

Childcare Survey 2023

Thursday 30 March
12.00-13.30pm

Housekeeping

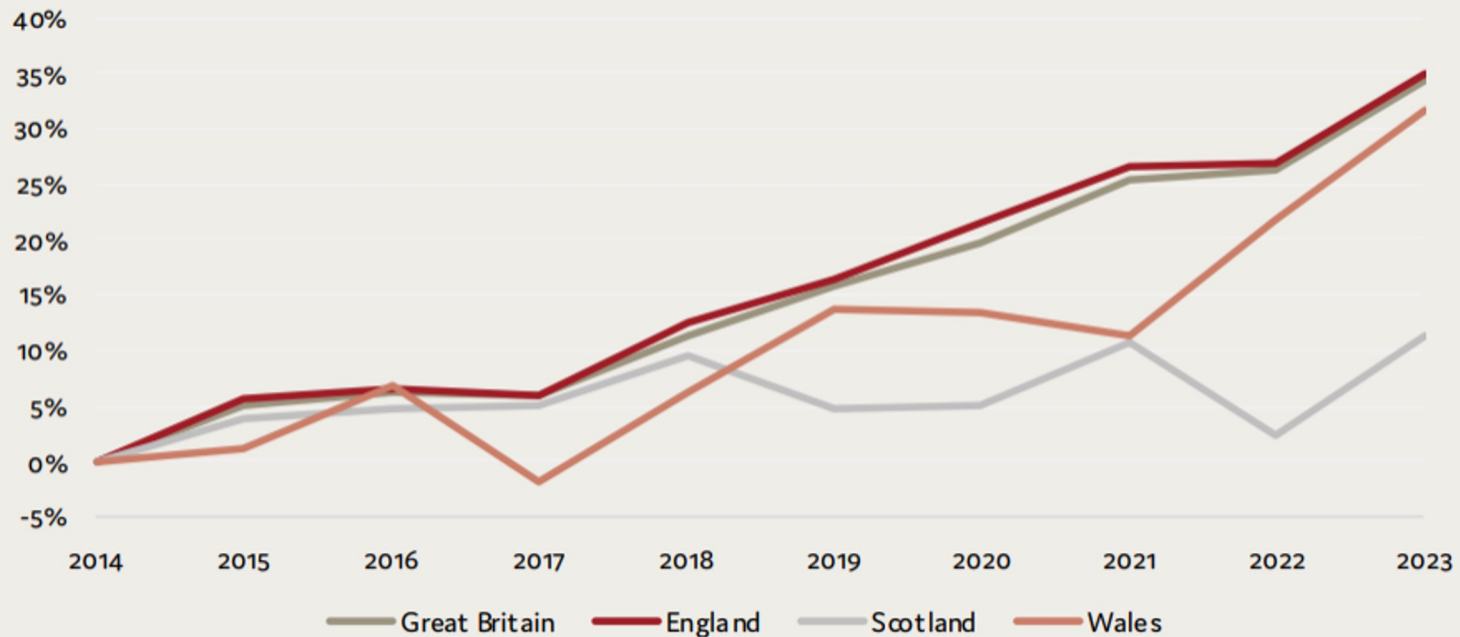
- Please keep yourself on mute when you are not speaking.
- If you have any questions, please make a note of these for the Q&A.
- To ask a question, please use the chat box or raise your virtual hand.
- All slides will be shared with attendees.
- This event is being recorded.

Key finding 1: Childcare is not affordable

- Full time nursery place for child under two: £285 per week, or £14,000 per year - up 5.6% in a year.
- Full time nursery place for a three year old (assuming they receive 30 hours childcare completely free): £118 per week.

Price rises in England, Scotland and Wales

Chart 1: Increase in price of 25 hours of childcare for children under two in Great Britain since 2014



Does the Spring Budget make childcare affordable?

- Targets affordability pinch point.
- Changes to Universal Credit will help middle and low income families move into and stay in work.

But...

- Underfunding of current 30 hours offer has pushed up prices for other children/hours.

Key finding 2: There is not enough childcare

- Less than half of local areas have enough childcare for parents working full time - down 11% in just a year.
- Half of local areas have enough childcare for two year olds - down 7% in a year.

Does the budget help with childcare shortages?

- It aims to help parents work or work more - so will increase demand for childcare.
- There is currently no plan on how to increase supply.
- Any underfunding will have a devastating effect on supply.
- Relaxing childcare ratios will make it even harder to recruit and retain professionals.

Key finding 3: There is very limited childcare for disabled children

- Only 18% of local areas have enough childcare for disabled children.

Does the Spring Budget solve the issues for disabled children?

- No, but...
- There is recognition of the issues.
- The move to more childcare being purchased by Government provides a greater opportunity for influence and change.

The missing disadvantaged children

- High quality early education has the ability to boost outcomes for young children, and has the biggest effect for disadvantaged children.
- Shortages in funded early education entitlement places
- The new investment is almost entirely targeted to higher earning families

National Changes & Early Years Inclusion:

The impact of recent government announcements on children with SEND




Dingley's Promise

- Five Centres in Berkshire, Gloucestershire and Southampton – tailored early intervention and family support
- National training programme – EY Partnership funded by DfE, Changemakers inclusion training funded by Comic Relief – currently working in over 30 local authority areas.
- Partner in the Thames Valley Stronger Practice Hub funded by DfE
- The voice of children with SEND in the early years through APPG, Disabled Childrens Partnership, Children's Alliance.
- Lead the national Early Years SEND Specialist Providers Forum.



National background

- Numbers of children with SEND rising
- Recruitment and retention crisis
- SEND paperwork vastly more demanding than new EYFS
- Complicated funding systems
- More settings turning children with SEND away.

A young child in a blue tracksuit is crouching on a playground, playing with a yellow toy car. The background shows a wooden fence and colorful decorations.

Coram: only 18% of local authorities believe they have enough provision for all children with SEND in the early years

SEND and AP Plan

- Recognition of the importance of early years
- Alternative Provision (AP) focus on primary and secondary
- Data dashboard
- Training focus on SENCO



Budget

- Increases in free entitlement have historically led to decrease in SEND provision
- Funding for 'free' entitlement is still not enough
- Ratio change will make it harder to work inclusively



What needs to change?

- All local authorities need to have open honest communication with settings about place planning for children with SEND – we can only address issue if we know the size of it.
- Simplified processes for applying for financial support for children with SEND – should not disadvantage settings
- Training on inclusive practice for all practitioners
- Understand role of AP in the early years



What are we doing about it?

- Work with local authorities on early years SEND sufficiency duty
- Link evidence on sufficiency data with new data dashboards planned by government
- Promote reforms to funding systems – simpler and coverage of under 2's and full 30 hours.
- Research impact and need for AP in the early years.
- Continue to provide training on inclusive practice



Thank you

If you would like to know more about Dingley's Promise, our local Centres or national training programme, please get in touch.

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Katie Ghose

Chief Executive , KIDS

**Reflections on the Childcare Survey 2023 and how
to get the early years right for children with SEND**



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- **KIDS has over 50 years on the ground experience working alongside disabled children, young people and their families, providing support, advice and information from birth to 25, whatever their disability.**
- **Our ambition is for every disabled child or young person to meet their own potential. We believe that the right support and a range of opportunities need to be in place to ensure that every individual can thrive.**





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Key points:

- **What works in early education and childcare for children with SEND?**
- **What does the Childcare Survey tell us about the obstacles to children with SEND having a positive start?**
- **What are the changes to ensure every disabled child gets best start?**

What works?



“Talking me through each stage, helping me move Colby on to a SEN placement as he was originally just funded for mainstream support, now also we are working towards an EHCP [education health care plan] for when he starts school in September 2023. The KIDS team have also talked through the process of school placements and what they believe would be best for Colby.

Jane and the team made Colby feel so welcomed, made him feel like he wasn't any different to any of the others more able in his class and have offered us so much support. Having a child with disabilities sometimes can be so difficult when you're having to take on all the different appointments and meetings that go hand in hand with that. Jane and the team made me feel like I wasn't alone and no question that I had was too silly”.

Last year, 7 of the 17 children in our Basingstoke nursery whose destination on leaving had been predicted as a special school, instead went into mainstream

What works?



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Tailored specialist support for children with SEND; positive, practical approach

Sharing placements: specialist and inclusive settings

Wrap-around support for parents and carers



What do the findings tell us?



- Places for disabled children are in decline
- Sustainability is already an issue
- Recruitment/retention – key obstacle

We would add:

- Negative attitudes persist
- Our services have waiting lists
- Funding isn't getting to settings at in time time to prepare, recruit staff etc for children with SEND



What needs to change?



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- Welcome Government's recognition of need to expand childcare
- Collect the right information – understand gravity of the situation for youngest children with SEND?
- Clarify the additional funds required for nurseries to open up places for disabled children aged 1-2
- How can local authorities ensure the right number of settings and places are there? Monitor this for children with SEND.
- Work together to change attitudes
- Capacity/workforce issues: value, train, recruit, reward. Use the expertise in the voluntary sector.



What needs to change?



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- Pilot the introduction of an Early Years Navigator to support families.
- Recognise and fund other early years elements that make a difference (stay and play; home learning)
- Recognise and support parents (they may need a break – or paid work)
- Get ratios right (including for children without an official diagnosis)
- Factor in impact of extension: louder, busier settings (an issue for some children with SEND)



Home Learning (Portage)



- Early years educators come into the home and work alongside parents to identify and support with development needs
- Valued service but not available to all who need it.
- Can be a pathway to a nursery to childminder
- Group Portage sessions are replacing 1-1 offers for some families (not appropriate)
- To widen access the Department for Education should pilot flexible use of the funding for the free childcare entitlements to be used on Portage



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Summary

- We know what works!
- Childcare – profile and extension is welcome
- But, making it work for children with SEND is everyone's responsibility. Together we have the solutions to make childcare accessible and positive for every child with SEND



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Questions?



Reflections?