



Gloucestershire Childcare Sufficiency Duty Report

June 2022



Director Foreword

It is difficult to overstate the importance to children of having the best possible start in life. The quality of provision supporting that 'best start', is a key component in establishing a solid platform to launch a child's journey as they progress through childhood to adolescence and adulthood. Being able to access good quality, local early years' provision is a critical first step in a child's successful educational journey.

This Child Care Sufficiency Duty Report provides a full overview of the capacity, distribution and quality of Early Years' provision across Gloucestershire. It highlights the breadth and diversity of provision and foregrounds the challenges faced by the sector in meeting the needs of children and families in an operating environment in the wake of the Covid 19 pandemic and the wider challenges facing families as result of other world events affecting the cost of living.

Early years providers, along with schools, have shown formidable resilience and resourcefulness in continuing to support the needs of children and families during these challenging times. The Early Years Team remains dedicated to working closely with the sector to ensure its voice is heard within national decision making and that capacity and quality in the sector is maintained. As a result of this strong collaborative partnership working, the sufficiency assessment shows capacity and quality have been sustained overall, although there will inevitably further challenges ahead as the national economic context adds pressures to family life.

The sufficiency strategy and action plan attached set out the steps the council will take to sustain and develop the local provider economy over the coming year. Working with our partners, the council will refresh the Sufficiency Strategy on an annual basis to ensure it remains fit for purpose and contributes to a sustainable and vibrant local early years' offer across Gloucestershire. The Sufficiency Duty report will also provide a key piece of evidence to support the work of the multi-agency early years group, formed under the auspices of the

Future Gloucestershire coalition group that is seeking to further improve cross sector working to give every child the best start in life.

Thank you for your continued support.

Chris Spencer
Director of Children's Services

Executive Summary

This Childcare Sufficiency Duty Report was undertaken in accordance with the Childcare Act 2006, and the associated statutory guidance: Early Education and Childcare - Statutory guidance for local authorities June 2018. The Act gives local authorities a duty to secure, so far as is reasonably practicable, childcare provision for children aged 0-14 (or up to 18 for disabled children). The provision should be sufficient to meet the requirements of parents/carers to enable them to work, or undertake education or training leading to work, and for their child to access their free entitlement childcare place. It is important to note that the assessment has been completed following a period of unprecedented challenge and uncertainty created by the Covid Pandemic which has had a significant and enduring impact on the provider sector and the children and families they serve.

The Act requires local authorities to carry out an assessment of the childcare in their area and produce an annual report for Council Members on how the duty is being met, and to make it available to the public. The Act places a statutory duty upon local authorities to play a strategic role in facilitating the childcare market. The sufficiency duty report gives local authorities the opportunity to work with local partners, filling gaps in the market and shaping childcare and services in their area to provide the best possible provision, which meets the needs of local families.

The aim of this Childcare Sufficiency Duty report is to present an analysis of childcare supply and demand for childcare in Gloucestershire. This includes information about the supply and demand of childcare for particular age ranges of children and affordability, accessibility, quality of provision and details of any gaps and emerging concerns, in childcare provision and how they will be addressed. This acknowledges the sufficiency of childcare /early education provision as a critical element within the wider network of arrangements giving the children of Gloucestershire the best start in life, interlinked with a range of support pre-birth to pre-school. Along

with primary, secondary, further and higher education, early years provision is an integral element of the local education system in Gloucestershire.

The first three years after birth are one of rapid growth and development, as a child's brain creates complex neural pathways at an unprecedented speed. These early experiences, both good and bad, lay the foundation for a child's future survival, growth, health, and wellbeing. Research has consistently shown that good early childhood development will have a direct positive impact on a child's long-term health outcomes and will improve future opportunities, school attainment and even earning potential.

Research undertaken as part of the study of early education and development (SEED) clearly tells us that accessing early education and childcare (ECEC) provision is associated with improvement in children's cognitive and socio-emotional development at age three. This is in line with findings from the Effective Pre-school, Primary and Secondary Education (EPPSE) study, which found that ECEC continues to relate to improved cognitive and socio-emotional development through primary and secondary school.

Early years settings have a hugely positive impact upon children from disadvantaged backgrounds, giving them access to resources and experiences they might not have at home. Quality settings can reduce the gap in development for children and ensure all children start school reaching a good level of development as they enter year one.

The first education attainment marker for young children is taken at the end of the early years foundation stage (EYFS) when the child is aged 5.

For many years, the percentage of children in Gloucestershire achieving a good level of development (GLD) at the end of their EYFS/reception year was lower than the national average. This was due to several factors that were addressed through a multi-agency working group. As a result of this work, there was a considerable improvement,

with the 2019 data showing a 2.8% increase in children attaining GLD, placing Gloucestershire marginally ahead of the national average (71.8%) at 71.9%. Due to the Covid pandemic, no EYFS profile data has been collated or reported for 2020 & 2021. EYFS data has been submitted by all primary schools in July 2022, collated data is expected in the Autumn term.

The Early Years Foundation Stage (EYFS) was reformed in September 2021 to improve outcomes for children by ensuring depth of learning; strengthen their language development and vocabulary, particularly for children from disadvantaged backgrounds; to introduce a focus on self-regulation and oral health and to reduce workloads so that practitioners spend more time with the children, supporting their learning. Children are now assessed against the revised Early Learning Goals (ELGs), which include new Goals, such as Self-Regulation, and includes significant changes to other Goals. Therefore, the previous ELGs cannot be compared to the current Goals and subsequently our EYFS profile data for 2022 cannot be compared to 2019, however we will continue to compare Gloucestershire performance with both national averages and data from comparators Local Authorities.

A period will be necessary for the reformed curriculum to become securely embedded in schools and for practitioners to have complete confidence in their judgements. Therefore, GLD outcomes may not continue in the current trajectory, and trends over time (2 or 3 years) need to be established.

Children's entitlement to 15 hours (30 hours for some) a week of early education aims to ensure all children have the fundamental skills required for learning so that when they move into statutory education they are "school ready". School readiness has a huge impact on a child's life chances and not reaching a good level of development can have detrimental effects as children move through school and later life.

Some of these include poor health, increased chances of turning to crime, lower achievements at school and adult poverty.

Therefore, early years settings are so important for children's development. Not only do children need to attend early years settings, but the settings also need to be high in quality. High-quality settings have the biggest impact and are the settings which enable children to reach their full potential and support them in reaching good levels of development.

Despite the significant challenges of the past few years, the available provision in Gloucestershire remains sufficient to meet demand in most, but not all, areas of the county, with some specific areas struggling to meet the demand for places.

There are currently 677 childcare settings across the county, providing 15,209 childcare places for children aged 0-5 years. These are made up of 310 childminders, 155-day nurseries, and 198 pre-schools, 14 Nursery units in independent schools,

Since the previous sufficiency report (end Feb 2021) to the end of May 2022, there has been a 2.8% decrease in the number of early years providers but a 1.2% increase in the overall number of places. Whilst it is positive that the number of childcare places has increased across the whole county there are areas where a loss of places has impacted on overall sufficiency for that area.

Where data evidence a shortage of available places, this is largely as a result of the impact of increased challenges in relation to staff recruitment and retention resulting in providers being forced to reduce capacity and in certain cases having to close rooms within nurseries or sessions within pre-schools where they have been unable to meet demand due to lack of staff. Available places in childcare settings in other parts of the locality are very often not practical for families to access due to the distance of travel. This is a particular issue in some of the more rural parts of the county such as in the Cotswolds where small villages/communities each have a limited number of EY and childcare places.

Where sufficiency concerns have been identified the Early Years' service have worked in partnership with local providers to build childcare provision. The Stroud area has been identified as a locality currently struggling to meet demand. In this area the Early Years' service are working to address this shortfall; in liaison with GCC property services have identified GCC buildings with capacity to offer partial lease of the premises for the purposes of delivery of childcare places to address demand. Each of the other localities (except for the Tewkesbury locality) have been identified as having a sufficiency gap in smaller specific place planning areas. These are set out in more detail in this report.

The quality of childcare in Gloucestershire is high; 89.5% of childminders are rated as a 'good' or 'outstanding' and 91.9% of day care. 2.6% (14) are currently rated as Requires improvement, 1.7% (5) as Inadequate, almost half of these are pre-school/ play group that are school Governor Run. This shows an increase in the number rated less than good across the county providers, this is explored within this report and actions to address this and to mitigate risk are included in the action plan.

The continued fragility of the Early Years infrastructure presents a challenge to the sufficiency and quality of early education and childcare both locally and nationally.

The impact of the COVID pandemic, rising costs, the low hourly childcare rate, and increased running costs has led to some nurseries struggling to retain qualified staff, and to ensure long term sustainability. Providers have also reported that they are seeing an increased number of children requiring additional support particularly with regards personal, social, and emotional development in part due to the impact of the pandemic, this is adding additional pressure from a staffing perspective in an already challenging recruitment landscape.

As a result of this, and general financial challenges for small childcare businesses, we have started to see an increase in the number of settings reporting that they are at risk of closure. We continue to

monitor Early Years providers in the county to identify and monitor occupancy levels and future sustainability. Through this work we have implemented a programme of business support visits to all providers to conduct business health checks and give information, advice, and guidance on maximising potential. We have prioritised those identified as at risk of closure in areas of identified childcare need.

The Early Years' service is continuing to offer business training and support to all providers including topics on recruitment and retention and pre-registration sessions for those interested in becoming registered childminders

This reflects the ongoing collaborative work between the early years' service and local providers to ensure their concerns are understood and addressed, as far as is practicable, at both local and national levels

Despite the challenges of the past year, fewer childcare settings have de-registered between March 2021 and March 2022 than in the previous 12-month period. It should however be noted that due to the recruitment challenges, a number of providers have reduced their operational capacity to their staffing capacity rather than provision capacity and that not all providers de-register officially but rather wait for their registration to lapse.

The take-up of funded early education for 2-year-olds in Gloucestershire was 1% lower than the national average in January 2022 (71%, National 72%). This area continues to be a priority for the Early Years' Service. Work will continue with partner agencies to promote and increase this further throughout the coming year. We are collaborating with partners in social care and early help services to identify our most vulnerable eligible 2-year-olds that are not taking up their entitlement and actively engaging with those families to encourage this.

The take up of universal funded early education for 3- and 4-year-olds in Gloucestershire at 94% is higher than the National percentage of 92%. Take up of the extended funding offer remains consistent.

It is difficult to understand fully if we have sufficient childcare for all children with SEND there being no specific assessment for this group. However, to be legally compliant and meet the overall aims of the Act of improving outcomes and reducing inequalities, it is essential to further examine the needs of this group as named in the Act. To address this the Early Years' service are working with a national organisation to explore ways in which we can specifically assess provision for children with SEND. This will provide more clarity on the childcare position specifically for this cohort of children over the coming months.

Currently, for most children with special educational needs and disabilities (SEND) early education/childcare is available within mainstream provision and for those with education, health and care plans (EHCP) special schools offer early years places where this has been assessed as appropriate to meet the needs of the child.

We are in the process of developing a 12 month pilot "Early Years Specialist Childcare and Assessment" provision to further ensure that that all children can access their entitlement of early education, to improve outcomes for young children and to reduce inequalities between children in greatest need and their peers (Statutory Guidance and section 2 Childcare Act 2006).

Detail of this provision is set out in the SEND section of this report (page 74)

We have reviewed and updated our SEN offer for children attending Early Years settings and for younger children still at home. Clear guidance on SEND support, including information about inclusion funding for mainstream provision has been published and is available on the Early year's webpage.

As part of our continuing assessment of meeting SEND childcare needs, this year we have again undertaken an additional piece of targeted research to understand how confident parents of children with SEND are in accessing childcare provision and the challenges or

barriers to this. (Page 75) Further research into the needs of specific cohorts will enable a more accurate analysis of supply and demand for these groups.

In summary the childcare provision offered across the county is flexible with a full range of delivery models available for the free entitlement funding. These include term time and all year options, morning or afternoon sessions, and full days for 30 hours delivery. Whilst the number of early years childcare providers has decreased, particularly childminders, with an increase in childcare places there remains sufficient capacity to meet current demand in most, but not all areas, in Gloucestershire. Robust plans are in place to address the most significant sufficiency gaps identified across the county.

It has been identified that in some areas of the county there may be more providers offering restricted hours e.g., term time only delivery which may impact on parents being able to access suitable childcare if their work requires childcare all year round.

We continue to review local provision especially when considering new housing development. New housing may require additional Early Years places to be provided to meet demand for childcare in these new localities. We are continuing to monitor the EY market and work closely with colleagues within GCC to ensure that additional places are developed in the area required and to meet the requirements of the families moving into those developments

Unlike schools EY settings are not required to record or report to the LA information about their provision or the children attending. Whilst we have added a section to the funding portal to enable all providers to submit and update data about their provision (capacity, vacancies, child characteristics etc) this is not being utilised by many in the sector.

Obtaining data for the purposes of monitoring sufficiency for all children remains an area of challenge for the EY service.

The data included in this report is accurate as of end May 2022.

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Introduction

The Early Years Service in Gloucestershire

Gloucestershire's Early Years' Service is a county wide service comprising of a total of 25 full time equivalent staff. Staff are configured into 3 Quality and Inclusion Locality Teams, Sufficiency / Business Support and Finance team, Early Years Foundation Stage (EYFS) Quality and Improvement officer and an early years Development team. The service provides a range of support services to both children and families and Early Years providers, including childminders.

The aim of the Early Years' Service is to improve outcomes and reduce inequalities for all children aged 0-5 years, by:

- Ensuring all children have access to high quality early years' education/childcare provision through maintaining sufficient provision and building the quality and capacity of early year's providers across the maintained, private, voluntary and independent sector.
- Supporting good transitions to school and supporting schools to ensure that children receive good quality teaching, learning and play experiences in their reception year enabling them to be safely included and to make good progress
- Ensuring that our most vulnerable children (pre-birth to 3) have access to universal and targeted provision within their communities to enable parents to be confident in supporting their child's development, and giving all children the best start in life
- Having systems in place to identify and support children with additional needs/SEN as early as possible, providing a higher level of intervention for children with the most complex needs

The Quality and Inclusion Teams

The 3 Locality Teams cover Gloucester and The Forest, Cheltenham and Tewkesbury and Stroud and The Cotswolds. Their role is to

- Lead partnership working in the locality to bring together all key partners to ensure a joined up, holistic approach to the provision of good quality early years education and care, achieving good outcomes for individual children.
- Offer professional information, advice, guidance and support to settings and other professionals to ensure children in early years settings achieve positive outcomes - in line with Welfare and Safeguarding, Early Years Foundation Stage (EYFS) and SEND frameworks.
- Manage targeted interventions and support for settings and childminders, including the implementation of the Early Years Intervention programme for all settings that have been judged as "Requires Improvement" or "Inadequate" by Ofsted.
- Provide and commission a range of training for early year's settings including level 3 accredited Special Educational Needs Co-ordinators (SENCO) qualification, Communicating Together, Managing Behaviour, ACES/Trauma Informed Practice and Building resilient communities.
- Create and embed systems to monitor outcomes for children in early year's settings to understand countywide and locality priorities.
- Design and model good practice and developmental activities which promote development, learning and inclusion.
- Promote the early identification of need and the development of holistic assessments and support plans for children - developing and supporting the delivery of clear processes and pathways to enable children and families to access support early.

The Early Years Sufficiency and Business Support Team

The main purpose of the team is to ensure there is sufficient high quality and sustainable EY provision for children across the county, working with a wide range of stakeholders across the maintained, private, voluntary and independent sector to:

- Support the growth of the early year's market, engaging new providers and offering professional advice, guidance and support.
- Secure early years funding contributions from developers to meet demand for childcare places in Gloucestershire.
- Ensure that priorities reflect national initiatives and are effectively implemented e.g., delivery of the 2, 3 and 4-year funding.
- Provide regular returns to the Department for Education on Gloucestershire's early year's provision and capacity.
- Ensure there are effective and efficient systems in place to provide timely payments to providers for state funded places.
- Process and administer funding, grants and contracts to providers of Early Years Education and Childcare, accurately recording child placement and setting details and process payments within published time scales.
- Develop information, stakeholder engagement plans and training materials for providers to build their capacity, skills and knowledge.
- Maintain effective analysis of early year's outcomes to target those providers who are likely to require more intensive support and prioritise workload accordingly.
- Provide expert and responsive information, advice, guidance and support to early years providers on local and business needs.

Early Years Development

To support our work to ensure that our most vulnerable children (pre-birth to 3) have access to universal and targeted provision within their communities, we have introduced an Early Years Development officer and adviser roles to the team. Their role is to scope existing universal and targeted provision across the county, to provide training, support

and resources to groups that engage in a collaborative partnership with the LA to use their knowledge of their local community to target effective universal provision at our most vulnerable children/families. Where gaps in provision to support vulnerable families are identified the Development Officer will work with the PVI sector to establish and support community parent/baby/toddler groups. The overall aim of universal provisions is to enable parents to be confident in supporting their child's development, to help them to equip their child with the skills and resilience they need for learning and to give all children the best start in life. The Development Officer also supports the implementation and management of a range of funded projects and programmes across the Early Years sector aimed at enhancing inclusive practice and promoting opportunities to identify and support children with additional needs.

EYFS Quality and Improvement (in schools)

The primary focus of this role is to lead and oversee the delivery of statutory duties of the LA for school improvement and education provision in relation to EYFS to improve outcomes for young children. Key functions include:

- Supporting the improvement in EYFS phase of allocated schools of concern and ensure that schools are supported to implement strategies and practice that deliver improved quality.
- Assess the impact of intervention and commission corrective action where necessary in consultation with the Education Leads.
- In partnership with Public Health commissioners, lead the development and support the implementation of "school readiness" and transition guidance for EY settings and schools
- Lead the implementation of the specific areas of the High Needs action plan to address areas of concern
- Conduct robust and accurate analyses of all available data and intelligence to identify areas of concern in relation to EYFS

- Ensure effective communication and reporting for Head teachers, governors, parents, Education Leads, Heads of Service and Directors.
- Ensure that there is a range of additional provision/resource available to support early learning outcomes in schools
- Identify and disseminate best practice in effective intervention for young children.

What is a Childcare Sufficiency Duty Report?



Childcare Sufficiency Duty Reports are a statutory duty for local authorities under the Childcare Act (2006). A Childcare Sufficiency Duty report aims to provide an assessment of childcare provision for children aged 0-14 years old (and up to 18 years old for children with SEND) to meet the needs of working parents and those studying or training for work.

Statutory Duty

'Childcare plays a crucial role in the lives of most families. It enables parents to go out to work to contribute to a decent family income when they have very young children. A growing body of evidence shows that good pre-school childcare gives children a flying start and leads to better outcomes as they move through school. It also allows older children to take part in a wide range of interesting activities that fosters their personal development in a safe environment.'

(Securing Sufficient Childcare: Statutory guidance for local authorities in carrying out their childcare sufficiency duties (DCSF1, 2007)).

Working parents with children use many different forms of childcare with their choices dependent on factors that include family income, employment patterns, parental preferences, childcare availability, and the age of their children. Some families rely on informal (unregulated)

childcare for example grandparents, older siblings, other relatives, friends, and neighbours.

The Nursery Education Grant was introduced to allow children to access early education or childcare for free. Over time the number of hours that can be accessed has increased along with the lowering of the age range of children that can access this funding. In Gloucestershire this is now called Funded Early Education.



As a result, the need for childcare places has increased. In order to address this increase, the Childcare Act 2006, Section 6 placed statutory duties on all local authorities in England and Wales to secure sufficient childcare for working parents and those undertaking training with the intention of returning to work for children aged 0-14 or up to 18 for children with SEN. Local Authorities are required to undertake a detailed assessment of the supply of, and demand for, childcare in their area.



What is childcare?

There are two forms of childcare - early years provision or later years provision. Childcare is defined in Section 18 of the Childcare Act 2006, as 'any form of care for a child' including 'education and any other supervised activity'.

Childcare does not include:

- education (or any other supervised activities) provided by a school during school hours, unless that pupil has not yet started Key Stage 1.
- care provided by a parent, step-parent or person with parental responsibility, any relative or foster parent (local authority or private).
- care provided by a children's home, a care home, a hospital, a residential family centre, a young offenders' institution, a secure training centre or a secure college.

Early years provision is defined in Section 20 of the Childcare Act 2006, as 'the provision of childcare for a young child beginning with their birth and ending immediately before the 1st of September next following the date on which he attains the age of 5'.

Later years provision is defined as 'the provision of childcare for a child from the 1st September following the child's 5th birthday until the age of 18 years'.

Early years and funded early education

Early education has been seen as important for children's development since the early 1990's when free early education was first introduced.

More and more evidence is stacking up displaying the impact good quality early education can have for children. Early years provision are no longer places where children go to be supervised while parents work but are a key element in children being successful at school and in later life.

Early year's provision has a hugely positive impact on children from disadvantaged backgrounds giving them access to resources and experiences they might not have at home. Good quality early years provision can reduce the gap in development for children and ensure all children start school reaching a good level of development.

Studies have shown that many children from impoverished backgrounds may not have access to books and hear less vocabulary than children from more financially well-off backgrounds. Therefore, the pupil premium was introduced and also the two-year funding to close the gaps and ensure all children have the access to the early education, skills, and resources they need.



Eligible families with 2-year-olds may be entitled to 570 hours of free early education or childcare each academic year. This can be taken as

15 hours per week over 38 weeks or 570 hours per year that can be used flexibly with one or more childcare providers and 'stretched' over a maximum of 50 weeks.

All 3- and 4-year-olds in England are entitled to 570 hours of free early education or childcare (universal) each academic year. This can be taken as 15 hours per week over 38 weeks or 570 hours per year that can be used flexibly with one or more childcare provider and 'stretched' over a maximum of 50 weeks.

Working eligible families with 3- and 4-year-olds may also be entitled to a further 570 hours of free early education (extended). This can be taken as 30 hours per week over 38 weeks or 1140 hours per year that can be used flexibly with one or more childcare provider and 'stretched' over a maximum of 50 weeks. Not all early year's providers offer stretched funding as an option.

Good quality early years settings

It is evident that good quality early years provision has a significant impact on children's social, emotional and cognitive development and is a key factor in improving outcomes for children and families. It narrows the gap between the highest and lowest performers and gives all children the positive start to play and learning that they need.

Good quality early years providers have a secure working knowledge of the Early Years Foundation Stage Framework (EYFS) and how it should be implemented in practice, as well as continuous self-evaluation.

The EYFS set standards for the learning, development and care of children from birth to 5 years old. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development, and communication and language). All schools, Ofsted registered early years providers and Childminders registered with a Childminder Agency must follow the EYFS.

Ofsted inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. The Childcare Act 2006 gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMIC) responsibility for regulating registered childcare providers. Childminders can choose to register with an Ofsted approved Childminder Agency rather than register as an individual provider with Ofsted

Registration on the Early Years Register is compulsory for providers who care for children in the early years age group, from birth to compulsory school age. The Childcare Register is for providers who care for children from birth to 18 years. It has two parts:

- A Compulsory part, for providers who care for children aged from the end of the Foundation Stage up to seven years.
- A Voluntary part, for providers who care for children aged eight and over and those providing care for children at any age for whom registration is not compulsory, e.g., nannies.

The judgements which can be given are: Outstanding, Good, Requires Improvement or Inadequate.

Where there are no children on roll, Ofsted will make a judgement only on the 'overall quality and standards of the early year's provision' with one of the three possible outcomes: Met, Not Met with actions or not met with enforcements.

For early years providers registered on the Childcare Register, Ofsted will make a judgement of two possible outcomes: Compliant or Non-Compliant.

Once a provider has registered on the Early Years or Childcare Register, they can start to offer childcare. Ofsted will carry out their first inspection within 30 months of registration; therefore, a judgement of Awaiting Inspection is recorded against the early year's provision until their first graded inspection outcome is received from Ofsted.

From May 2015, legislation changed for schools, enabling them to lower the age of entry to two years. This is if the school and governing body feel there is sufficient requirements and capacity within the school to accommodate this increase in pupil numbers. Therefore, a judgement for any early year's provision will fall under the schools Ofsted. We currently have no maintained Early Years provision in Gloucestershire. We do however have some Early Years provision in schools which operates under the Section 27 Community powers model - the school governing body oversee management of the provision; it is inspected under the schools Ofsted inspection however must remain totally financially independent of the school.

Types of childcare

There are many different childcare types operating within Gloucestershire:



- Childminder - these are registered self-employed childcare professionals who work in their own homes. They are registered for small numbers of children and will often care for a range of ages. Childminders may also offer flexibility to accommodate parents working patterns e.g., evening and weekends. Childminders can choose to register independently with Ofsted or register as part of a Childminder Agency
- Day Nursery - these often care for children aged 3 months to 5 years and are predominately open from 8.00am to 6.00pm. Most are open from Monday to Friday, but a few may open at weekends to help

support parents' different working patterns. Day nurseries operate all year round, usually except for bank holidays. Most offer the free early education places that are available to 2-, 3- and 4-year-olds.

- Pre-school playgroups - these often care for children between 2 and 5 years. Pre-schools and playgroups tend to run term time only, from around 9am to lunchtime or from lunchtime to around 3 or 4 pm, depending on the sessions they operate.
- Home carers - home carers are usually nannies who care for children of any age up to their 18th birthday wholly or mainly in the child's own home, and care for children from no more than two families. They are not required to register with Ofsted but may choose to do so, on the voluntary part of the Childcare Register.
- Out of school provision - these are often referred to as Breakfast or After School Clubs and operate before school in the mornings, from the end of the school day and at the end of the working day. Schools run the majority themselves.
- Holiday play schemes - take place during school holiday periods and may be run by a school, private or voluntary organisations.

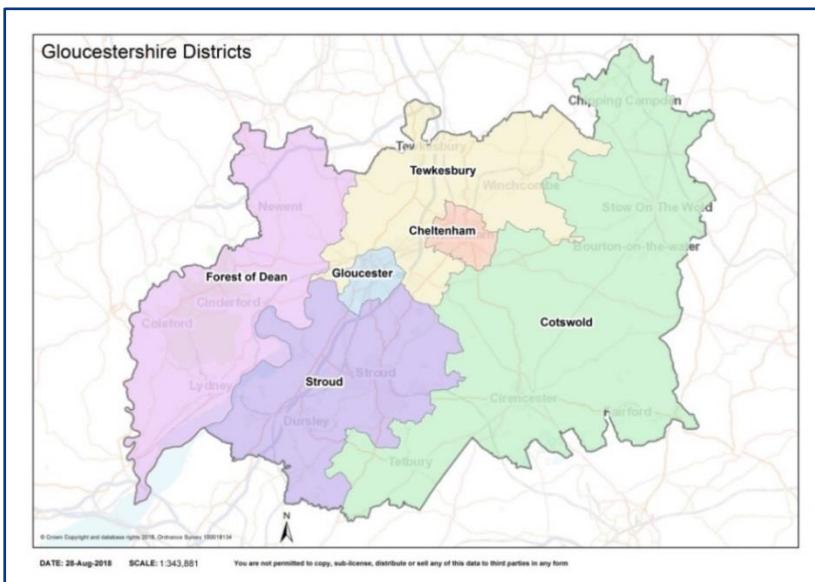
Demographics

About Gloucestershire

Gloucestershire is a diverse county in the Southwest of England with a population of 645,100 (2021 Census). It is mainly rural, with two urban centres of Gloucester and Cheltenham at its heart. Nearly 40% of the county's population live in Gloucester and Cheltenham.

Gloucestershire has a lower proportion of 0–19-year-olds and 20–64-year-olds when compared to the national figure, whilst the proportion of people aged 65+ exceeds the national figure. Between 2028 and 2043, the population is predicted to rise to 738,482, an increase of 8% of the 2028 population.

The Armed Forces have some light presence, particularly in South Cerney, Fairford and Innsworth. Currently there are around 2,330 serving military personnel, including 380 civilians, based in the county.



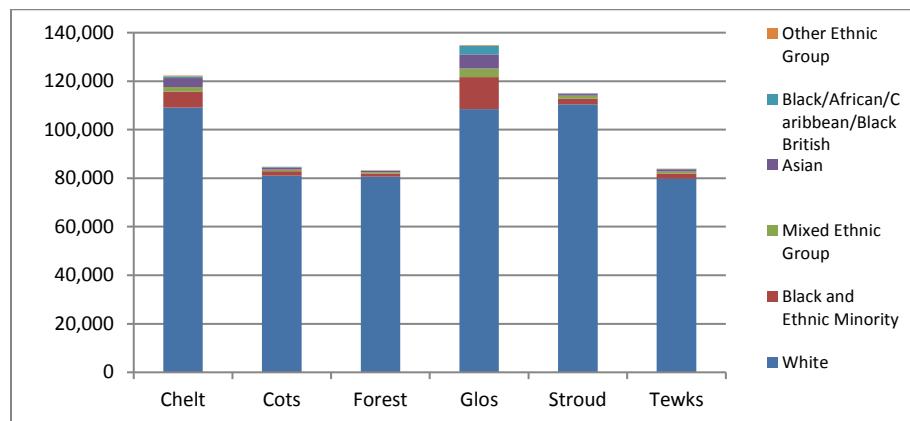
Gloucestershire's six districts population figures are as follows:

	Population 2021	Predicted Population 2028	Predicted Population 2043
Cheltenham	118,800	119,209	124,127
Cotswolds	90,800	101,499	112,907
Forest	87,000	93,754	101,222
Gloucester	132,500	134,686	142,757
Stroud	121,100	126,882	136,363
Tewkesbury	94,900	107,819	121,106
Gloucestershire	645,100	683,849	738,482

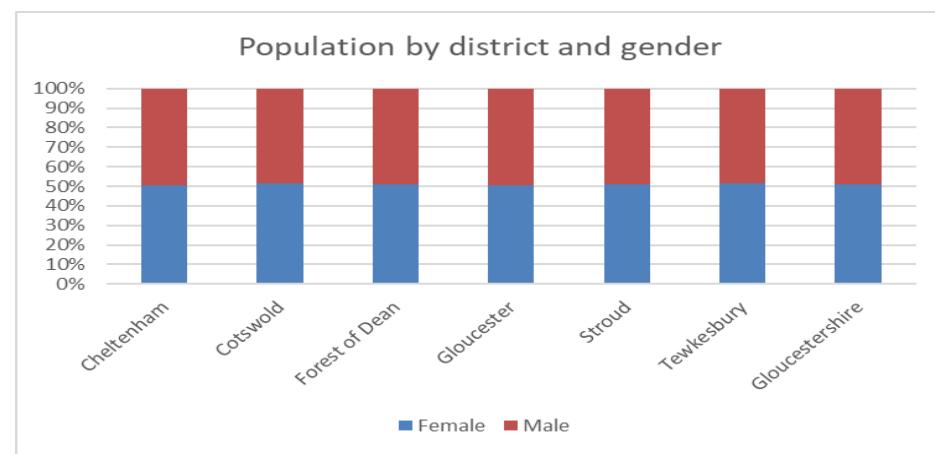
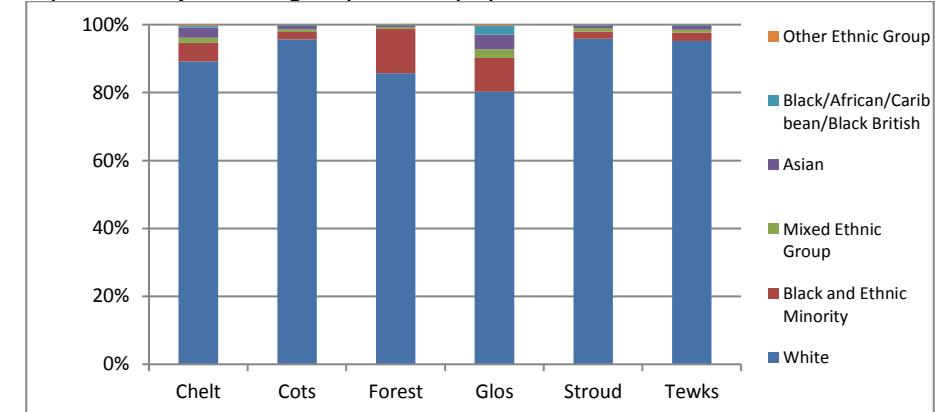
Characteristics of current population

The 2011 Census found that 7.7% of Gloucestershire residents (46,100 people) were born outside the UK compared with a national figure of 13.4%. The 2011 Census also found that 4.6% of the population in Gloucestershire was from Black and Minority Ethnic (BME) backgrounds, this figure increased to 8.4% when Irish, Gypsy, or Irish Traveller and 'other White' categories were included. The proportion of people from Black and Minority Ethnic backgrounds was considerably lower than the national figure of 14.6%.

Population by ethnic group - number of people

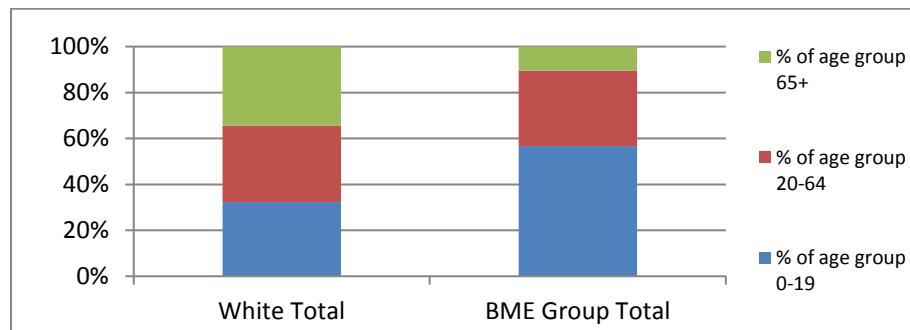


Population by ethnic group - % of population



Gloucestershire's 0–19-year-old group is more diverse than other age groups. The 2011 Census found that 7.6% of this age group were from a Black and Minority Ethnic group compared to 4.4% of 20–64-year-olds and 1.4% of people aged 65+. This trend is reflected at a regional, national and district level.

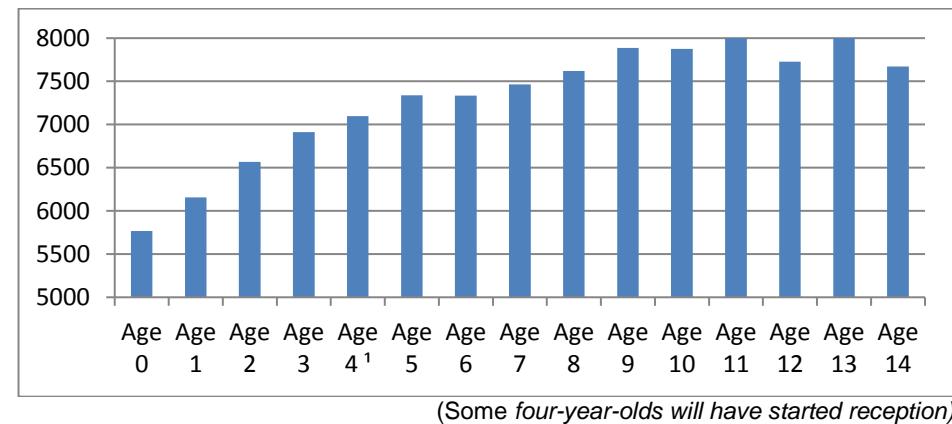
Population by ethnic group and age



The population of Gloucestershire has become increasingly diverse. The Black and Minority Ethnic population has increased by 70% between 2001 and 2011. The number of people classed as 'White Other' which includes migrants from Europe, increased by 105.9% during the same period. This trend is reflected at a regional, national and district level.

Children and young people

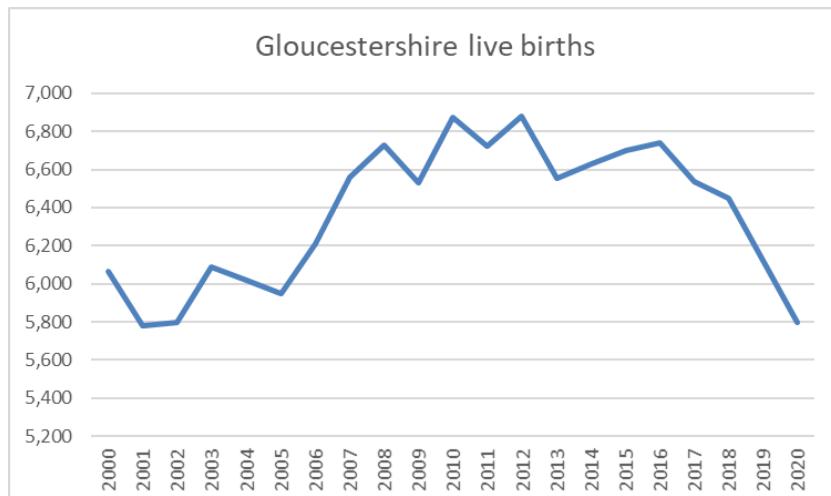
In total, there are 32,502 children under the age of five, 53,612 children aged 5-11, and 23,457 children aged 12-14 living in our local authority (source: *GP Data August 2021*). These children may require either early year's childcare or later year's childcare: before and after school, and/or during the school holidays.



The key factors likely to have the greatest influence on managing school places across the county over the next 5 years include the birth rate, housing development, home education, COVID, internal and overseas migration and the presence of the Armed Services in Gloucestershire.

Reduction in Birth rate

There has been a slight reduction in the reported birth rate for 2020/2021



(Source: ONS Live births)

Children with special education needs and disabilities (SEND) are entitled to support with childcare up to the age of 18 (age 14 for children who do not have a special need or disability). The number of children with an Education, Health and Care (EHC) plan in our local authority is:

Number of Children	
Under 5s	246
Aged 5 to 10	1,852
Aged 11 to 15	1,816

(Source: SEND Data Dashboard - May 2022)

Children's needs change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in childcare or school. It is therefore possible that the number of children with SEND aged 0-4 is an underestimate. Many children may have SEN but do not need an EHC plan. Unlike schools EY settings are not required to record or report children identified with additional needs and in receipt of SEND support. Whilst we have added a section to the funding portal to enable all providers to submit and update data about their provision (capacity, vacancies, child characteristics etc) this is not being utilised by many in the sector. Obtaining data for the purposes of monitoring sufficiency for all children remains an area of challenge for the EY service.

Projected population figures

The projected population figures for Gloucestershire over the next 10 years are listed. The figures show a steady increase in the number of births from 6,440 in 2022 to 6,643 in 2031.

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
0 yrs.	6440	6470	6486	6574	6530	6545	6563	6582	6610	6643
1 yr.	6547	6528	6559	6671	6598	6616	6632	6650	6670	6698
2 yrs.	6657	6663	6644	6754	6689	6711	6729	6745	6764	6785
3 yrs.	6709	6770	6776	6861	6781	6797	6821	6840	6855	6872
4 yrs.	7032	6800	6859	6961	6838	6867	6883	6906	6926	6939
5 yrs.	7104	7138	6903	6999	6963	6941	6966	6983	7005	7025
6 yrs.	7530	7210	7236	7314	7058	7060	7036	7061	7079	7101
7 yrs.	7486	7613	7292	7363	7077	7134	7134	7111	7136	7154
8 yrs.	7652	7559	7683	7767	7378	7141	7198	7199	7174	7198
9 yrs.	7703	7737	7645	7711	7450	7458	7220	7278	7278	7252
10 yrs.	8008	7776	7802	7886	7831	7514	7520	7280	7338	7337
11 yrs.	7860	8099	7865	7966	7796	7915	7600	7601	7361	7418
12 yrs.	7756	7961	8202	8295	7980	7892	8009	7694	7691	7451
13 yrs.	7725	7847	8054	8175	8058	8067	7980	8096	7782	7775
14 yrs.	7904	7844	7966	6574	8419	8179	8180	8096	8208	7895

Deprivation

The Indices of Deprivation 2019 provide a set of relative measures of deprivation for small areas (Lower Super Output Areas) across England, based on seven domains of deprivation.

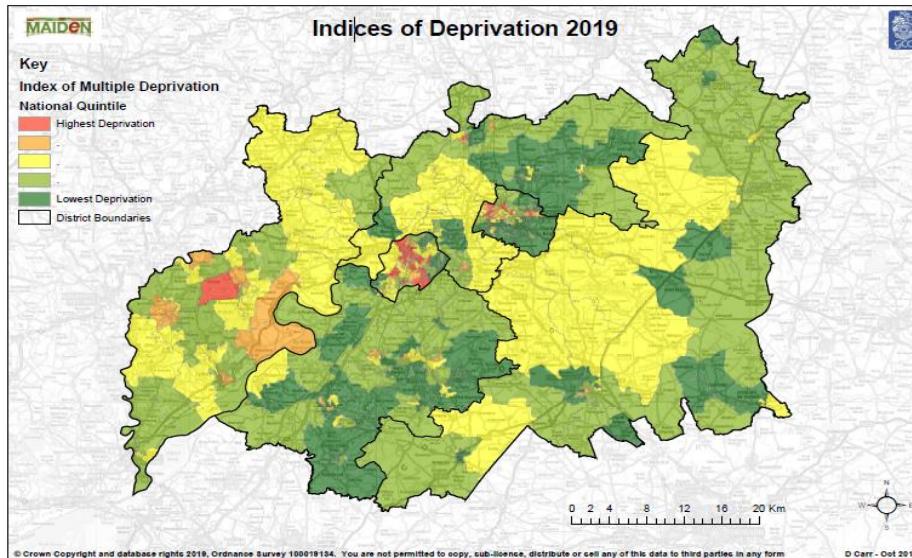
The domains were combined using the following weights to produce the overall Index of Multiple Deprivation: Income Deprivation (22.5%), Employment Deprivation (22.5%), Education, Skills and Training Deprivation (13.5%), Health Deprivation and Disability (13.5%), Crime (9.3%), Barriers to Housing and Services (9.3%), Living Environment Deprivation (9.3%).

An average IMD rank for each of the six districts in Gloucestershire shows that even the most deprived districts (Gloucester and Forest of Dean) fall in the middle quintile (middle 20%) for deprivation out of 317 English authorities. Tewkesbury, Cotswold, and Stroud districts are in the least deprived quintile, with Cheltenham in the second least deprived quintile.

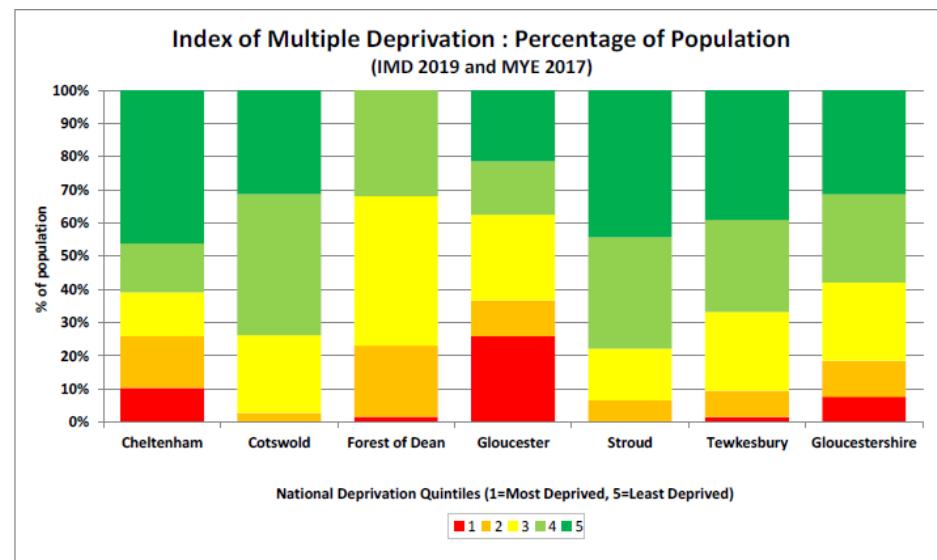
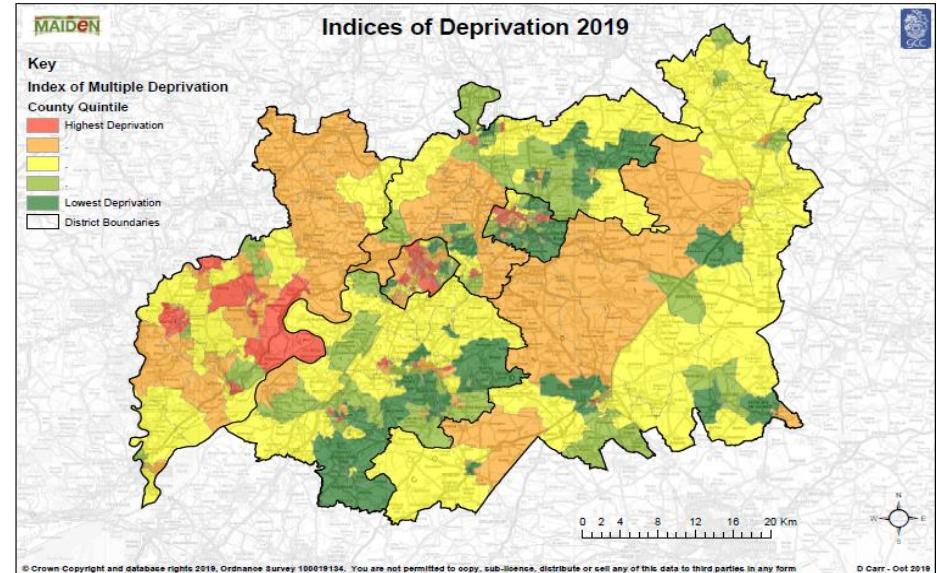
	Ranking in Gloucestershire (1 being most deprived)	Ranking in England (out of 317 districts, 1 being most deprived)	Quintile (Q1 being most deprived)
Cheltenham	3	237	Q4
Cotswold	5	272	Q5
Forest of Dean	2	143	Q3
Gloucester	1	138	Q3
Stroud	6	279	Q5
Tewkesbury	4	261	Q5

(source: *Indices of Deprivation 2019 Gloucestershire, Strategic Needs analysis Team, GCC*)

Looking at the 151 upper-tier authorities, Gloucestershire has a rank of 126, putting it in the least deprived quintile for overall deprivation. While there are certainly areas of deprivation in the county in comparison to the rest of England, overall Gloucestershire is not a very deprived county.



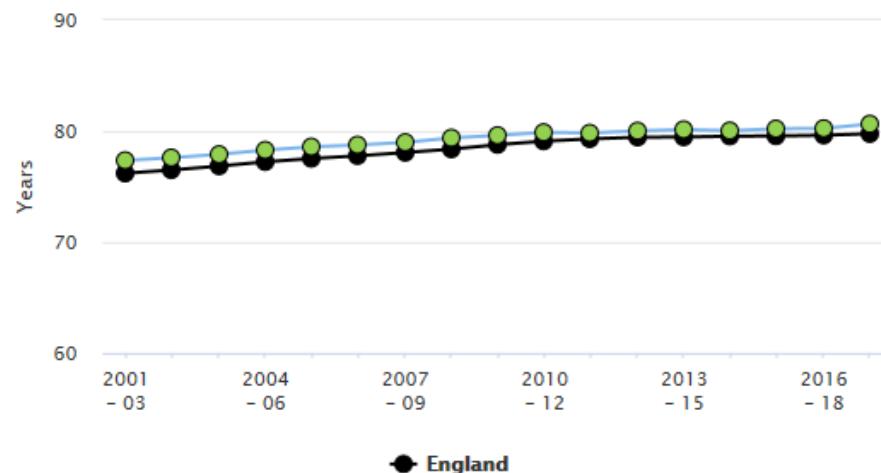
In terms of numbers of people living in deprived areas, the following chart shows the proportion of the population in each deprivation quintile for Gloucestershire and each of the six districts in the county.



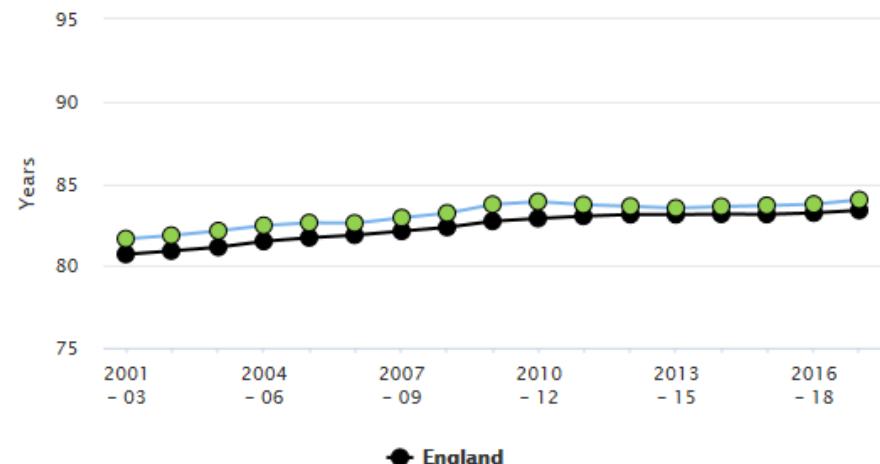
Life expectancy

Life expectancy within Gloucestershire for both men and women are slightly above the national average. Gloucestershire men have a life expectancy of 80.6 years compared to the national average of 79.8 and women have a life expectancy of 84 years compared to the national average of 83.4.

Male

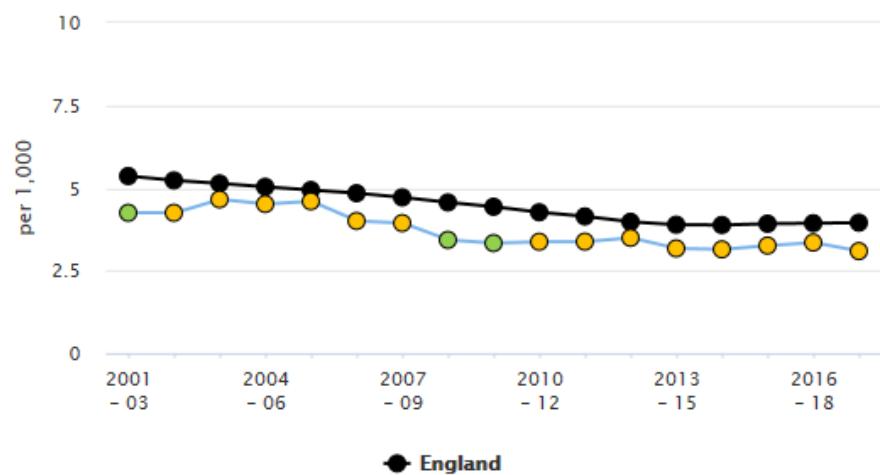


Female



Public Health statistics for 2017-2019 show that Gloucestershire had a below the national average of infant mortality, with 3.1 deaths in infants aged under 1 year per 1000 live births compared to the national average of 3.9 deaths.

(Source: Public Health England)



Gloucestershire economy and the labour market

Gloucestershire has a prosperous and resilient economy set within a highly attractive natural environment, which offers a high standard of living for local residents. The county is predominantly rural with two urban centres that serve as the main business and commercial heartland. The urban settlements are complemented by vibrant market towns that function as valuable employment hubs and key providers of services. The development of the county has been strongly influenced by connectivity to the Midlands and Southwest via the M5 corridor and to London and the South East via the M4 corridor.

During the period Jan 2021 to December 2021, Gloucestershire had an economic activity rate of 81.4%, which is above the Southwest and Great Britain figure of 80.0% and 78.4% respectively

There are 29,735 businesses in Gloucestershire, creating 345,000 jobs and a workforce of 325,800.

Below is a summary of the number and percentage of adults in Gloucestershire who are either in employment or unemployed – Jan 2021-Dec 2021.

	Gloucestershire	Southwest	Great Britain
All People			
Economically Active†	325,800	81.4%	80.0%
In Employment†	313,900	78.4%	77.3%
Employeees†	270,500	68.2%	66.4%
Self-employed†	42,300	9.9%	10.8%
Unemployed§	11,900	3.7%	3.3%
Males			
Economically Active†	165,100	82.8%	82.8%
In Employment†	157,500	79.1%	79.9%
Employeees†	133,700	67.7%	66.5%
Self-employed†	23,200	11.0%	13.3%
Unemployed§	7,700	4.6%	3.4%
Females			
Economically Active†	160,700	79.9%	77.3%
In Employment†	156,500	77.7%	74.8%
Employeees†	136,900	68.7%	66.4%
Self-employed†	19,100	8.7%	8.2%
Unemployed§	#	#	3.1%
			4.2%

- sample size too small for reliable estimate

† - numbers are for those aged 16 and over, % are for those aged 16-64

§ - numbers and % are for those aged 16 and over. % is a proportion of economically active

(Source: *nomis - official labour market statistics*)

Future housing developments

Gloucestershire County Council receives information from the six district councils about expected levels of new housing through the annual housing audit and local core strategies.

Pupil yield rates (the expected number of pupils from new housebuilding) are informed by commissioned research. From June 2021, the additional educational provision requirement for each 100 dwellings is forecast to be:

30 Pre-school children
 38.5 primary school children
 17 secondary school children (11-15)
 6 post 16 children (16-18)

The Joint Core Strategy supporting Cheltenham, Gloucester and Tewkesbury districts along with the individual local plans of the three other districts of Stroud, Cotswolds and Forest of Dean sets out the housing totals and phasing for each community area. The density of housing development varies considerably across the county as outlined in the table over the page.

There is currently no data in relation to expected additional provision requirements beyond June 2022

	Number of Houses
Lydney	1,900
Coleford	650
Rest of Forest of Dean across 6 sites	827
Cinderford / Ruspidge Northern Quarter	1,050
Innsworth / Twigworth	2,295
South Churchdown	1,100
North Brockworth (Perry Brook)	1,500
Northwest Cheltenham (Elms Park)	4,285
West Cheltenham	1,100
Winneycroft	620

Leckhampton (Farm Lane)	377
Stroud Gloucester Fringe (Hunts Grove)	2,500
West of Stonehouse	1,350
Berkeley	300
Northeast Cam	450
Stroud Valley across 7 sites	450
Chesterton	2,350
Moreton-in-Marsh	400
Bourton-on-the-Water	300
Fairford across 5 sites	400
Mickleton across 3 sites	200
Rissington	368
TOTALS	24,772

The scale of the programme of work required to provide additional school places for the houses identified above should not be underestimated 24,772 (approx. 21,000 yet to be built) dwellings across the county roughly represents 9,537 primary and 4,211 11-16 places and 1,486 post 16 places secondary places across Gloucestershire in the period from 2006 to 2031 based on current pupil product ratios.

In addition, the council is aware of other large developments that could come forward which are not in the current local plans, whilst these may or may not come to fruition the information we have, should they happen, will help us to make more strategic decisions around securing land, ensuring Gloucestershire County Council owned land is kept available and looking at future proofing new schools by ensuring the site size is sufficient for the school to expand in the future. We are also in early discussions with the City Council regarding the impact of two potential and significant regeneration projects in the city. All four local plans are at various stages, the JCS has recently been adopted which covers three county districts, Stroud's Local Plan has just been updated, as has the Cotswolds Plan with the Forest of Dean plan adopted in 2012.

Ukrainian Children in Gloucestershire

Following the arrival of Ukrainian refugees in England (under the Homes for Ukraine Scheme or the Families for Ukraine Scheme), the Early Years' Service have begun monitoring early years places being provided to Ukrainian children (aged birth to 5-years-old).

As we welcome Ukrainian families to Gloucestershire, we forecast a growth in demand and need for early years childcare places. Reflective of this predicted increase, our early years settings have provided feedback and supported our duty to assess the impact on childcare sufficiency in our county.

How we collected our data

To date, we are aware of 129 Ukrainian children aged birth to 5 years living in Gloucestershire. In April 2022 we began asking our early years providers to make us aware of any Ukrainian children that had registered at their provision. To date we are aware of 33 Ukrainian children recorded as accessing EYFS provision, of these 16 are in receipt of childcare in an early years setting (under statutory school age) and 17 are attending school (EYFS in reception year). We are working collaboratively with our Access to Education Team at Gloucestershire County Council to monitor the ongoing situation. Current systems for gathering the information from early years providers are under review.

The Early Years Service team will be exploring opportunities for Ukrainian families with younger children, who are not yet eligible to access Early Entitlements funding, to access support and opportunities to mix with peers within their local community and will be providing early education entitlement information to all families with children under school age

The analysis

Out of the 33 Ukrainian children accessing an EYFS provision (EY setting or school), we can determine that 22 children have arrived

under the Homes for Ukraine scheme, with 7 coming under the Families for Ukraine scheme and 4 yet to be confirmed.

Child Breakdown (those accessing an EY or school setting) by Gloucestershire Districts:

District	Count
Cheltenham	4
Cotswold	9
Forest of Dean	5
Gloucester	3
Tewkesbury	4
Stroud	8

Early Years Settings Breakdown by Gloucestershire Districts: (Number of settings in each locality with a Ukrainian child accessing EYFS provision)

District	Count
Cheltenham	6
Cotswold	9
Forest of Dean	6
Gloucester	2
Tewkesbury	7
Stroud	3

Our Nursery Funding Portal will enable us to track the total number of hours' childcare attended by the Ukrainian children with the total number of hours being claimed under the early Education for 2, 3 and 4 year olds however this information is not available until the end of each term once all of the checking processes have been completed.

Please note this data has been updated September 2022

Supply of Childcare in Gloucestershire

Over the past 2 years' providers have raised ongoing concerns in relation to the impact COVID 19 has had on individual businesses and the Early Years sector, from both a financial and practical delivery perspective.

Over 50% of providers across the county remained open throughout the Covid restrictions, providing a vital service for keyworker parents and support for vulnerable children.

Some providers reported that they were financially vulnerable prior to COVID restrictions, however, access to the government schemes available such as the Job Retention scheme, stabilised their situation in the short term. Providers are now reporting that as full operations have recommenced, they are becoming once again vulnerable due to increased costs and financial pressures.

As we have moved along the roadmap to recovery, the extent of the impact of the Covid pandemic and the increases to business running and staffing costs on the sector is continuing to have an impact on their sustainability.

The Early Years market continues to be extremely fragile, both locally and nationally and the retention and recruitment of qualified, experienced staff continues to be a challenge due to the impact of COVID on the emotional wellbeing of early years practitioners and managers.

We cannot underestimate the impact this had on some staff working in the early years sector, many of whom have actively reported that they have felt undervalued and unsupported by the Government in comparison with their school-based colleagues.

We provided support to the sector with advice and guidance to ensure that Government guidelines were implemented to provide safe environments for both children and staff. As restrictions

have eased we are continuing to provide the sector with a range of available tool kits and advice to support the well-being and to rebuild resilience of staff and children alike acknowledging the impact that the pandemic has had.

Active consideration is being given to a potential increase in two-year funding eligibility due to an increase in families accessing universal credit. We need to ensure we have sufficient provision for 2-year-olds and a workforce that is experienced with this age group. We are working in close partnership with the Health and Social Care and partners from the DWP - Job Centre plus to monitor the ongoing situation as this will drive provider and delivery model change through 2021 into 2022.

We anticipated that may see a reduction in the demand for "paid for" childcare places for children under the age of three due to potential significant changes in parental employment therefore impacting on provider's income from fee paying/private arrangements. The figures from the Spring 2022 headcount for the 3 and 4 year olds actually show a slight increase of 217 children taking up the 30 hours offer compared to the same period in 2021. This will lead to a greater reliance on funded places at the lower hourly rate challenging the viability of some settings.

There need to be different models of delivery to offer choice and to match the needs of children and families, it is vital that a variety of different models are available to meet the diverse needs of the families, e.g., a sufficient number of childcare places may be available in a chosen area however if the places available only offer term time only provision this will not support families who work all year round.

Homebased childcare provided by childminders and group-based childcare have equal value and different things to offer. Parents and families, partners and stakeholders, and parent-facing professionals, all need to understand the facts about early years and childcare provision, and key information about the different things each type of provider can offer.

It is important that each part of the early years and childcare sector is held in equal regard and supports families to make informed and appropriate choices around what is best for them and their children. The decrease in numbers of registered childminders in Gloucestershire is significant with a drop of 25.8% of the childminder workforce since March 2019 - since March 2021 there has been a decrease of 26 childminders. When exit interviews were carried out the reasons for closures included, retirement, alternative employment in an Early Years setting or a school, pursue alternative career not connected to childcare (largely retail) and personal reasons including 'wanting their house back', more job security, higher salary, pressure of Ofsted inspections and demands of the job and not feeling valued. In all cases the childminders commented on how the Covid pandemic had made them reflect on their own situation and the vulnerability of opening their homes to deliver childcare.

By comparison, the decrease in the numbers of Day Nurseries and Pre Schools since March 2019 is 2.4%. Since March 2021 there has been an increase of 3-day care providers. These closures coupled with the crisis in recruitment and retention of staff across the Early Years workforce with several local childcare providers in Gloucestershire also having to reduce the number of childcare places available due to staff shortages is starting to impact on the childcare places available. The usually well-resourced agencies with qualified early years childcare staff, offering supply cover, are reporting dwindling numbers of agency workers, which presents a further pressure for providers who would usually have relied upon agency staff to support them through a staff shortage situation. This situation in Gloucestershire mirrors the national picture.

In some cases, the Preschools have closed due to being unable to recruit Committee members to support the provision. The number of cases of closure may have been higher however in some areas, vulnerable Committee run provision has amalgamated with schools to

operate under the S27 Community powers model with the school governing body becoming the senior management team.

The Early Years Sufficiency / Business support team continue to collaborate closely with providers through risk analysis and monitoring of business situations, with information advice and guidance to support providers to adapt their business models to ensure services suit parental need, future sustainability and sufficiency demand.

Number of early year's providers and places

	No of providers	% Of Providers	No of registered places
Childminders	310	33%	2023
Day Nursery (non gov run)	150	16%	7312
Day Nursery (gov run)	3	0%	147
Day Nursery (academy trust gov run)	2	0%	46
Pre-School Playgroup (non gov run)	130	14%	3644
Pre-School Playgroup (gov run)	52	6%	1274
Pre-School Playgroup (academy trust gov run)	16	2%	396
Nursery Unit of Independent Schools	14	2%	366
Out of school (non gov run)	105	11%	2115
Out of School (gov run)	53	6%	1087
Out of School (academy trust gov run)	10	1%	236

Holiday Playscheme	85	9%	1923
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For private, voluntary, and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

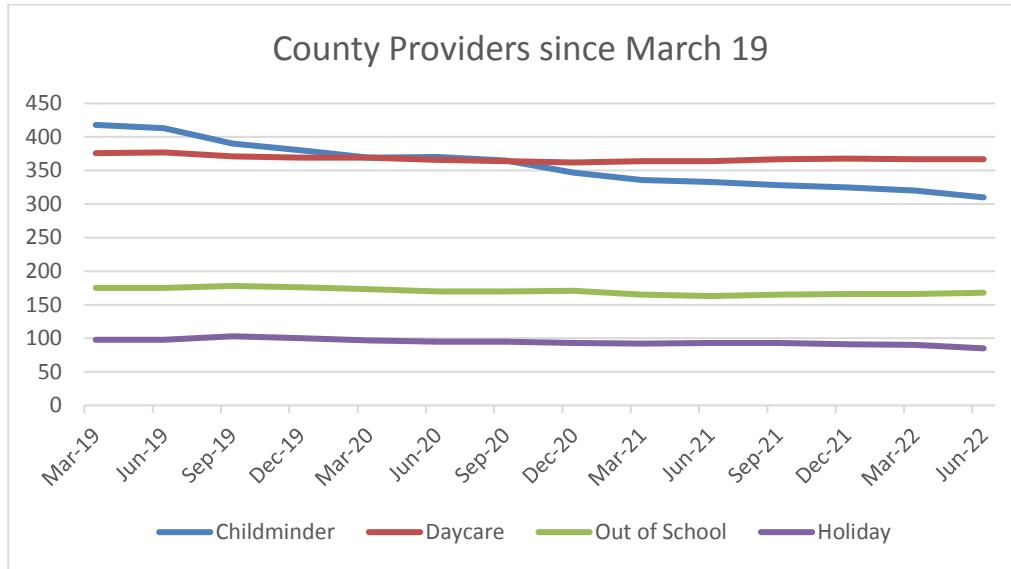
Children may attend childcare full time or part time. This table records places for children who are attending full time, or for as many hours as the setting is open. In some cases, two or more children attending part time may use one full time equivalent place. For example, one child may attend in the morning and one child may attend in the afternoon.

Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 2.8% decrease in the number of early years providers and a 1.2% increase in the overall number of places.

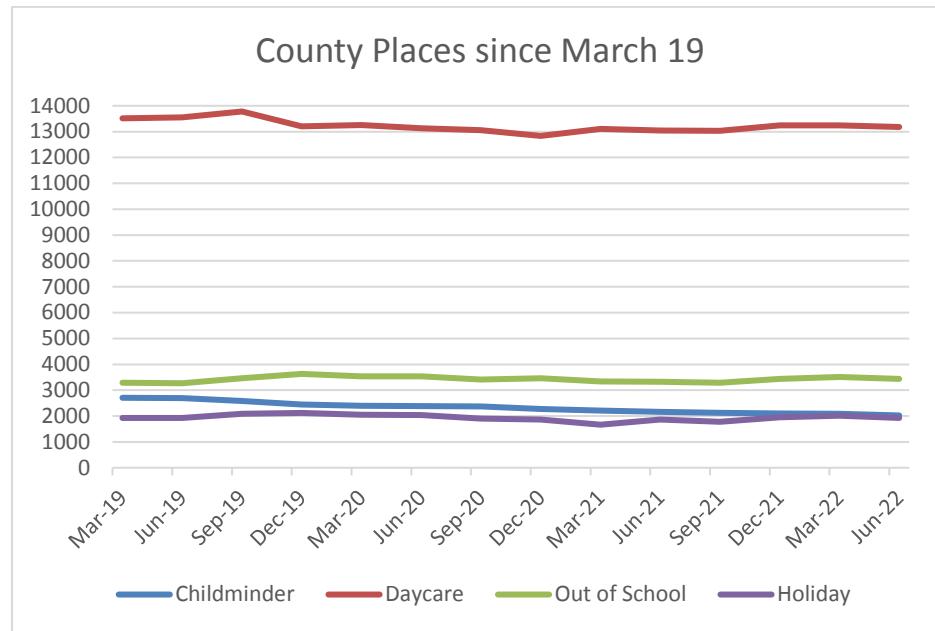
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019 to May 2022. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-11.7%	-8.9%	-4.8%	-3.1%	-25.8%
Day-care	-1.9%	-1.3%	+0.8%	0%	-2.4%
Out of School	-1.1%	-4.6%	+0.6%	+1.2%	-4.0%
Holiday	-1.0%	-5.1%	-2.2%	-5.5%	-13.3%
Overall Total	-5.5	-5.0%	-1.5%	-1.5%	-12.8%

Change in places yearly comparison



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-11.6%	-7.6%	-5.3%	-3.3%	-25.2%
Day-care	-1.9%	-1.1%	+1.0%	-0.4%	-2.4%
Out of School	+7.7%	-4.6%	+5.4%	-2.1%	+4.6%
Holiday	+6.6%	-18.9%	+20.7%	-4.2%	-0.1%
Overall Total	-0.9%	-4.3%	+2.6%	-1.38%	-4.0%

Hours

Early Years settings confirmed through our data collection sources, that Childcare is most delivered between 8am and 6pm on weekdays. However, some parents require childcare outside these times to fit with their work or other responsibilities.

	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	164	35
Day-care	75	8

Costs

For early year's childcare outside the funded entitlements, we report an average cost per hour, reported to us by settings. There may be variations to prices based on the number of hours a family uses, with reductions for longer hours, or discounts for sibling groups. There may be supplementary payments made for additional services, e.g., lunch and other meals which are not included in these prices.

	0 - 2-year-olds	3- and 4-year-olds	School aged children, 5 years and over
Childminder	£4.40	£4.40	£4.38
Day-care	£5.33	£5.05	£5.11

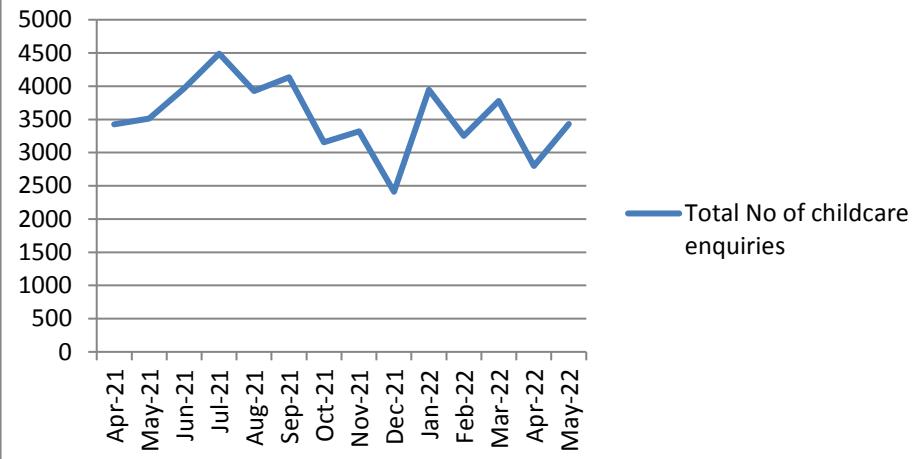
**Source: Capita one V4 via early years portal*

Parental Demand for Childcare

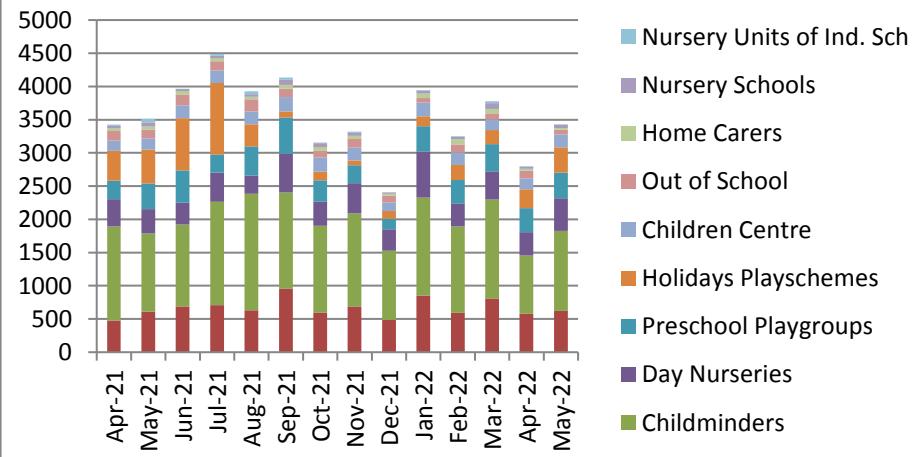
In the previous Childcare Sufficiency Assessment report, we identified that we did not have access to data to show the number of parental searches for childcare. By working collaboratively with Family Information Service colleagues that manage the Glos Families Directory webpages, we have been able to gather useful data that shows not only the number of searches for childcare through that medium but also identify the type of childcare provision searched for.

The graphs below show a clear view of the childcare searches monthly since April 2021. There is a noticeable spike in searches for childcare in July 2021 when the searches for Holiday Play schemes was significant and more recently in Jan 2022 more general childcare provision is searched (Childminders, Day Nurseries, Pre School Playgroups) which would indicate that as COVID lockdown restrictions were being eased, parental confidence was growing and with more parents starting to return to the workplace on a more regular basis, the need for childcare was increasing though providers report that many parents are choosing to request fewer sessions choosing, where possible, to use family members, i.e. grandparents to support with childcare need.

Total No of childcare enquiries



Type of care searched



Quality of childcare in Gloucestershire

Ofsted inspection grades up to end May 22

Gloucestershire currently has 134 Early Years providers that are awaiting their first graded inspection (usually within 30 months of registration) Ofsted graded inspections had to be halted due to restrictions from the COVID pandemic lockdowns however the Ofsted inspections have now resumed.

Of those providers inspected Gloucestershire currently has 89.5% of childminders and 91.9% of day care providers with a good or outstanding Ofsted outcome. Compared to the same time in 2021 this is an increase of 0.8% for childminders and a decrease of 1.8% for day care.

Private and voluntary providers who care for children from birth to 18 years must register with Ofsted on the Early Years Register. Childminders have the option to either register on the Early Years Register with Ofsted or a Childminder Agency. Schools and standalone maintained nursery schools are on the Schools Register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school and most will also have a separate early year's grade within the whole school inspection report

Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'. Childminders on the Childminder Agency would be independently graded by the agency using the same inspection outcomes. Some providers will still be awaiting their first full inspection. These providers are excluded from our calculation. Nursery classes in independent schools do not generally have an Ofsted grade.

	Number & % achieving good or outstanding	Number & % achieving requires improvement	Number & % achieving inadequate
Childminders	221 (89.5%)	2 (0.8%)	0 (0%)
Day Nursery (non gov run)	117 (94.4%)	3 (2.4%)	3 (2.4%)
Day Nursery (gov run)	1 (50.0%)	1 (50.0%)	0 (0%)
Day Nursery (academy trust run)	0 (0%)	0 (0%)	0 (0%)
Pre-School Playgroup (non gov run)	125 (99.2%)	1 (0.8%)	0 (0%)
Pre-School Playgroup (gov run)	15 (65.2%)	6 (26.1%)	1 (4.3%)
Pre-School Playgroup (academy trust run)	4 (57.1%)	1 (14.3%)	1 (14.3%)
Nursery Unit of Independent Schools	9 (69.2%)	0 (0%)	0 (0%)
Out of school (non gov run)	55 (78.6%)	3 (4.3%)	0 (0%)
Out of School (gov run)	8 (72.7%)	1 (9.1%)	0 (0%)
Out of School (academy trust gov run)	2 (100%)	0 (0%)	0 (0%)
Holiday Playscheme	38 (67.9%)	3 (5.4%)	1 (1.8%)

Analysis of the themes from Ofsted inspection reports during the Autumn 2021 and Spring 2022 terms identified the Leadership and Management, including staff development, supervision, self-evaluation and staff deployment, as the areas most in need of improvement as these areas achieved either Requires Improvement or Inadequate inspection grades.

Specific areas included

- Ensure staff are more confident with child protection /safeguarding procedures
- Ensure safeguarding procedures are implemented effectively

The Early years service have recently introduced Leadership and Management meetings to support early years managers to develop practice further to address this, and other areas highlighted as in need of improvement.

The annual safeguarding audit and Safeguarding training for early years providers, including Designated Safeguarding Leads, is currently under review to further develop awareness of Gloucestershire safeguarding procedures

Providers with met / not met grade

When providers do not have any children on site at the time of their inspection, they are not graded but given an Ofsted outcome of 'met' or 'not met'. This shows whether they are meeting the requirements for Ofsted registration. 'Met' indicates that they are meeting all legal requirements of registration; 'Not Met' means that there are some areas for improvement. At present, we have 30 providers with a 'Met' grade and 1 provider with a 'Not Met' grade.

Childminder Agency

There are currently 27 Gloucestershire childminders who have registered with a Childminder Agency rather than with Ofsted since 2019, 4 have received a quality monitoring inspection visit, 1 achieved Outstanding, 2 achieved Good, 1 received Actions to improve

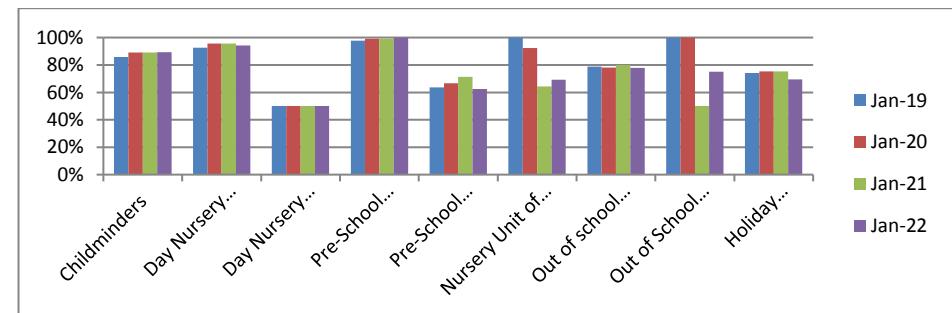
Quality Improvement

Providers who receive Inadequate, Requires Improvement, or Not Met inspection outcomes are encouraged to sign up to the Early Years' Service - Early Years Intervention Programme of support to improve outcomes and are regularly monitored until their next graded Good or Outstanding inspection outcome.

Comparing inspection grades over time

Below shows the trends for the percentage of providers either 'good' or 'outstanding'.

	Jan 2019	Jan 2020	Jan 2021	Jan 2022
Childminders	85.7%	89%	89.1%	89.3%
Day Nursery (non gov run)	92.5%	95.6%	95.6%	94.2%
Day Nursery (gov run)	50.0%	50.0%	50.0%	50.0%
Pre-School Playgroup (non gov run)	97.8%	99.2%	99.2%	100%
Pre-School Playgroup (gov run)	63.6%	66.7%	71.4%	62.5%
Nursery Unit of Independent Schools	100%	92.3%	64.3%	69.2%
Out of school (non gov run)	78.7%	78.0%	80.0%	77.8%
Out of School (gov run)	100%	100%	50.0%	75.0%
Holiday Playscheme	74.2%	75.4%	75.4%	69.5%



Funded Early Education in Gloucestershire

Introduction to funded early education

Some children are entitled to free childcare, funded by the government. These entitlements are for 38 weeks per year.

- All children aged 3 and 4 are entitled to 15 hours per week term time only until they start reception class in school, which equates to 570 hours per year.
- Children aged 3 and 4 where both parents are working, or from lone parent families where that parent is working, are entitled to 30 hours per week until they start reception class in school (available to families where each parent (or one parent in a single adult household) are earning the equivalent of working sixteen hours per week on the minimum wage), which equates to 1140 hours per year.

Parents do not have to use all the hours of their funded entitlement. They may choose to split them between providers. With the agreement of their provider, parents may also spread them across the year, for example, rather than taking 15 hours per week for 38 weeks a year they could take just under 12 hours per week for 48 weeks a year

- Children aged 2 whose families receive certain benefits (including low income families in receipt of in-work benefits), or those who meet additional non-economic criteria, are entitled to 15 hours per week. Nationally, about 40% of 2-year-olds are entitled to this offer, but the proportion varies by area.

Additional local criteria for eligibility for 2-year-old funding

- In Gloucestershire the A2YO funding is also allocated to families who are eligible through specific local criteria, this includes such things as, a child on a Child Protection plan, looked after children children with parents with an acute illness / disability or children who have experienced death of a parent /carer

Number of providers offering funded early education places

	Reg for 2-year funding	Reg for 3- and 4-year funding	Offering 30 hours
Childminders	224	244	239
Day-care	336	368	330

Take up of funded early education

The percentage of eligible children taking up their funded place (for at least some of the available hours) in Gloucestershire is:

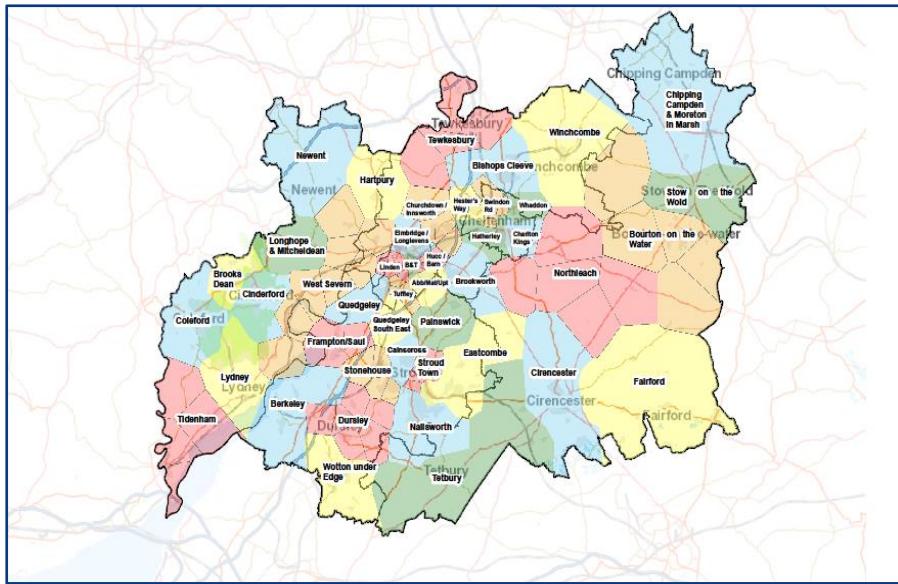
	Autumn 2021	Spring 2022	Summer 2022
2-year-olds	82.4%	78.6%	TBC
3-year-olds universal	94.4%	93.0%	TBC
4-year-olds universal	95.6%	94.2%	TBC
3- and 4-year-olds universal	95.0%	93.6%	TBC

3- and 4-year-old funded extended entitlement applications

Parents who think they are entitled to a 30 hour extended hours place apply for this online through the Government's Childcare Support website. The same website is used to apply for Tax Free Childcare and parents can apply for either or both. If a parent is eligible, the system creates a code which they can use with their chosen childcare provider. If they are ineligible, they will still be entitled to the universal 15 hours of early education and childcare. There has been a marked increase in the number of parents applying for the eligibility code for the extended offer as they become more aware of this.

	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022
No of 3-Year-Olds Extended	2738	2926	2870	2825	3027	3067
No of 4-Year-Olds Extended	1882	80	1189	1900	85	1209

School place planning areas



Gloucestershire County Council is responsible for planning and providing sufficient school places in appropriate locations. To do so, it must monitor the supply of school places against forecasts of future demand.

School place planning and ensuring schools are of the right size for the future enables (where appropriate) surplus space to be considered for alternative uses, including community purposes. Accommodation released can be re-allocated to a wide variety of purposes including additional early years and childcare places, health care, libraries, adult and children's services bases and community facilities.

The planning of school places in Gloucestershire is based on the geographical areas defined by the secondary school catchments and

feeder schools aligned to them. These are the same demographic planning areas that the council is required to report on annually to the Department for Education (DfE) to inform future capital basic need allocations.

To ensure consistency within the education teams at Gloucestershire County Council, the Early Years' Service has aligned its childcare sufficiency assessment boundaries with the school place planning assessments boundaries.

There are currently 44 school planning areas within Gloucestershire: Forest of Dean - 9, Tewkesbury - 3, Cotswolds - 7, Stroud - 10, Cheltenham - 5 and Gloucester - 10.

Forest of Dean

- 9161100 Tidenham
- 9161110 Lydney
- 9161120 Coleford
- 9161200 Brooks Dean
- 9161210 Longhope / Mitcheldean
- 9161220 Cinderford
- 9161230 West Severn
- 9161240 Newent
- 9161250 Hartpury

Tewkesbury

- 9161300 Tewkesbury / Ashchurch
- 9161310 Bishops Cleeve
- 9161320 Winchcombe

Cotswolds

- 9161400 Chipping Campden / Moreton-in-Marsh
- 9161410 Stow-on-the-Wold
- 9161420 Bourton-on-the-Water
- 9161430 Northleach
- 9161500 Fairford
- 9161510 Cirencester
- 9161520 Tetbury

Gloucester

- 9161900 Churchdown / Innsworth
- 9161910 Elmbridge / Longlevens
- 9161920 Barton / Tredworth
- 9161931 Hucclecote / Barnwood
- 9161932 Abbey / Matson / Upton
- 9161940 Tuffley
- 9161950 Linden
- 9161960 Quedgeley
- 9161961 Quedgeley Southeast
- 9161970 Brockworth

Stroud

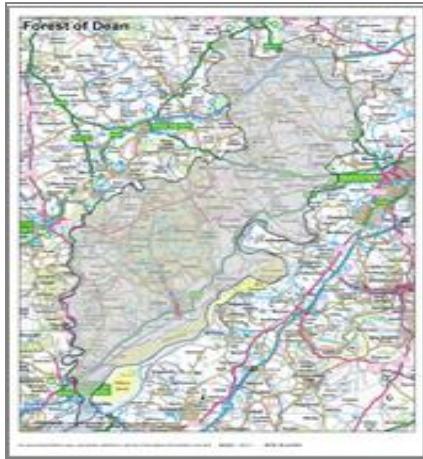
- 9161600 Nailsworth
- 9161610 Eastcombe
- 9161620 Stroud Town
- 9161630 Cainscross / Whiteshill
- 9161640 Painswick
- 9161700 Stonehouse
- 9161710 Frampton / Saul
- 9161720 Berkeley
- 9161730 Dursley
- 9161740 Wotton-under-Edge

For further information on school place planning, please see the [School Places Strategy](#).

Cheltenham

- 9161800 Swindon Road
- 9161810 Whaddon
- 9161820 Hester's Way
- 9161830 Charlton Kings
- 9161840 Hatherley / Leckhampton

Forest of Dean

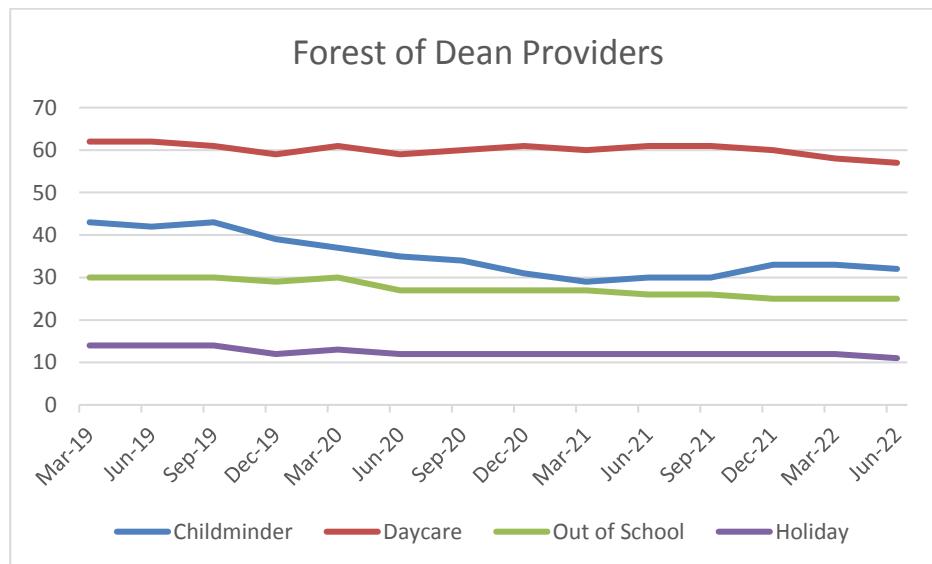


Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 2.3% decrease in the number of early years' providers and a 2.4% decrease in the overall number of places. Based on provider data available the planning areas of Brooks Dean, Cinderford, Lydney and Newent are showing a predicted shortfall of childcare places required. We will be working with childcare providers and GCC colleagues to support the development of additional childcare places in these areas.

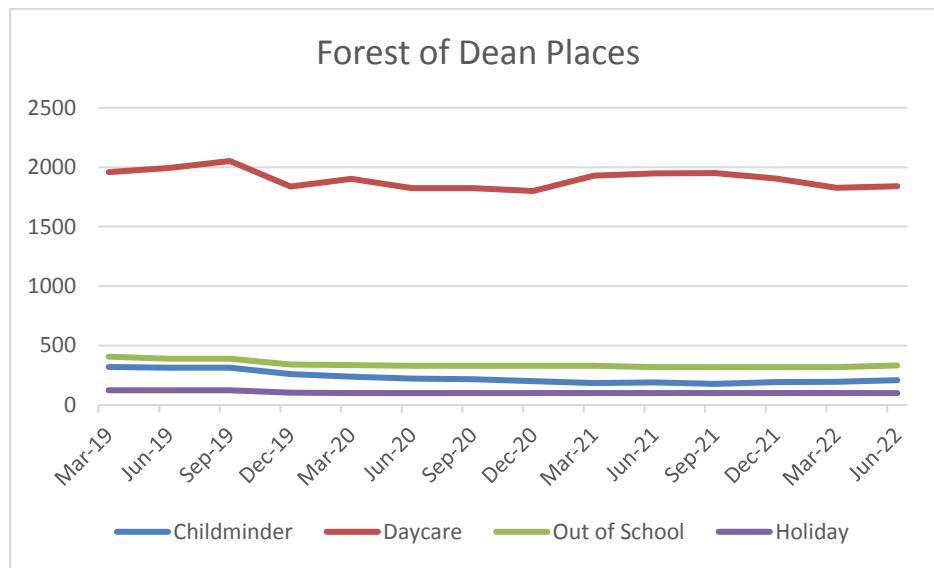
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-13.9%	-21.6%	+13.8%	-3.0%	-25.6%
Day-care	-1.6%	-1.6%	-3.3%	-1.7%	-8.1%
Out of School	0%	-10.0%	-7.4%	0%	-16.7%
Holiday	-7.1%	-7.7%	0%	-8.3%	-21.4%
Overall Total	-5.4	-9.2%	0%	-2.3%	-16.1%

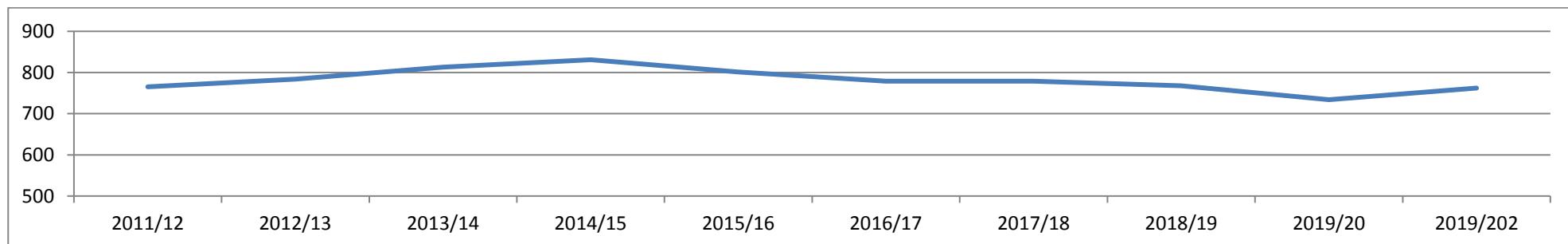
Change in places yearly comparison



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-25.0%	-23.3%	+6.0%	+6.7%	-35.0%
Daycare	-2.9%	+1.4%	-5.3%	+0.7%	-6.0%
Out of School	-17.4%	-1.5%	-3.6%	+4.7%	-17.9%
Holiday	-18.5%	0%	0%	0%	-18.5%
Overall Total	-8.2	-1.3%	-4.0%	+1.7%	-11.6%

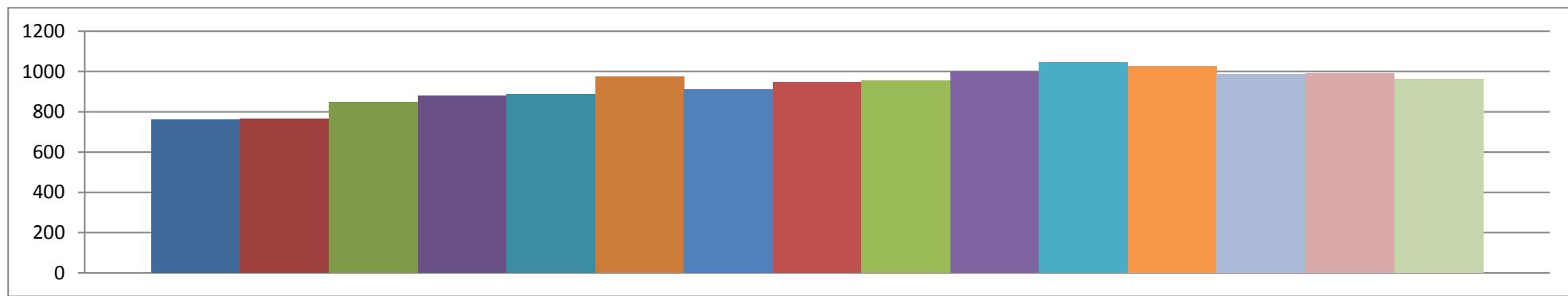
Births

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of Births	765	784	813	831	801	779	779	768	734	762



Population

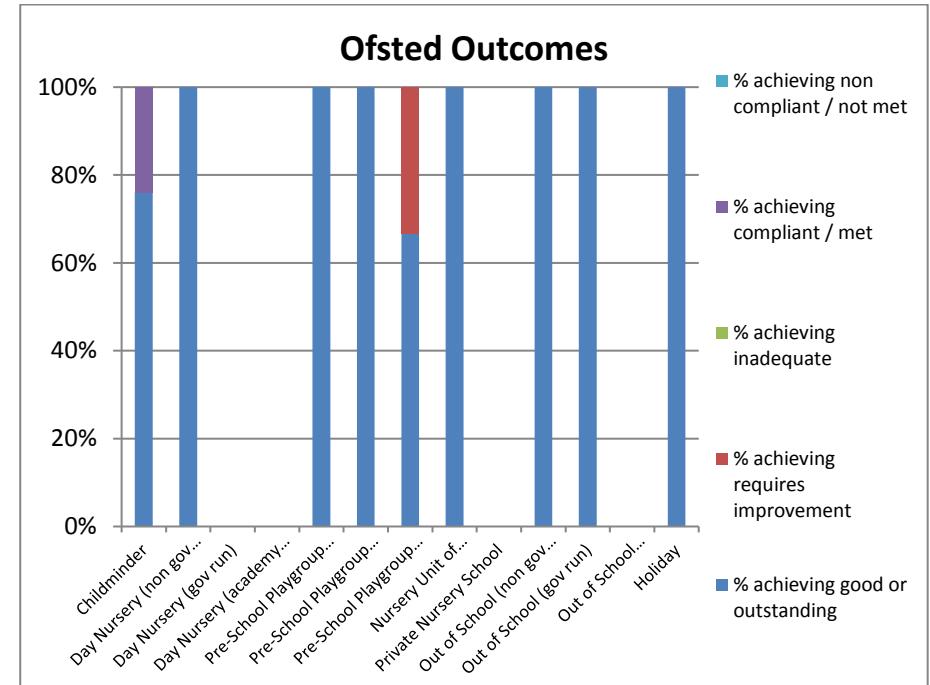
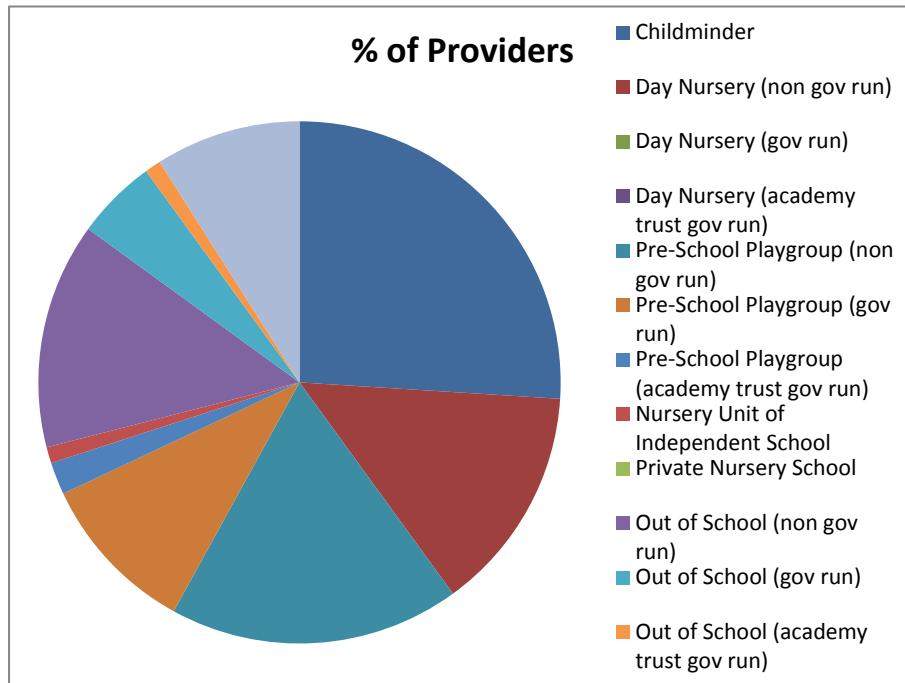
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 Years
762	763	849	879	885	973	910	947	954	997	1043	1025	984	991	961



Childcare Provision

	No of providers	% Of Providers	No of registered places	No & % achieving good or outstanding	No & % achieving requires improvement	No & % achieving inadequate	No & % achieving compliant / met	No & % achieving non-compliant / not met
Childminders	32	26%	208	19 (76.0%)			6 (24.0%)	
Day Nursery (non gov run)	18	14%	866	14 (100%)				
Day Nursery (gov run)								
Day Nursery (academy trust gov run)								
Pre-School Playgroup (non gov run)	22	18%	635	21 (100%)				
Pre-School Playgroup (gov run)	13	10%	236	3 (100%)				
Pre-School Playgroup (academy trust gov run)	3	2%	28	2 (66.7%)	1 (33.3%)			
Nursery Unit of Independent Schools	1	1%	75	1 (100%)				
Private Nursery School			181	15 (100%)				
Out of school (non gov run)	17	14%	137	2 (100%)				
Out of School (gov run)	7	5%	16					
Out of School (academy trust gov run)	1	1%	101	8 (100%)				
Holiday Playscheme	11	9%						

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

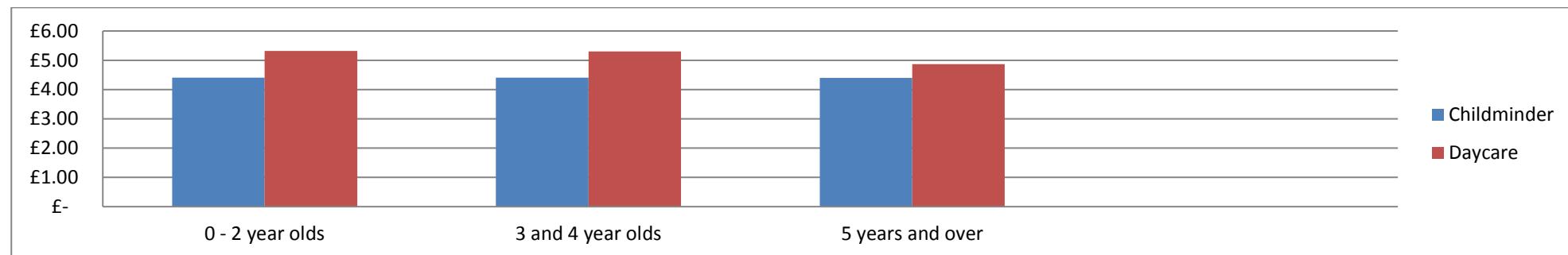


Childcare Offer

	Reg for 2-year funding	Reg for 3- and 4-year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	17	21	21	13	4
Daycare	50	57	55	20	0

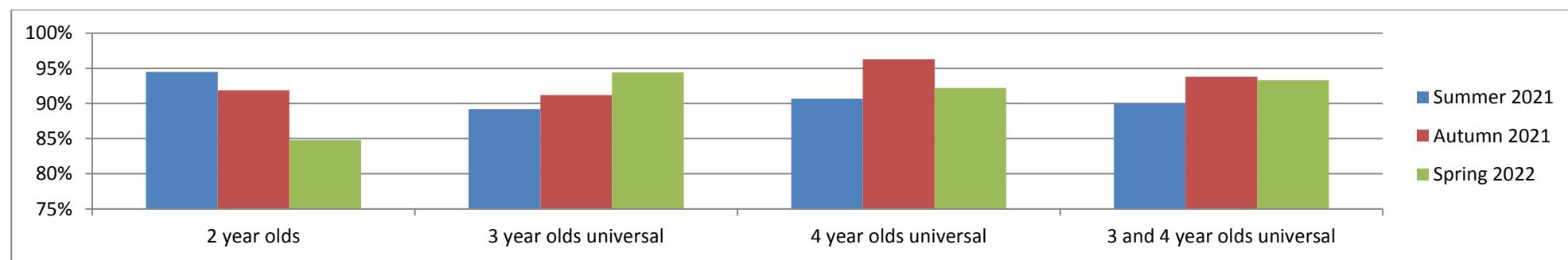
Average Costs

	0 - 2-year-olds	3- and 4-year-olds	School aged children, 5 years and over
Childminder	£4.41	£4.41	£4.40
Day-care	£5.32	£5.30	£4.87

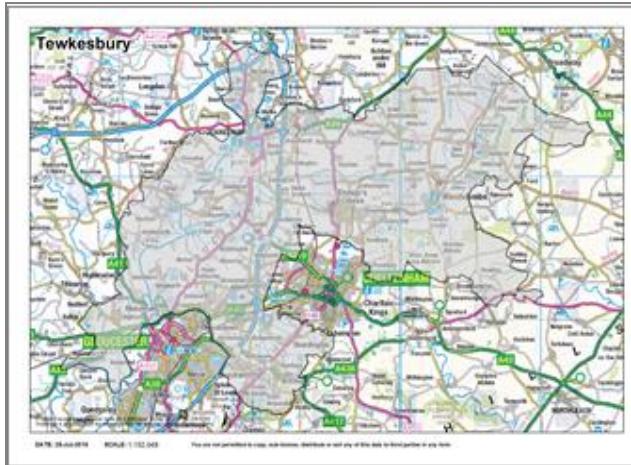


Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	94.5%	91.9%	84.8%
3-year-olds universal	89.2%	91.2%	94.4%
4-year-olds universal	90.7%	96.3%	92.2%
3- and 4-year-olds universal	90.0%	93.8%	93.3%



Tewkesbury

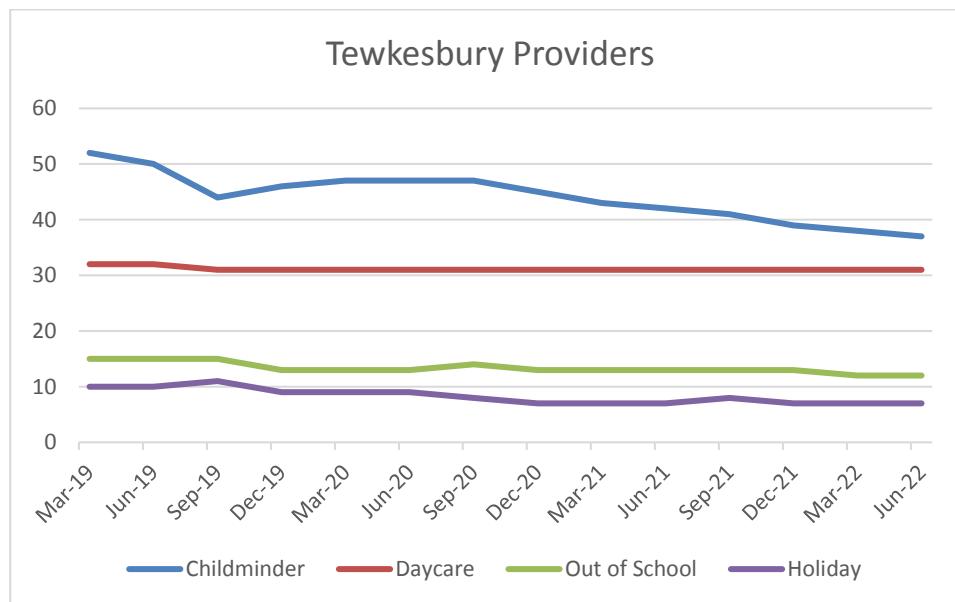


Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 7.4% decrease in the number of early years' providers and a 1.2% increase in the overall number of places. Based on provider data available, the planning areas within this locality are currently still showing sufficient childcare places in Tewkesbury locality, however, as there are major business developments with greater employment opportunities underway in the area this is likely to generate greater demand for childcare for those accessing these employment opportunities. This will require close monitoring and potential investment to ensure sufficient childcare places.

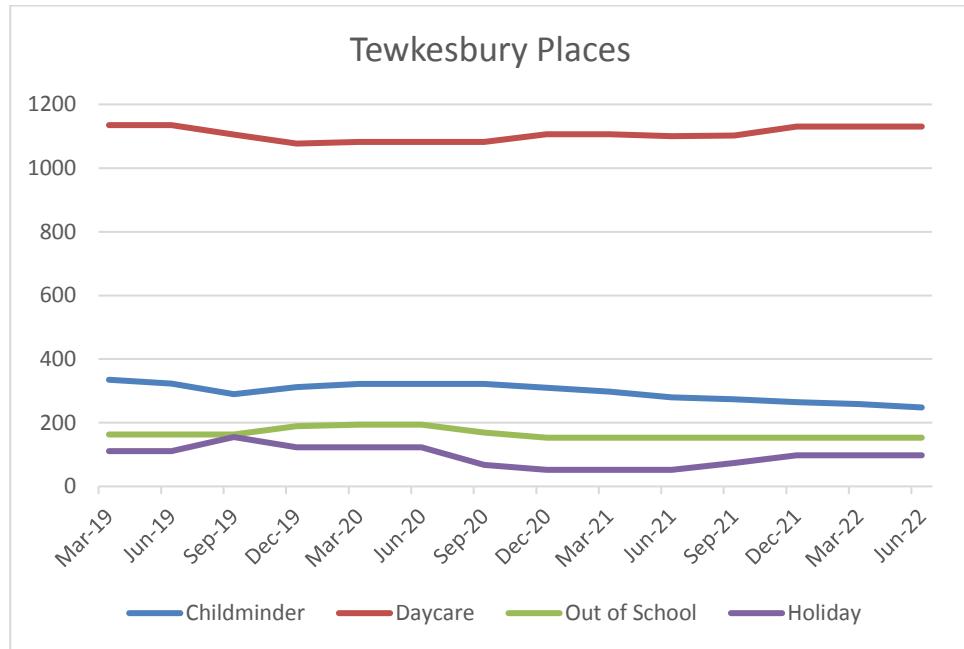
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-9.6%	-8.5%	-11.6%	-2.6%	-28.8%
Day-care	-3.1%	0%	0%	0%	-3.1%
Out of School	-13.3%	0%	-7.7%	0%	-20.0%
Holiday	-10.0%	-22.2%	0%	0%	-30.0%
Overall Total	-8.2	-6.0%	-6.4%	-1.1%	-20.2%

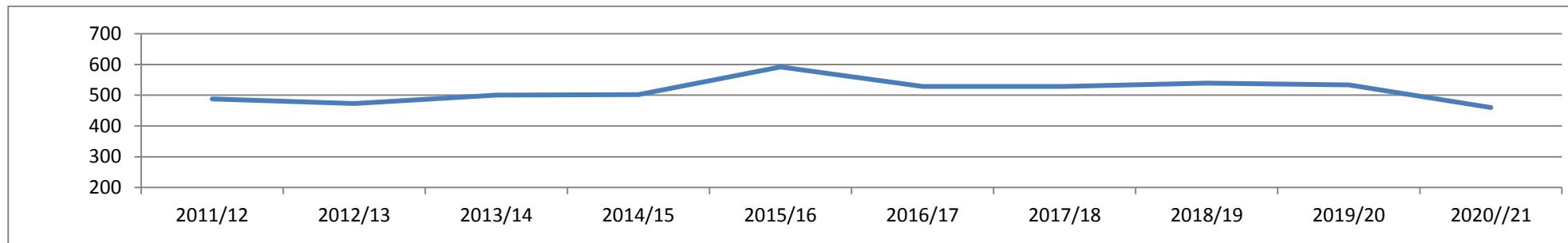
Change in places yearly comparison



	% Change Mar 19 to end Feb 20	% Change Mar 20 to end Feb 21	% Change Mar 21 to end Feb 22	% Change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-3.9%	-7.4%	-13.1%	-4.2%	-26.0%
Day-care	-4.7%	+2.2%	-2.2%	0%	-0.4%
Out of School	+19.0%	-21.1%	0%	0%	-6.1%
Holiday	+10.8%	-57.7%	+88.5%	0%	-11.7%
Overall Total	-1.31%	-6.5%	+1.9%	-0.7%	-6.6%

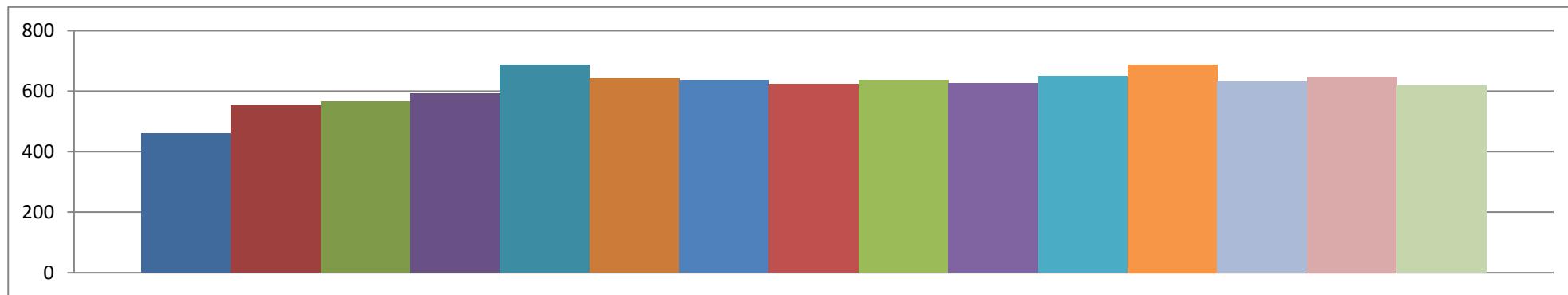
Births

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of Births	488	473	500	502	592	529	529	539	534	460



Population

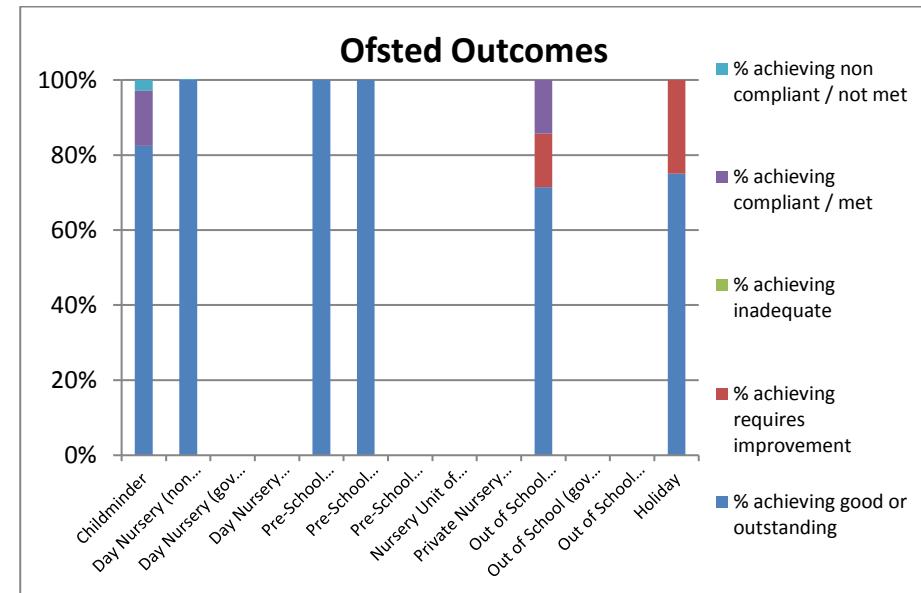
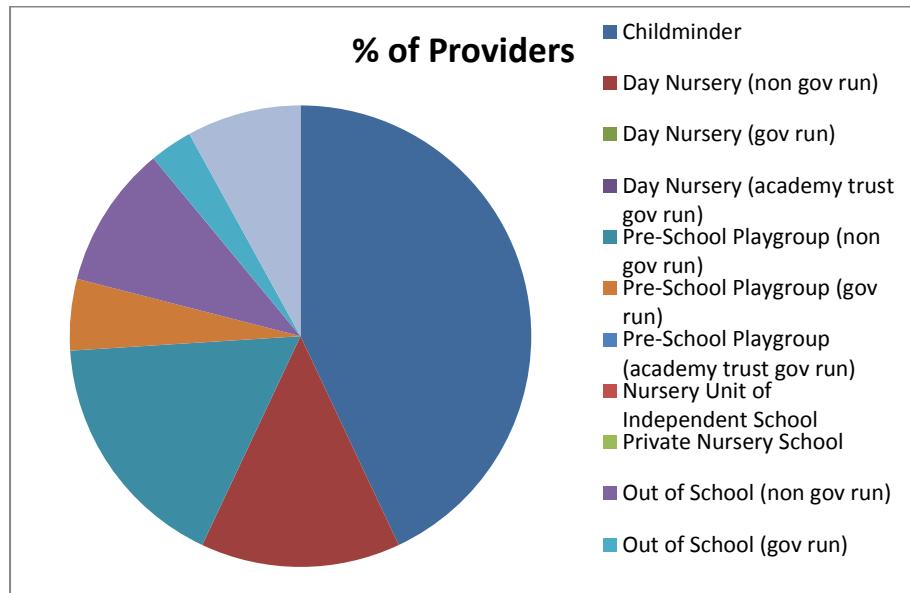
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
460	552	565	592	686	642	636	624	636	626	650	688	632	648	618



Childcare Provision

	No of providers	% of Providers	No of registered places	No & % achieving good or outstanding	No % achieving requires improvement	No & % achieving inadequate	No & % achieving compliant / met	No % achieving non-compliant / not met
Childminders	37	43%	248	28 (82.4%)			5 (14.7%)	1 (2.9%)
Day Nursery (non gov run)	12	14%	594	8 (100%)				
Day Nursery (gov run)								
Day Nursery (academy trust gov run)								
Pre-School Playgroup (non gov run)	15	17%	445	13 (100%)				
Pre-School Playgroup (gov run)	4	5%	91	3 (75.0%)				
Pre-School Playgroup (academy trust gov run)								
Nursery Unit of Independent Schools								
Private Nursery School								
Out of school (non gov run)	9	10%	95	5 (71.4%)	1 (14.3%)		1 (14.3%)	
Out of School (gov run)	3	3%	58	3 (66.7%)				
Out of School (academy trust gov run)								
Holiday Playscheme	7	8%	98	3 (75.0%)	1 (25.0%)			

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

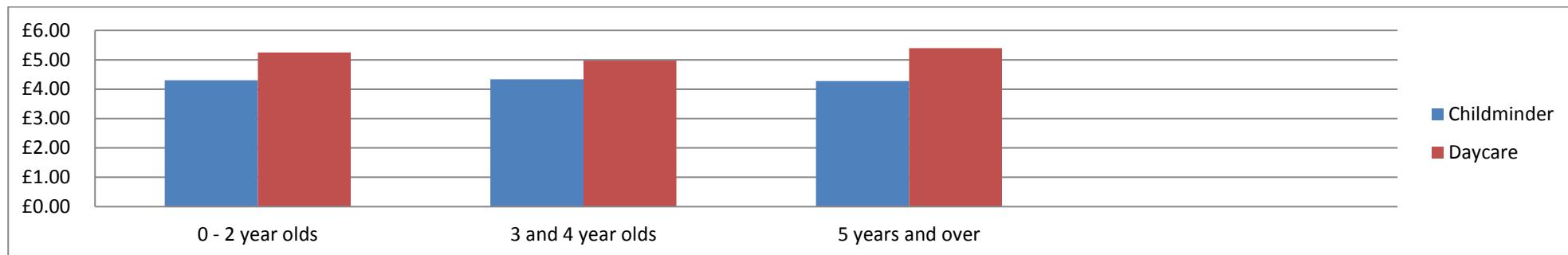


Childcare Offer

	Reg for 2 year funding	Reg for 3 and 4 year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	26	28	27	25	1
Day-care	28	31	30	4	0

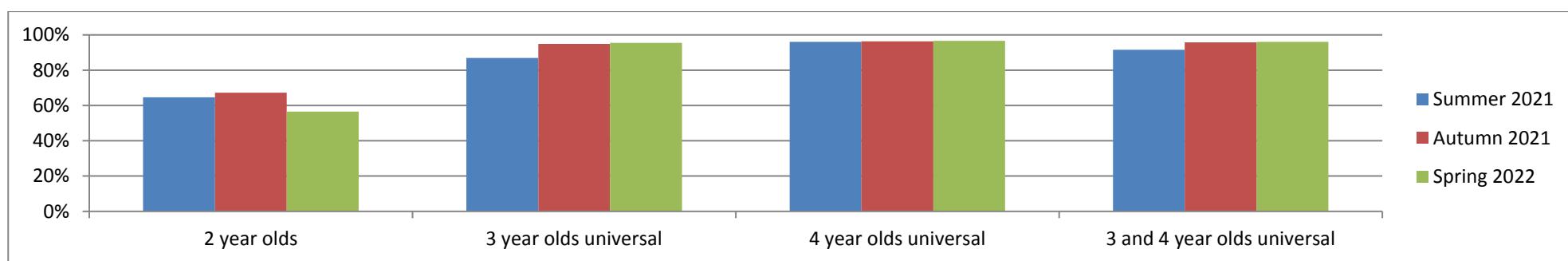
Average Costs

	0 - 2 year olds	3 and 4 year olds	School aged children, 5 years and over
Childminder	£4.30	£4.34	£4.28
Day-care	£5.25	£4.97	£5.40



Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	64.6%	67.3%	56.6%
3 year olds universal	86.9%	94.9%	95.4%
4 year olds universal	96.1%	96.4%	96.6%
3 and 4 year olds universal	91.5%	95.7%	96.0%



Cotswolds

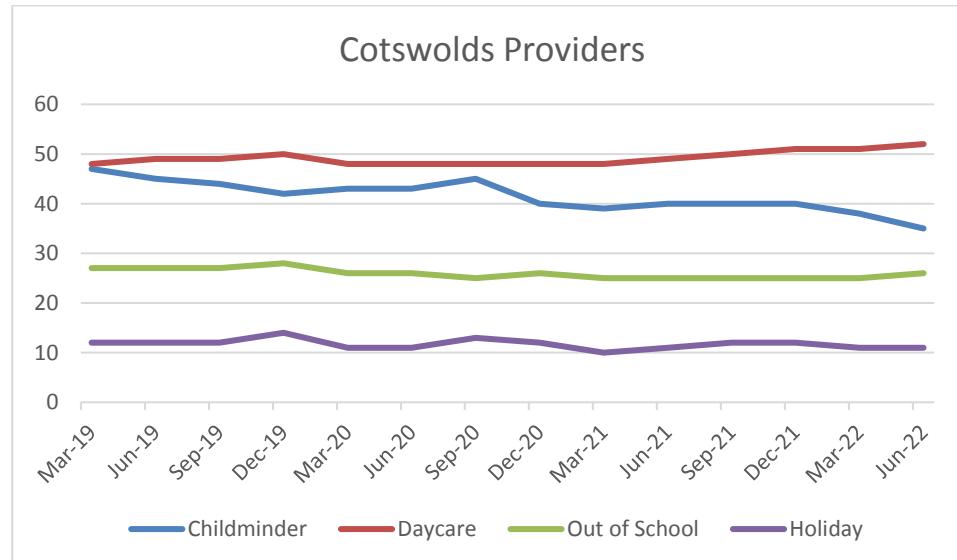


Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 1.6% increase in the number of early years' providers and a 11.2% increase in the overall number of places. Based on provider data available, the planning areas of Chipping Campden/Moreton in Marsh and Tetbury are showing a predicted shortfall of childcare places required. We will be working with childcare providers and GCC colleagues to support the development of additional childcare places in these areas.

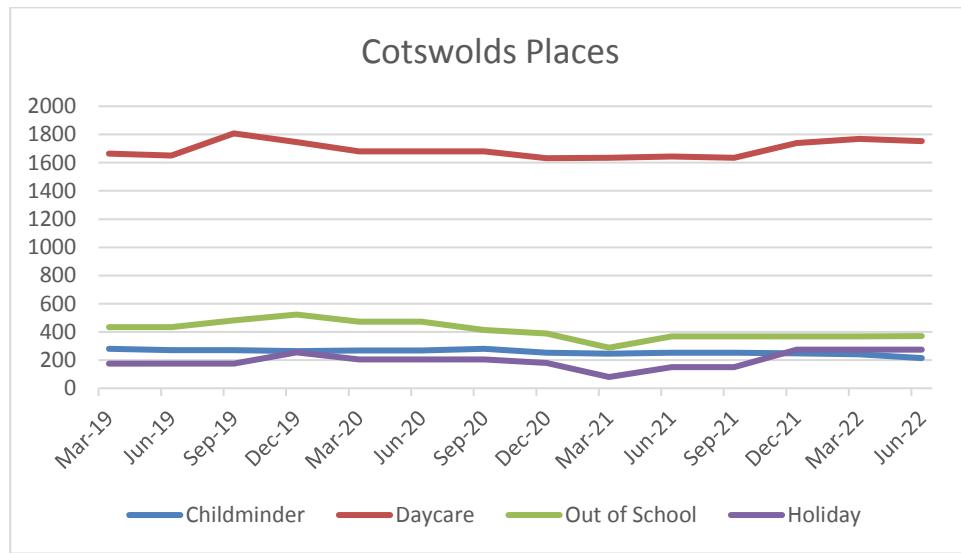
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-8.5%	-9.3%	-2.6%	-7.9%	-25.5%
Day-care	0%	0%	-6.2%	+2.0%	+8.3%
Out of School	-3.7%	-3.8%	0%	+4.0%	-3.7%
Holiday	-8.3%	-9.0%	+10.0%	0%	-8.3%
Overall Total	-4.5%	-4.7%	+2.4%	-0.8%	-7.5%

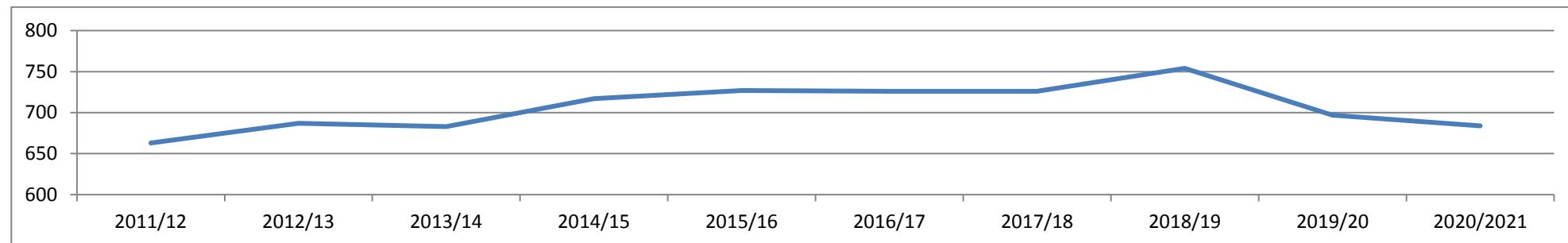
Change in places yearly comparison



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-4.3%	-8.2%	+2.0%	-11.2%	-23.6%
Day-care	+1.0%	-2.6%	+8.0%	-0.8%	+5.4%
Out of School	+9.2%	-39.1%	+27.8%	+0.8%	-14.3%
Holiday	+17.8%	-12.2%	+52.2%	0%	+57.5%
Overall Total	+2.9%	-10.5%	+12.8%	-1.4%	+2.4.%

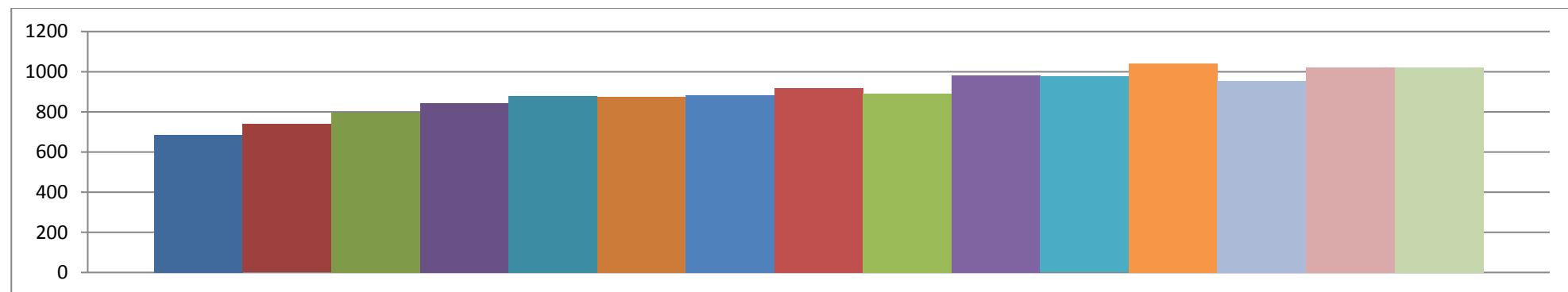
Births

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of Births	663	687	683	717	727	726	726	754	697	684



Population

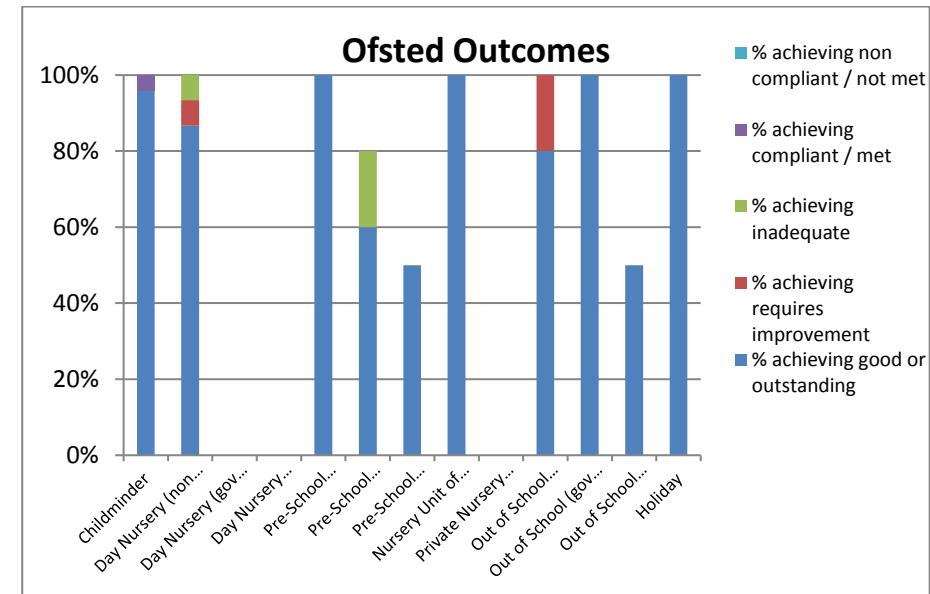
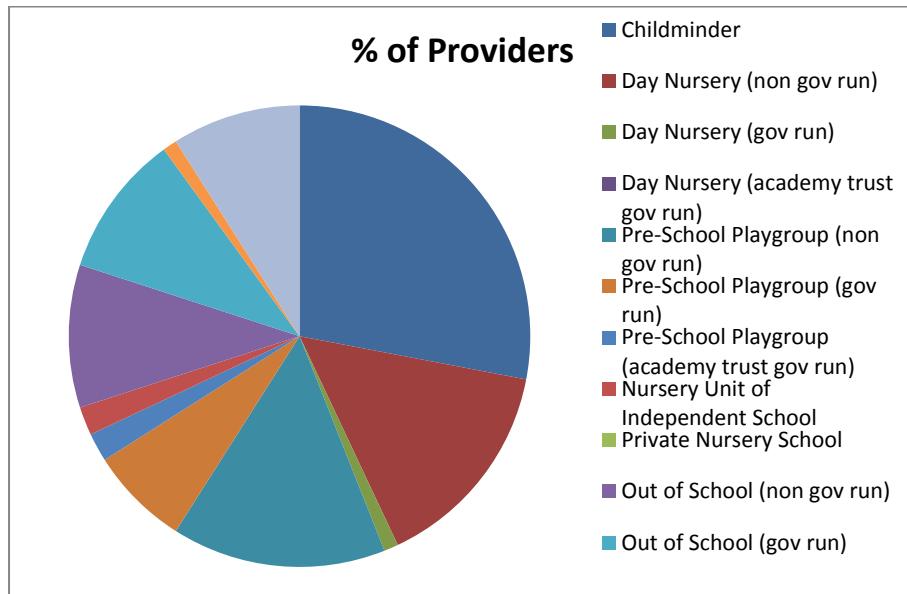
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
684	739	797	844	879	874	882	917	891	983	976	1041	953	1022	1022



Childcare Provision

	No of providers	% of Providers	No of registered places	No & % achieving good or outstanding	No & % achieving requires improvement	No & % achieving inadequate	No & % achieving compliant / met	No & % achieving non compliant / not met
Childminders	35	28%	214	24 (96.0%)			1 (4.0%)	
Day Nursery (non gov run)	19	15%	942	13 (86.7%)	1 (6.7%)	1 (6.7%)		
Day Nursery (gov run)	1	1%	12					
Day Nursery (academy trust gov run)								
Pre-School Playgroup (non gov run)	18	15%	498	100%				
Pre-School Playgroup (gov run)	9	7%	174	3 (60.0%)		1 (20.0%)		
Pre-School Playgroup (academy trust gov run)	2	2%	62	1 (50.0%)				
Nursery Unit of Independent Schools	3	2%	66	3 (100%)				
Private Nursery School								
Out of school (non gov run)	12	10%	104	4 (80.0%)	1 (20.0%)			
Out of School (gov run)	12	10%	205	4 (100%)				
Out of School (academy trust gov run)	2	1%	62	1 (50.0%)				
Holiday Playscheme	11	9%	274	4 (100%)				

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

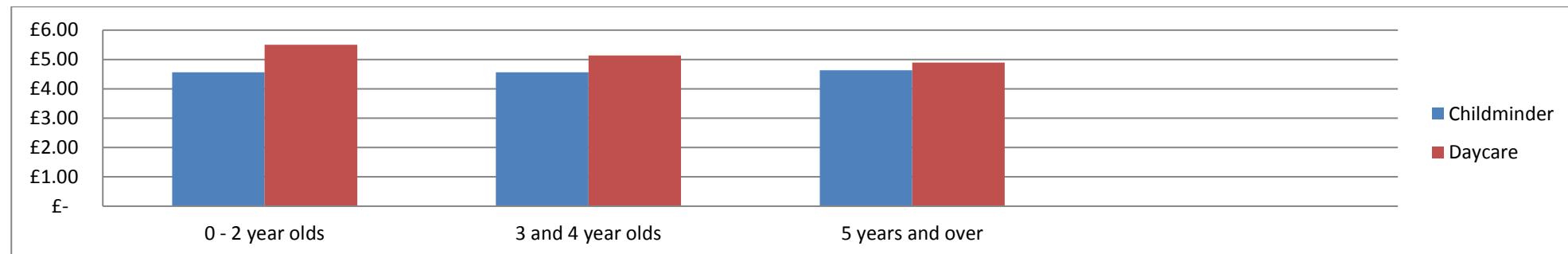


Childcare Offer

	Reg for 2 year funding	Reg for 3 and 4 year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	23	26	25	11	2
Day-care	42	50	46	14	0

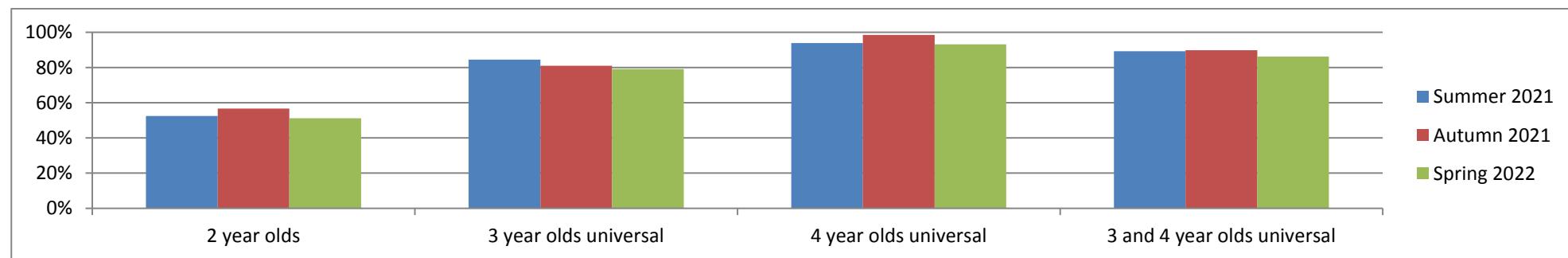
Costs

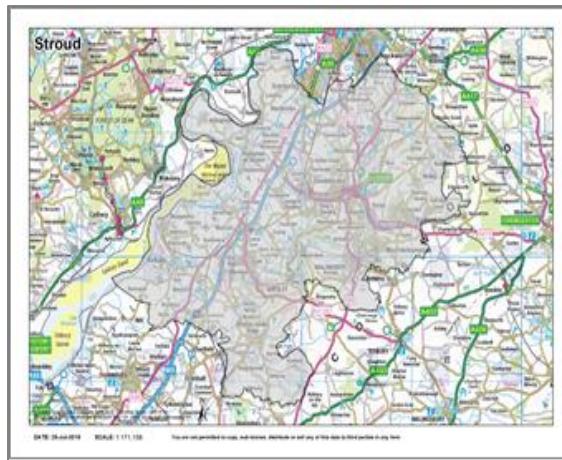
	0 - 2 year olds	3 and 4 year olds	School aged children, 5 years and over
Childminder	£4.56	£4.56	£4.63
Day-care	£5.50	£5.14	£4.89



Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	52.4%	56.7%	51.2%
3 year olds universal	84.4%	81.0%	79.1%
4 year olds universal	93.9%	98.5%	93.1%
3 and 4 year olds universal	89.2%	89.8%	86.2%



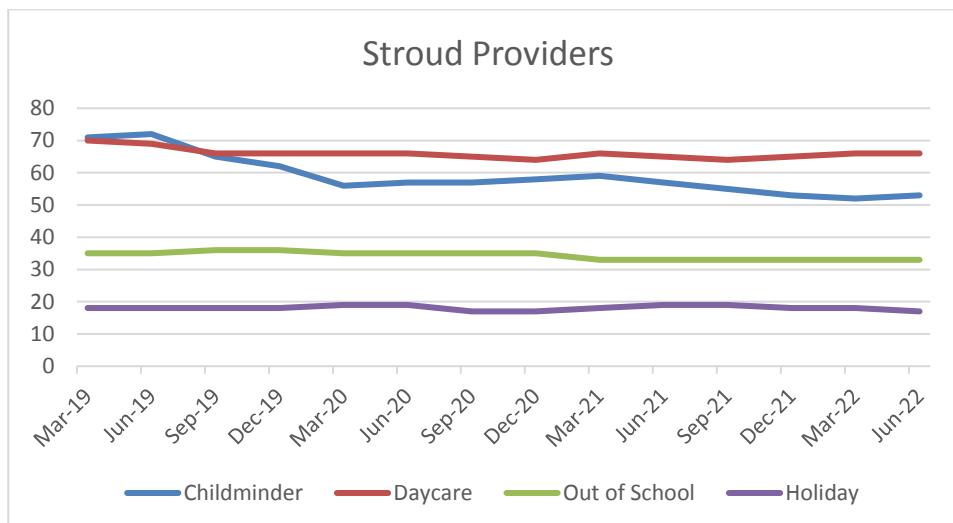


Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 4.0% decrease in the number of early years' providers and a 2.2% increase in the overall number of places. Based on provider data available the planning areas of Dursley, Painswick and Stroud Town are showing a predicted shortfall of childcare places required. We are currently working with childcare providers and GCC colleagues to support the development of additional childcare places in these areas. We anticipate that 28 additional places will be available from Spring 2023.

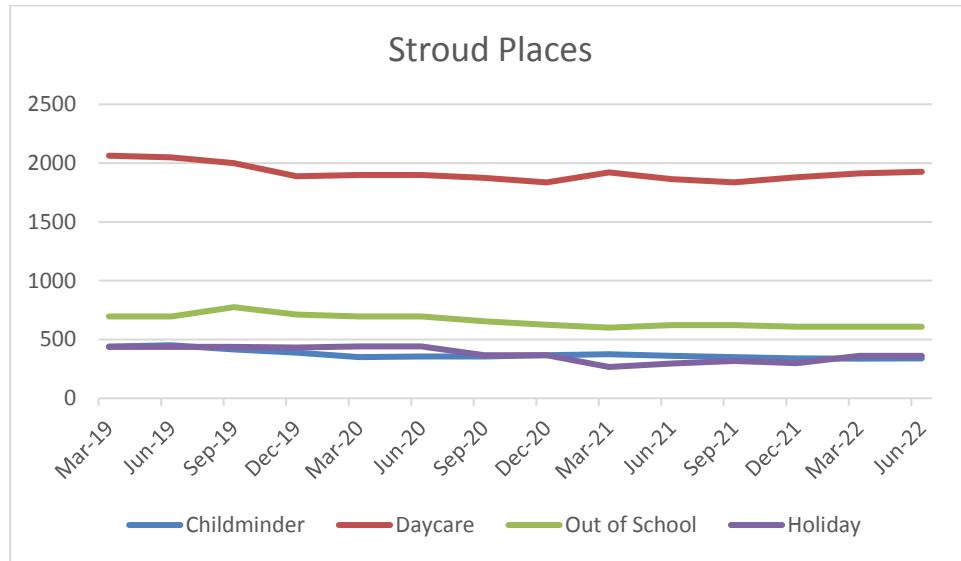
Change in provider numbers yearly comparison

The following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-21.1%	+5.3%	-11.9%	+1.9%	-25.3%
Day-care	-5.7%	0%	0%	0%	-5.7%
Out of School	0%	-5.7%	0%	0%	-5.7%
Holiday	+5.5%	-5.3%	0%	-5.5%	-5.5%
Overall Total	-9.3%	0%	-4.0%	0%	-12.9%

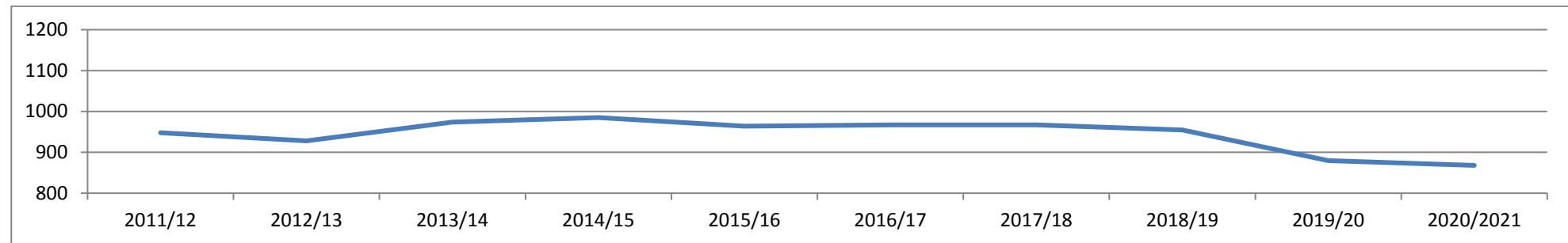
Change in places yearly comparison



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-20.5%	+7.4%	-10.1%	-0.9%	-22.5%
Day-care	-7.9%	+1.1%	-0.4%	+0.7%	-6.6%
Out of School	0%	-13.5%	+1.2%	0%	-12.5%
Holiday	+0.9%	-39.7%	+35.3%	0%	-17.6%
Overall Total	-6.9%	-6.5%	+1.7%	+0.5%	-11.0%

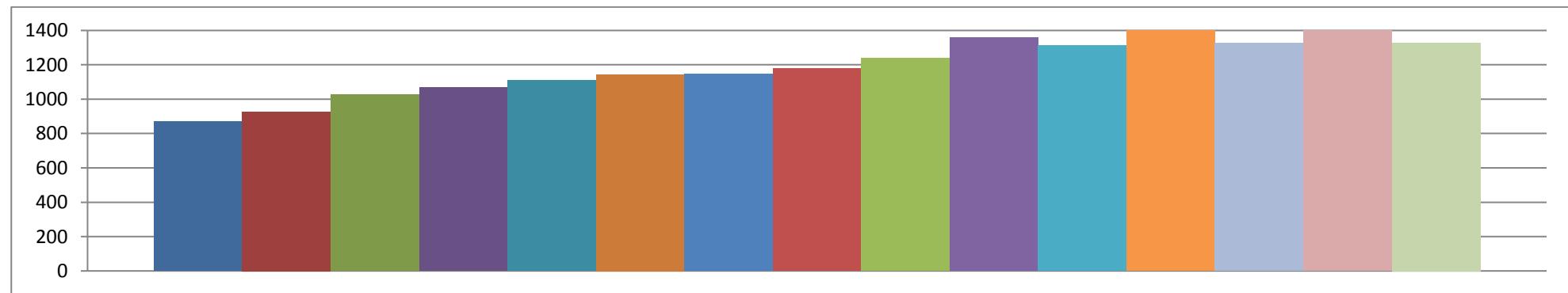
Births

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of Births	948	928	974	985	964	967	967	955	880	868



Population

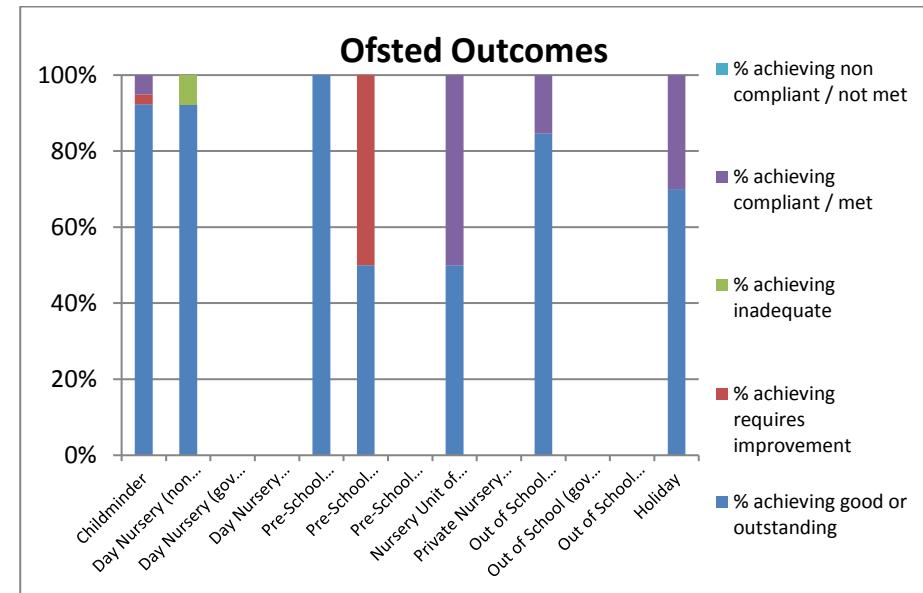
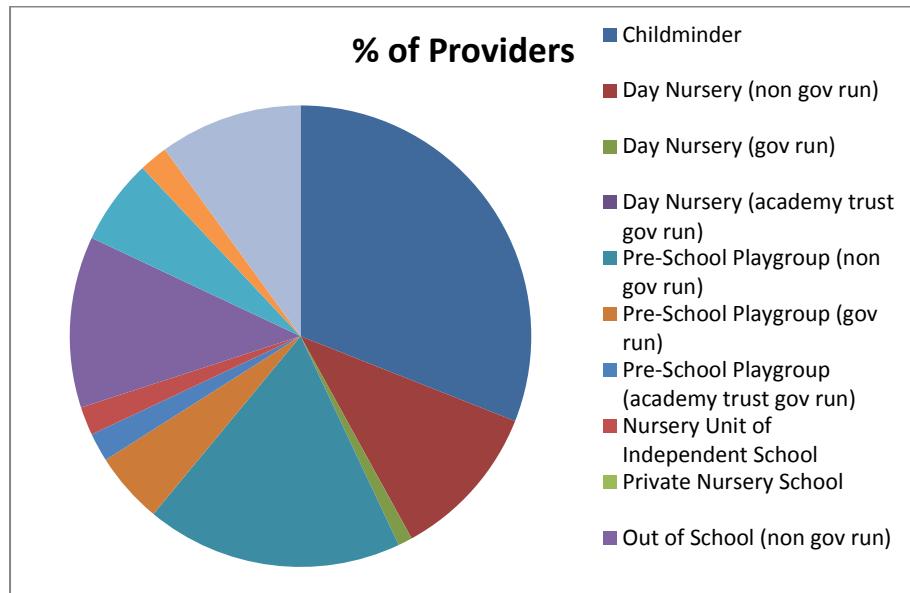
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
868	928	1026	1068	1110	1144	1146	1177	1237	1357	1313	1419	1328	1403	1329



Childcare Provision

	No of providers	% of Providers	No of registered places	No & % achieving good or outstanding	No & % achieving requires improvement	No & % achieving inadequate	No % achieving compliant / met	No % achieving non compliant / not met
Childminders	53	31%	340	36 (92.3%)	1 (2.6%)		2 (5.1%)1	
Day Nursery (non gov run)	19	11%	711	2 (92.3%)		1 (7.7%)		
Day Nursery (gov run)	1	1%	46					
Day Nursery (academy trust gov run)								
Pre-School Playgroup (non gov run)	31	18%	797	31 (100%)				
Pre-School Playgroup (gov run)	9	5%	212	1 (50.0%)	1 (50.0%)			
Pre-School Playgroup (academy trust gov run)	3	2%	76					
Nursery Unit of Independent Schools	3	2%	84	1 (50.0%)			1 (50.0%)	
Private Nursery School								
Out of school (non gov run)	20	12%	402	11 (84.6%)			2 (15.4%)	
Out of School (gov run)	10	6%	150					
Out of School (academy trust gov run)	3	2%	56					
Holiday Playscheme	17	10%	360	7 (70.0%)			3 (30.0%)	

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

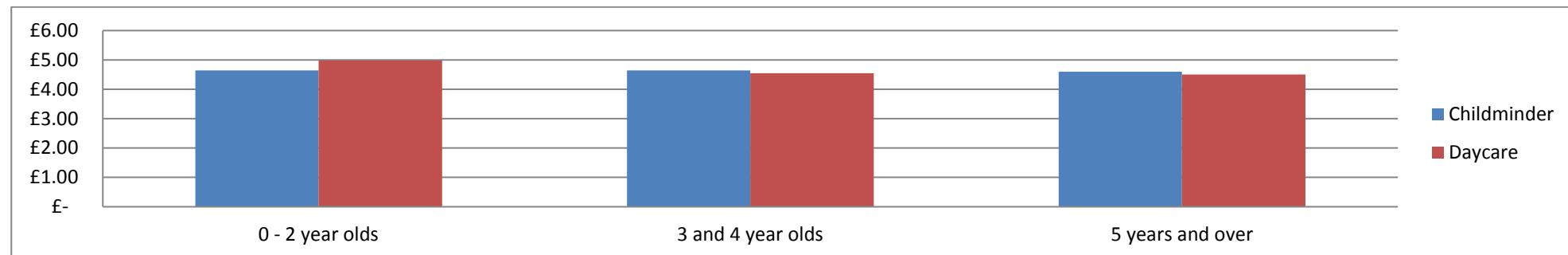


Childcare Offer

	Reg for 2 year funding	Reg for 3 and 4 year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	38	43	41	27	5
Day-care	59	62	58	4	7

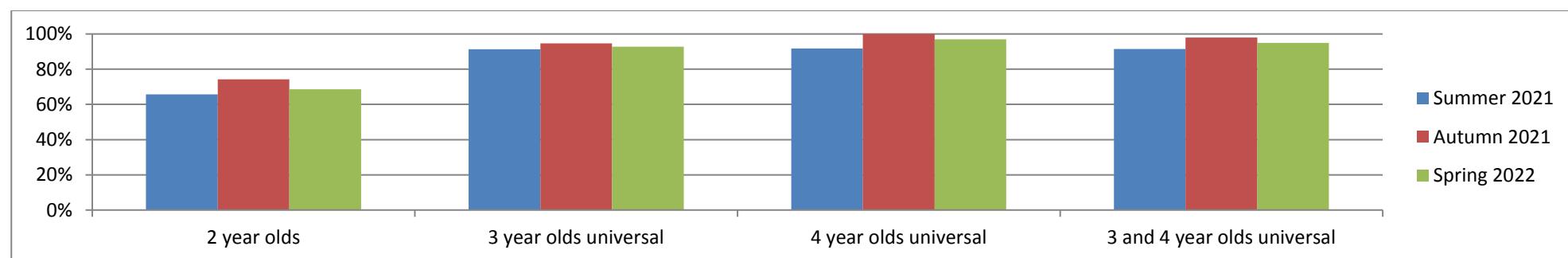
Costs

	0 - 2 year olds	3 and 4 year olds	School aged children, 5 years and over
Childminder	£4.64	£4.64	£4.60
Day-care	£4.98	£4.55	£4.50

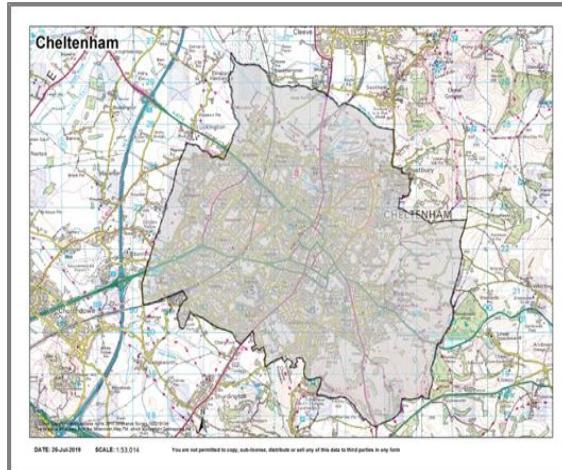


Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	45.7%	63.5%	54.2%
3 year olds universal	89.0%	96.1%	95.1%
4 year olds universal	94.7%	96.1%	95.2%
3 and 4 year olds universal	91.9%	96.1%	95.1%



Cheltenham



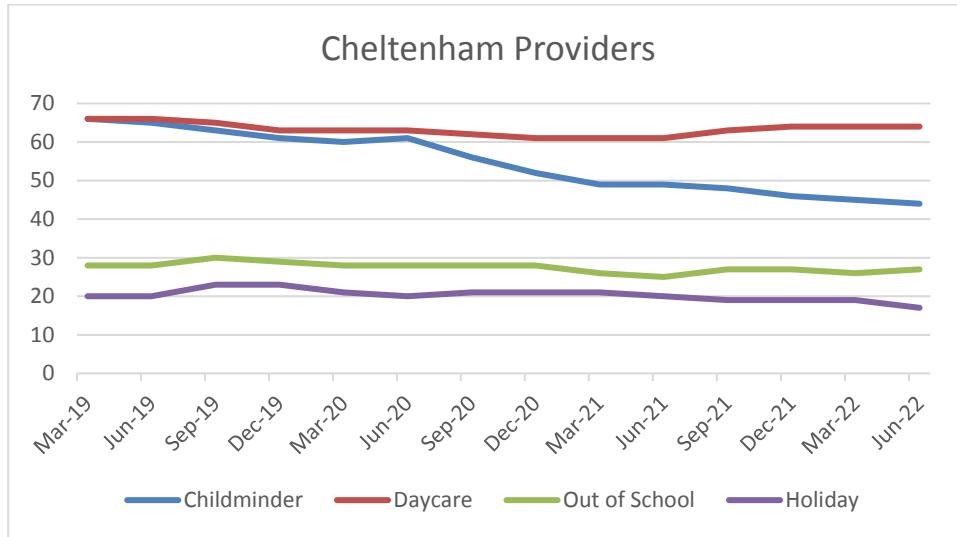
Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 3.2% decrease in the number of early years' providers and a 1.5% decrease in the overall number of places. Based on provider data available the Hester's Way planning area is showing the biggest predicted shortfall of childcare places required, with the Hatherley / Leckhampton area identified as an area for close monitoring. Whilst we are not aware of any children for whom a childcare place is not available, we will continue to work with childcare providers and GCC colleagues to support the development of additional childcare places in these areas as demand dictates.

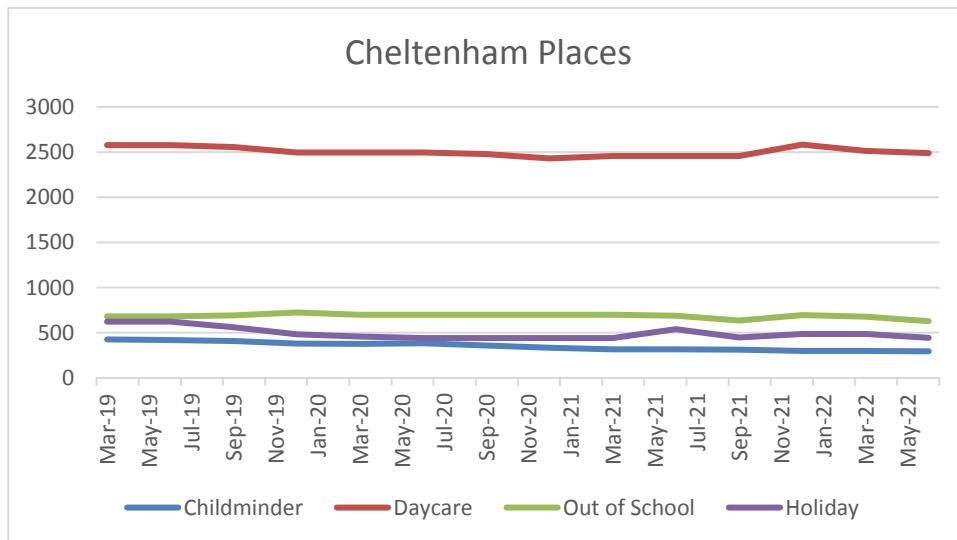
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three.

	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-9.1%	-18.3%	-8.2%	-2.2%	-33.3%
Day-care	-4.5%	-3.2%	+4.9%	0%	-3.0%
Out of School	0%	-7.1%	0%	+3.8%	-3.6%
Holiday	+5.0%	0%	-9.5%	-10.5%	-15.0%
Overall Total	-4.4%	-8.7%	-1.9%	-1.3%	-15.5%

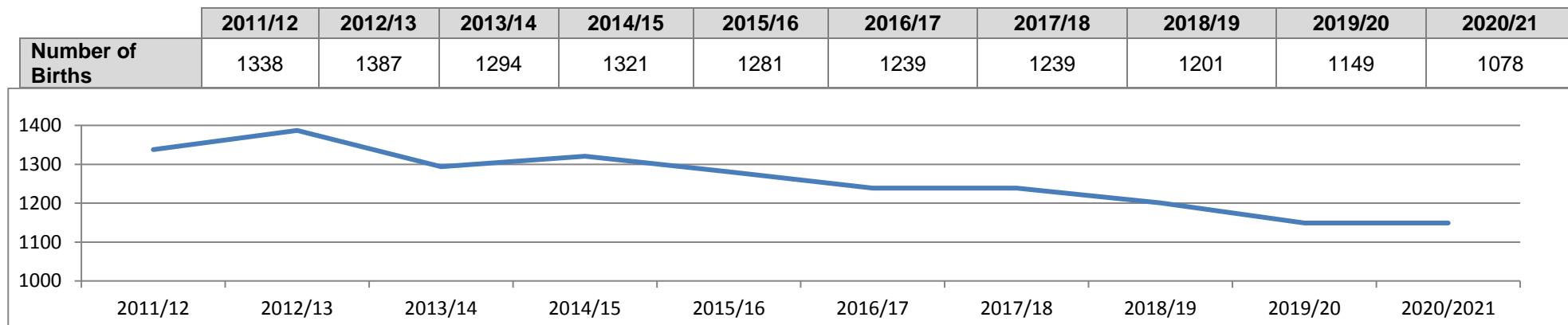


Change in places yearly comparison



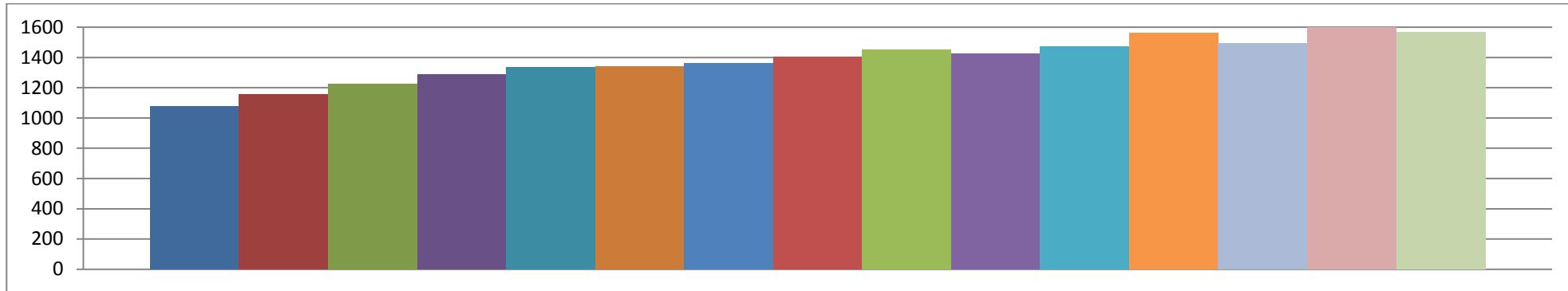
	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-11.7%	-16.2%	-4.8%	-2.0%	-31.0%
Day-care	-3.1%	-1.6%	+2.3%	-0.9%	-3.4%
Out of School	+2.8%	0%	-3.1%	-7.4%	-7.8%
Holiday	-26.6%	-3.5%	+10.0%	-8.4%	-28.7%
Overall Total	-6.4%	-2.9%	+1.6%	-3.0%	-10.5%

Births



Population

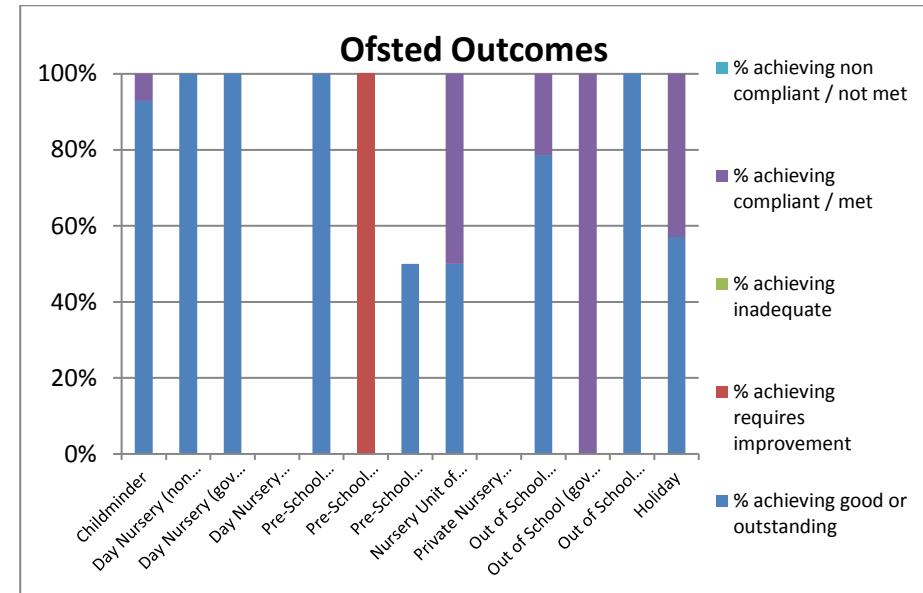
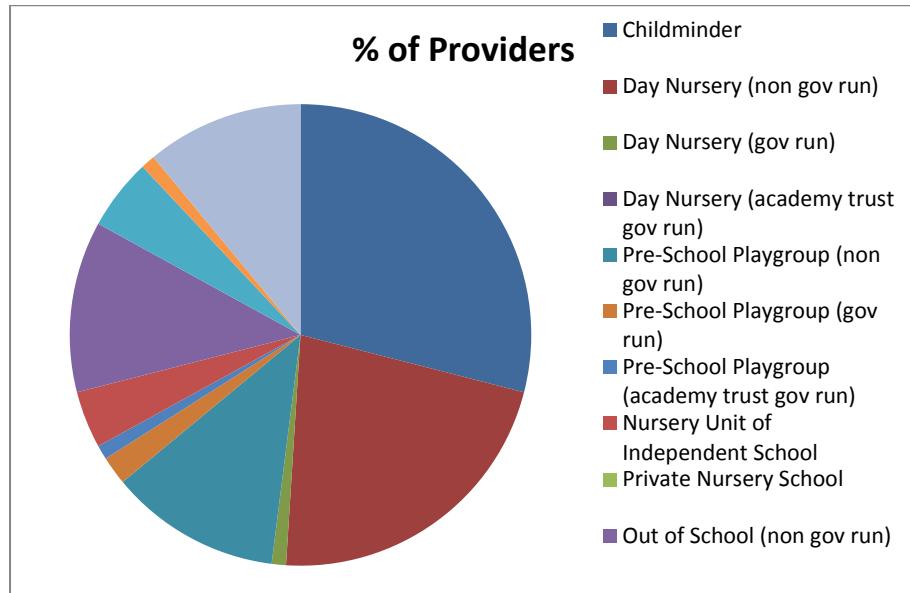
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1078	1159	1224	1288	1333	1339	1361	1404	1452	1424	1472	1565	1495	1605	1570



Childcare Provision

	No of providers	% of Providers	No of registered places	No & % achieving good or outstanding	No & % achieving requires improvement	No & % achieving inadequate	No & % achieving compliant / met	No & % achieving non compliant / not met
Childminders	44	29%	294	39 (92.9%)			3 (7.1%)	
Day Nursery (non gov run)	33	22%	1661	31 (100%)				
Day Nursery (gov run)	1	1%	87	1 (100%)				
Day Nursery (academy trust gov run)								
Pre-School Playgroup (non gov run)	18	12%	444	18 (100%)				
Pre-School Playgroup (gov run)	4	2%	128		1 (100%)			
Pre-School Playgroup (academy trust gov run)	2	1%	56					
Nursery Unit of Independent Schools	6	4%	111				3 (50.0%)	
Private Nursery School								
Out of school (non gov run)	19	12%	440	11 (78.6%)			3 (21.4%)	
Out of School (gov run)	7	5%	156				1 (100%)	
Out of School (academy trust gov run)	1	1%	32					
Holiday Playscheme	17	11%	444	8 (57.1%)			6 (42.9%)	

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

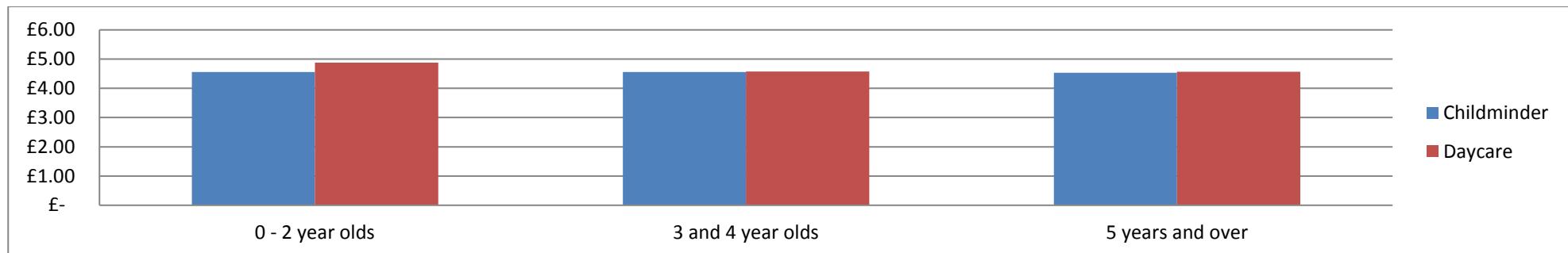


Childcare Offer

	Reg for 2 year funding	Reg for 3 and 4 year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	29	33	32	25	7
Day-care	56	63	59	5	2

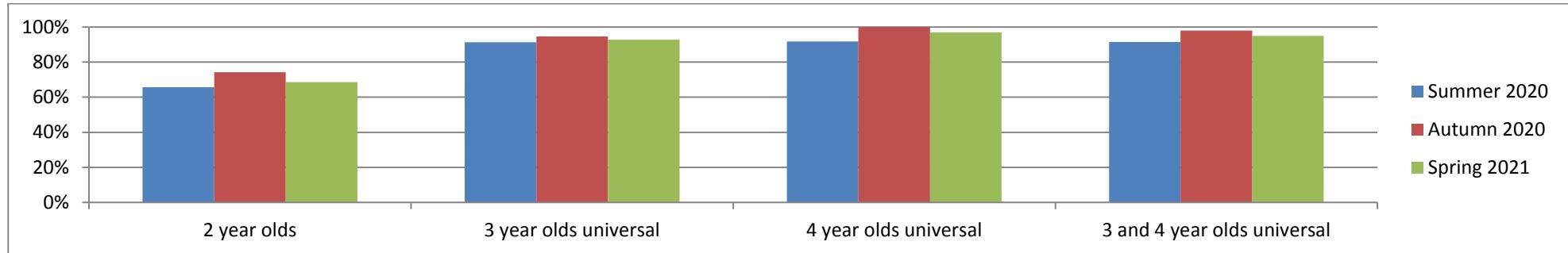
Average Costs

	0 - 2 year olds	3 and 4 year olds	School aged children, 5 years and over
Childminder	£4.56	£4.56	£4.53
Day-care	£4.88	£4.58	£4.57

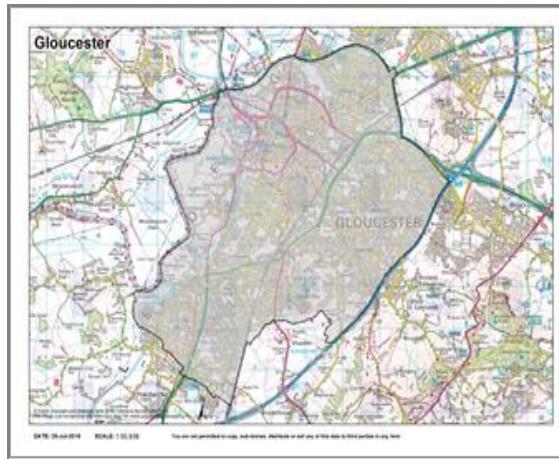


Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	65.7%	74.2%	68.6%
3 year olds universal	91.3%	94.6%	92.8%
4 year olds universal	91.8%	100%	97.0%
3 and 4 year olds universal	91.5%	98%	95.0%



Gloucester

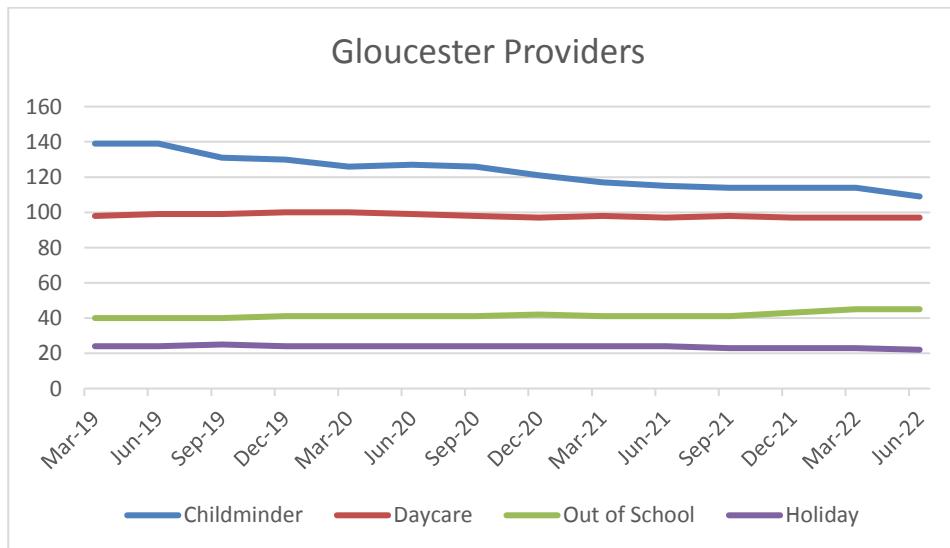


Change in providers and places since last sufficiency report

Since the data in the previous sufficiency report (end Feb 2021) to the end of May 2022 there has been a 2.5% decrease in the number of early years' providers and a 1.2% decrease in the overall number of places. Based on provider data available the planning areas of Abbey/Matson/Upton, Quedgeley South East and Tuffley are showing a predicted shortfall of childcare places required. Whilst there are currently no reported children for whom a childcare provision is not available, we will continue to monitor and to work closely with childcare providers and GCC colleagues to support the development of additional childcare places in these areas.

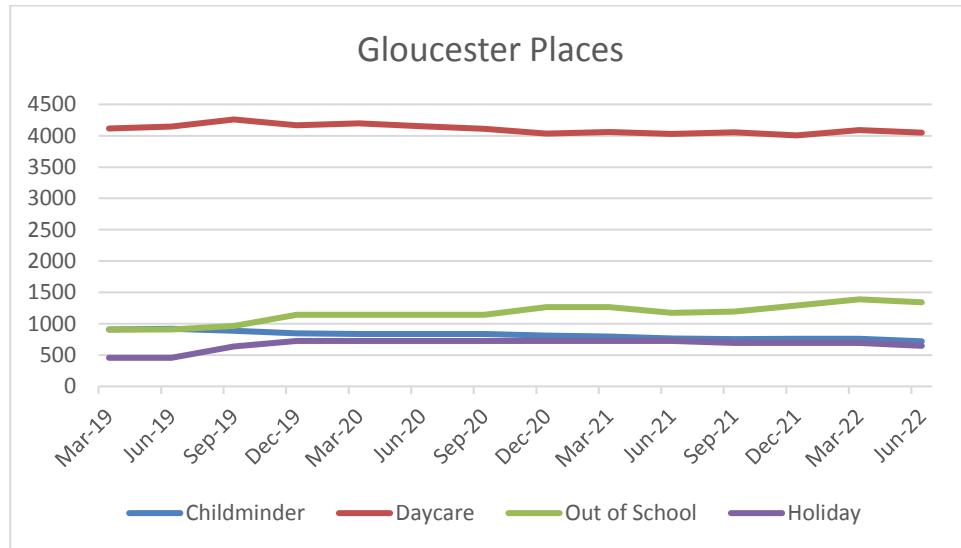
Change in provider numbers yearly comparison

The Following graphs show the total number of providers and places available since March 2019. The tables show the yearly percentage change in providers and places from March 2019. This covers the year preceding the pandemic, years one and two of the pandemic and the first three months of year three



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-9.3%	-7.1%	-2.6%	-4.4%	-21.5%
Day-care	+2.0%	-2.0%	-1.0%	0%	-1.0%
Out of School	+2.5%	0%	+9.7%	0%	+12.5%
Holiday	0%	0%	-4.1%	-4.3%	-8.3%
Overall Total	-3.3%	-3.8%	-0.3%	-2.1%	-9.3%

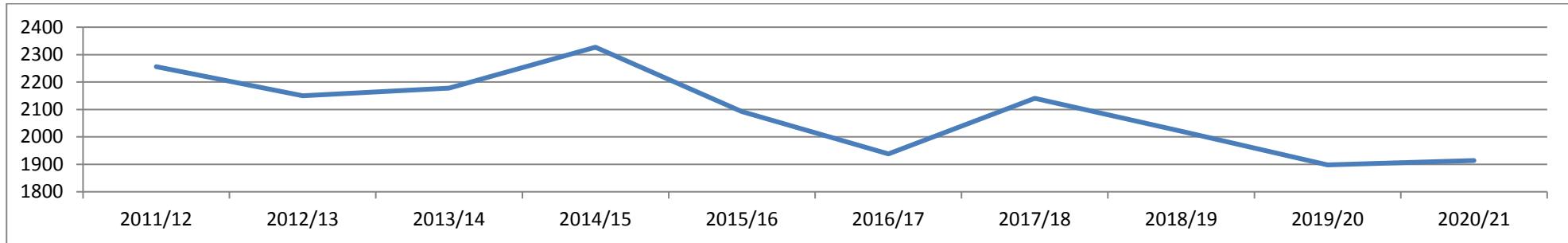
Change in places yearly comparison



	% change Mar 19 to end Feb 20	% change Mar 20 to end Feb 21	% change Mar 21 to end Feb 22	% change Mar 22 to end May 22	Total % change since Mar 19
Childminders	-7.6%	-5.2%	-4.0%	-5.5%	-20.6%
Day-care	+2.0%	-3.3%	+0.7%	-1.0%	-1.6%
Out of School	+25.9%	+10.5%	+10.0%	-3.2%	+48.0%
Holiday	+59.0%	0%	-4.7%	-6.5%	+41.7%
Overall Total	+8.1%	-0.9%	+1.3%	-2.5%	+5.8%

Births

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of Births	2256	2150	2178	2327	2092	1938	2141	2021	1898	1914



Population

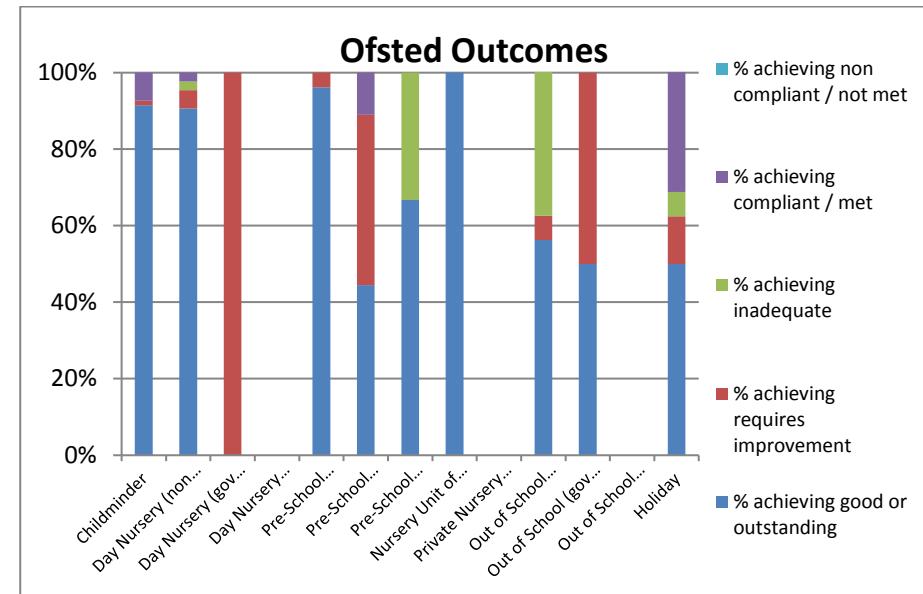
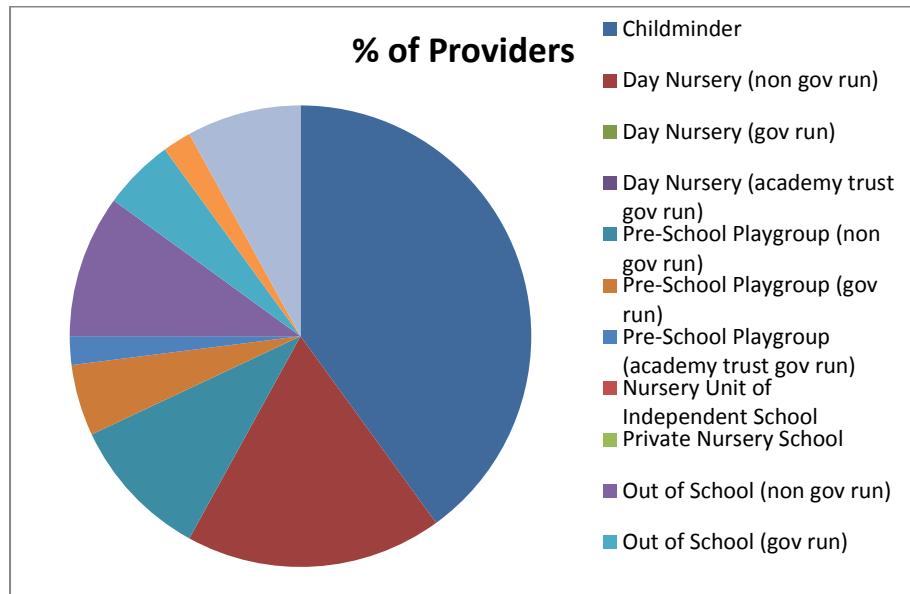
Population (Source: GP Data 2021)														
0 years	1 years	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
1914	2017	2105	2242	2206	2368	2400	2394	2449	2499	2421	2356	2337	2386	2173



Childcare Provision

	No of providers	% of Providers	No of registered places	No & % achieving good or outstanding	No & % achieving requires improvement	No & % achieving inadequate	No & % achieving compliant / met	No & % achieving non compliant / not met
Childminders	109	40%	719	75 (91.5%)	1 (1.2%)		6 (7.3%)	
Day Nursery (non gov run)	49	18%	2539	39 (90.7%)	2 (4.7%)	1 (2.3%)	1 (2.3%)	
Day Nursery (gov run)	1	0%	48		1 (100%)			
Day Nursery (academy trust gov run)	1	0%						
Pre-School Playgroup (non gov run)	26	10%	825	25 (96.2%)	1 (3.8%)			
Pre-School Playgroup (gov run)	14	5%	433	4 (44.5%)	4 (44.5%)		1 (11.0%)	
Pre-School Playgroup (academy trust gov run)	5	2%	174	2 (66.7%)		1 (33.3%)		
Nursery Unit of Independent Schools	1	0%	30	1 (100%)				
Private Nursery School								
Out of school (non gov run)	28	10%	893	9 (56.3%)	1 (6.3%)		6 (37.5%)	
Out of School (gov run)	14	5%	381	1 (50%)	1 (50%)			
Out of School (academy trust gov run)	3	2%	70					
Holiday Playscheme	22	8%	646	8 (50.0%)	2 (12.5%)	1 (6.3%)	5 (31.3%)	

NB: Totals will not always add up as some settings will be awaiting an Ofsted outcome and some governor run settings will come under schools Ofsted.

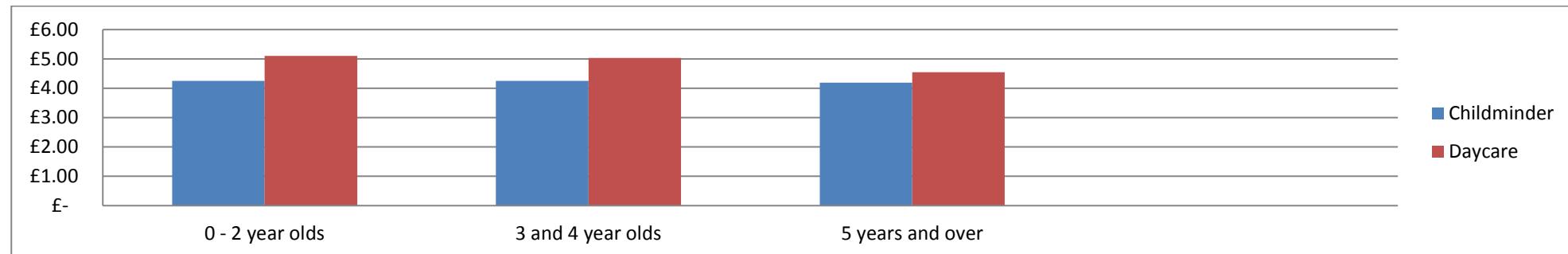


Childcare Offer

	Reg for 2 year funding	Reg for 3 and 4 year funding	Offering 30 hours	Offers childcare before 8am weekday	Offers childcare after 6pm weekday
Childminder	91	93	93	64	7
Day-care	81	93	82	22	2

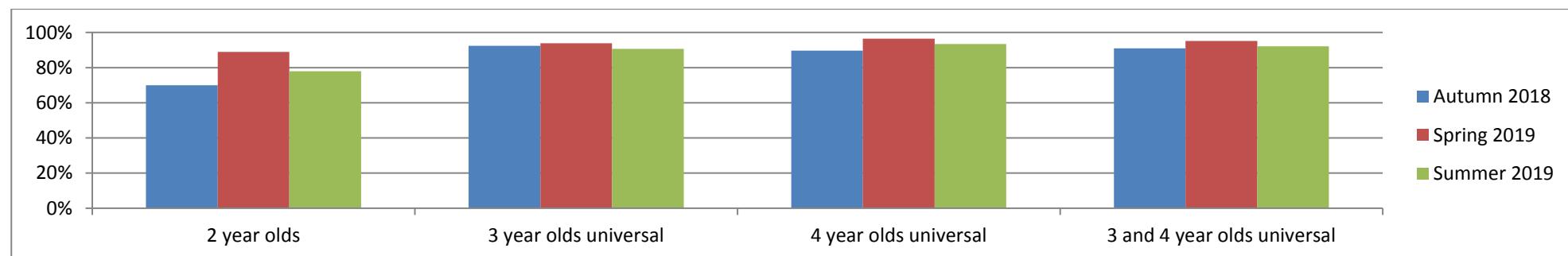
Average Costs

	0 - 2 year olds	3 and 4 year olds	School aged children, 5 years and over
Childminder	£4.25	£4.25	£4.19
Day-care	£5.10	£5.03	£4.55



Funding

	Summer 2021	Autumn 2021	Spring 2022
2 year olds	69.9%	88.9%	77.9%
3 year olds universal	92.4%	93.8%	90.7%
4 year olds universal	89.7%	96.4%	93.4%
3 and 4 year olds universal	91.0%	95.1%	92.1%



Special Educational Needs and Disabilities (SEND)

It is difficult to understand fully if we have sufficient childcare for all children with SEND there being no specific assessment for this group. However, to be legally compliant and meet the overall aims of the Act of improving outcomes and reducing inequalities, it is essential to further examine the needs of this group as named in the Act. To address this the Early Years service are working with a national organisation to explore ways in which we can specifically assess demand and supply of EY provision for children with SEND. This will provide more clarity on the childcare position specifically for this cohort of children over the coming months

Childcare and early year's education for children with special educational needs and disabilities is available in Gloucestershire, both within mainstream provision and in special schools offering early years' places where this has been assessed as appropriate to meet the needs of the child.

The local authority provides a range of support and training across the entire childcare sector to support the inclusion of children with additional needs and SEND. This includes training and advice to support the early year's market to offer high quality, inclusive childcare and early education for children with SEND.

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out, in one place, information about provision available across education, health and social care for children and young people in the area, who have special educational needs or are disabled. In addition to setting out in our local offer what can be expected to be provided as "ordinarily available" in our early year's settings, we have introduced a tiered model of support to ensure that children with additional needs and SEND can be welcomed, included and make progress in their early years setting. This starts with a range of support and training that aims at achieving a safe and inclusive environment with a staff team with the skills,

confidence and quality of practice to meet the needs of all their children. For children with more complex needs our local offer includes individualised support including access to Inclusion funding to address both emerging and longer term needs. Further details of our local offer for children with SEND can be found on the Early Years area of the GCC website. <https://www.goucestershire.gov.uk/early-years-service/>

The Early Years' Service has encouraged all registered childcare providers to have individual versions of the local offer, which outlines how they support children with special educational needs or disability. This document should be made available to parents and published on the provider's and each Local Authorities' website. We are aware that many providers are still yet to publish their local offer; we are working with these providers to support the development of their offer.

As part of the Early Years National Funding Formula changes in April 2017, local authorities introduced a Disability Access Fund (DAF). This funding ensures that providers receive an additional lump sum for each child attending their setting who is in receipt of Disability Living Allowance. Since its introduction, 321 children have been supported through DAF.

Due to the additional advice, training and resources available to all EY providers, most children can access their entitlement of EY provision in a mainstream setting. However, for some children with complex needs an environment offering a more specialist approach is required to facilitate a robust assessment and understanding of individual needs to inform planning for the next stage of education. We are therefore in the process of developing a 12-month pilot that will deliver a specialist childcare, assessment and outreach provision.

This will:

- Provide childcare entitlement for eligible children, who do not have an EHCP but whose needs cannot be met in mainstream provision
- Facilitate multi-agency assessments and evidence-based interventions to support child development
- Inform planning for the next stage of the child's education

- Provide and outreach service to support successful transitions

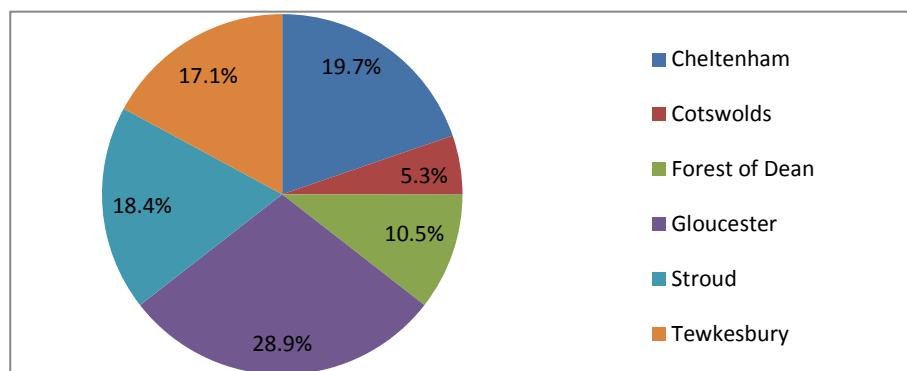
SEND Survey

As part of our continuing assessment of meeting needs, this year we have again undertaken an additional piece of targeted research to understand how confident parents of children with SEND are in accessing childcare provision and the challenges or barriers to this.

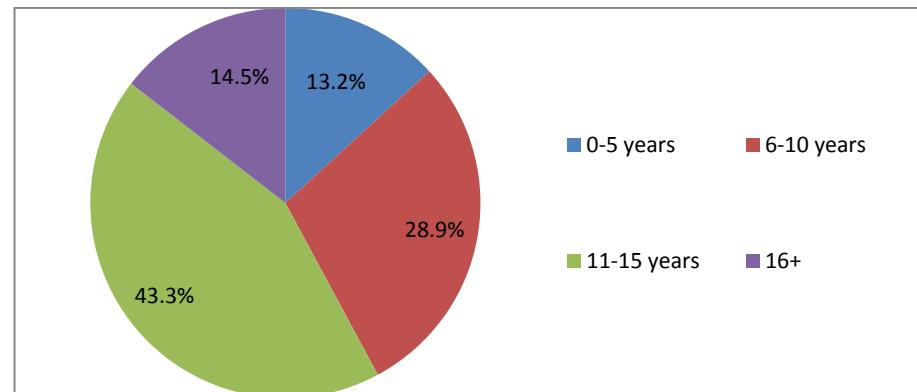
During the month of May 2022, the Early Years' Service sent out a Special Educational Needs and Disabilities questionnaire to all registered families of The Key. The Key is a voluntary register that holds information about children and young people with SEND (birth to 25 years) who have chosen to be on the register and live in Gloucestershire.

The purpose of the survey was to develop a better understanding of the perceptions, experiences and barriers of accessing suitable childcare for families with children and young people with disabilities and identify gaps in local provision.

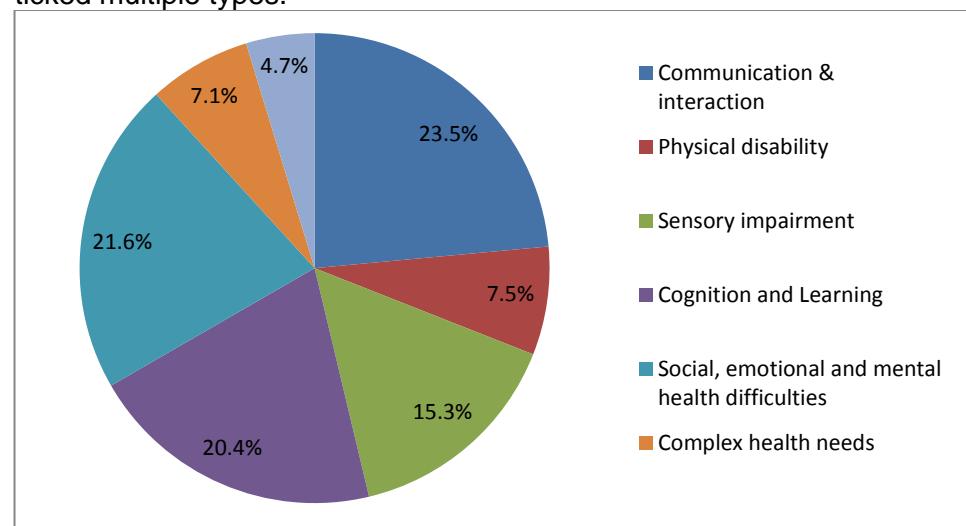
The total number of responses received was 77 of which 76 provided their postcode, so we were also able to identify the districts the replies were received from.



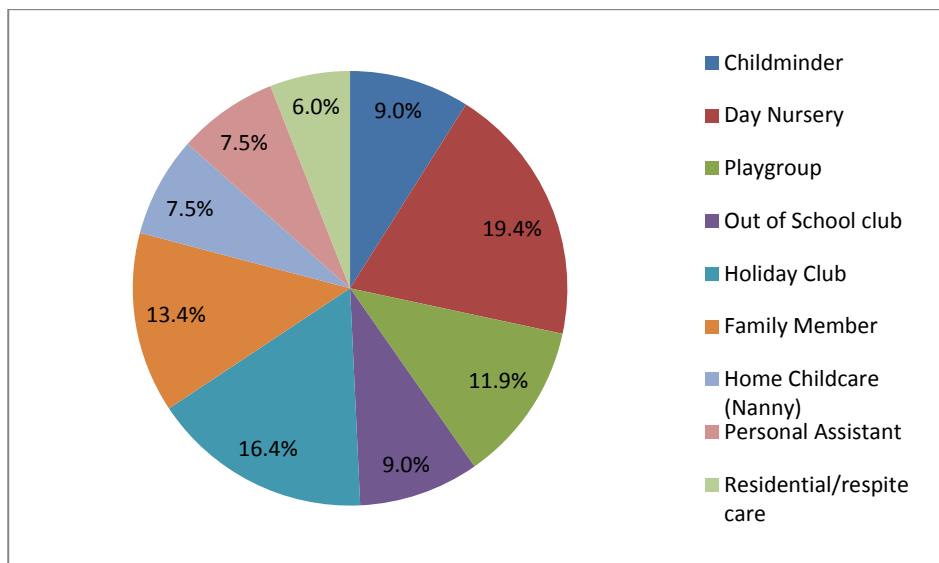
76 of the replies received identified which age group the child/young person in the family was in.



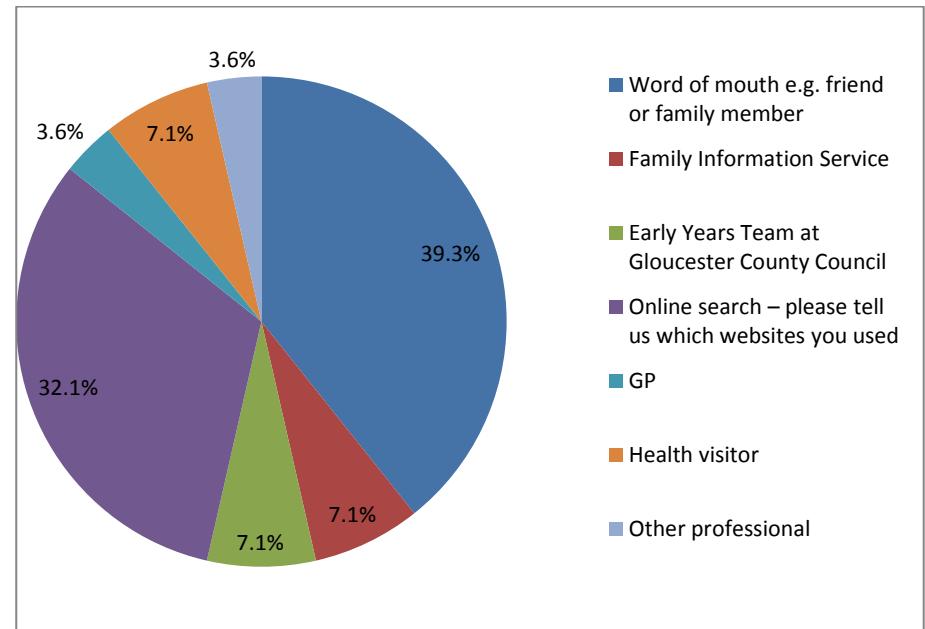
Providers were asked to identify what special needs/disability child/young person in their setting have had, some of the respondents ticked multiple types.



It was identified that 22 of the families that responded use or had used childcare/early years education provision, with day nurseries being used the most, followed by playgroups.



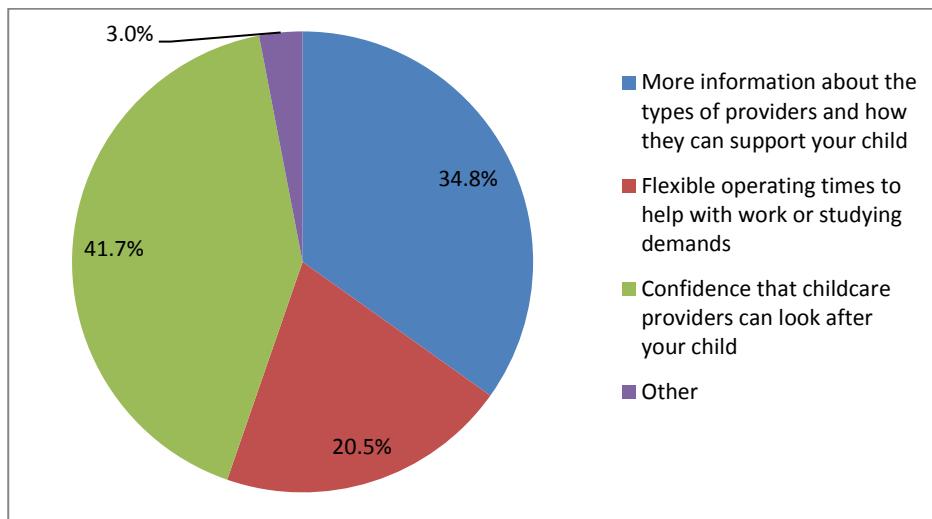
The most common way in which families found out about childcare/early years education provision in their area was through friend or family member, and then online search.



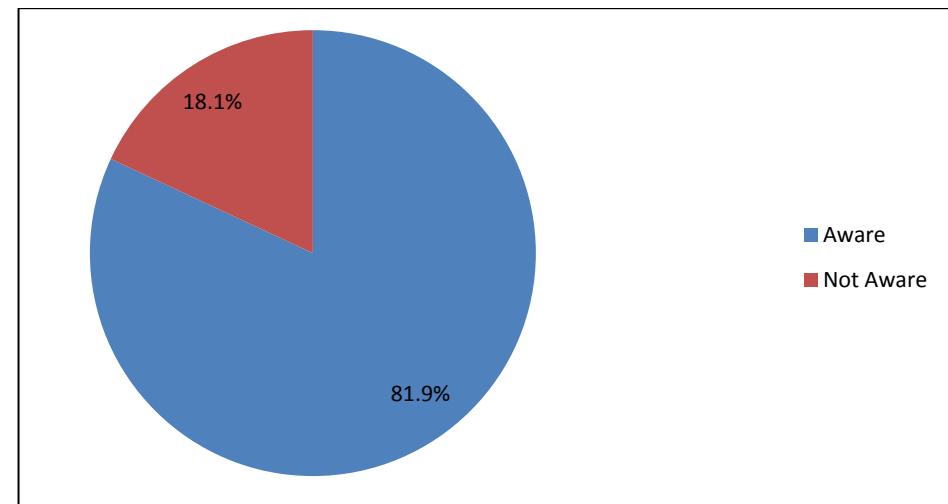
For those families that did not use formal childcare/early years education, we asked people to rate the following reasons in order of importance when thinking about childcare their child, where 1 is the most important and 8 is least important.

OPTIONS AVG.	RANK
Accessible travel – such as taxi or on a reliable bus route	6.12
Opening times	5.33
Flexibility – having care available on demand	5.03
Ease of accessing information about what care is available	4.88
Catering for child's interests e.g. access to sports/arts and crafts/drama	4.23
Distance from my home	4.10
Cost	3.47
Understanding my child's needs/disability and how to care for them	2.04

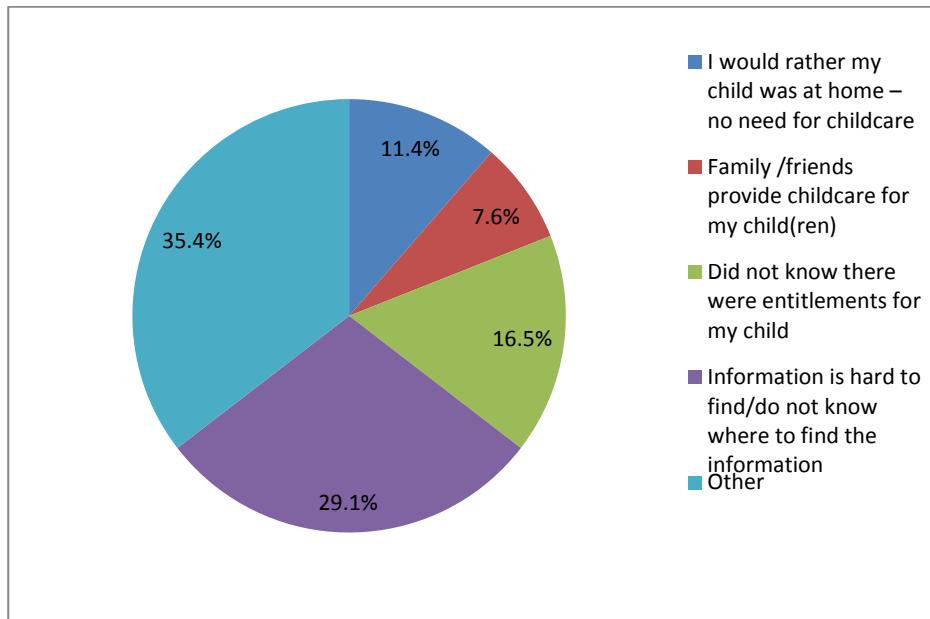
When asked what would encourage parents to use local childcare 71 parents responded , as below



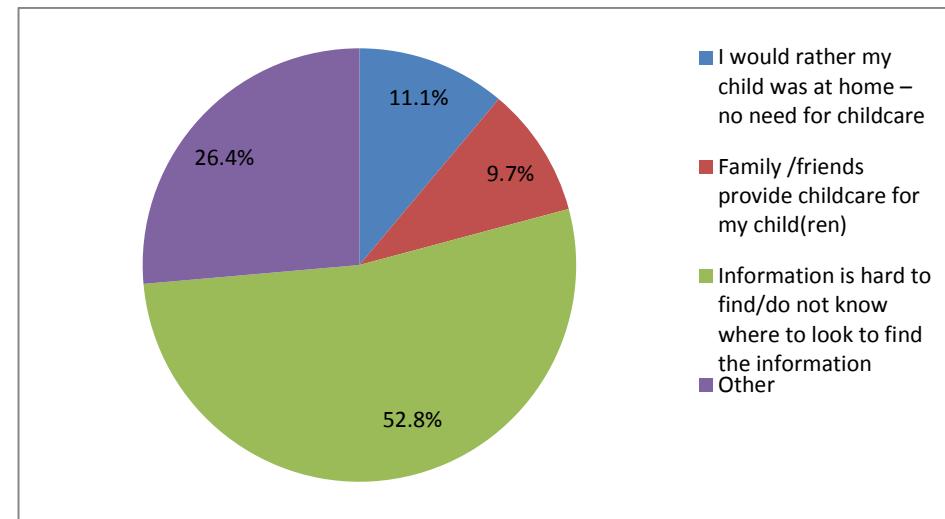
81.9% of families were aware of the free childcare entitlements for 2-, 3- and 4-year-olds. Out of these 54.2% have accessed or are currently accessing their entitlement, 23.4% are currently using these options and a further 21.9% intend to use them in the future.



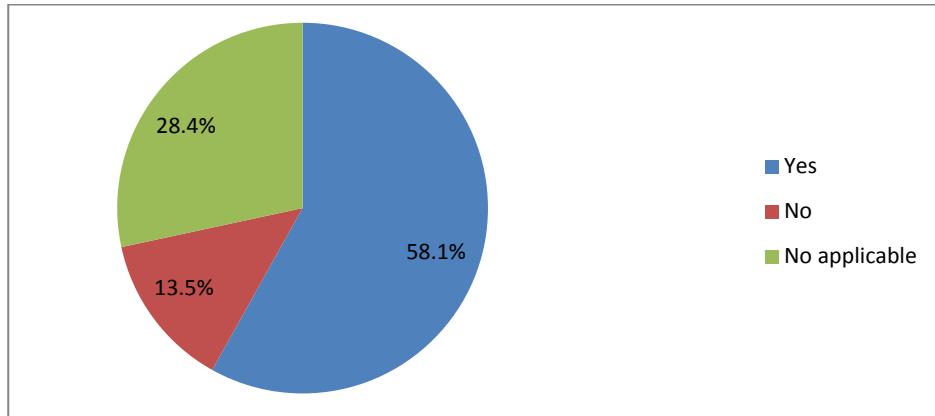
When asked why parents have not accessed entitlement of childcare provision 64 responded, as below .



30.1% of parents had used available benefits to help with childcare costs, 69.9% had not used benefits however 46.4% stated they would in the future. The reason for those not using these benefits is reflected below.



When asked if a lack of confidence in childcare had impacted on parent(s) returning to work or study 58.1% said yes.

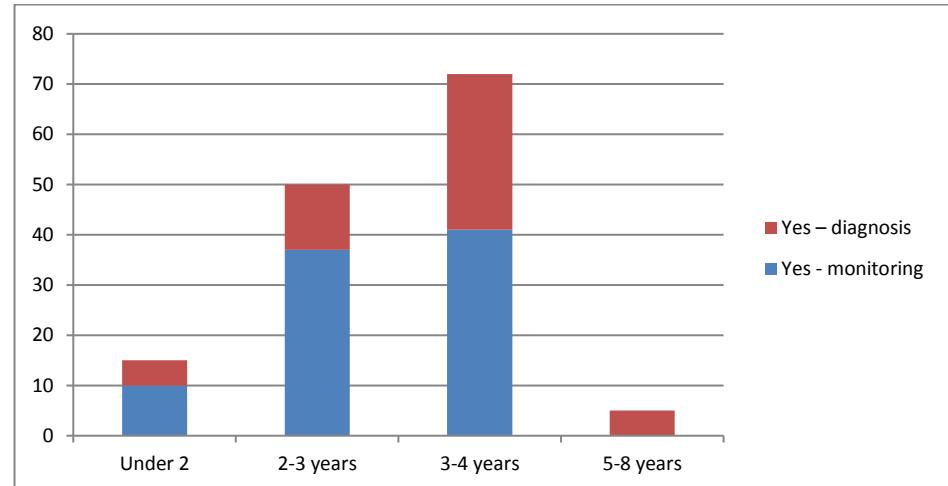


Provider SEND Survey

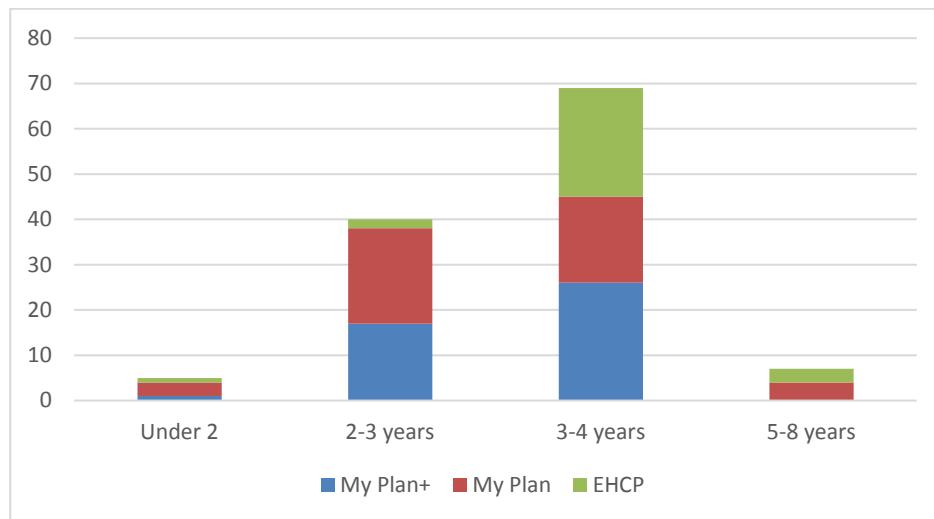
122 providers engaged with the survey. Out of these 115 responded to their provider type. 23.5% childminders, 28.7% Nurseries, 21.7% pre-schools, 20% playgroups, 5.2% childminders and assistants, and finally 0.9% childcare on domestic premises.

114 responded to the area, with 21.9% from Cheltenham, 17.5% from Stroud, 20.2% from Gloucester, 14.9 % from Forest of Dean, 16.7% from Tewkesbury and 8.8% from the Cotswolds.

The Providers were asked to provide age information on their children, 51 were under 2, 108 were 2-3 years, 112 were 3-4 and a further 30 were 5-8.

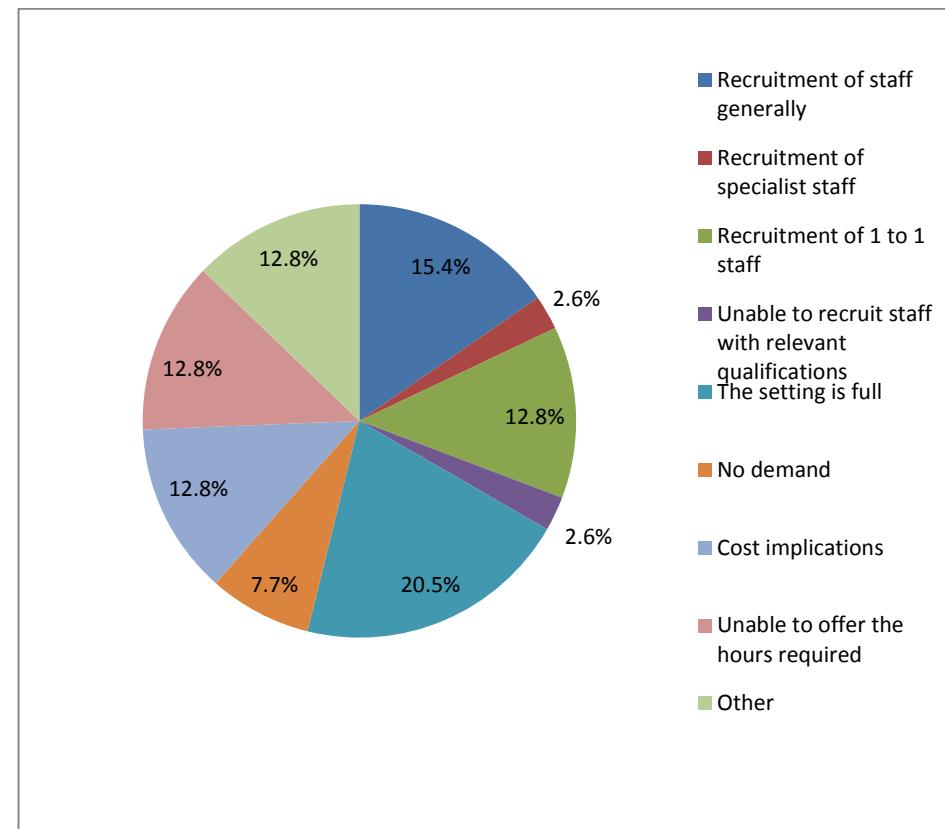


Out of these, the chart below details of those who are on a My Plan+, My Plan and EHCP.

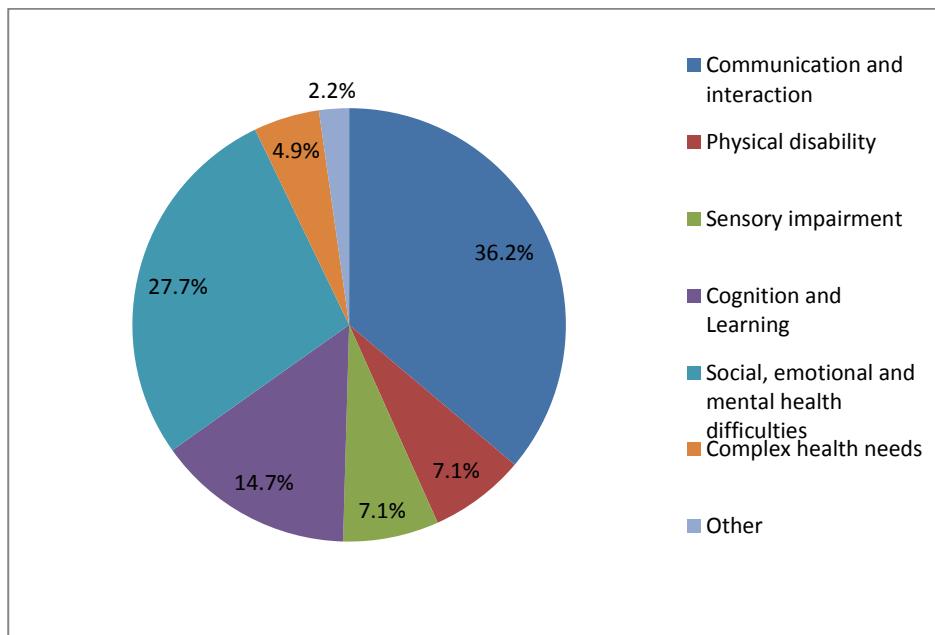


84.3% of providers stated they were unable to accommodate a child with SEND. 15.7% were able to accommodate children with SEND.

When the provider was asked why they were unable to accommodate a child with SEND, they responded as detailed in the chart below.



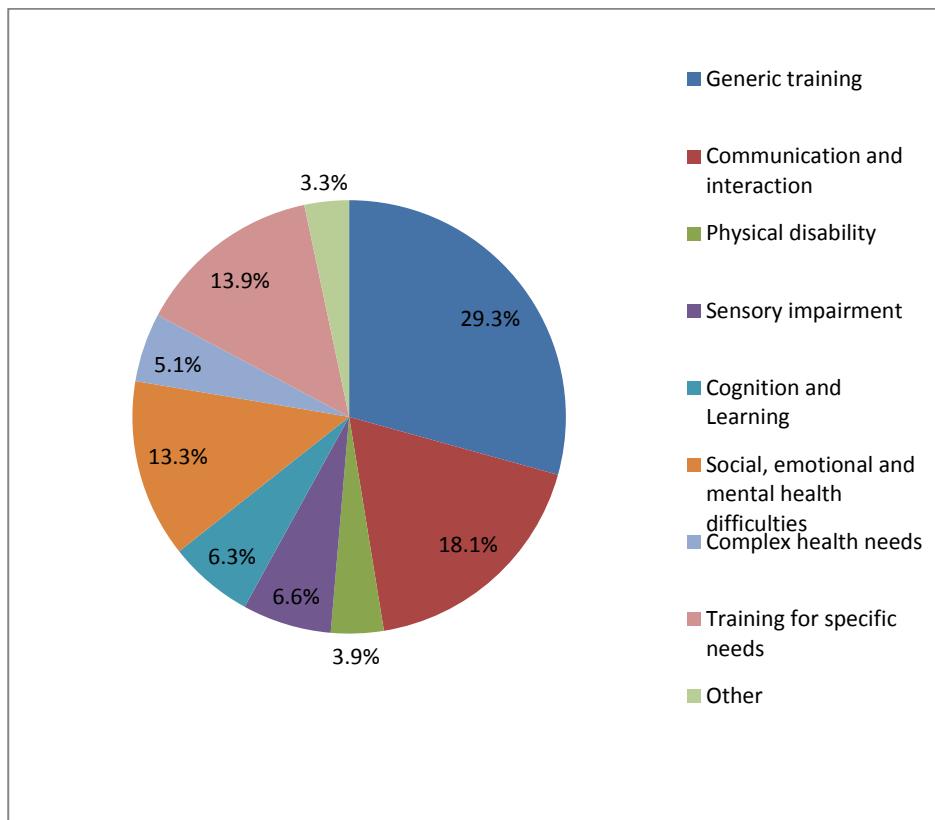
Detail on the children's special needs/disabilities which are outlined in the detailed chart below.



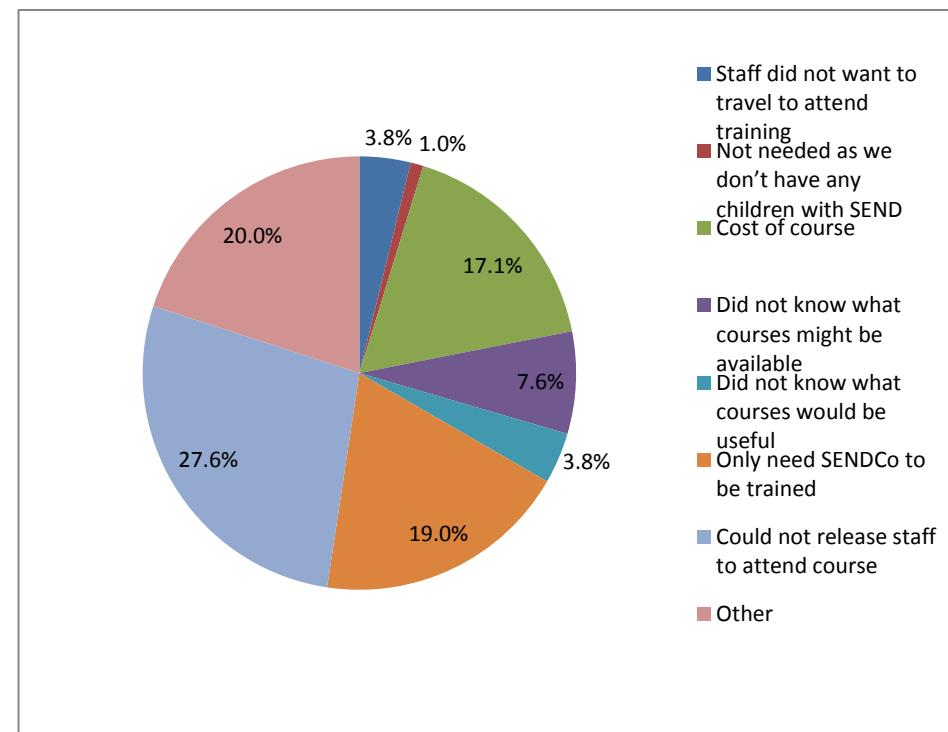
The survey asked providers to tell us about their staff qualifications, summarised in the chart below.



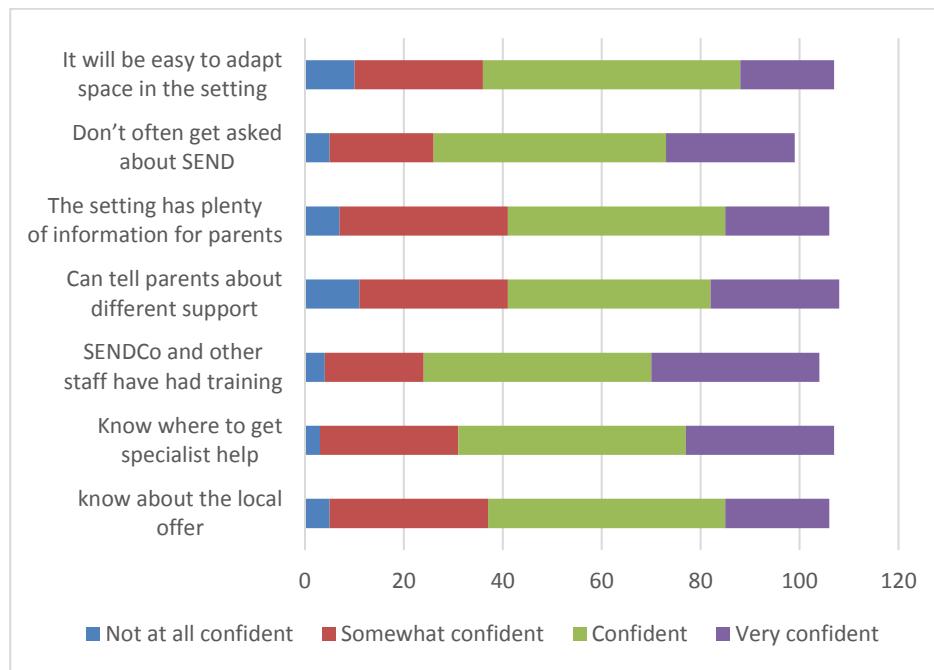
Providers were asked to state, what type of SEND training had they accessed - detailed below.



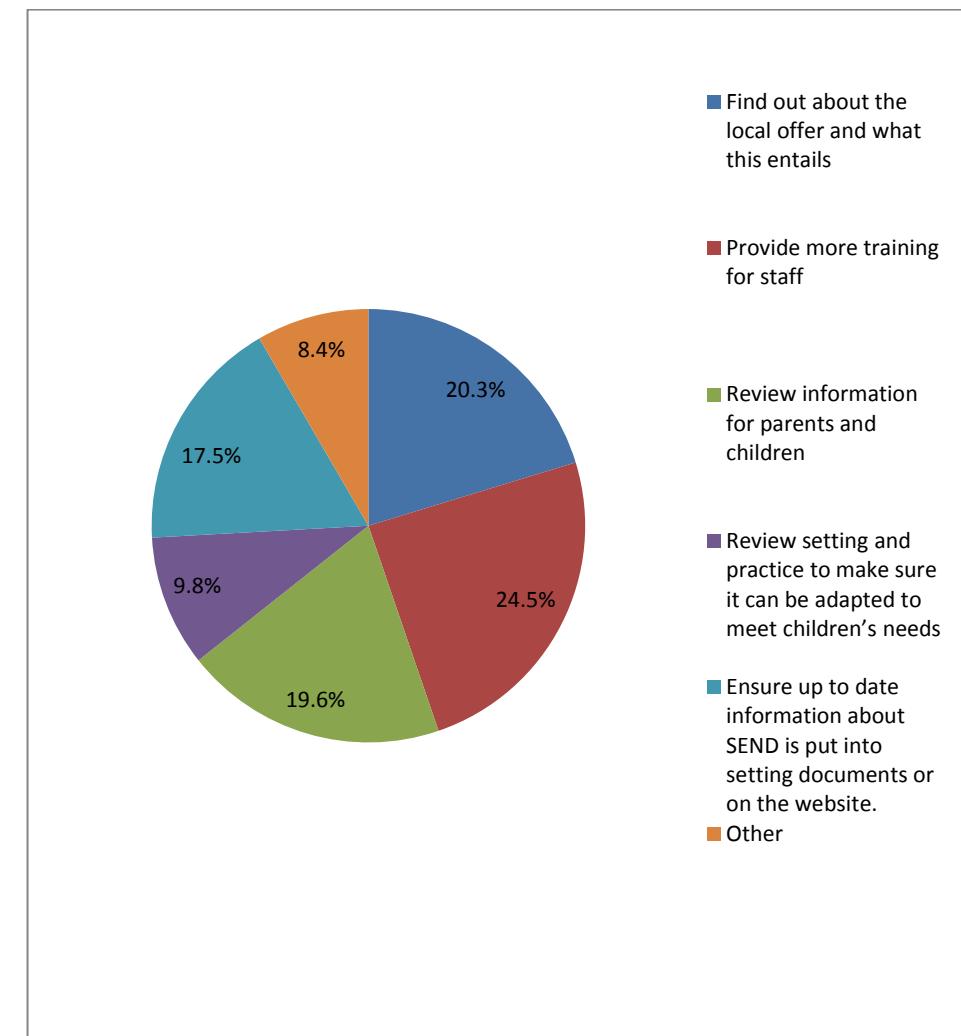
Provider were asked why staff had not attended SEND training.



Providers were asked to read some statements and rate them with regards to working with children with SEND and their families.

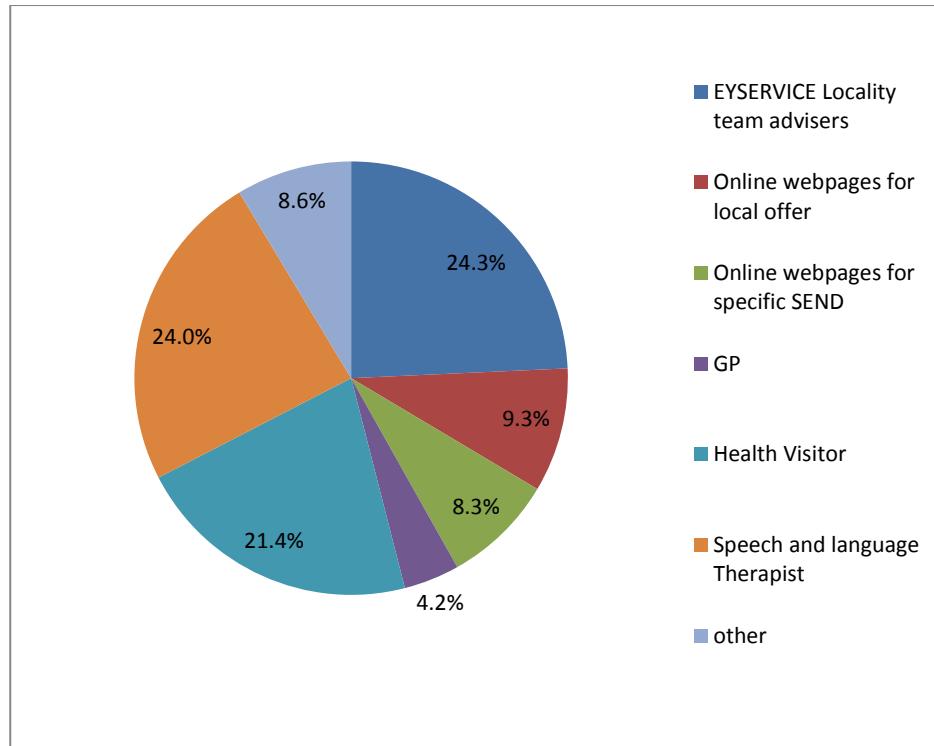


Following on from the previous question, the survey then went on to assess confidence of providers to ensure they could meet the needs of children with special needs and their families.



Providers were asked if they had accessed support connected to SEND, 77.3% had, with 22.7% having not.

Providers were asked what type of support was accessed - detailed in the chart below.

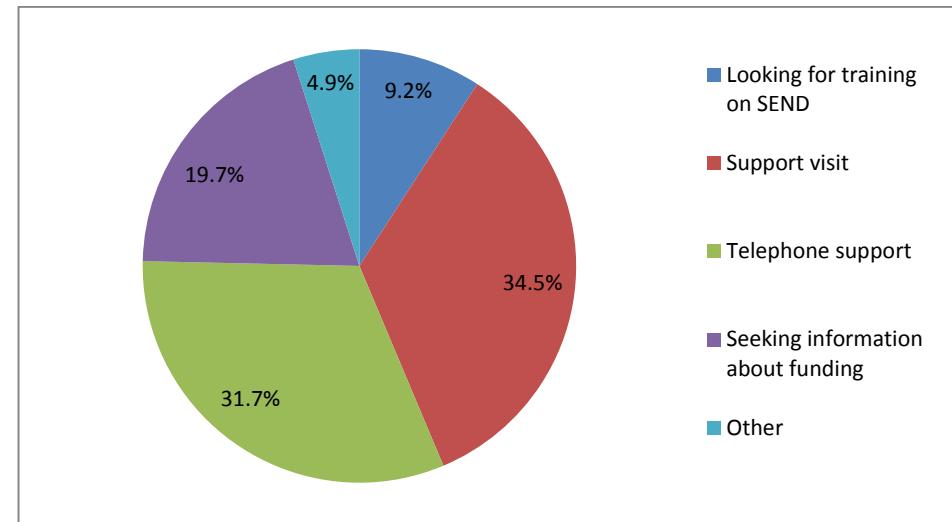


The providers were then asked why they did not access SEND support and out of this;

22.6% plus 19.4% did not have any children with SEND, 25.8% did not need specialist help, 6.5% were not aware of the website to use, and 6.5% were not aware of services. 19.4% stated other.

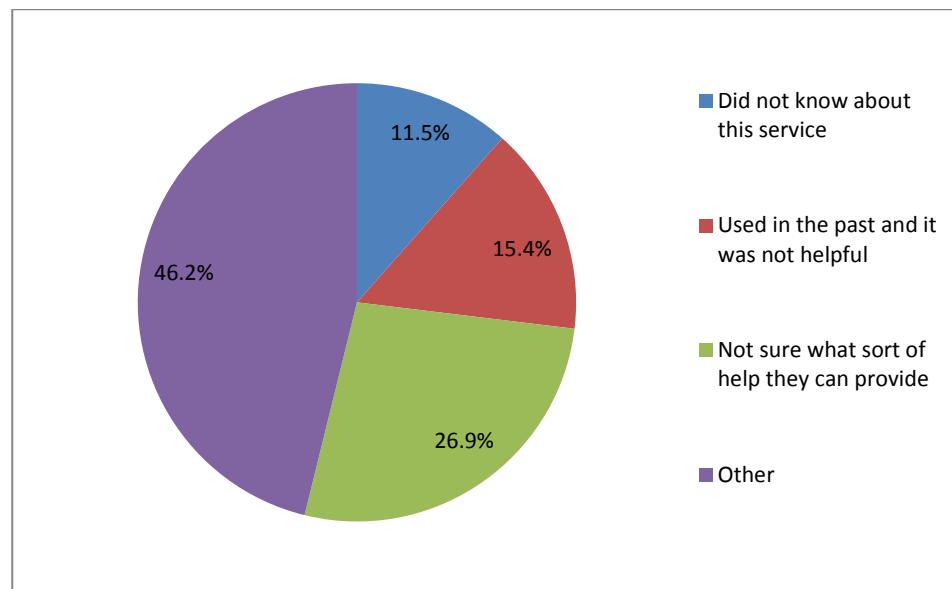
Providers were asked if they had contacted their EY Service locality team advisors, 74.1% had, and 25.9% had not.

The providers were asked to detail the type of support they had requested from the EY service locality team - detailed in the chart below.



Providers were asked to rate the quality of service provided, 39.2% stated very good, 50.6% stated good, 10.1% stating poor.

Providers were asked why they had not contacted the EY Service locality team for support , detailed below



Key findings of surveys – Whilst the number of parents and providers that contributed to the SEND survey is relatively small both survey responses highlighted some areas for development both to ensure that there is a range of good quality, inclusive childcare provision available for children with additional and special educational needs and disabilities and to increase parental confidence in the mainstream childcare market.

Actions to address these areas are included in the action plan at the end of this report.

77 families engaged with the parent/carer survey, 13.2% were parents of children 0 – 5, 28.9% aged 6 – 10, 43.4% 11 – 15 and 14.5% 16 plus.

122 providers engaged with the provider survey. Of these 115 included their provider type, 23.5% childminders, 28.7% Nurseries, 21.7% pre-schools, 20% playgroups, 5.2% childminders and assistants, and 0.9% childcare on domestic premises.

19.7% of parents lived in Cheltenham, 18.4% Stroud, 28.9% Gloucester, 10.5% Forest of Dean, 17.1% Tewkesbury and 5.3% the Cotswolds.

From the providers survey 21.9% were based in Cheltenham, 17.5% Stroud, 20.2% Gloucester, 14.9 % Forest of Dean, 16.7% Tewkesbury and 8.8% the Cotswolds.

100% of parents had a child with Special needs/disability, of these, 92.1% had a medical diagnosis. The range of needs varied from communication and interaction, Social, emotional and mental health difficulties, cognition and learning, and sensory impairment. A small proportion had physical disability, complex health needs and other unspecified additional needs.

Of the families responding to the survey, only 28.9% used childcare/early years provision. 71.1% did not use childcare.

Most families rated the childcare provided as good or very good, although 47.1% stated that the childcare provider could not meet the child's needs and 14.3% couldn't find the right childcare. Most families found out about childcare via other professional and online search, followed by Early years team at GCC, Family information service and Health visitor. There were many reasons childcare was not used and families, including concerns about the settings understanding of child's needs/disability and how to care for them. Childcare cost and distance from home was also cited as a factor. Most parents stated a need for childcare providers to be more confident in meeting child needs and a need for clear and accessible information about the types of providers and how they can support their children. Flexible operating times to help with work and studying demands was also reflected as a potential barrier. 18.1% of parents were not aware of free childcare entitlements for 2-, 3- and 4-year-olds, with 45.8% not using these options. 21.9% would use these options in the future. Many families felt the information was hard to find and did not know where to find the information or did not know there were entitlements for their children. 58.1% stated that lack of confidence in childcare or lack of confidence in childcare impacted on them returning to work/study.

15.7% of providers stated they had been unable to accommodate a child with SEND, with most stating the reason as having no capacity, some being unable to offer the hours required and barriers to recruiting one to one staff where needed to support specific needs of the child. The providers stated a range of areas of special needs that were presented in their setting, the most common being Social, emotional and mental health difficulties, followed by Cognition and learning, sensory impairment and physical disability.

A smaller proportion of providers have supported children with complex health needs.

Regarding staffing, a proportion had completed send training, covering a number of elements, the highest of which, was communication and interaction, followed by generic training covering SEND processes and referrals, this was closely followed by Social, emotional and mental health difficulties.

The most common reason stated for not attending training was the challenge in releasing staff to attend courses.

Most settings stated that they felt confident or very confident in working with SEND families, some need further training and access up to date information about SEND to enhance their confidence.

77.3% had accessed support connected to SEND, from the EY Service locality team advisors, speech and language therapists and health visitor. Support ranged from support visits (the highest), training, seeking information about funding, telephone support (second highest) and other. Out of those, 89.8% rated the service they received as good or very good. 13% did not access support due to not knowing what websites to use and not aware of services.

For those that had not contacted the EY service for support, 26.9% where not sure what sort of help they could provide, 15.4% had used in the past and did not find it helpful, 11.5% did not know about the service, and 46.2% other unspecified reasons.

Methodology for the Sufficiency Assessment

- Birth data: GP Data 2021
- Population: GP Data 2021
- Supply of childcare: data provided by Ofsted, who regulate early years provision in schools and childcare provision.
- Quality of childcare: data provided by Ofsted, who regulate early years provision in schools and childcare provision
- Childcare offer: collected from capita one early years module
- Costs of childcare: collected from capita one early years module via early years portal
- Funded early education: Headcount data provided by EY Funding team. Data on entitlement to a funded early education place for 2 year olds is provided by the Department for Work and Pensions.
- Children with EHC plans: based on data held by our local authority.
- Data from parents: A Special Educational Needs and Disabilities questionnaire to all registered members of The Key.
- Data from Early Years providers survey

Overall sufficiency and our plans for the future –

At the present time, Gloucestershire does not have sufficient childcare to meet demand in all areas of the county.

Despite the significant challenges of the past few years, there is available provision in most place planning areas but some specific localities are struggling to meet the demand for places.

This is based on available birth data, projections of future demand and information on available childcare provision in the county. All areas within the county will require close monitoring as the demand for childcare changes and as more parents return to the workplace.

We will need to continue to review local provision when considering new development. New housing may require additional Early Years places to be provided to meet demand for childcare in these new localities.

Over the next 12 months the Early Years' Service will prioritise the following areas for development or implementation. This will further enhance our knowledge of sufficiency and management of the early year's market, as we strive to ensure continued sufficient high quality childcare for all.

Early Years Childcare Market (Section 7, Childcare Act (2006))

- Continue to recruit and sustain a childminding market.
- Offer business support to all early years' providers.
- Continue to liaise with schools to ensure the Local Authority has a full up-to-date data set of governor run early years provision, including out of school and holiday care.
- Ensure data is collected from schools on the number of early year's places, out of school and holiday provision being offered.
- Continue to support all early years providers to deliver flexible 2, 3 and 4 year old nursery education funded places, as well as

supporting the expansion and development of childcare places across all areas.

- Continue to ensure childcare is inclusive and meets the needs of children with special educational needs and disabilities by re-visiting the SEND survey and encouraging settings to publish a Local Offer.
- Develop, implement and review a specialist SEND childcare and assessment provision
- Develop systems and processes to monitor and assess demand and sufficiency of childcare for children with SEND
- Promote early education entitlement for Asylum seeking children
- Continue to provide a range of training and support to the EY and childcare sector to improve quality of inclusive practice
- Use data from the provider self-update portal to ensure that childcare provision across the county is accessible to and meets the cultural needs of children from all ethnic backgrounds
- Conduct specific consultation with parents from a range of ethnic backgrounds to understand if there are any barriers to accessing childcare provision and if there is consistent experience of settings understanding and responding to the cultural beliefs and needs of children from all ethnic backgrounds
- Explore the impact of Academisation and plan to mitigate any identified risk to sufficiency and/or quality
- Develop and implement a system to monitor the quality of, and to support, Out of School providers
- Encourage special schools to provide support for parents by offering breakfast, after school and holiday provision.
 - Carry out an audit of Early Years premises across the county to identify settings potentially vulnerable to closure or future potential premises issues. Monitor this to ensure this does not jeopardise the sustainability of provision in future
 - Implement annual monitoring through an Early Years Business risk analysis across all Early Years provision in Gloucestershire to identify vulnerability with regards to future sustainability of settings. Target settings identified for intensive business support including a full business health check

- Further develop business training packages and toolkits to support the sector to remain sustainable

Promotion of childcare options (Section 12, Childcare Act (2006))

- Further develop joined up working with the Family Information Service to improve information and signposting to maximise the ability for parents to identify and secure childcare.
- Liaise with the Family Information Service to discuss and improve data collection for:
 - Brokerage data.
- Liaise with the Family Information Service to ensure they promote to grandparents caring for grandchildren under 12 years old, that they could qualify for National Insurance credits that can top up their income in retirement.
- Liaise with the Family Information Service to assist with parental survey – using social media where appropriate.
- Work with Job Centre Plus work coaches to promote return to work agenda and to identify parents citing childcare for SEND as a barrier to employment/training.

Two-year-old funding (Sections 1 & 2, Childcare Act (2016))

- Review current 2-year-old funding information to ensure maximum impact and easy access to information for parents
- Identify and contact parents of eligible 2-year-olds not taking up entitlement.
- Continue to further develop the work with Locality Leads, Social Care, Early Help Family Support and Health Visitor teams to promote the A2YO offer to early year's settings.
- Maximise relationships with neighbouring authorities at regional meetings to share processes and identify good practice models.
- Work closely with Health Visiting teams to promote the 2-year-old developmental check

Children open to social care and/or adopted children (Sections 1 & 2, Childcare Act (2016))

- Continue to build on existing relationships with Social Care and Health to ensure we have up to date information on take up of funded entitlements and how these partners can promote early years funding to parents who are eligible but not taking up their funded entitlements
- Analyse data linked to the children aged 2-5 years who are open to social care.
- Analyse data linked to the children aged 2-5 years who are adopted.
- Promote early years funding to these parents/carers not taking up their early years funded entitlement.

Self Update portal (Section 6, Childcare Act (2006))

- Gather childcare sufficiency data collection on the self-update portal.
- Develop a support programme to enhance the use of the Self Update Portal (SUPP) and to promote the benefits to providers
- The benefit of having this additional system includes:
 - A single system for collecting secure data, which will reduce administration duties for the Local Authority.
 - Empower early years and childcare providers to maintain information about their provision themselves (funded early years funded settings already use the system).
 - Enable the Local Authority to have more up-to-date information.
 - Allow parents to have access to the very latest information.

Mapping Project (Section 6, Childcare Act (2006))

- Work with the data team to carry out straight line distance exercise to determine if families use childcare close to home or work for 3- and 4-year-olds.

- Early year's provision does not have catchment areas and families are free to access any setting they wish in the county and in neighbouring counties.
- In some cases, due to travelling, a deficit of places could be turned into a surplus of places, particularly in more affluent areas where families are more mobile.
- Develop an effective system to collect parental feedback regarding access to childcare and take up of funded places

Trends and Forecasting (Section 6, Childcare Act (2006))

Continue to perform detailed trends and forecasting analysis based on:

- Population
- Number of early years providers and places
- Take up for 2-, 3- and 4-year-olds
- Determine impact of 2-year funded children vs non funded children and Good Level of Development (GLD) in YR

School Place Planning Areas (Section 6, Childcare Act (2006))

- Perform detailed analysis based on above for each of the 44 School Place Planning Areas
- Continue to monitor and review local provision when considering new developments. New housing may require additional places to be provided to meet demand in those localities, section 106 funding should be considered for additional Early Years places as required.