

Working for children

Introduction

In order to ensure high quality early years experiences for every child, the Early Childhood Forum believes that a well-qualified, high status and reflective workforce is essential. As this paper explains, there is some way to go before this becomes a reality.

This is an opportune moment for a full review of the early years workforce development, as part of the wider Children's Workforce Action Plan 2008, which was announced in the Children's Plan.¹ ECF believes that children's and practitioners' rights must be at the heart of the workforce strategy. Acknowledging and valuing the role of the early years practitioner is essential to improving outcomes for young children.

The Children's Plan proposal to put in place an expanded programme of continuing professional development, with funding for supply cover for the private and voluntary sector, is welcomed. However, the funding will need to be sufficient to meet the government's aspirations, as recently stated by the Minister for Children, Young People and Families:

'Because, if through the EYFS [Early Years Foundation Stage], we want all early years settings to be seen as a genuine starting point for a child's education, then we must aspire to the

*same standards of training and achievement that we demand of school teachers and teaching assistants too.'*²

ECF believes that fair pay and conditions for all practitioners – equivalent to those of practitioners who work with older children – are critical, especially as the early years constitute such an important phase in children's development. The government needs to find ways to bring together the two separate 'pillars' of schools and the private and voluntary sector into one young children's workforce, and to address the issue of pay and conditions across the whole sector to ensure we have a consistently highly skilled and rewarded workforce. As part of this review, issues relating to the introduction of the Early Years Professional Status need to be addressed in order to reach the ambitious goal of an appropriately trained graduate in every setting by 2015.

This paper raises the issues under the headings of ECF's other four key policy areas:

- Championing young children's rights and entitlements
- Working in partnership
- Addressing inequalities and valuing diversity
- Evaluating practice and ensuring quality.

Significant facts and comparisons are provided, together with commentary, case studies and ideas for consideration. ECF works to achieve consensus among its members, and welcomes comments, suggestions and support from all those who have an interest in the early years. ECF will continue to argue for a fully qualified workforce, trained and paid to reflect the complexity of the work, and will work in partnership with those who wish to achieve this aim.

Early Childhood Forum

The Early Childhood Forum (ECF) is a coalition of 53 professional associations, voluntary organisations and interest groups united in their concern about the care and education of young children from birth to eight. Part funded by the Department for Children, Schools and Families (DCSF), it aims to bring together partners in the early childhood sector to debate issues, celebrate differences and develop consensus to champion quality experiences for all young children from birth to eight and their families. It promotes inclusion and challenges inequalities. See www.ncb.org.uk/ecf for more information.

Championing young children's rights and entitlements

ECF believes that all children are entitled to participation, play and protection as required by the United Nations Convention on the Rights of the Child (UNCRC). In order to champion the rights of young children, ECF believes the rights of practitioners who work with young children must also be promoted and championed.

The early years are when children learn most – they gain the skills that enable them to cope successfully in their lives and to become resilient and confident adults. Implementing the UNCRC is a key factor in achieving this and will help to ensure the outcomes of Every Child Matters are successfully delivered. There must be a commitment to, and an understanding of, the rights of children in day-to-day practice across all early childhood services. Through continuous professional development and training, practitioners should extend their knowledge to promote children's human rights in their practice. Training, development and education of early childhood practitioners should incorporate the values of the UNCRC.

ECF argues for high quality childcare and education because evidence shows that only high quality services produce positive developmental outcomes in young children. This means well-trained staff and adequate ratios to enable good quality care and interaction.

Did you know?

The United Nations Convention on the Rights of the Child (UNCRC) has been mapped to the Every Child Matters outcomes. For instance:

Article 12 – Every child has the right to express his or her views and these views must be taken seriously.

Article 29 – Education is about children developing fully as people.

Article 31 – Every child has the right to rest, play and to do things they enjoy.

(Visit: www.unicef.org.uk/tz)

The skills required of an early years practitioner must be based on the commitment to the UNCRC. Building on these rights is the concept of the child as a 'rich and competent child',³ which requires an adult who is willing to engage in 'co-constructing knowledge' with the child. Early years practitioners need to be highly skilled, reflective practitioners able to engage in learning with children.

Recognition of the importance of children's rights has to be coupled with respect for the rights of the adults who care for/work with children. Early years practitioners deserve a clear career structure, and pay and conditions that are equal to those of teachers who work with older children. There is still a long way to go in this respect – practitioners working with young children are often poorly paid and many have low status, with few opportunities for career development. This can result in low morale and high turnover which clearly, in turn, affects children. The rights of adults are as important as those of children.

A listening culture

Each child is unique and has the right to be treated with respect, to be listened to, and for their views to be taken seriously. Developing a 'listening culture' is crucial for both children and adults. Children and practitioners need safe environments where they are listened to, where they can explore differences, express their fears and aspirations. Training and support is needed to enable practitioners to listen to the views of young children and share these views with others to inform local policy for improvement of early years services. The Young Children's Voices Network⁴ is an innovative project focusing on participation with children from birth to five years.

Working in partnership

ECF welcomes the fact that the Childcare Act 2006 places partnership at the heart of strategic planning and the delivery of high quality early childhood services. The majority of children's centres have been developed through a partnership between different agencies and the voluntary and private sectors. As one of the statutory partners, ECF

Have you thought about ...

- the listening culture in your setting and how children and adults are listened to and respected?
- what you, and practitioners who work with you, can do to promote children's rights?
- what training and support will help you extend your knowledge and understanding of children's human rights?

would like to see Primary Care Trusts ensure appropriate levels of health visiting, midwifery and school nursing service, sufficient to meet the requirements of the Childcare Act and the needs of families across all communities, including playing a full role in children's centre multidisciplinary teams.

What does partnership working mean for the workforce?

The statement on interprofessional values states as a principle that: 'Children's practitioners value the contribution that a range of colleagues make to children's lives, and form effective relationships across the children's workforce.'⁵ Practitioners are often already engaged in multi-agency work and/or work in multidisciplinary teams. There is a need for partnership working to be a core element of training and continuing professional development for all those working with children. ECF is committed to the development of a shared set of skills, knowledge and behaviours for those planning and providing early childhood services.

Practitioners should be committed to reflecting on improving the way they work together. Multidisciplinary practice is based on a willingness to bring everyone's expertise to bear on the pursuit of 'shared goals for children', and requires everyone's participation.

Partnerships with mothers, fathers and carers

Building effective partnerships with mothers, fathers and carers to support their involvement in their children's development and learning is essential, as parents or primary carers from birth are their children's first educators. Parents and carers are also advocates on behalf of their children.

There are many examples of excellent projects, both working with parents and carers and training practitioners in working with parents and carers.⁶ Early childhood services have developed a range of strategies for supporting parents and carers in their relationship with their young children, for example PEAL (Parents, Early Years and Learning), Parenting UK training, Homestart.



The value of listening to young children. Photo reproduced with kind permission of PEAL and NCB.

Case Study

We have a little girl here with complex and multiple needs. Our children's centre is involved in developing Team Around the Child [TAC] way of working; the role of her key person has been so important; she, the support worker and mum work together every day and the key person gives her mum lots of support. We really like TAC – the professionals working in it really respect one another and the parents do feel like they matter and their voice is heard.

(Children's Centre practitioner)

Have you thought about ...

- the different skills you use when working in partnership with parents, practitioners and other agencies to support young children's learning and development?
- how you can help ensure there is a shared understanding of each other's role in promoting positive outcomes for children?
- how you share your skills, knowledge and understanding across a range of other practitioners?



Father and son exploring their surroundings together. Photo reproduced with kind permission of PEAL and NCB.

Addressing inequalities and valuing diversity

*'The Early Childhood Forum believes that INCLUSION is a process of identifying, understanding and breaking down barriers to participation and belonging.'*⁷

Inclusion is an ongoing process and equality a goal for all those working with young children. ECF believes that an effective workforce must have a commitment to equality and an understanding of how discrimination and disadvantage affect children's and families' daily lives. Through working collaboratively with children and families, practitioners can help all children to participate and feel a sense of belonging in their schools, nurseries, playgroups, children's centres and with childminders. We must also ensure that all early childhood practitioners are equally valued in their workplace.

The profile of staff within a setting can give a powerful message about inclusion. The early childhood workforce is overwhelmingly female, predominantly from a 'white' ethnic background with a very low percentage of practitioners who are disabled. In addition to this the workforce is mostly young. In terms of management, males are disproportionately employed at management level (further reducing the numbers of men working directly with children); and people from ethnic minority groups and workers with disabilities are under-represented in

the workforce generally and at management level.

Inclusion relies on the commitment of local authorities and employers to embedding stringent anti-discriminatory practice in workforce planning, recruitment and retention of staff, and in service delivery, backed up by effective data collection and monitoring. Strategies must be developed to attract a diverse workforce and to challenge professional cultures, training course content and approaches that can make particular staff feel that certain courses or careers are not relevant to them. Genuine inclusion requires a confident, competent workforce that reflects the diversity within the country and models the values of equality and fairness to nurture confidence and self-esteem in every child.

Practitioners need an understanding, not only of how discrimination impacts on children, but of the needs and barriers different children may face, for example, cultural barriers or barriers associated with particular disabilities.

All children need to be in environments where they feel included and their views and privacy respected, this is particularly important for disabled children.¹⁰ Prejudice and stereotyping have no place in any setting and practitioners need to reflect regularly on how they challenge prejudice and promote equality wherever they work with children.

Did you know?

The Nurse Family Programme is based on a partnership with mothers-to-be which starts very early, about 16 weeks into a pregnancy, with regular visits by the health visitor to support parents and boost health in pregnancy, and then to encourage attachment with the baby and help with parenting skills. It draws on neurological research showing how pregnancy and the very early years are vital to a child's development, with early bonding affecting the way the brain develops.

(See: www.everychildmatters.gov.uk/parents/healthledsupport)

Table 1: Proportion of male staff, staff from a black or minority ethnic (BME) group and staff with a disability^a

	2003 per cent	2005 per cent
Full daycare		
Proportion of male staff	2	2
Proportion of staff with a disability	1	1
Proportion of staff from a BME group	8	10
Sessional		
Proportion of male staff	0.3	1.5
Proportion of staff with a disability	1	3
Proportion of staff from a BME group	4	6
Out of school		
Proportion of male staff	Not available	13
Proportion of staff with a disability	Not available	2
Proportion of staff from a BME group	Not available	12
Childminders		
Proportion of male childminders	1	2
Proportion of childminders with a disability	2	1
Proportion of childminders from a BME group	13	7
Estimated no. of all early years practitioners ⁹ (no accurate single source of data that includes early years teachers)	360,000–1 million	

Source: DCSF (2007) *Early Years Workforce Strategy Action Plan: Discussion paper*.

Case Study

The whole team is committed to having men in the building. We use the words 'mum and dad' rather than 'parent' wherever possible and include man-friendly aspects in the play sessions. We assess every image we display for man-friendliness, which has meant including more images of outside environments, such as boys playing football. The first thing you see when you come into the building is a mosaic of photographs taken by our 3- and 4-year-olds. We gave them disposable cameras and found that the child's eye view of the world includes dad as much as mum.

(Sure Start team member, Norwich)

Have you thought about ...

- whether your workforce is representative of your community? And if not, how can you and your local authority help develop a workforce that better reflects your local community (for example, through volunteering programmes and supporting local training courses to recruit and support a more diverse intake of students)?
- how a more diverse workforce can help you and other services better meet the needs of the community you serve?
- how you or your team challenge or reinforce stereotypes and assumptions about groups under-represented in the workforce?
- how staff and family members can feel safe and comfortable in your setting?

Evaluating practice and ensuring quality

ECF believes that early years practitioners need to monitor, evaluate, challenge, develop and reflect on their practice continuously. All practitioners and children should be involved in structured quality improvement processes.

High quality settings and practitioners depend on quality improvement schemes linked to high quality training and ongoing professional development.

According to the Organisation for Economic Co-operation and Development (OECD) report Starting Strong II:

*'quality in early childhood education and care depended on high quality staff training and fair working conditions across the sector; and strategies were needed to recruit and retain a well-qualified, diverse, mixed-gender workforce to ensure a satisfying, respected and financially viable career in this field.'*¹¹

There is substantial research evidence showing that it is only high quality early years settings which make a positive difference to children's life chances. Quality improvement schemes are therefore crucial to ensuring that there is an ongoing focus on whether the needs of all children are being met and in closing the gap for the most disadvantaged.¹²

Settings need both support and challenge to address quality improvement as a priority. Explicitly, they need schemes that can help them address this over time, rigorously, systematically and continuously.

Young children are entitled to the highest quality with regard to the professionals who engage in their education and care. What does that mean in terms of the knowledge, skills and understanding required by early years practitioners? How does this translate into actual qualifications?

What is high quality practice in early childhood education and care?

In Austria, Czech Republic, Finland, Hungary and Sweden, the approach of the early childhood specialist is founded on the notion of pedagogy.¹³ Moss and Petrie¹⁴ place the emphasis on educators who can sensitively support the learning trajectory of children, undertake research and critically reflect on their own practice. The pedagogue model, they say 'sets out to address the whole child: the child with body, mind, emotions, creativity, history and social identity'.

ECF believes that such a model reflects high quality practice.

'Decisions about staffing are in reality, decisions made about the level of quality that a State wishes to provide to young children.'¹⁵ ECF welcomes the fact that the government has provided local authorities with a three-year early years grant,¹⁶ which includes substantial funding for workforce development. This will enable local authorities to put in place three-year workforce plans. However, without detailed costings it is not yet clear whether the increase in funding will be sufficient to meet the challenges of the continued development of an integrated early years service.

How do we translate quality into qualifications and training?

As part of the National Ten Year Childcare Strategy there has been a substantial investment by national and local government, settings and practitioners. This is evidenced by the growth in the proportion of staff qualified to at least level 3. Currently, more than 55 per cent of all practitioners have at least a level 3 qualification, a significant increase in just the last two years.

The sector must consider how practitioners develop from their own starting point through an expectation that all early years practitioners will engage in, and receive support for, continued learning and the acquisition of relevant skills and qualifications. Moss and Petrie believe that:

Did you know?

The National Quality Improvement Network has developed 12 Quality Improvement Principles to provide a framework for schemes and commissioners of schemes and to ensure a consistent approach to driving up quality in the early years and childcare sector.

Quality Improvement Principle 8 states:

'Building on the skills and motivation of the workforce has a real impact on the quality experienced by children. High morale, low staff turnover and teams that perform have a direct, positive effect on the quality experienced by children, young people and families.'

(National Quality Improvement Network:
www.ncb.org.uk/qualityimprovement)

Have you thought about ...

The essential skills needed by early years practitioners? They should be:

- able to focus on the whole child and provide support for the child's overall development
- highly knowledgeable about child development and the importance of play
- committed to valuing the child as a competent and rich learner
- committed to equality of opportunity for all children and actively combating discrimination and its effects
- an excellent communicator skilled in adult-child interaction – including the ability to participate in shared sustained thinking
- able to monitor, evaluate, challenge, develop and reflect on practice continuously and involve children in that process
- able to form effective partnerships with parents and carers and have an understanding of how to help parents support children's learning in the home environment
- effective in working individually, or as part of a team with other practitioners and adults involved with young children and the wider community.

'training aims at producing pedagogues who are reflective practitioners; they think about situations and relationships, bring theories to bear on these, decide how to proceed and review the results of their actions. Their training stresses

*team work with other pedagogues and other professionals, as well as with parents and neighbourhood networks.'*¹⁷

It is essential that continuing professional development and clear training and career pathways are in

Table 2: Proportion of all paid staff with at least a level 3 qualification

	2003 per cent	2005 per cent
Full daycare providers	57	63
Sessional providers	44	55
After-school providers	37	52
Childminders	16	43*

Source: DCSF (July 2007) Early Years Workforce Reform Paper

Note: *This figure is probably an overestimate, and includes level 3 awards/units. The National Childminding Association (NCMA) suggests that about 26 per cent of childminders have a relevant level 3 qualification (NCMA membership survey 2007) but the number is much higher for childminders working as part of accredited networks.

Case Study

Debbie received an 'outstanding' grading for every part of her inspection this year. She has been childminding for three years, following the birth of her first child. She decided she wanted stay at home with her and, through a family contact, a teacher, she got the idea to become a childminder. She was an admin officer before becoming a childminder. Debbie has accessed lots of training development opportunities, funded by her local early years service and NCMA. She is now in her first year of the Foundation Degree in Early Years. Debbie also helps to provide care for a disabled child during the school holidays, evenings and weekends.

Childminder in Staffordshire. Photograph reproduced with kind permission of NCMA.



place. The training described by Moss and Petrie must apply to all practitioners. Core skills and knowledge of child development, interrelationships and critical thinking must be the basis of all practice and be built into all levels of training, including levels 2 and 3, to ensure the quality of all qualifications and training, and to enable the workforce continually to develop.

There are serious concerns whether the NVQ (National Vocational Qualifications) system remains fit for purpose and enables practitioners to develop an understanding of theories, concepts and knowledge bases. Practical training is crucial but should be balanced with other kinds of learning to enable trainees to become reflective practitioners and to meet the challenges of working in an integrated early years service. The Children's Workforce Development Council is reviewing the current structure of level 2 and 3 qualifications – now is the time to build in the underpinning knowledge and skills for working with young children. These will need to be linked to the core skills being developed as part of the Integrated Qualification Framework, which will support a structure to enable all practitioners to develop from where they are, with clear pathways. Requirements for basic skills, including IT, also need to be addressed in order to raise the proportion of practitioners achieving levels 2, 3 and beyond.

ECF believes that all early years practitioners should undertake, and be provided with, five days of funded

continuing professional development per year linked to accredited national qualifications. With the development of an integrated early years service, this will bring non-school settings in line with the expectations already set within the school sector. Funding has been announced in the Children's Plan. It is not yet clear how much support it will provide, but ECF believes it should not be less than the five days currently accessed in the maintained early years sector. It must also be considered how childminders can access the same entitlement.

Improving quality in early years provision

The *Effective Provision of Pre-school Education Study (EPPE)*¹⁸ looked at what constitutes quality in pre-school education. They found that there was:

'a positive relationship between the qualification levels of staff and the ratings of centre quality. The higher the qualifications of staff, particularly the manager of the centre, the more progress children made. Having qualified trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the pedagogical leader) had the greatest impact on quality, and was linked with better outcomes in pre-reading and social development.'

The findings of the EPPE research points us towards a teacher-led model; however, at the time of the research there was no other form of graduate leadership to be tested. It is possible

Table 3: Graduate leadership of childcare provision 2005

Type of provision	Number of providers	Senior managers with qualifications at level 6 (honours degree) and above	
Full daycare	11,811	1,450	13 %
Sessional	9,966	750	8 %
Out-of-school	8,609	1,050	13 %
Childminders (working)	57,650	1,200	2 %*

Source: DCSF (July 2007) Early Years Workforce Reform Paper.

Note: *Although 'senior manager' does not apply to childminders, 2 per cent of childminders have an honours degree or above.

Case Study

I did my NVQ level 3 when I left school and have worked in childcare seven years. I have been a deputy for about seven months. Since qualifying I have gained knowledge from further training – especially on Special Needs. In my last job I did level 3 High Scope practitioner training. I have just started my NVQ level 4 in Children's Care Learning and Development, specialising in Leadership and Management. I am definitely building a career path for myself. Managing a nursery really interests me, as well as the business side – maybe I would like to own my own nursery in the future.

Early Years Practitioner

that other models of appropriately trained graduate-level practitioners could provide the same outcome.

Table 3 indicates that just over 10 per cent of the current workforce have a level 6 qualification. To move towards at least one appropriately trained graduate practitioner in every setting, and to increase this proportion, will require a long-term plan, appropriately funded, setting out clear time-scales.

The senior manager in this table is defined as the person with the overall responsibility for managing the setting – this may mean that they have little direct contact with children. This is of concern as the EPPE research is clear

that it is not only the input of a highly skilled graduate practitioner to the setting which raises quality, but also their working alongside children that improves outcomes.

The introduction of the Early Years Professional Status is a first step to providing a route to graduate-level practitioner for non-teachers. However, serious concerns are being raised about the inconsistency in its application and the wide variance in the roles expected of the practitioners once they have attained this status. In addition, the lack of clarity and parity between the different leadership models of Early Years Professionals and Qualified Teachers is causing discontent and

anxiety. There is some evidence that the relatively poor pay and conditions of service, and lack of a career structure, is impeding take-up from full-pathway candidates and may also result in Early Years Professionals leaving the workforce. There is an urgent need to simplify the non-teacher route to graduate practitioner so that current and prospective practitioners can identify the career opportunities available to them.

ECF believes that good outcomes can be achieved for young children when they have access to an appropriately trained graduate practitioner working alongside other well-qualified practitioners. This means a highly qualified and skilled graduate, with knowledge and understanding of children from birth to eight, who is effective at working with both children and adults. The introduction, by the Training and Development Agency, of a 0–7 qualified teacher status could provide such an appropriately trained graduate practitioner for the early years.

ECF welcomes the work of the Children's Workforce Development Council on these issues. However, evidence from local authority officers¹⁹ indicates that local authorities are concerned about the number and inconsistency of initiatives in this area. ECF calls for an urgent review with key stakeholders to enable progress to continue on the development of appropriately trained graduate practitioners across all early years settings. This will build on the work already undertaken on the Early Years

Professional Status but address key issues that are currently affecting its implementation.

Final thoughts

ECF welcomes the new Children's Plan and the emphasis on investing in early years to enable children to reach their full potential, to be happy and to lead healthy lives. The emphasis on workforce development with a new Children's Workforce Action Plan in 2008 makes this an opportune moment for ECF to champion the rights of all early years practitioners and promote the crucial importance of addressing the twin tracks of maintained and non-maintained sectors as well as bringing together the workforces into one workforce strategy. This must be included in the Workforce Action Plan.

ECF wants to ensure that qualifications and training reflect the skills required for the work, and that there is a clear

career development structure that raises the status of the early years workforce. There is a need to address the fact that pay and conditions are not commensurate with the nature, complexity and demands of the work involved, and that this leads to recruitment difficulties and poor retention of staff.

ECF champions the rights of all early years practitioners and promotes their right to:

- qualifications and training that reflect the skills required for the work
- a clear career development structure that raises the status of this important work
- pay and conditions that reflect the nature, complexity and demands of the work involved
- a commitment to address pay and conditions and parity across sectors
- participation in a union or professional association to promote and support practitioners' rights
- funded non-contact time for accredited continuing professional development, including knowledge and understanding of children's rights
- professional support that recognises the emotional stresses, as well as the physical and mental challenges, of the work.

Further information and resources

Policy background

Every Child Matters: Change for Children – www.everychildmatters.gov.uk/

Childcare Act 2006 – www.opsi.gov.uk/acts/acts2006/20060021.htm

Education and Inspections Act 2006 – www.opsi.gov.uk/acts/acts2006/20060040.htm

Disability Discrimination Act 2005 – www.opsi.gov.uk/acts/acts2005/20050013.htm

Children Act 2004 – www.opsi.gov.uk/acts/acts2004/20040031.htm

The Race Relations Act (1976)/The Race Relations (Amendment) Act (2002). London HMSO Books

School Standards and Framework Act 1998 – www.opsi.gov.uk/acts/acts1998/19980031.htm

Children Act 1989 – www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Ten Year Childcare Strategy – www.everychildmatters.gov.uk/resources-and-practice/search/IG00058/

On 1 October 2007 the three equality commissions merged into the new Equality and Human Rights Commission:

- Commission for Racial Equality (CRE)
- Disability Rights Commission (DRC)
- Equal Opportunities Commission (EOC).

The websites of these commissions have also been incorporated into the new Equality and Human Rights Commission website: www.equalityhumanrights.com.

Tackling discrimination and promoting equality

Public authorities, including state education providers (including early years providers), must comply with certain legal responsibilities set out in the following duties:

- the race equality duty
- the disability equality duty
- the gender equality duty.

The specific duties are outlined in the website: www.equalityhumanrights.com

Craig, G and others (2007) Sure Start services to the black and minority ethnic population, *National Evaluation Survey*. London: DCSF.

Needs Assessments – www.everychildmatters.gov.uk/strategy/planningandcommissioning/needsassessment

Children's and Young People's Plans – www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/

Code of Practice on the Provision of Free Nursery Education Places – www.surestart.gov.uk/publications/index.cfm?document=1747

Sure Start Children's Centres – www.surestart.gov.uk/improvingquality/guidance/practiceguidance/

Extended Schools – www.teachernet.gov.uk/wholeschool/extendedschools/

The National Framework for Children, Young People and Maternity Services – www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/Browsable/DH_4094329

Overarching guidance on joint planning and commissioning of children and young people's and maternity services is available at – www.everychildmatters.gov.uk/strategy/planningandcommissioning

Commissioning for Health and Wellbeing – www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_072604

The NHS in England: Operating Framework for 2007–08 – www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_063267

Statutory guidance on the duties placed on local authorities and other key partners to cooperate in order to improve the wellbeing of children and young people – www.everychildmatters.gov.uk/resources-and-practice/search/IG00012/

'Working with Voluntary and Community Organisations to Deliver Change for Children and Young People' and 'Engaging the

Voluntary and Community Sectors' are available from – www.everychildmatters.gov.uk/strategy/voluntaryandcommunity

Building a Culture of Participation – www.everychildmatters.gov.uk/participation/buildingaculture

Reaching Out: An Action Plan on Social Exclusion – www.cabinetoffice.gov.uk/social_exclusion_task_force/publications/reaching_out/

'Every Child is Unique: Childminding disabled children' is available from – www.ncma.org.uk/shop

Useful websites

www.ncb.org.uk/ecf

The Early Childhood Forum (ECF) is a coalition of 53 professional associations, voluntary organisations and interest groups united in their concern about the care and education of young children from birth to eight.

www.ncb.org.uk/earlychildhood

Early Childhood Unit, NCB. Click on the Information Gateway for information on specific topics within early years care and education.

www.ncb.org.uk/qualityimprovement

The National Quality Improvement Network supports the DCSF and the Early Years and Childcare sector in considering the use of quality improvement processes and raising standards for children. Copies of the Quality Improvement Principles can be ordered from NCB. Call 0207 843 6064, email ecu@ncb.org.uk or download from the website.

www.cwdcouncil.org.uk

CWDC exists to improve the lives of children, children and their families by ensuring that all people working with them have the best possible training, qualifications, support and advice.

www.dcsf.gov.uk

The DCSF leads work across government to ensure that all children and young people:

- stay healthy and safe
- secure an excellent education and the highest possible standards of achievement
- enjoy their childhood
- make a positive contribution to society and the economy
- have lives full of opportunity, free from the effects of poverty.

www.equalityhumanrights.com

The independent advocate for equality and human rights in Britain, the Equality and Human Rights Commission aims to reduce inequality, eliminate discrimination, strengthen good relations between people, and promote and protect human rights.

www.peal.org.uk

The Parents and Early Years Learning project supports early years practitioners to gain skills, knowledge and qualifications to enable them to include parents in their children's learning.

References

- 1 DCSF (2007) *The Children's Plan: Building brighter futures*. London: The Stationery Office
- 2 Beverley Hughes, at the EYFS conference at Oxford University, 22 November 2007.
- 3 Moss, P (2004) *Setting the Scene: A vision of universal children's spaces*. London: Daycare Trust.
- 4 Young Children's Voices Network www.ncb.org.uk/earlychildhood/ycvn
- 5 Inter-professional Values Consultation – www.nmc-uk.org.uk
- 6 Quinton, D (2004) *Supporting Parents: Messages from research*. London: Jessica Kingsley Publishers.
- 7 Early Childhood Forum (2003) *Participation and Belonging in Early Years Settings. Inclusion: Working towards equality*. London: National Children's Bureau.
- 8 DCSF (2007) 'Early Years Workforce Strategy Action Plan: Discussion Paper'. London: The Stationery Office.
- 9 Cameron, C (2005) *Building an Integrated Workforce for a Long-term Vision of Universal Early Education and Care*. London: Daycare Trust.
- 10 Articles 16 and 23. United Nations Convention on the Rights of the Child.
- 11 Organisation for Economic Co-operation and Development (2006) *Starting Strong II: Early Childhood Education and Care*. Paris: OECD.
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