

Training | Research | Consultancy

Working to provide equal chances, challenge disadvantage and achieve best practice in services for children and families

'Every Child Matters'

Understanding the Children Act 2004

Even by recent standards, the pace of change in the Sure Start sector has been extraordinary over the past 18 months. Now that the Children Act 2004 has arrived along with the ten year childcare strategy, it is time to put into action communications and training strategies to ensure that the legislation effects the change that is necessary to protect children and provide quality children's services in early years and childcare.

The publication of the Laming Report of the Victoria Climbié inquiry laid an essential and challenging foundation for change to the coordination and management of all childcare and early years services. The government's swift response in the form of the green paper 'Every Child Matters' stimulated a lively and requisite debate in the sector. The Children Act 2004 now provides the framework for change including:

- information and tracking systems
- Directors of Children's Services
- Children's Commissioner
- local and national government reorganisation
- Children's Trusts and Local Safeguarding Children Boards.

These legal changes require us to ensure that everyone working with children in early years, childcare and Sure Start delivery teams are informed.

We need to understand the context of change and be confident in supporting parents, partners and providers with whom we work to achieve the five outcomes of:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- and achieving economic well-being.

During the autumn of 2004, the early years and childcare teams in Derby and Rutland asked us to deliver away day training to examine the context of these new changes by reflecting on the past 150 years of childcare legislation and events, discussing the main themes of the new legislation, exploring the expected local and national restructuring and identifying the tasks for managing change.

The training recognised the importance of:

- including information in newsletters for providers and parents
- briefing and training all development staff and trainers
- including the new legislation in training and information for providers
- providing specific training and 'roadshow' events for stakeholders
- planning local structural change for EYDCPs, Sure Starts and mainstreaming agendas.

For further information about our 'Every Child Matters' consultancy and training programme turn to page 2 or contact James Hemsall, Director
Email jamesh@hempallconsultancies.com

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Children Act 2004 to Children Act 1948

Timeline

2004 Children Act

Implements the main proposals of Every Child Matters, including the creation of Directors of Children's Services, Children's Trusts, Children's Commissioner.

2003 Every Child Matters

Green paper proposed a Minister for Children, Children's Trusts, improved tracking and data base systems, Local Safeguarding Children Boards to replace ACPCs and local and national government reorganisation.

2003 Victoria Climbié Inquiry

Lord Laming published report following the murder of Victoria Climbié. The report prompts the government to publish 'Every Child Matters'.

Our Professional Development Training

We specialise in providing bespoke continuous professional development training for Sure Start, early years and childcare workers at all levels. Training is developed and delivered to meet the needs of individuals and groups and delivered by our team of experienced and qualified childcare and early years trainers. In this issue we have chosen to showcase four of our training programmes.

Working with Asylum Seeking and Refugee Children

Issues relating to the experiences of refugees and asylum seekers are particularly relevant to Sure Start local programmes.

The aim of this training package is to provide a framework for working with asylum seeking and refugee children in early years and childcare settings and primary schools. It consists of a three hour session and includes video, written information, slides

and group work activities. It provides a structure for schools, early years and childcare settings, early years and childcare teams and Sure Start local programmes to plan a coherent strategy to support young asylum seeking and refugee children and their families.

'Every Child Matters'

This one day training session provides background information to place current and future changes into context and outlines the key issues in the green paper Every Child Matters and The Children Act 2004. Participants receive

information and spend time discussing and considering the relevant issues to identify what changes can be expected in all children's services. The training also identifies managing change issues and supports future planning.

Childminders' Saturdays

All day Saturday sessions are offered for childminders to provide an opportunity to network, access the latest resources and receive information in addition to updating their professional development training.

We offer training in equal opportunities, promoting positive behaviour and play programming linked to children's ages and stages of

development. Saturdays offer 3 x 2 hour training sessions, displays, networking with lunch and refreshments throughout the day.

Teams for Success

Teams are constantly changing and in the exciting early years and childcare sector there is a persistent need to support teams to value each other, understand everyone's roles and to discuss the wider issues of change. We have a range of training programmes:

● **Teams for Success** is our introductory day to team work and individual working styles and is suitable for new teams or teams that have not received training before;

nature of teams, and supports the sharing of information, roles and action planning;

● **Building Teams** provides further learning on the

● **FISH!** training uses the creative and fun model of team work and customer care developed in Seattle, USA.

Training Bookings

For further information about our training programme contact Anne Robertson, Training and Development Manager
Email annero@hempallsconsultancies.com.

Our daily rate includes preparation, training materials and information sheets, delivery, reserve trainers, administration, travel time and costs and evaluation analysis and report.

Training is charged at £590 per day, pro rata, plus VAT.

2000 Race Relations Amendment Act

Commission for Racial Equality published code of practice on duty to promote racial equality following racially motivated murder of Stephen Lawrence.

2000 Care Standards Act

Launch of National Standards for Under Eights Daycare and Childminding inspected by the Early Years Directorate of OfSTED.

1999 Protection of Children Act

required childcare providers to inform the Dept of Health of details of anyone suspected of harming children or putting them at risk.

1998 National Childcare Strategy

First major national strategy to coordinate all aspects of childcare provision and early years education.

Why Evaluate?

In 2004 we worked on the evaluations of two Children's Fund programmes, 8 Sure Start local programmes and a range of other research or consultation based projects. These evaluations included: breast feeding sustainability; user satisfaction surveys; smoking cessation; analysis of interventions; consultations of children, young people and partners; mainstreaming agendas; and monitoring performance to specific targets.

Our approach to research is one which aims to combine our practice experience of working with children and families with sound research skills.

We aim to produce readable and applicable reports that in essence seek to ensure that the activities undertaken meet the objectives of the service namely; what works, how and why; monitoring progress against local and national objectives and targets; recommendations for reconfiguring services as a result of evaluation findings.

The starting point for any evaluation is to determine the questions that the evaluation seeks to answer. The development of clear, precise evaluation questions will determine data collection and monitoring requirements.

Evaluation questions can be divided into three kinds:

- Descriptive questions – for example questions about the number of services provided or the number of people accessing those services

- Normative questions – examining at performance or delivery against targets

- Impact questions – focusing on questions of cause and effect

Each type of question requires that different data are collated and determines a different type of evaluation:

- Impact evaluation e.g. what impact has the service had on, e.g. service users, service providers and partner organisations, measured in terms of outputs and outcomes?

- Process evaluation e.g. How services are delivered; what procedures and activities are undertaken in service delivery and how effective are they?

- Performance monitoring e.g. Routine collection of data on key activities to inform a range of questions including the reach of services, perceived satisfaction levels etc.

The routine collection of monitoring data underpins all performance evaluations and underpins process evaluation and impact evaluation. Routine monitoring data compared to targets provides an on-going assessment of success and provides early indication of deviation from targets to enable swift intervention.

Process evaluation takes into account cross-cutting processes such as partnership working, access to services and service quality and the input of service users and service providers.

Impact evaluation is key to providing evidence to support sustainability and mainstreaming issues for the future.

Impact can be measured in terms of outputs (goods/ services delivered), outcomes (the net effect attributable to a particular service or activity) and the process by which measured impacts are delivered.

Join our mailing list

This newsletter is published three times each year and aims to provide information about our activities, training and projects.

If you would like to join our mailing list please contact us.

For further information about our research and evaluation programme contact James Hemsall, Director
Email jamesh@hemsallconsultancies.com
or Barbara Wilson, Research Consultant, telephone 0116 233 7205

1998 Sure Start launched Gordon Brown announces the creation of 200 local Sure Start programmes. There are now over 550.

1991 Working Together Under the Children Act Required Area Child Protection Committees (ACPCs) to conduct part eight reviews into cases of suspected child abuse.

1989 Children Act Gave every child the right to protection from abuse and exploitation. Placed the welfare of the child as paramount. Gave early years and childcare providers the responsibility to promote anti-discriminatory practice and to work in partnership with parents.

1989 United Nations Convention on the Rights of the Child The most significant international event to impact on the lives of children, establishing children's rights. Ratified by the UK in 1991.

Investing in quality support and orientation for people who 'want to work in childcare'

Since the launch of the *Making Choices* programme we have delivered over 40 programmes with a range of individuals and groups. We have found the programme to be effective and exciting and we have been proactive in promoting its success and value to the local authorities with whom we work.

National and local awareness and information campaigns are essential in maintaining the profile of the opportunities in the sector and to break the stereotypes which still pervade. In addition, targeted work to attract and support people to enter the sector is still an urgent requirement. Individual support is not only necessary but it is indispensable, and can become a casualty of mainstreaming budgets.

Unspecific training and recruitment budgets are not always able to place appropriate value on quality orientation programmes which:

- provide information and raise awareness
- build self esteem and confidence
- explore career options and opportunities
- organise volunteer or work placements

- support people to achieve places on further training and qualifications courses
- provide resources and support for accessibility and participation
- directly orientate people through recruitment and selection and into employment.

The individual needs of people who want to work in childcare need to be recognised, valued and resourced. This has been particularly important for:

- the groups of Somali women and Bangladeshi women with whom we have worked to translate and interpret the programme
- disabled people who have been resourced with support workers
- sessions for young people in school and
- a range of flexible times and delivery options.

For information about our orientation programmes including 'Making Choices' and our own 4 hour taster sessions 'Want to work in childcare?' contact Sarah Langford, Quality and Development Manager
Email sarahl@hempallsconsultancies.com

Launching iQ – Integrated Quality

Having been actively involved in quality assurance schemes since 1994, we were excited when Leicestershire Early Years and Childcare Service asked us to work with them to develop a new approach to quality assurance.

Traditionally the approach of quality assurance schemes has been sub-sector specific (either out of school, pre-school or nursery) and mentoring support has been provided independently to other work. From the start, we aimed to develop a quality assurance

scheme which aimed to streamline the support provided by the whole team of development officers and provide an integrated scheme accessible to all early years and childcare providers. The scheme is accredited by Investors in Children.

For further information about the iQ scheme contact Sue Foreman, Assistant Director
Email suefor@hempallsconsultancies.com

Contact us



INVESTOR IN PEOPLE

Hempalls Consultancies Limited

Address 71 Narrow Lane, Aylestone, Leicester LE2 8NA
 Telephone 0116 233 7205
 Fax 0116 283 8016
 Email info@hempallsconsultancies.com
 Website www.hempallsconsultancies.com

James Hempalls	Director
Sue Foreman	Assistant Director
Sarah Langford	Quality and Development Manager
Anne Robertson	Training and Development Manager
Jo Chapman	Operations Manager
Barbara Wilson	Research Consultant
Carol Gorman	Development Consultant
Alyson Fuller	Training Officer
Ros Moseley	Development Officer
Hannah Comley	Development Officer
Diane Resende	Operations Officer
Ruth Coulson	Operations Officer

1974 Local Authority Social Services Act Social work services and social care provision unified in social services departments.

1970 Maria Colwell Inquiry Created local Area Child Protection Committees to ensure the coordination of local services for children at risk.

1948 The Nurseries and Childminding (Regulations) Act Required local authorities to maintain registers of childcare premises.

1948 Children Act Established children's committees and a children's officer in each local authority to coordinate child welfare interventions.