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**Cumbria Early Years Annual Review and Support Handbook 2022 – 23**

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**SECTION 1 - INTRODUCTION**

**BACKGROUND**

The Early Years Team in Cumbria is committed to working in partnership with Early Years Providers in Cumbria in order to ensure that early years provision for children is of the highest quality. We share the expectation with all Providers that everyone is working towards an Ofsted judgement of Good and Outstanding.

This handbook sets out the framework for an annual offer of support to Early Years Providers by the Early Years Team and provides an overview of the process and supporting resources that are available to you.

**AIMS**

The Early Years Team will support Early Years Leaders and Managers to ensure that:

* All Early Years Providers aspire to an Ofsted judgement of Good or Outstanding and the quality of education is at least good
* All Early Years Providers in Cumbria work in partnership to ensure best outcomes for children
* All Early Years Providers in Cumbria receive support and an appropriate level of challenge to help you to continuously improve
* Those Providers that require enhanced support receive timely intervention which leads to measurable improvements

**APPROACH**

The starting point for using this framework is a recognition of the shared accountability of both Local Authority Officers, and Early Years Sector Leaders, to strive towards the best possible outcomes for all young children. We aim to work together in a constructive, supportive and, where necessary, mutually challenging way in order to ensure that children receive a high quality of care and education that meets their needs fully.

**CATEGORISATION PROCESS**

Feedback from the Annual Support and Review Visits, as well as other information that we have about Early Years provision, will help to identify the level of support or intervention that can be provided to each Early Years setting. A transparent categorisation process will enable us to match support with need and help to ensure that improvement takes place in a timely way that can be embedded and sustained.

It should be noted that the Local Authority has a responsibility to refer significant concerns about provision to Ofsted or to the LADO and this remains the case regardless of the categorisation of the setting.

Setting categorisation will be reviewed at each advisory visit and updated where a change in level is agreed.

**Diagram 1: Setting Support Categorisation**

Intensive Support

(Unive

Targeted Support

Universal Support

**SECTION 2 – EARLY YEARS ANNUAL REVIEW AND SUPPORT FRAMEWORK**

**OVERVIEW -** The Early Years Annual Review and Support Framework comprises the following elements:

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit Process** | | **Support offer** | |
| **Self-audit tools** | **Annual Review and Support Visits** | **Information, advice and training** | **Bespoke support** |
| Learning and Development –  Self Audit  Welfare Requirements –  Self Audit  Additional optional audits | Annual Review and Support Visit - Learning and Development  Annual Review and Support Visit – Welfare Requirements  Option for Early Years SEND review | Named Early Years Link Adviser  Telephone and email support  Area SENCO advice line  Access to Early Years toolkits and resources via the website  Managers networks  New Provision/Manager support  SENCO Networks  Designated Safeguarding Lead Networks  Health Families Pledge Networks  Childminders Networks  Moderation clusters  Business Adviser Support  Provider Contract Audit  Support for early years PEPs  Opportunity to access/purchase additional CPD/training via School Development  Support with self-evaluation and action planning | Additional bespoke support dependent on the outcome of review visits (categorisation)  Setting Improvement Meetings (SIM) process in place due to a Requires Improvement or Inadequate Ofsted judgement  Support for emergency needs/issues/setting in crisis  Opportunities to participate in additional setting improvement projects and training (dependent on external funding or partnerships) |

**VISITS AND VISIT PROCESS**

During the year (September 22 – August 23) you will be offered the following visits:

* Visit 1 - Annual Review and Support Visit - Learning and Development
* Visit 2 - Annual Review and Support Visit – Welfare Requirements (formally known as LISEY3)
* Visit 3 - Optional Early Years SEND Review

The order of the visits will depend on capacity within the Early Years team, considering any exceptional circumstances or needs of the setting. Ideally visit 1 and 2 will take place roughly 6 months apart.

These visits will help us to agree together the level of support that you will receive from the Early Years Team - enabling us to plan ahead together to achieve the best possible outcomes for children.

**Visit 1: Annual Review and Support Visit - Learning and Development**

**Prior to Visit – Self audit**

Your Early Years Team Link Adviser will make contact and arrange a date for the *Annual review and Support - Learning and Development* visit. They will send you a self-audit to complete.

Please complete and return the *Learning and Development Self audit* at least two weeks prior to the agreed visit

This document must be received in advance for the visit to take place.

**Visit**

Two members of the Early Years team will undertake the visit which will take the following format:

* Learning walk around the provision – Manager and Early Years Advisers
* Observations of practice and discussions with Practitioners in the setting – Early Years Advisers
* Focused professional discussion with the manager on some aspects of the provision based on the self-audit, discussions with staff and observations

**After the Visit - Feedback and next steps**

At the end of the visit, the Early Years Advisers and the Setting Manager will discuss the learning from the day together, including areas of strength and areas for further improvement, and discuss the categorisation level of the setting, and the possible support from the Early Years team.

Following the visit, the Early Years Adviser(s) will share feedback notes with the Team manager and confirm the categorisation level.

**See p10 Categorisation Process and Levels of Support**

**Visit 2: Annual Review and Support Visit – Welfare Requirements** (formally LISEY3)

**Prior to Visit – Self audit**

An Early Years Childcare Adviser will make contact and arrange a date for the *Annual review and Support – Welfare Requirements* visit. They will send you a self-audit to complete.

Please complete and return the *Welfare Requirements Self audit* at least two weeks prior to the agreed visit.

**Visit**

An Early Years and Childcare Adviser will undertake the visit which will involve a focused professional discussion with the manager based on the Self-audit and will offer you advice, or signpost you to further support and training in order to address any areas where needs are identified.

You may agree to spread the visit over more than one shorter sessions.

**After the Visit - Feedback and next steps**

Following the visit, the Early Years and Childcare Adviser(s) will share feedback with the Early Years Team Manager and Linked Early Years Adviser (if different) and discuss if the setting categorisation level needs to change.

A follow up phone call to the setting will confirm if the level of categorisation needs to change and explain reasons.

**See p10 Categorisation Process and Levels of Support**

**Visit 3: Optional Early Years SEN Review**

**Prior to Visit – SEN Review Paperwork**

Please contact your Area Early Years Team Manager and let them know that you would like to undertake an Early Years SEND Review in order to support setting development and to promote inclusivity for all children. The review paperwork is available on the nasen website through the following link:

<https://nasen.org.uk/resources/early-years-send-review-guide-0>

Your Area SENCO will organise time to do the review with you in person or will suggest someone else who can do this. SEN Review visits will typically be one full day or two half days.

Please complete the review form, referencing supporting documentation and send this to your agreed Reviewer at least two weeks prior to the first visit date. Your Reviewer will make contact and agree a timetable and visit programme with you – please see the Early Years SEND Review Guide for more information

**Visit**

SEND Review takes place as agreed

**After the Visit - Feedback**

The Reviewer produces a written report for the setting within an agreed timescale, summarising strengths and recommendations for improving the quality of provision for children with SEND

**SUPPORT OFFER - Categorisation Process and Levels of Support**

**Universal Support**

**Intensive upport**

**Support**

SIM process due to a RI/I Ofsted judgement

Minimum monthly visit

Setting in crisis or emergency

**Targeted Support**

Additional bespoke support dependent on the outcome of review visits – including support with focused action planning

Minimum of 1 visit a term

Opportunities to participate in additional setting improvement projects and training (dependent on external funding or partnerships)

**Universal Support**

Named Early Years Link Adviser - Telephone and email support

Area SENCO advice and advice line Support for early years PEPs

Access to Early Years toolkits, webinars and resources via the website

New Provision/Manager support Moderation Clusters

Business Adviser Support Provider Contract Audit

Opportunity to Access/purchase training via School Development Weekly early years update

Networks – Managers, Childminders, SENCO, DSL, Health Families Cumbria Pledge

Facilitating peer to peer support

**SECTION 3 - Roles and responsibilities of Professional Partners**

The aims of this framework are given on p3. It is the responsibility of professional partners (Early Years PVI providers and Local Authority Officers) to work together to ensure that these aims are achieved as follows:

PVI Leaders and Managers will:

* Complete and return the audit paperwork prior to the visit, using a reflective approach, as this is invaluable for providing focus to the review
* Engage in honest and open communication about strengths and areas for development via professional dialogue
* Empower and encourage team members/practitioners to engage with the adviser(s) during the visit learning walk and to see the review as a positive celebration and development tool.
* Consider how to implement any feedback into the setting’s ongoing self-improvement process and actions towards continuous improvement
* Provide constructive feedback to the Early Years team on the process in order to help us to improve

PVI Team Members/Practitioners will:

* Be open to being observed in everyday practice that prioritises children’s learning and care
* Be available to discuss the children and what they are learning from the activities and experiences that practitioners offer
* Aim to view the visit as an opportunity to grow in confidence in their practice, to celebrate and share good practice
* Use the opportunity to talk about the impact that any training has had on supporting children's learning and development.
* Provide constructive feedback to the setting Manager on the process in order to help us to improve

The Early Years Team will:

* Be well organised in managing and arranging visits
* Communicate clearly and openly, encouraging positive professional dialogue
* Provide advice and challenge that is respectful and constructive
* Undertake an impartial categorisation of early years providers, through constructive dialogue
* Work in partnership to agree follow up and evidence-based action planning where required
* Escalate or report significant concerns