Council's website.

Assessed by (Author of the proposal):

Name: Jan Doust

Designation:

Signature:

Date: 05/04/11

Quality checked by (Equality Team):

Name:

Designation:

Signature:

Date:

Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

Appendix A – notes from consultation meeting held with PVI nurseries and childminders, 15/03/11

As part of the stakeholder consultation on the proposed restructure of central Early Years services, a meeting was held with PVI nurseries and childminders to seek their views on the changes. The meeting was attended by 19 PVI managers and 35 childminders. Jan Doust began the meeting by setting out the overall picture regarding the savings that the council and C&YPS are required to make. Ros Cooke and Ngozi Anuforo then provided an outline of the proposed changes to central Early Years support and how this could affect PVI settings and childminders. The meeting was then given over to attendees to express their views.

Comments & views expressed

The following is a summary of comments and views expressed. A good proportion of points raised related to the childminding support team – these have been grouped together.

- What funding will there be available for training? We need to access training to ensure provision remains high quality but cost can often be a problem.
- Please ensure that FISS is maintained
- The new service needs to sustain support for quality, best practice, safe provision and training
- We need clarity on what support will be available, who is doing what, who will answer our query and when by – all the more so if staff will be working flexibly across various roles in the new structure
- The work of the Early Years Inclusion Team is highly valued
- There should be a co-ordinated approach to training so we can clearly see what is available and when
- Given that there will be less central support, we all need to work together to consider how we can support each other. There will be opportunities to share practice. For example, people who have benefited from training and development opportunities in the past can pass that on through mentoring others.

Childminder support

- It's unfair for this team to lose 3 out of 4 posts.
- We don't want flexible support from across the whole service, we need dedicated support from a dedicated team who know us and who know about childminding. Teachers and SENCOs will not be able to prioritise supporting childminders as they have other responsibilities.
- The home visits that the team currently provides are very valuable and we do not want to lose them.
- Can you ensure that training for childminders remains in the evenings or at weekends, or that crèches are available should the training be held in the week, otherwise we will not be able to attend.
- How can children's centres support childminders when they are being cut too?
- Childminders in the west of the borough in particular will need support from the central team as they are likely to have access to less support through the children's centres.
- Childminding staff are cheaper than teachers – so why are they being cut?
- The initial visits and support that you get when setting up as a childminder is extremely valuable and should be maintained.

Childminders petition

At the meeting, a petition signed by 61 childminders and representatives of PVI settings was presented to the local authority representatives. The wording of the petition is as follows:

Due to cuts being made nationally borough by borough we are about to lose three quarters of our incredible Childminding Support team!!! These four ladies are invaluable – their unwavering support enables us all to achieve our very best. If there is a problem they are instantly there to offer guidance and EXPERT advice – they will help find a solution or point us in the right direction. Nothing is too much for them and to lose three of these women is utterly atrocious. Cuts do need to be made but not in this area, not to this extent. We care for the most vulnerable age group in the childcare sector, in a Borough well known for mistakes and this would by far be their biggest. If you would like to show your support for our incredible team please sign below – THANK YOU.

Childminders additional questions/ points submitted

Also submitted, signed by 6 childminders, was a list of questions points to consider. These were grouped into two categories – FIS/childcare information and childminding support.

FIS/childcare information

1. How will the Family Information Service be affected
2. How will our information be affected
3. Who will keep our information up-to-date
4. How will parents get our information
5. Can children's centres give out our information
6. Will our information still be available online
7. Will our Ofsted information be kept up-to-date
8. Who will help with the Ofsted enquiries and registration

Childminding support

1. What is the proposed new structure
2. How many staff will support childminders
3. Will they provide support and training evening and weekend like the childminding team
4. Who will support our forum meetings
5. What service will the children's centre provide – who will be assigned to childminders
6. Who will we call for support with Child Protection issues
7. Who will be our main contact
8. How/who will support us BEFORE Ofsted
9. How will our training needs be identified

Haringey Council

Equalities Impact Assessment (EqIA)
for Organisational Restructures

<p>Date: 30/03/2011</p>
<p>Department and service under review: C&YPS – creation of central Early Years service</p>
<p>Lead Officer/s and contact details:</p> <p>Jan Doust Jan.doust@haringey.gov.uk 020 8489 3150</p>
<p>Contact Officer/s (Responsible for actions): As above</p>
<p>Summary of Assessment (completed at conclusion of assessment to be used as equalities comments on council reports)</p> <p>This assessment considers the impact on staff of the proposed creation of a central Early Years team, in relation to the protected equalities groups of ethnicity, gender, age, disability, and pregnancy and maternity. It does not consider issues relating to sexual orientation, gender reassignment, and religion or belief, as the relevant data is not available for these groups.</p> <p>Note that an overarching EqIA is also being carried out to consider the combined impact of all of the staffing changes within the Children & Young People’s Service resulting from the 2011/12 budget-setting process. The posts considered here will also be considered as part of that EqIA.</p> <p>Ethnicity – The proportion of BME staff affected is lower than the overall council profile (40.7% compared to 54.0%). The ring fences do not disproportionately impact on any particular group.</p> <p>Gender - Males are underrepresented in this proposal – only 2 of the 27 affected staff is male.</p> <p>Age - Compared to the overall council profile there are more staff drawn from the lower age bands and fewer from the higher age bands. All of the ring fences involve staff from a range of age groups.</p> <p>Disability – There are two officers with a disability in the affected group, this is in line with the council profile.</p>

Pregnancy and Maternity - None of the affected staff are pregnant or on maternity leave.

The Equalities Impact Assessment for service restructures should assess the likely impact of restructuring on protected equalities groups of employees by: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

The assessment is to be completed by the business unit manager with advice from HR. It is to be undertaken by an assessment of the basic employment profile data and then answering a number of questions outlined below.

PART 1
TO BE COMPLETED DURING THE EARLY STAGES OF CONSULTATION WITH STAFF/ UNIONS ON THE STRUCTURE

Step 1 – Aims and Objectives

1. Purpose – What is the main aim of the proposed/new or change to the existing service?

At present, staff employed centrally by the Children & Young People's Service to support the delivery of Early Years provision are spread across three service areas – the Early Years Resources Team, the Family Information Service, and the Early Years Quality & Inclusion Team. The proposal is to replace these teams with a single, smaller team.

As the overall size of the team will be smaller, not all functions currently carried out will be able to continue, however the impact of the reduction in size will be mitigated through working differently (please see Service Delivery EqIA for further information). The new team will ensure that statutory duties are met.

The proposal involves a reduction in staff numbers from 31 to 16. In the analysis that follows, a total of 27 staff are considered. This is because the Head of Service post is being addressed as part of the 'Rethinking Haringey' restructure (and EqIA), and 3 finance staff are being considered as part of the corporate review of finance (and EqIA). Of the 27 staff considered:

- a. 3 have applied for and been approved for voluntary redundancy
- b. 7 are proposed to remain in existing posts
- c. 2 are proposed to be assimilated into new posts that are similar to their current roles
- d. 1 is a secondee who will return to their substantive post in a school
- e. 2 have been redeployed to positions elsewhere in the council during the consultation period

This leaves 12 staff, and 6 posts. However, the post of Childcare support officer (PO3) has no-one ring-fenced against it as one staff member who was a match has taken voluntary redundancy and the other has been redeployed elsewhere in the council. This position will therefore be recruited to according to the usual council procedures.

The 12 staff will therefore be considered for 5 posts, meaning that at least 7 will be displaced. Some staff are ring-fenced against more than one post. Numbers eligible to be considered for each of the 5 posts are as follows:

Childcare Co-ordinator (PO6) – 2
Information & Data Management Officer (PO3) – 2
Co-ordinator for Childminding Services & Development (PO2) – 4
2 Year Old Programme Co-ordinator (PO1) – 7
Administrator Early Years (Sc6) - 4

2. What are the main benefits and outcomes you hope to achieve?

The intended effects of the proposal are to:

- Achieve savings of £761,000, in line with the Council's budget strategy for 2011/12
- Create an integrated Early Years service which can work in a more flexible way to ensure:
 - sufficient high quality childcare and early education for all children aged 0-5
 - improved educational outcomes for all children and a narrowing of the gap in attainment at the end of the Early Years Foundation Stage
 - information and advice is available for families on childcare and other services
 - targeted provision is in place for vulnerable children and families

3. How will you ensure that the benefits/ outcomes are achieved?

Completing the restructure will realise the savings benefit. Ensuring that the team operates effectively will be the responsibility of the new Head of Early Years.

Step 2 – Current Workforce Information & Likely Impact of your proposals

1. Are you closing a unit?

- If No, go to question 3.

No

2. Can any staff be accommodated elsewhere within the service, business unit or directorate?

Two members of staff have been redeployed into other council posts in childcare and early education. One of these had no post in the proposed new structure that they were eligible to apply for. The other did not feel that the post which they were ring-fenced to was suitable to them.

Race

3. Provide a breakdown of the current service by Grade Group and Racial Group following the format below.

Grade Group	Total Staff	White		White Other		Not declared		Asian		Black		Mixed		Other		BME subtotal		BME % Council Profile
		No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	
MANUAL	0	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	46.3 %
Sc1-5	1	0	0.0 %	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	66.5 %
Sc6-2	9	2	22.2 %	3	33.3 %	0	0.0 %	0	0.0 %	4	44.4 %	0	0.0 %	0	0.0 %	4	44.4 %	56.9 %
PO 1-3	10	4	40.0 %	2	20.0 %	0	0.0 %	0	0.0 %	4	40.0 %	0	0.0 %	0	0.0 %	4	40.0 %	46.3 %
PO 4-7	3	1	33.3 %	0	0.0 %	0	0.0 %	1	33.3 %	1	33.3 %	0	0.0 %	0	0.0 %	2	66.7 %	38.8 %
PO 8+	4	3	75.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	25.0 %	0	0.0 %	0	0.0 %	1	25.0 %	19.5 %
TOTAL	27	10	37.0 %	6	22.2 %	0	0.0 %	1	3.7 %	10	37.0 %	0	0.0 %	0	0.0 %	11	40.7 %	54.0 %

Grade	Total	%	%
-------	-------	---	---

Group	Staff	Grade Group	Council Profile
MANUAL	0	0.0%	2.4%
Sc1-5	1	3.7%	37.1%
Sc6-SO2	9	33.3%	26.2%
PO1-3	10	37.0%	14.7%
PO4-7	3	11.1%	13.9%
PO8+	4	14.8%	5.9%
TOTAL	27	100.0%	100.0%

4. Highlight any grade groups that are very under represented (10% or more difference) compared with the council profile and where relevant the borough profile.

Overall, the staff affected by these proposals are at higher grades than the typical council distribution – 63.0% of affected staff are at the equivalent of PO1 or above, compared to 34.4% of staff across the council.

The proportion of staff affected by these proposals who are of Black or Minority Ethnic origin is lower than the overall council profile – 40.7% compared to 54.0%. At Sc6-SO2 and PO1-PO3 the proportion of BME staff is in line with the proportion of BME staff in the affected staff group (i.e., it is close to 40%). At PO4-7, 2 out of the 3 affected staff are BME; at PO8+, 1 out of 4 affected staff are BME.

5. Do any ring fences disproportionately impact on staff from one ethnic minority group (white, white other, asian, black, mixed race) or Black & Minority Ethnic (BME) staff only?

- If No, go to question 8.
- If Yes, how many of these staff might be displaced?

None of the 5 ring fences disproportionately impact on a particular ethnic group. Also, the profile of the 9 staff who are being assimilated or remaining in existing posts is broadly in line with the overall profile of the affected group.

6. By how much does these staff change the % (percentage) of BME staff in the structure? Show start and end %.

7. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

- If Yes, how many and what effect do they have on the BME %? Show start and end %.

Gender

8. Provide a breakdown of the current organisation by Grade Group and Gender breakdown following the format below

Grade Group	TOTAL STAFF	Male		Female			
		No. Staff	% of Grade Group	No. Staff	% of Grade Group	% Females in Council	% Females in Borough
MANUAL	0	0	N/A	0	N/A	49	
Sc1-5	1	0	0%	1	100%	68	
Sc6-SO2	9	1	11%	8	89%	74	
PO1-3	10	1	10%	9	90%	62	
PO4-7	3	0	0%	3	100%	64	
PO8+	4	0	0%	4	100%	52	
TOTAL	27	2	7%	25	93%	67	49.80

9. Highlight any grade groups that are very under represented (10% or more difference) compared to the % of females/males in the council.

Males are underrepresented at all grade groups and overall. Males number just 2 of the affected staff.

10. Do any ring fences disproportionately impact on impact on female or male staff?

- If No, go to question 13.
- If Yes, how many female / male staff might be displaced?

All of the ring fences are 100% female as the 2 male staff have both taken voluntary redundancy. The 9 staff who are being assimilated or remaining in their posts are also all female.

11. By how much do these staff change the % (percentage) of female/male staff in the whole structure? Show start and end %.

The current structure is 93% female. The new structure is likely to be either 96% or 100% female, depending on the gender of the person recruited to the post of Childcare Support Officer.

12. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

- If Yes, how many and what effect do they have on the female/male%? Show start and end %.

Affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period. The formal redeployment period runs concurrently with an employee's notice period, during which the Council is committed to trying to redeploy staff facing redundancy into suitable alternative posts, however in the current financial situation, opportunities are likely to be limited.

Age

13. Provide a breakdown of the current organisation by Grade Group and Age breakdown following the format below

Grade Group	16-24		25-34		35-44		45-54		55-64		65+		TOTAL
	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	STAFF
MANUAL	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0
Sc1-5	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1
Sc6 - SO2	0	0%	4	44%	2	22%	3	33%	0	0%	0	0%	9
PO1-3	0	0%	4	40%	3	30%	2	20%	1	10%	0	0%	10
PO4-7	0	0%	0	0%	1	33%	1	33%	1	33%	0	0%	3
PO8+	0	0%	0	0%	2	50%	0	0%	2	50%	0	0%	4
TOTAL	1	4%	8	30%	8	30%	6	22%	4	15%	0	0%	27
Council Profile	3%		18%		25%		35%		18%		1%		
Borough Profile	14%		27%		23%		16%		10%		1%		

14. Highlight any grade groups with a high level of staff from a particular age group compared to the compared to the council profile.

Overall, staff affected are slightly younger than the council profile. 64% of staff are under 45 compared to 46% of the council as a whole.

15. Do any ring fences disproportionately impact on staff from one age group only?

- If No, go to question 18.
- If Yes, how many of these staff might be displaced?

No, all of the ring fences involve staff from a range of age groups.

16. Does the displacement of these staff result in no representation of staff from a particular age group within the structure as a whole?

There is currently no representation from staff aged 65+. Potentially the new structure could also have no representation from staff aged 16-24. All other age bands will be represented.

17. If Yes, can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

- If Yes, how many and what effect do they have on a particular age group? Show start and end %.

Affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period. The formal redeployment period runs concurrently with an employee's notice period, during which the Council is committed to trying to redeploy staff facing redundancy into suitable alternative posts, however in the current financial situation, opportunities are likely to be limited.

Disability

18. Identify the total number of disabled staff in the service following the format below:

Grade Group	TOTAL STAFF	No. declared disabled Staff	No. staff declared not disabled	No. staff disability not stated	% of Grade Group declared disabled	Council profile
MANUAL	0	0	0	0	N/A	2.8
Sc1-5	1	0	1	0	0.0%	6.9
Sc6 - SO2	9	1	5	3	11.1%	6.8
PO1-3	10	1	5	4	10.0%	2.6
PO4-7	3	0	2	1	0.0%	6.9
PO8+	4	0	2	2	0.0%	9.5
TOTAL	27	2	15	10	7.4%	7.2
Borough Profile						7.6%

2 out of 27 staff are disabled, this is in line with the council and borough profile.

19. Do any ring fences disproportionately impact on disabled staff?

- If No, go to question 21.
- If Yes, how many of these staff might be displaced? Show start and end numbers and %.

No

20. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

- If Yes, what effect will this have on the number of disabled staff? Show start and end numbers and %.

21. In addition to the above analysis of race, sex, age and disability you will need to consider the impact on groups with the following characteristics: gender reassignment, pregnancy and maternity, religion or belief, sexual orientation. Please ask HR for help with the data on:

- Gender Reassignment
- Religion/ Belief
- Sexual Orientation
- Maternity & Pregnancy

The relevant data on gender reassignment, religion/belief, and sexual orientation is not available. None of the affected staff are pregnant or on maternity leave.

22. If you provide services to residents please also identify the potential impact/ issues relating to the change in service delivery as a result of your proposals.

Please see Service Delivery EqIA.

Date Part 1 completed - 08/03/2011

PART 2
TO BE COMPLETED AT THE END OF CONSULTATION WITH STAFF/ UNIONS
ON THE STRUCTURE

Step 3 – Consultation

Outline below the consultation process you undertook, what issues were raised (especially any relating to the eight equalities characteristics).

Formal consultation with staff and unions on the restructuring commenced on 3rd February 2011 and was completed on 14th March 2011. A number of issues were raised and are detailed alongside the management response in Appendix 5 of the report to the General Purposes Committee meeting of 29th March. The issues raised did not relate to the eight equalities characteristics, in terms of staffing.

Step 4 – Address the Impact

1. Are you in a position to make changes to the proposals to reduce the impact on the protected groups e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc. - please specify?

We are currently considering requests from staff for staged retirement and flexible working and will continue to do so.

2. What changes or benefits for staff have been proposed as a result of your consultation?

The following changes have been proposed in response to the consultation:

- i) Line management arrangements have been altered – please see revised structure chart at Appendix 6 to the report to the General Purposes Committee.
- ii) The two deputy head of service posts have been redesignated as lead officers for the respective areas – Early Years Lead for Early Intervention & Prevention and Early Years Lead for Vulnerable Children with Multiple & Complex Needs.
- iii) The Childcare Support Officer JD has been revised to have a stronger focus on business support and contract monitoring. The job title is now Business Support Officer.
- iv) The 0.5 FTE 2-year old pilot project co-ordinator role has been expanded to incorporate additional duties supporting the work of the team. The post is now full-time and the job title is now Early Years Support Officer. The grade remains at PO1.

3. If you are not able to make changes – why not and what actions can you take?

N/A

4. Do the ringfence and selection methods you have chosen to implement your restructure follow council policy and guidance?

Yes

5. Will the changes result in a positive/ negative impact for service delivery/ community groups – please explain how?

The reduction in overall capacity resulting from reduced staff numbers is likely to have a negative impact on the provision of early years services however it is difficult to discern what the impact will be, or whether it will fall on any particular groups. This is because much of the work of these teams is not direct work with children and families but rather work undertaken with the providers of early education and childcare, and other organisations.

The Early Years Inclusion Team does however undertake direct work with children with disabilities and SEN and their families, so the reduction in capacity in this area will have a clear negative impact for this group. Please see Service Delivery EqIA for further details.

6. How can you mitigate any negative impact for service users?

A range of measures are proposed, including the team working more flexibly and in a joined-up way, an enhanced role for children's centres, and intelligent use of data and monitoring information to identify need and target resources accordingly. Please see Service Delivery EqIA for further details.

Date Steps 3 & 4 completed – 30/03/2011

Step 5 – Implementation and Review

1. Following the selection processes and appointment to your new structure are there any adverse impacts on any of the protected groups (the eight equalities characteristics). Please identify these.

To be completed following the recruitment process.
2. If there are adverse impacts how will you aim to address these in the future?
3. Identify actions and timescales for implementation and go live of your new service offer.
4. If you are not in a position to go ahead on elements of your action plan – why not and what actions are you going to take?
5. Identify the timescale and actions for review of the restructure to ensure it achieved the expected benefits/ outcomes.

Step 6 – Sign off and publication

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them.

COMPLETED BY (Contact Officer Responsible for undertaking this EqIA)

NAME: Jan Doust
DESIGNATION: Deputy Director, Early Intervention & Prevention
SIGNATURE:
DATE:

QUALITY CHECKED BY (Equalities,)

NAME:
DESIGNATION:
SIGNATURE:
DATE:

SIGNED OFF BY Director/ Assistant Director

NAME:
DESIGNATION:
SIGNATURE:
DATE:

SIGNED OFF BY Chair Directorate Equalities Forum

NAME:
DESIGNATION:
SIGNATURE:
DATE:

Note - Send an electronic copy of the EqIA to equalities@haringey.gov.uk; it will then be published on the council website

Equalities Impact Assessments Screening Tool Guidance

The Council understands that a pragmatic approach to undertaking Equalities Impact Assessments (EqIA) is essential and that some policies, projects, functions or major developments/planning applications are more relevant to and have a greater impact on equality and diversity than others.

Because of this we have developed this screening tool to help officers to identify:

- the relevance of each policy, project, function or major development/planning application to equality
- whether an EqIA should be undertaken

The screening process must be used on ALL new policies, projects, functions, staff restructurings, major developments or planning applications, or when revising them. It should also be used to help identify existing policies or projects that should be subject to an assessment. An EqIA is a thorough and systematic analysis and should ensure that we give due regard to the effect the actions we take as an organisation could have on residents, customers and staff, in the delivery of services and employment practices.

Equality Impact Assessments are intended to:

- encourage a more proactive approach to the promotion of equality within public policy development
- identify any adverse equalities impact and detail actions to reduce this impact
- detail positive equalities impacts

Is a full Equalities Impact Assessment required?

- **If the answer to any of the questions below is yes, consideration must be given to undertaking a full EqIA.**
- **If the answers to all of questions below are no you do not need to undertake an EqIA, however you will need to provide a detailed explanation for this decision in the last column.**

In either case, please submit the e-form to equalities@haringey.gov.uk and include the explanation as part of the Equalities comments on any subsequent related report.

Equalities Impact Assessments (EqIA) Screening Tool

1.	Name of the restructure: Central Early Years Service			
2.	<p>Brief summary of the above:</p> <p>Due to the government spending cuts, a number of savings proposals are being put forward by C&YPS. One of these is the restructuring of the central Early Years service. The proposed restructuring is intended to ensure that all the statutory duties of the Local Authority can still be addressed and support is provided across the sector to ensure high quality Early Years provision and services for families are further developed and maintained.</p> <p>A smaller more co-ordinated Team will be created where greater integration of the work and more flexible working is possible across the Team. The smaller Team will take forward the work of ensuring that there is sufficient good quality childcare and early education for all children 0-5 years old while providing education places for vulnerable 2 year olds and targeted support and intervention for those families most in need through the work of the children's centre programme with information and advice for parents.</p> <p>Many aspects of the work of the team impact directly on families, therefore a service delivery EqIA will clearly be required. A staffing EqIA will also be carried out to address the equalities impacts of the employment implications of these proposals.</p>			
3.	<p>Lead Officer contact details: Ros Cooke ros.cooke@haringey.gov.uk 0208 489 5052</p>			
4.	Date: TBC			
	Response to Screening Questions	Yes	No	Please explain your answer. If answering YES but after consideration a full EqIA is not necessary please provide a detailed explanation⁴ for NOT undertaking a full EqIA
5.	<p>Could the proposed restructuring or the way it is carried out have an adverse impact on any of the key equalities protected characteristics age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation? Or relations between any equalities groups?</p>	Yes		<p>There is potential for adverse impact, particularly given the scale of the savings being made as part of the restructure.</p>

⁴**NB This explanation MUST be included in the Equalities comments in all subsequent reports relating to this issue.**

Equalities Impact Assessments (EqIA) Screening Tool				
6.	Is there any indication or evidence (including from consultation with relevant groups) that different groups have or will have different needs, experiences, issues and priorities in relation to the particular policy/project/function/major development/planning application? Or do you need more information?	Yes		
7.	If there is or will be an adverse impact, could it be reduced by taking particular measures?	Yes		
8.	By taking particular measures could a positive impact result?	Yes		
9.	As a result of this screening is a full EqIA necessary?	Yes		Both a staffing EqIA and a service delivery EqIA will be carried out.

Signed off by Lead Officer: _____

Name: _____

Designation: _____

Date: _____

Signed off by Policy, Equalities and Partnerships Team: _____

Name: Arleen Brown _____

Designation: Senior Equality Officer _____

Date: _____



HARINGEY UNISON, 14a Willoughby Road, London N8 0HR
☐☐020 8482 5104 / 020 8482 5105 / 020 8482 5106
Haringey Council Switchboard: 020 8489 0000 Ext 3351 or 3320
Fax: 020 8482 5108. Minicom 020 8482 5109
E-mail: healthandsafety@haringeyunison.co.uk

**HARINGEY UNISON
RESTRUCTURE CONSULTATION RESPONSE.**

**CONSULTATION DOCUMENT: Proposal for the restructure of the |Haringey
Early Years Service**

CONSULTATION PERIOD: 31st January-14th March 2011

Redundancies

Haringey unison recognise the difficult financial situation the Council is currently in; however in all such proposals we are formally restating our complete opposition to compulsory redundancies as a way of achieving reductions. It is our belief that the Council should be operating a joined up approach to managing change this should include creative use of “bumping” to facilitate Voluntary redundancy applications and avoid compulsory redundancies. Allied to this proactive consideration of options such as voluntary reductions in hours, flexible working etc should be considered where staff support these the normal business case process should not be applied. The presumption as a family friendly good employer should be that the manager is required to make a business case AGAINST the staff’s proposals. We are concerned that the current approach in this respect may in fact cause unnecessary redundancies rather than preventing them. In essence it requires staff to be appointed then to apply for reductions in hours rather than allowing them true creative and meaningful consultation on alternatives to the cuts.

We are aware that there is some staff that currently work less than full time and would seek clarity on how they will be dealt with in the recruitment process?

It should be noted that at a meeting with Ian Bailey and Ros Cooke and the members of the FIS team, Unison formally requested for this consultation document to be with

drawn until it could be re-issued together with the consultation document re the restructure of the Children's Centres. This request was on the basis that the document makes reference to areas of work that are currently carried out by the staff affected by this restructure transferring to the Children's Centres. On this basis we believe that the two restructure documents for Early Years and the Children Centres should be issues together so that the time lines run concurrently, as there could be an issue re staff from the Early Years restructure missing out on ring fence opportunity.

Management Response: We have agreed that if it becomes apparent that some staff should be in the CC ring fence we will deal with these on a case by case basis.

I am aware that some members of staff affected by this restructure document have already provide some comments re the JD's and this proposed restructure document directly to management. Those comments also need to be taken into consideration in conjunction with this response.

In relation to members of the resource team that have been included in the ring fences for the Finance SFR. Please confirm that they have not been included in any of the ring fences within this restructure.

Management Response: None of the EY Resource Team staff have been included in this document however comments by members of the Team and by finance officers have been considered.

The consultation pack does also not contain any information in relation to the equality impact assessment, or any information in relation to a community consultation. This is unacceptable.

Management Response: In relation to community consultation the main affected community for these central services are Childminders and PVI settings. These were asked to send their comments on the reduction in staffing and a meeting was held in the evening of Tuesday March 15th which was very well attended. Comments and concerns that were raised in that meeting and the very positive feedback on the support and training provided by the Teams were all noted.

An equality impact assessment has now been completed and shared with the trades union representatives.

Single status

As none of the employees affected by this proposed restructure have had their current JD's reviewed under Single Status how can we be confident that the staff have been included in the correct ring fences?

There are also other implications i.e. redundancy payments, effect on final salary pension etc. Single status must happen before this process can continue onto the ring fence process.

Management Response: The proposed JDs for the new posts have now been evaluated and have all come out at the levels indicated in the drafts. However as consequence of the consultation process there is likely to be some change and variation to several of the posts.

Single status evaluations will be completed before the GP committee meeting and thus before ring fences are finalized.

The following are comments, issues and alternative proposals from the Teams affected by this restructure document. Not all the following suggestions are necessarily fully supported by Unison as the comments makes suggestions of staff cuts, which Unison would always oppose. These comments do however make some extremely valid points and suggestions, which Unison feels should be given fair consideration.

Issues that have been raised by the Family Information Service Team

Currently Haringey's award winning Family Information Service meets the council's statutory duty within section 12 of the childcare act 2006. Part of it's role is to provide a single point of contact for updated, accurate, quality assured information on childcare and signposting to local and national services but with the 84% cut to the staffing within this structure parents and professionals will get out of date, inaccurate online and telephone information just at the time when they need it most.

Children's centres already provide information to families supported and trained by the Family Information Service but there is no capacity for training in the new structure? The responsibility to keep the information up to date cannot rest with everyone in a chaotic way. There still needs to be a Family Information Service to do this and the absolute bare minimum level of staffing to meet the council's statutory duties is 2 x F/T posts and even within this there will be work left undone due to lack of capacity.

Management Response: We have requested evidence of the claim that 2fe is needed but this has not been provided. In any event the statutory duty will not be delivered in a 'chaotic' way. The manager will be responsible for ensuring that the duty is delivered by the team as a whole in conjunction with staff in Children's Centres and other staffing. In response to helpful comments made during consultation we have amended JDs to reflect the distribution of this duty across the team.

Another alternatives to this re structure would be to look at the Croydon Early Years Re Structure where the Family Information Service staff are integral to the structure working to engage families early. The Family and Workforce Information Service provide a service through supporting professionals rather than direct support to parents. An example of part of this model is that it has a number of Family and Workforce Information Service advisers who become specialists on their locality demonstrating integrated working, CAF process, and providing an Early Intervention bulletin. Outreach is targeted at professionals and community groups. Professionals go to locality early intervention surgeries where they can discuss a concern about a child/young person/family where others can help unblock bureaucracy and move things forward for families.

Haringey could adopt this model as it already has a practitioner online zone, which the family information service keeps up to date to support professionals in CYPS and in the community. The re structure plans to delete this online information.

In respect of the post of Deputy Head of early years:

- **Safeguarding and inclusion- why do we need a lead on safeguarding? This is everyone's responsibility surely- isn't that what the LSCB is for?**
- **Management Response:** This is an area of work highlighted in the safeguarding plan and is not fully covered by the LSCB as the whole PVI structure (which includes childminders) is an area that was of concern.
- **Safeguarding and inclusion- why is this post ensuring that there are childcare places for children with special needs- isn't this part of the head of special needs to do?**
- **Management Response:** It is very important that a close working partnership between SEN and Early Years ensures enough places in high quality early years settings for all children with SEN with planning in place for transition into school. The Deputy for Inclusion and Safeguarding post will ensure that service uses the specialist knowledge about the settings and early years practice to ensure children are placed in the most appropriate settings and are provided with on going support and transition into the next placement is established.
- **Safeguarding and inclusion - why is this post keeping abreast of national initiatives on safeguarding when the LSCB team do that and deliver it through their website?.**
- **Management Response:** It is the responsibility of all senior post holders to keep abreast with national initiatives. The post holder will be expected to incorporate this knowledge into EY service planning and strategy.

- **Safeguarding and inclusion- why is this post-supporting practitioner in children's centres when they have their own managers and highly paid teachers to deliver this? Why an extra layer of management which they don't have in the private sector nurseries?**
- **Management Response:** This postholder will be responsible for ensuring that the overall quality of inclusive practice is maintained across all EY settings. The postholder will lead on the development and implementation of systems and quality.
- **Safeguarding and inclusion - why is one of the objectives to ensure the policy and strategy for early years is further developed? Why isn't this post making sure that the early years team is meeting the information duty in section 12 of the childcare act 2006?**
- **Management Response:** The post alongside the other senior posts is committed to continually reviewing and improving the quality and service we provide. The EY service has to ensure that the Council fulfils many duties including section 12 of the Childcare Act 2006. All senior post holders will be expected to ensure the service meets its duties.

In respect of the post of Childcare Support Officer:

- **Re point 5 in the basic objectives of the post – why does this duplicate the role of the Information and Data Management Officer?**
- **Management Response:** The objectives in both JDs are complementary rather than duplications.
- **Why is a new database being proposed when we are paying for Tribal and it is set up for this kind of use?**
- **Management Response:** There is no proposal to buy a new data base. The postholder will ensure appropriate record keeping to enable us to monitor and track funding and other information for our business support function

In respect of the post of Childcare Co-ordinator post:

- **Why do the basic objectives of this post include: 1) secure sufficient childcare 2) leading on the childcare sufficiency audit and annual updates when this duty has just been completed in 2010 and is done at least every three years? This is also the reasoning behind cutting a CSA post within place planning this year.**
- **Management Response:** It remains an LA duty to carry out a regular audit of childcare sufficiency.

- **Why do the basic objectives of this post include: 3) leading on the development of a strategic business model etc when this work has already been done? Surely this should be monitoring?**
- **Management Response:** The continued development of our of business support model for childcare providers is a statutory duty and remains a strategic priority.
- **Why do the basic objectives of this post include 4) leading on a strategic business model etc across all sectors- surely this should be done by the head of early years who has an over view of everything?**
- **Management Response:** The work of this post holder will support the overall strategic planning and lead by the Head of EY.
- **Why in point 12) is this a requirement of this post surely senco's are responsible for this?**
- **Management Response:** All members of the EY service will have shared responsibility for improving quality. This postholder will be responsible for ensuring that new provision meets the requirements which may mean close working with colleagues in the EY Service.
- **Point 18- is this the childcare brokerage? If so this is currently done by an S01 person and under the childcare act section 12 it states that to do this role the person needs experience or an NVQ 3 IAG qualification- this is not mentioned in the person spec**
- **Management Response:** This is an information sharing role about the availability of childcare places. It is not a brokerage role for parents. Point 18 should have referred to childcare places.
- **Point 5) commissioning strategy- commissioning has been centralised so what does this mean?**
- **Management Response:** This is specific to the Early Years Service and relates to the commissioning of targeted childcare places. There is no central commissioning team.

In respect of the Information and Data Management Officer post

As FIS work is to be taken forward as part of the Information and Data Management Officer post (see 2 of paper)= 1 ½ days per week of the JD but Ofsted duties, (point 3 of the role main duties and responsibilities) takes up 1 day per

week so there is only half a day per week to carry out what is currently carried out by three F/T members of staff, How will this work?

Management Response: No time allocation has been made across the JD, the various elements of any JD may vary and will be managed by the postholder with support from their line manager.

In respect of the SENCO's:

- **The deputy head of early years should become a team leader and manage the 3 area SENCO's**
- **Management Response:** This post is now Lead for Vulnerable children with complex and multiple needs and will line manage the 3 INCOs and the Early Years Support Officer
- **Why does it say Area SENCO on structure chart but Area Inclusion Co-ordinator on the JD?**
- **Management Response:** The change of title from SENCO to Inclusion Co-ordinator reflects the outcomes of a recent evaluation of their JD and input from the staff involved.
- **Area SENCO's x 3- paper says these posts will remain unchanged but this is not correct as paper says they will do FIS work alongside CC Outreach workers (these posts finish on 31 march 2011) plus they will be doing the work of the existing childminding team of training child minders. SENCO's taking on FIS duties but consultation document states no change to posts (section 2 of the paper)- what FIS duties are they taking on?**
- **Management Response:** The JDs include working with parents and with all PVI providers including childminders. The Area SENCOs have always provided SEN advice, support and guidance to parents and practitioners. Their role has included that of brokerage for some time.
- **If the SENCO's roles are to change to take on these new areas of work, why have the JD's not changed?**
- **Management Response:** Please see previous point.

In respect of the references made re the Children's centres:

- **Why is there a deputy head of early years children centre development managing the children centre managers when children centres structure and management arrangements are not included in this paper?**

- **Management Response:** The reference to management of children's centre managers relates to the direct management provided for the three children's centres not managed through schools.
- **The deputy head of early years cc's- has too many managers to manage- is it 10 cc managers?**
- **Management Response:** see previous point.
- **If Children's centres are to be the information providers? They do not have the time or customer service or information, advice and guidance training to do this or any process or professionally experienced officer to support them in continuous professional development or have access to an evaluation of their practice?**
- **Management Response:** Providing information has always been part of the core service provided by children's centres. This proposal continues and develops this function. There is no evidence to suggest that they do not have the time or customer service training or information, advice and guidance training to do this. Support for their continuous professional development or access to an evaluation of their practice will be part of the service's performance management framework. Libraries will also be providing parents with information.
- **Children's centres are to be the information providers but how are these services going to be planned, monitored, reviewed and evaluated with actions taken to improve services and meet client needs which is a part of section 12 of the childcare act 2006.**
- **Management Response:** Through the Strategic Lead for Early Intervention and Prevention and Head of Early Years posts overseeing the work of the children's centres and the Childcare Co-ordinator.
- **How are Children's centres going to answer FIS complex email enquiries through the childcare mailbox that are emailed from parents or escalated by customer services (Customer services only deal with very basic enquiries)**
- **Management Response:** these will be taken up through the Central EY Team.
- **Children's centres-who will take responsibility for making sure that these complex email enquiries are answered and who will know who is answering what? Where is the accountability?**
- **Management Response:** The Central EY Team

- **The Children centres Outreach posts are temporary posts until March 2011-** the paper says they will deliver FIS work but how can they deliver FIS work when they won't be there?
- **Management Response:** They will be there. There will be ongoing outreach/information posts in CCs

In respect of Savings

- **This early years structure is not relevant to current FIS roles-** there being only 1 ½ days per week of actual FIS work included in the JD's- in order for this to be relevant FIS roles should be included in the re structure of CC's and be part of the delivery of services to parents.
- **Management Response:** Childcare brokerage will continue to be part of the work for the centrally based INCOs, some work will not be continued, some will be picked up as in the previous paragraph and some by outreach/information workers in the children's centres.
- **There is no mention of the word parent in any of the docs except when wording says "provide parents with information about childcare" but there is no capacity within the Information and Data Management Officer post to deliver this.** There are 435 childcare providers in Haringey and it would take 10 weeks of the Information and Data Management Officer persons time over a day and a half per week to do one of the three childcare audits needed to quality assure and keep this childcare data information up to date.
- **Management Response:** The new accreditation scheme will provide detailed information on all settings receiving the 3 & 4 year old funding. Work across the Team will ensure information is updated.
- **Service delivery in future appears to be that parents can get information about childcare (section 2 of the paper) but Haringey Council has a statutory duty to:**
 1. **Provide a high quality information services that meet their statutory information duty in section 12 of the Childcare Act 2006,**
 2. **FIS feeds into and delivers on parent strategy.**

Management Response: The proposals have been developed to ensure delivery of the basic statutory duty.

In respect of FIS work not covered

- **What allowance and time has been made for the maintenance of Tribal records, support issues, updates (including 'What's On) and monitoring and approval of provider's direct updates?**

- **Management Response:** Maintenance of data bases has been written into the JD of the Information and Data Management Officer post.
- **There is no responsibility and accountability for the Family Information Service on any Managers JD - why not?**
- **Management Response:** The basic statutory duty to provide information will be maintained through the new EY Team structure as outlined above and the children's centres.
- **Does this mean that the service has been wiped out?**
- **Management Response:** No, however what will be possible will be a more limited service than we have previously delivered.

No deliverables for:

- **Customer Services-** (this is the basic bread and butter of FIS and parents expect their enquiries to be answered. With the closure of three customer service centres out of four this enquiry service is likely to increase in volume. CS delivers FIS frontline service. CS answers approx 150- 200 enquiries per month and the FIS childcare mailbox receives approx 40-50 enquiries per month, which cannot be answered by customer services, as these are the complex enquiries. But basic enquiries are answered by CS supported by the scripts that are produced and updated by FIS bi annually and as and when there is a change to legislation. Waltham Forest FIS run the same service with CS answering basic calls and FIS complex ones. We have a reciprocal arrangement whereby we do each other's mystery shopping twice yearly.
- **The JDs need to include managing the delivery of CS and the following points:**
 - **Coordinate and manage delivery of FIS/childcare enquiries via Customer Services.**
 - **Actioning any issues and errors e.g. incorrect handling of enquires.**
 - **Attending bi-monthly performance and liaison meetings to discuss performance, errors/issues and future developments.**
 - **Update CS on any changes in a timely manner e.g. any IT issues, system downtime, devising processes for the interim, any information or policy updates.**
 - **Review and update CS solution documentation.**
 - **Update service web pages x 18.**
 - **Assist CS with joint training of CSO's.**

Management Response: No JD will list all tasks carried out by a post holder. The manager will ensure that the duty is delivered.

The following is currently delivered by the FIS Team, who is going to do this work in the future:

- Responding to 150-200 complex childcare enquiries in a month?
- Maintaining over 1200 FID records and quality assure them?
- Childcare audit? This is currently carried out 3 x per annum, taking 6-8wks each time by 3 people and is a statutory duty – how will this be delivered?
- **Management Response:** The duty to carry out a childcare audit is a bi-annual duty and will be the responsibility of the Childcare Co-ordinator. Updating records on the website for parents will be the responsibility of the Information and Data Management Officer
- Complex statutory work such as Daily Ofsted downloads including checking for changes, adding new childcare providers to the database, monitoring proposed and active childcare providers and sending out information packs including data protection information and Tribal feed and Inspection outcomes – this requires at least one day per week of an officers time.
- **Management Response:** Information and Data Management Officer with support from other members of the Team as required.
- Complex statutory work- childcare brokerage service- delivered by FIS now
- Section 12 of the childcare act 2006 states that staff involved in delivering the childcare brokerage service should be suitably trained? The minimum level of training for this role is an NVQ level 3 in advice and guidance? How many of the children centre information officers have an NVQ level 3 in advice and guidance or experience in giving advice to a parent with a child with special needs?
- **Management Response:** The INCOs are all level 3 and above, all experienced and skilled at providing parents with advice and information.

Other queries- online directory for CYPS staff currently delivered by FIS.

- We were told that the practitioner zone directory is to be deleted but who will manage this, and resource the removal of it?
- **Management Response:** This is not a statutory duty and we have yet to decide if it can at least in part be maintained.
- Who will be responsible for cancelling contracts with two suppliers including maintenance and transfer documentation to LSCB.

Management Response: The Lead for Early Intervention and Prevention

Other general comments from the FIS

- **Top heavy – disproportionate level of managers to staff for a small service i.e. 2 deputies for 5 1/2 posts. 1 with 4 staff and 1 with 2 1/2 staff –**
- **Management Response:** This point has been noted and the revised structure reflects this.
- **The structure is top heavy with admin- one and a half posts when the non teaching, non management posts (3 ½) have massive JD's which are not manageable within the 36 hours and these duties were previously carried out by at least 14 staff**
- **Management Response:** We accept that not all the duties previously carried out by 30 posts can be continued by 15. There is a 0.5 personal assistant post for the Head of EY and one admin post to support the rest of the EY Team.
- **The childcare coordinator post should manage 2 x P03 posts, P02, 0.5, and P01 posts and have key deliverables to manage covering these areas**
- **Management Response:** The Childcare Co-ordinator will manage the Business Support Officer
- **The 3 advisory teachers should be managed by the head of early years**
- **Management Response:** that is the intention.
- **Why is the Personal Assistant responsible for the Admin Officer?**
- **Management Response:** Because that is normal practice for more senior admin to line manage junior posts.
- **The Personal Assistant (0.5) has been assimilated but the post has changed since it includes management responsibility for the Admin Officer (FTE)**
- **Management Response:** the previous post of PA included supervision of the EY Admin for the Q&I and CDO Team.
- **Is it deliverable for a 0.5 to manage a FTE post?**
- **Management Response:** Yes.

- **The paper talks about the proposed workforce reduction in the early years service and Family Information Service but there is no reduction in advisory teachers (7 posts) and SENCO's posts? But there is over 84% reduction in FIS posts resulting in the majority of the FIS work not being done so that means no service delivery.**
- **Management Response:** There is a reduction in Advisory Teacher and SENCO posts: Posts deleted; 1 Area SENCO (centrally funded for 1 year), 1 Advisory teacher for SEN (centrally funded), 1 Advisory Teacher for ECAT plus 1 EY Development Officer (NNEB - centrally funded).
- **There is no explanation as to how all the 3 ½ non teacher posts at P03 and below grades work together towards a common set of deliverables - there is not even one manager for them but three different managers covering all the posts**
- **Management Response:** the Team is a much smaller and will be co-located. The posts and management structure are being reviewed.
- **The document does not say what the 6 key deliverables are of this early years re structure?**
- **How can a restructure of early years be set out on half a page of A4- just three short paragraphs about what the intentions are?**
- **There is no mention in the paper about the deliverables of the children centres- how many outreach workers are there? Where are their JD's?**
- **Management Response:** the document describes and explains the proposed changes. There will be many points that might appear, for example. in the business plan that are not included in consultation documents.
- In relation to the Outreach workers, this will be the subject of a separate consultation.
- **In your paper it says the current FIS service cannot be maintained but nowhere in the paper does it say in detail what service is going to be delivered?**
- **Management Response:** The service will deliver information about childcare in the area, quality of childcare, brokerage for parents of children with SEN, ofsted information etc and access to CAB advice.
- **There are no specific objectives identified in this paper- the paper is short on specifics and long on generalities so how can staff consider alternatives**

Management Response: this point has been addressed above.

- **PA post (0.5)- no grade is shown on the consultation paper**
- **Why put FIS whose target age group is 0-20 into 0-5 service? Also FIS can contribute to universal services delivery through first response which is the Waltham Forest model.**
- **Management Response:** The only identified funding available for delivery of the information duty is within the Early Years section of the Early Intervention and Prevention budget.
- **There is no mention of the word parent in any of the documents except when wording says “provide parents with information about childcare”- but the FIS service is 0-20 and provides detailed childcare information and signposts through value for money online systems providing information on local and national services.**

Management Response: see previous point.

- **For the quality assurance of online FIS records there needs to be accountability and consistency in adding records and maintaining them- in the structure who is taking on this function.**
- **Management Response:** The Information and Data Management Officer.
- **With a much reduced staff time allocation to FIS roles the FIS will no longer exist and there is no one responsible for it- this includes escalated enquiries, FOI’s members enquiries and complaints.**
- **Management Response:** FOIs, Members’ Enquiries and complaints will come through the council process and be answered by the Head of EY or senior members of the team, as appropriate.
- **There is no responsibility for the childcare brokerage? - It is included at present in the information officers JD’s but in the new structure it is included in many JD’s and many managers managing it so what sort of service will parents get?**
- **Management Response:** This is addressed above.
- **This does not seem to have been well thought out?**
- **FIS information Officers have been put into the ring fence for the Administrator post which does not cover 50% of their current duties – In that case the information officer posts should be deleted.**
- **Management Response.** They will also but considered for any Information posts that arise out of the re structure of the children’s centres.

Suggested alternative staffing

- Delete 1 ½ administrator posts.
- Add two Information Officer FTE posts- two posts are the minimum level of staffing required to carry out the FIS statutory duties to meet section 12 of the childcare act 2006
- Delete Deputy head of early years- inclusion
- Childcare Co-ordinator post- delete and create another monitoring officer post instead since the majority of the work is monitoring.
- Incorporate some of the FIS duties that have not been covered into the FTE 2 year programme coordinator post

Management Response: these suggestions have been considered.

Issues that have been raised by the Childminding Development Team

What was the outcome from the consultation “Shaping Our Future” carried out between October – December 2010 in regards to childcare/childminders, and how does it fit into this proposed restructure?

Management Response: This proposed structure fits within the way forward.

Should the up-dated copy of the Early Years business plan for 2010 not have been included with this consultation document, and how does the business plan relate to this restructure?

Management Response: A new business plan will be created within the budget.

What consultation process, if any, has been carried out with the service users (childminders, families and the wider community) who will be directly affected by the reduction to this service?

Management Response: Service users were given a brief outline of the need for cuts and the proposal of cutting 50% of posts. They have been invited to e mail or post their comments about the service and what they find most useful and supportive to their work. An evening consultation was held on 8th March which was well attended by PVI settings and childminders. Comments about the service were very positive about the

service they have been receiving and their concerns for future support and have been taken into account.

We feel that the proposed new management tier is very top heavy – none of them will be managing more than 5 members of staff as The RETHINKING HARINGEY document states. How then can you justify so many management posts with so few basic grade posts?

Management Response: The EY service will be a small service with specific lines of responsibility for staff, budgets and work streams. However all the senior posts will have shared responsibility with the Head of EY for all aspects of the service and will have a wide range of work responsibilities.

The Rethinking Haringey document states:

(pg 14) As part of reshaping our workforce, we will streamline our “spans of control” by REDUCING the numbers of MANAGERS and layers in our organisation. This is consistent with having an active workforce with devolved and delegated responsibility.

Under Rules for redesigning services (pg14):

- *Managers should typically be directly responsible for eight staff and no less than five.*

Pg 16 under Workforce-implementing the new structure:-

- *At this stage many of the proposals are subject to consultation and therefore may change. As an indication, the estimated reduction in managers at second and third tier is approximately a third against the overall workforce reduction of a quarter.*

Management Response: The posts referred to in this consultation are fourth and fifth tier.

As this goes directly against what Re Thinking Haringey states. Who made the decision to recruit the proposed new senior managers, what procedures were followed? What is the rationale for 7 management posts and ONLY 8.5 basic grade posts?

Management Response: See below, these are not new posts

What is the rationale behind the recruitment/introduction of 2 deputy heads for Early Years, as they did not previously exist?

Management Response: These are no longer deputy posts. The responsibilities are similar to those being carried out by the post holders previously with added responsibilities and a changing emphasis as the new structure is implemented.

The deputy posts JD's do not include all the work carried out by the team- why is this?

Management Response: No JD will list all tasks carried out by a post holder. The manager will ensure that the duty is delivered.

What is the justification of the deletion of the childminder roles? And what was the rationale in cutting one team by 75%, another almost totally wiped out- FIS- 84%) yet some teams operating from the PDC have been left almost intact and one post deleted was a short term contract post anyway.

Management Response: The rationale for the new structure was the creation of a team that could work as flexibly as possible across all the statutory duties and other work identified as essential for the LA to undertake. While the knowledge and skill of the present work force is acknowledged it has been specific to certain areas. It will be efficient to have a workforce who can work with the whole range of provision including parents, childminders, PVIs and schools. In order to do this qualifications and knowledge of the EYFS, child development and SEN will be important alongside that of working closely with parents. The statutory duties of providing advice and information to parents can be delivered across the service. The work of supporting childminders will need to be planned and organized carefully. The Co-ordinator post will be essential to provide the detailed knowledge of the sector held by the present Childminding Development Team. However other members of the central team and staff in the children's centres will be expected to work more flexibly to ensure that the service continues. The restructuring of the children's centre posts will ensure childminding support is an essential element of the work. At the same time it is intended that networks are developed for childminders and PVIs which can be used for support and sharing good practice, the feedback from consultation would suggest that this is something that childminders and PVIs are also keen to develop.

Co-ordinator for childminding services & Development-JD

The duties and responsibilities set out in the Childminder Co-ordinators JD is unmanageable for one person to do.

Management Response: Support for this role will be found in the newly constructed post of EY Development Officer and from the Administrator.

4 FT people currently do this. It is proposed that the early years advisory staff/children centre teachers carry out some of the duties but they are paid more than P02 so is this value for money?

Management Response: See above

There should be no less than 2 FT Co-ordinators for childminding services & Development given the workload. Also it is a specialist job and requires certain skills working with CM's are very different skills to working within PVI's or maintained sector. Also, the number of childminders is increasing in Haringey and will continue to increase during the recession as parents will not be able to afford childcare and want to set up their own CM business.

Management Response: See above

This post reports directly to the Senior Advisory Teacher – why is there no mention of working with or supporting childminders within that job description?

Management Response: Added into JD

There is no mention of managing the childminding co-ordinator.

Point 14 says childminding framework what does this mean?

Management Response: Deleted – referred to the NVQ training framework but is confusing

Why is childcare brokerage broken up into so many JD's- who is coordinating this?

Management Response: Childcare brokerage is a joint responsibility of the central team. Service delivery will be co-ordinated through the Childcare Co-ordinator and delivered through the INCOs

Point 11- it is not the local authorities responsibility to check CM's CRB's so why is this in the JD?

Management Response: The responsibility is a general oversight for the quality of childminders which would include CRBs. It is not suggested that the LA would be checking, this is done by Ofsted and reported on. This post would be liaising with the Lead for Safeguarding and Inclusion about the need for training or direct support and intervention in this area.

The basic objectives of the job are to deliver a strategy to support training but point 9 talks about delivering training- this is confusing- what is this supposed to be?

Management Response: The responsibility is for the overall delivery. This would not preclude the post holder from delivering some training if required

What percentage of the proposed new job do you envisage to being administrative and how much is face to face with childminders?

Management Response: This will be detailed through 1-1 supervision, additional support has been added to the team through the post of EY Support Officer.

Effect on childminders

4 x FT posts who have supported CM's in Haringey for over 4 years is now being decimated down to one FT post and the following staff are asked to deliver CM work with no previous experience of working within this sector. Is this a realistic expectation given the workloads they have already?

Management Response: This will be challenging; however, given the smaller team and continuing work demands it will have to be managed. Both advisory teachers and INCOs have previously had experience of delivering training to childminders. While they all have a great deal of experience of supporting practitioners and delivering training they will of course need to tailor the work specifically to the needs of childminders and will expect to work closely with the Co-ordinator for Childminding Services and Development.

- SENCO's (currently they only work with child minders caring for children with special needs under 5)
- Advisory Teacher (currently they only support schools, nurseries and pre-school playgroups)

Management Response: they have delivered training sessions for childminders

- Lead Teacher in children's centres (currently they only support nursery in children's centres and PVI's)- no visits to childminders

One person cannot be the central point of contact for all childminders in Haringey. How will CM's know whom to contact amongst the people above.

Management Response: There will be a Central Team phone number where enquiries will be dealt with.

Approximately 100 childminders are due for inspection this year, (this number does not include newly registered childminders). There is no capacity or plan to support them due to staff reductions. Will this not lead to more inadequate or unsatisfactory outcomes?

Management Response: Systems for targeting support to those who need it most will be implemented alongside the provision of networks and training sessions. It

will not be possible to provide the level of individual support that has been provided in recent years.

New childminders can now apply on line, which means there is no way of tracking what training they have done. Other boroughs are setting up systems to support these people as soon as they come thorough as proposed, not just newly registered as we are currently doing.

On new registration visits it is identified how little knowledge some childminders have of the Early Years Foundation Stage and training that is required. At present we identify those who come under this category and are able to guide them, help them draw up an action plan and book them onto the relevant training. How will all this be expected from one person?

Management Response: The Co-ordinator will be expected to work with other members of the Central Team and staff in the children's centres who will have responsibility for childminding services in their locality.

What is the vision in the new structure to continue to develop childminders quality and standards? The job description is entitled Development but how much room is there for this?

Management Response: This will be incorporated into regular service planning and 1-1 supervision of the Co-ordinator linking with children's centres.

Advisory Teachers and SENCO's

How will the Advisory Teachers and SENCO's be able to adequately support approx 56 private Nurseries, 20 Playgroups, 19 Children's Centres plus an additional 300 childminders? This workload itself is a health and safety risk.

Management Response: Systems for targeting support and training to those who need it most will be implemented alongside the provision of networks and training sessions. It will not be possible to provide the level of individual support that has been provided in recent years.

Children's centres

The consultation document states 'Children's centres will be expected to work with childminders to support and train them- can you say which JD is responsible for this? Have they been informed of this added responsibility, what was their reaction and when will this be implemented?

Management Response: The new structure for children's centres is the subject of a separate consultation. It is planned that it will be implemented from September 2011. There will be specific requirements within posts to pick up this work.

Advisory Teachers

If the Advisory Teachers have no flexible working hours included in their JD's, how will they provide support and deliver training at a time that suits the childminders- evenings and weekends.

Management Response: Advisory Teachers work on Soulbury conditions of 36 hours a week which can be flexible when required. Training sessions will be planned across the Team and with children's centres.

SENCO's

The senco's are assimilated into their current jobs and the paper says their jobs have not changed but new duties have been added regarding childminding but are not in their JD's. So these jobs should not be assimilated. The jobs should be open/closed ring fenced to 4x FT childminding coordinators and senco's.

Management Response: The SENCOs have been providing training for childminders.

2year old funding post

The part time offer of the Two-year programme position does not equate to a suitable alternative – why has anyone been included in this ring fence as everyone is full time. Could this post not be taken on and shared by the Senco's. The budget could be managed by the deputy head for Safeguarding as is this not about Vulnerable children?? Therefore leaving funding for another childminding post or FISSD post?

Management Response: The post was intended to be full but included as part time in error. The duties of the post will expand to reflect this.

Outcome 3 Safer

Reducing the incidents and fear of crime and anti-social behaviour; safeguarding children and adults

Safeguarding

How will the proposed reduction of this team impact on the Childrens Safeguarding Plan?

Management Response: We will need to ensure that we provide access to training and monitor the quality and Ofsted outcomes of EY providers carefully through the work of the Lead for Safeguarding and Inclusion

Who will be responsible for supporting childminders with complaints and child protection issues?

Management Response: This will be carried out through the Central team in liaison with children's centres.

Childminders care for children predominately in their own homes, even though many access children centre drop in's and toddler groups, the majority of their time is within their home setting. The children may be put in vulnerable positions if the childminders are not regularly checked and monitored via support visits.

Management Response: There will be less opportunity for individual support visits but it will be necessary to prioritise this work according to any known risks. It is clear that childminders value these visits

Who will be responsible for childminder home visits in the future?

Management Response: This will be addressed within the re structuring of the children's centres.

There are approx 300 childminders in Haringey with the potential of caring for over 1800 children 0-8 years, without home visits the quality and safeguarding of the service cannot be monitored effectively.

Management Response: Systems for targeting visits, support and training to those who need it most will be implemented alongside the provision of networks and training sessions. It will not be possible to provide the level of individual support that has been provided in recent years.

Children's Centres

There are limited baby places available in Children's centres; this means that babies are being placed in the care of childminders that will not be receiving regular visits because there is not enough staff to do this. This could be a safeguarding issue.

Management Response: see previous point.

Childcare database

With the proposed 84% cut in the Family Information Service who will provide training to all the other members of staff expected to perform complex tasks on the Tribal database?

Management Response: Training will be organized by the Information and Data Manager

Children's centres have not got access to the tribal database and can't be as they are not on harinet and so how can they access child minders?

Management Response: Childminders are listed on FISS which will be continuing

Currently a number of childminders are rated as good with some outstanding qualities, how will this be maintained and improved if the focus is to only support satisfactory and inadequate childminders- point 6 on JD.

Management Response: The focus will be on the poorest however networks and/or training will still be provided for all.

Evidence has shown that PRE OFSTED SUPPORT HAS resulted in an increase in Ofsted awarding a GOOD GRADE to childminders on their FIRST INSPECTION so how will this be achieved with so few staff?

Management Response: This will have to be carefully planned across the available staff and information gathered be collated to inform prioritization of work.

NCMA have confirmed that the number of new childminders is increasing; this will have an impact on the new role – who will be responsible for delivering Information Sessions (coffee mornings) and support around childminder business development plans etc.

Management Response: See above

Currently the service offers 2 Information Sessions (coffee mornings) per month by 2 FT staff catering for over 40 participants. Under the proposed structure there is only 1 FT staff and how will this be delivered?

Management Response: This will be planned across available staff it may not be possible to run so many.

We have been told that the number of Information Sessions (coffee mornings) will decrease. This will go against the governments' objective to reducing worklessness, and will create a backlog of proposed childminders due to space limitations within the children's centres. This could cause more people to apply on line with no advice, information or training. How will the proposed new structure continue to support people looking to set themselves up as a small business / self-employed as Childminders?

Management Response: Sessions may be run by children's centre staff who will be working flexibly across a cluster and therefore sessions can be held at suitable venues and times as agreed.

With the closure of the play Service, childminders will be a natural source of after school childcare. Therefore this could increase the possibility of new childminders and how will this be managed with less staff?

Management Response: Numbers of childminders have always fluctuated, it will have to be part of continuing service evaluation and planning.

Children's Centres

There is nothing in the proposed "Sustainability of Children's Centres in Haringey" around childminders. Does this mean that children's centres will not have a commitment to the childminders?

Management Response: There is and will be a commitment to childminders.

The majority of Children's Centres have a teacher as a Head of Centre, their own teacher, why do they warrant the extra support from the Advisory Teacher?

Management Response: All posts are be reviewed as part of the children's centre consultation and re structuring.

WHO REALLY NEEDS THE SUPPORT?

1. A Children's Centre with teachers, level 3 staff, teachers as Head of Centres or Schools, & qualified staff.
2. A Private nursery – managers must be at least Level 3 qualified, 50% of staff must be qualified.
3. Pre Schools most staff qualified to a level 3

Several of the above also have Graduate Leader Staff and all support one another & networks of support are in place.

Or

4. Childminders working on their own who often have no formal qualifications and most do not attend children's centre drop in's and are isolated.

At present the Childminding Team offers a range of support that can be targeted specifically at those childminders who do not access the children's centre drop-ins, how will one person manage this?

As well as the regular forums, if a CM has a child with special needs they may receive support from the SENCO's, and very varied and different levels of support by each Children's Centre with no co-ordinated approach.

Why does the restructure give less support to child minders than there is at present?

Management Response: See answers above re restructure and commitment to all childcare providers in Haringey.

General Questions

Are the children's Centres aware that they will be working flexibly with the childminding coordinator (i.e. some evenings) to deliver pre registration advice and information sessions, i.e. coffee mornings, briefings and to do home visits.

Management Response: See above

Childminders rely on regular monthly forums to share good practice, ideas, express concerns, and to network encouraging them to build their confidence and to develop professionally outside of their standard training or away from drop-in's, playgroups etc. How will this continue to happen?

Management Response: See above

Supporting evidence

Ofsted Annual Report of her Majesty's Chief Inspector – states: “But underperformance must be identified and eradicated. Ofsted continues to report candidly and clearly in the failings of providers, institutions and initiatives. Our findings can make uncomfortable reading for providers such as childminders or schools and for those in local and national government. But it is better to identify weakness so they can be tackled than to leave them to worsen. This annual report identifies some particular concerns for example: The quality of early years and childcare provision is less effective in areas of high deprivation and the more deprived the area, the worse the provision”

As this is the case it's an argument that childminders will need more support in the future rather than less as Haringey is still below the national average on Good and Outstanding grades for childminders. Although, since December 2010, 12 results have come thorough showing 2 are satisfactory and 10 are Good with Outstanding elements. This is proof that our role is working. We envisage even better results for the next quarter.

- CYP Early Years policy states: ‘ Ensure that Early years education and childcare provision is of the highest quality, supporting providers through training, guidance, support and challenge to raise standards’

How can this happen for Childminders now?

There is no mention of childminders throughout the whole of this policy. Are they not to be included in this high quality and support?

Management Response: All references to early years provision and childcare assumes the inclusion of childminders, PVI settings, childrens' centres and schools.

It also states that ‘support all PVI providers in preparing for Ofsted inspection by introducing an accreditation scheme’

EVIDENCE FROM Ofsted’s annual report 2009/2010 states: -

“Providers who are part of a quality assurance scheme are more likely to be judged good or outstanding. This is particularly the case for childminders. There is strong correlation between participation in a quality assurance scheme and the extent to which providers embed ambition and drive improvement.”

How is any support going to be provided to childminders who do not seem to be mentioned in the Early Years policy at all, and there seems no intention to pursue an accreditation scheme for childminders?

Management Response: The first accreditation scheme has just started for PVI settings it is intended that this would be extended to childminders and to schools in the future.

The Early Years policy also states: -

‘Ensure they secure at minimum a satisfactory judgement when inspected by Ofsted and to support them in continuous improvement to achieve a Good or Outstanding judgement’

How will they achieve this without the regular support and home visits of the childminding team? The Childminding Co coordinator JD pt 6 only talks about responding after an Ofsted inspection and not BEFORE as we do now.

Management Response: See above

This is a direct quote from a press release by NCMA (National Childminding Association)

NCMA is pleased that the overall standard of care provided by registered childminders is continuing to increase, but we believe that more must be done to support childminders in deprived areas to improve their quality of care, so that all children have access to the same opportunities regardless of where they live. You can view Ofsted’s Annual Report 2009/10 in full at www.ofsted.gov.uk

As Haringey is one of these deprived areas are our children with childminders not entitled to have an equal opportunity for quality provision, as the children in our group settings seem to have?

How can the restructure cut support to childminders when all the Ofsted evidence states we should be concentrating MORE!! On these people.

Following Ofsted's Annual report Central Government has just announced MORE support is needed for childminders. Why are we then cutting the team that provides this support? See above

Working Families Information Officer Questions (Annie Jordan)

In the new proposed "Full Service Offer" for children's centres under the title Family support and parental outreach it clearly states we will be offering Access to housing advice and support. And Information about available childcare for parents to be available

It also includes under the title "Employment and training support" we will provide Access to benefits and employment advice and family learning

All of the above are areas that are currently offered through myself the Working Families Information Officer. They all fall under the government's initiative around reducing child poverty in Haringey. Who will be responsible for delivering this, or how will the centres deliver themselves? These are specialist areas and if information is given to families incorrectly could have detrimental long-term effects

Management Response: commissioning arrangements are being undertaken to continue work with CAB

How will the child poverty work be continued – through the new proposed agenda it clearly states that early intervention is paramount especially around those most vulnerable families. Economic vulnerability is a well-known reason behind children not performing from an early age. By withdrawing the face-to-face support of my role we are depriving families of valuable information

We have managed to deliver many services around "economic wellbeing" through the use of partners. In the proposed document it states "partnerships and multi-agency working that reduces duplication, maximise resources and enhance professional practice..... But by placing the responsibility back into the Children's centres to deliver they will all be working individually and starting

from scratch. This in the long run will cost more money and not be an effective service for vulnerable families.

The proposal includes a plan to have a sliding scale of fees for childcare in the future. In a time where childcare tax credit is being reduced, who will be responsible for supporting parents around paying for their childcare?

I appreciate my role may be deleted but, I have the role currently consists of extensive partnership work. I have asked senior members of staff how they want me to plan an exit strategy with no response. So, how does this impact on financially vulnerable families? External partners are asking if their service will be required in the future and how the partnership agreements will be continued – who will be responsible for this?

Management Response: The Lead for EIP will take responsibility for ensuring partnerships continue and commissioning arrangements are in place

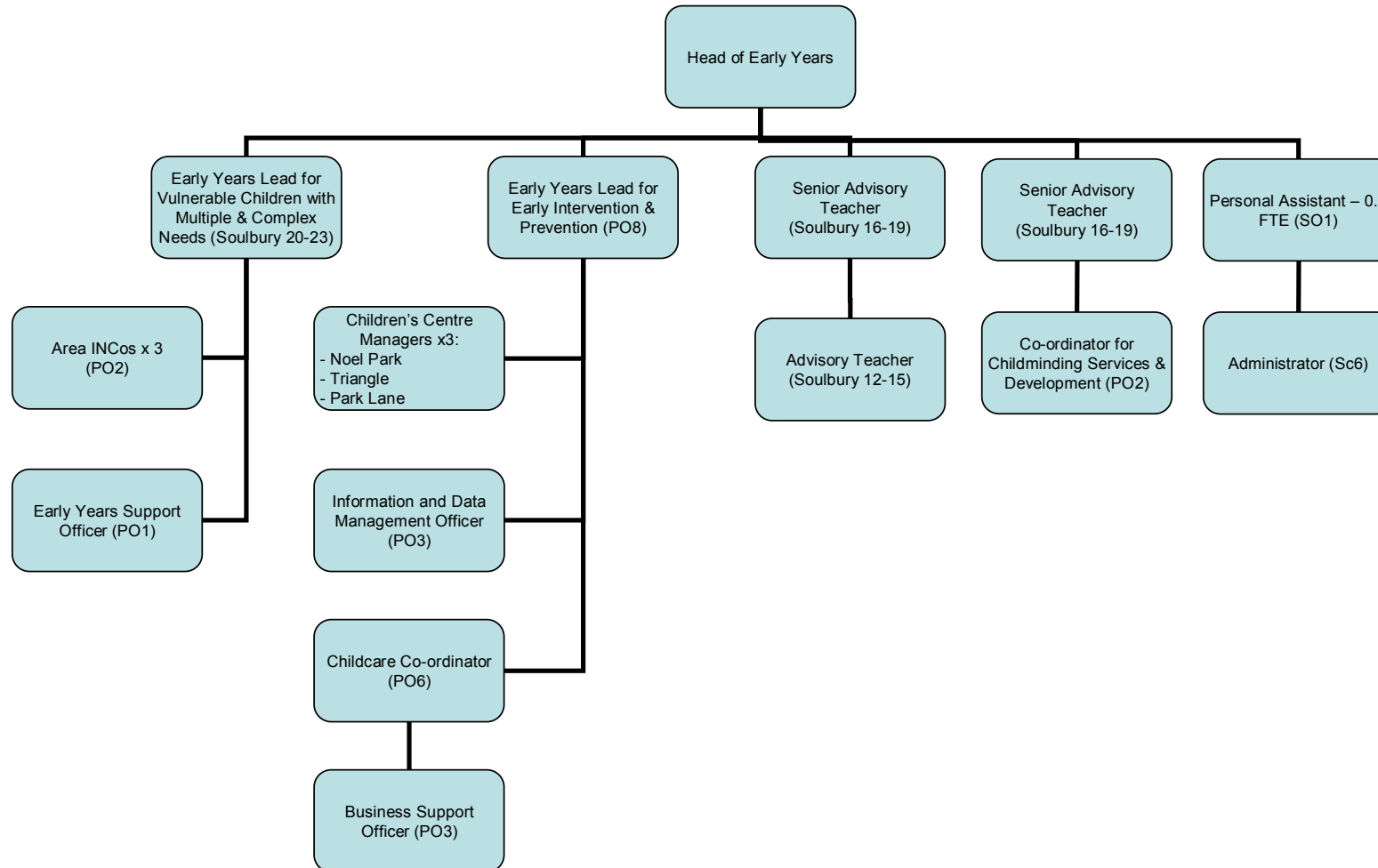
Comments by



Andrea Holden
Branch Health & safety Officer & Joint CYPS Convenor

Date 14th March 2011

APPENDIX 6 - REVISED SERVICE STRUCTURE AND POSTS



New Post	Grade	Selection Method	Current Posts in ring fence (grade in brackets)
Early Years lead for Early Intervention and Prevention	PO8	Assimilation	CC & Extended Services Strategic Manager (PO8)
Early Years Lead for Vulnerable children with multiple and complex needs	Soulbury 20-23	Assimilation	Inclusion Team Manager (Teachers pay scale plus TLR)
Childcare Coordinator	PO6	Closed ring fence	Childcare Commissioning Officer (PO6) Head of Information and Communications (PO5)
Business Support Officer	PO3 Subject to evaluation	Internal recruitment	Open to expressions of interest from affected staff
Information and Data Management Officer	PO3	Open ring fence	Head of Information and Communications (PO5) Monitoring & Evaluation Officer (PO3)
Co-ordinator for Childminding services & development	PO2	Closed ring fence	Childminding Development Officers x 3 (PO1) Childminding Support Scheme Co-ordinator (SO2)
Early Years Support Officer	PO1 Subject to evaluation	Open ring fence	Childminding Development Officers x 3 (PO1) Childminding Support Scheme Co-ordinator (SO2) Working Parents Information Officer (PO1) Information Officers x 2 (SO1)
Administrator Early Years	Sc 6	Closed ring fence	EY administrator Q&I (SC5) Administrator (SC6) Information Officers x 2 (SO1)