

Number: WG22208



Llywodraeth Cymru  
Welsh Government

[www.cymru.gov.uk](http://www.cymru.gov.uk)

Welsh Government

## Consultation Document

# Early Years Outcomes Framework

Date of issue: **16 October 2014**

Action required: Responses by **15 January 2015**

# Early Years Outcomes Framework

<b>Overview</b>	<p>In <i>Building a Brighter Future: Early Years and Childcare Plan</i> we made a commitment to develop and consult on an Early Years Outcomes Framework. This consultation sets out the draft framework which will be used to help us understand the extent to which our policies and programmes are making an impact. It is also the intention that the framework will be used by everyone who leads, commissions and delivers services in Wales for children and families from pregnancy up to age seven (the end of Foundation Phase) as a tool to drive improvements at local level. It will provide evidence of whether they are making a positive difference to the lives of 0 to 7-year-olds and their families.</p>
<b>How to respond</b>	<p>Responses should be emailed or posted to the address below to arrive by 17:00 on <b>15 January 2015</b>.</p>
<b>Further information and related documents</b>	<p>Large print, Braille and alternate language versions of this document are available on request.</p> <p>The consultation documents can be accessed from the Welsh Government's website at <a href="http://www.wales.gov.uk/consultations">www.wales.gov.uk/consultations</a></p> <p><i>Building a Brighter Future: Early Years and Childcare Plan</i> (2013) <a href="http://wales.gov.uk/topics/educationandskills/earlyyearshome/building-a-brighter-future-early-years-and-childcare-plan/?lang=en">http://wales.gov.uk/topics/educationandskills/earlyyearshome/building-a-brighter-future-early-years-and-childcare-plan/?lang=en</a></p>
<b>Contact details</b>	<p>For further information: Early Years Team Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ</p> <p>e-mail: <a href="mailto:earlyyears@wales.gsi.gov.uk">earlyyears@wales.gsi.gov.uk</a> Tel: 029 2082 6556</p>

## **Data protection**

### **How the views and information you give us will be used**

Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about. It may also be seen by other Welsh Government staff to help them plan future consultations.

The Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. This helps to show that the consultation was carried out properly. If you do not want your name or address published, please tell us this in writing when you send your response. We will then blank them out.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see information held by many public bodies, including the Welsh Government. This includes information which has not been published. However, the law also allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and address not to be published, that is an important fact we would take into account. However, there might sometimes be important reasons why we would have to reveal someone's name and address, even though they have asked for them not to be published. We would get in touch with the person and ask their views before we finally decided to reveal the information.

# Contents

<b>Ministerial foreword</b>	<b>2</b>
<b>What we want to achieve</b>	<b>3</b>
<b>Where are we now?</b>	<b>4</b>
<b>Context</b>	<b>5</b>
<b>Proposals for an Early Years Outcomes Framework</b>	<b>8</b>
What is an outcomes framework?	8
What outcomes will the framework measure?	8
Happiness and well-being	9
Aims	10
Indicators	10
Performance measures	11
How will the framework be used and when?	12
Proposed outcomes framework	13
<b>Consultation questions</b>	<b>14</b>
<b>Annex A: Mapping to other related frameworks and initiatives</b>	<b>15</b>
<b>Annex B: Definitions of data</b>	<b>23</b>
<b>Annex C: Example of an RBA scorecard</b>	<b>30</b>
<b>Annex D: List of organisations involved in the development of the Early Years Outcomes Framework to date</b>	<b>34</b>

## Ministerial foreword

*Building a Brighter Future: Early Years and Childcare Plan (2013)* set out our full commitment to all children in Wales having a flying start; being well-educated; enjoying the best possible health; living in a decent home; having access to an enriched environment including play, leisure, sporting and cultural activities; being listened to, treated with respect and feeling safe. The Plan detailed the direction of travel for the next 10 years, describing key actions we will take over the short and medium term as we progress towards a fairer society.

We are pleased that we have an Early Years and Childcare Plan for Wales and that progress is already starting to be made. The first annual progress report published in July outlined some of the key achievements that have been made in Wales since the launch of the Plan. However, this is only the beginning. The Plan set out an ambitious and stretching programme for change. It is crucial that we ensure the policies and programmes that we are investing in are making a significant impact; improving children's life chances.

This is why we are developing an Early Years Outcomes Framework. This will provide us with a tool to draw on evidence and track progress locally and nationally. Seeing what works well and not so well will help us to focus resources on activity that is shown to have a positive impact on the outcomes for children.

We have a committed, dedicated early years workforce in Wales. There are already many examples of services working together to provide efficient, more joined-up services for children and families. The Early Years Outcomes Framework demonstrates how cross-cutting this agenda is and will be able to be used to support this collaborative approach.

A number of valuable discussions with a range of stakeholders have already been held about what should be included in the framework; whether the suggested outcomes are the most relevant, important factors that we should be aiming for and what the best, most robust indicators are. The feedback that we have received so far has helped shape the framework in this document.

For this to be a success and make a difference it is essential that we have continued commitment and buy-in from everyone involved in leading, commissioning and delivering services for families and children from pregnancy up to the age of seven. This framework should be relevant and useful which is why we need to hear your views.



Huw Lewis AM  
Minister for  
Education and Skills



Lesley Griffiths AM  
Minister for  
Communities and  
Tackling Poverty



Mark Drakeford AM  
Minister for Health  
and Social Services

## What we want to achieve

In *Building a Brighter Future: Early Years and Childcare Plan (EYCP)* (2013) we made a commitment to develop and consult on an Early Years Outcomes Framework.

The development of an Early Years Outcomes Framework will help Welsh Government to understand how great an impact our early years policies and programmes are having on children's lives. It will support the way we report progress against the EYCP. It will help to identify where further improvement is needed and where we may need to prioritise in the short, medium and long term.

Although not the primary purpose, it is hoped that the framework will also help individuals across the early years sector<sup>1</sup> in Wales understand the contribution they make to achieving improved outcomes. In time we would want to see this framework being used to support planning and evaluation at local level, through the use of performance measures.

By defining the outcomes that we want for children in the early years the framework will help focus resources on activities that have been shown to make a positive difference. It will support a unified approach to planning, delivery and evaluation which will also bring about improved, collaborative services.

We want everyone working in the early years sector – from senior leaders to frontline staff – to feel ownership of the shared outcomes and work together to make a difference to them.

---

<sup>1</sup> The term Early Years sector is used to describe everyone who leads, commissions and delivers services for children and families from pregnancy up to age seven

## **Where are we now?**

The Early Years Partnership Board was established in January 2014. It has been jointly chaired by the Minister for Education and Skills and the Deputy Minister for Tackling Poverty at the time. Membership includes representatives from local government, health, education, academia and the third sector (further details can be found on the Welsh Government website at <http://wales.gov.uk/topics/educationandskills/earlyyearshome/early-years-partnership-board/?lang=en>).

The Partnership Board has overseen the development of the Early Years Outcomes Framework to date.

We discussed a draft of the framework in June 2014 in three stakeholder workshops across Wales. The feedback from these workshops was considered by the Partnership Board on 17 July. The framework was revised in order to incorporate the comments and feedback received, as agreed by the Partnership Board.

## Context

There are already a number of other frameworks and/ or initiatives in place that relate to or have an impact on the early years, both designed by Welsh Government and more widely. It is important that these are considered within the scope of this work. Annex A maps the proposed outcomes against relevant, existing frameworks and / or related initiatives.

The Early Years Outcomes Framework is being developed in parallel with a number of other developments that could impact on the indicators and / or measures included in the framework. The framework will very much be a live, 'working document' reviewed and refreshed in order to incorporate new, relevant data as it becomes available, particularly as related policies are changed and developed. Some of the main developments that are likely to have an impact in the next year are detailed here:

- In July 2014 Welsh Government published "Devolution, Democracy and Delivery – Improving public services for people in Wales". This sets out a new agenda for improving public services through strengthening local democracy and delivery, alongside reforming the devolution settlement. The proposals include sustaining and refocusing local government through a series of mergers, improving the integration of health and social care services, streamlining partnerships and aligning collaborations. A significant part of this agenda is also concentrated on raising ambition and performance of public services. It notes that the Well-being of Future Generations (Wales) Bill (laid July 2014) provides the framework for achieving clarity of purpose for the longer term.

The Bill strengthens existing governance arrangements in specified public bodies in order to achieve the Wales we want. The Bill provides for a set of long-term well-being goals for Wales. These are for a prosperous; resilient; more equal Wales; with cohesive communities; and a vibrant culture and thriving Welsh language. The Bill requires Welsh Ministers to establish national indicators to measure progress towards the achievement of the well-being goals and report on them annually.

- A review of assessment and the national curriculum is currently being undertaken. Phase 1 of this review has proceeded and a consultation has been completed seeking views on proposed changes to curriculum and assessment arrangements in relation to the Areas of Learning (AoL) for Language, Literacy and Communication Skills, and Mathematical Development and to the Programmes of Study for English, Welsh and mathematics. Final versions of the AoLs and programmes of study will be published in autumn 2014 in readiness for statutory implementation in September 2015.



In addition, Professor Graham Donaldson has been appointed to lead a wide-reaching and independent review of the national curriculum and assessment arrangements in Wales. He has been commissioned to articulate a clear, coherent vision for assessment and the national curriculum in Wales from Foundation Phase to Key Stage 4. Professor Donaldson is due to report his findings to the Minister for Education and Skills at the turn of the year.

- Public Health Wales set up an early years pathfinder project in December 2010 to raise the priority given to early years health and well-being, help coordinate progress, identify gaps and develop and evaluate interventions. They have reviewed what data is available and agreed on a range of indicators that can be used to track progress. Work is now underway to progress the development of an early years surveillance system for Wales. We are working closely with Public Health Wales to ensure the health indicators in the early years outcomes framework align with those in the pathfinder project.
- In the EYCP we stated that we would work towards a more coherent system of assessing, tracking and monitoring the development and progress of children in the early years. The early years development and assessment framework (EYDAF) is being developed which will provide a single overarching 0-7 assessment framework and a suite of linked assessment tools that can be used to chart children's progress. The findings of the review of assessment and the national curriculum will inform the development of the EYDAF. It is therefore the aim that the on-entry assessment tool will be introduced on a statutory basis from September 2015.
- We are currently considering the recommendations of the independent *Stocktake of the Foundation Phase in Wales* and the independent *Review of Childcare and Early Education Registration, Regulation and Inspection*, both published in 2014. These reports include proposals for the development of joint or unified inspection processes across early years settings which will drive improvements in the care, learning and well-being outcomes for children. CSSIW and Estyn are already working together within existing systems to develop and test an integrated inspection framework in non-maintained regulated care settings that also provide early education for children (before compulsory school age). This will also include learning from the pilot study of CSSIW's Quality Judgement Framework. Once implemented the joint framework will help improve the safety of these settings and their quality of care, as well as making progress towards the Foundation Phase learning outcomes. It will also provide a good evidence base for assessing the quality of childcare provision and tracking improvement.

- With the UK Government's changes to the welfare system there will be an increased responsibility on the claimant to actively prepare for and subsequently obtain employment. As Universal Credit rolls out further and replaces benefits such as Child Tax Credit and Working Tax Credit then we will see an impact on families in Wales. Support for childcare within Universal Credit will be provided as an additional cost element which is subject to an earnings taper. The main changes to childcare support available under Universal Credit mean that families will be eligible for support regardless of the number of hours they work as the hours rule does not apply. Under Universal Credit, 70% of actual paid out childcare costs can be claimed up to a maximum of £532.29 a month for one child, and £912.50 for two or more children. From April 2016, we understand that the proportion will rise to 85%. The Department for Work and Pensions (DWP) will make Budgeting Advances available under Universal Credit to cover upfront childcare costs for claimants who have a confirmed job offer.

The proposed Early Years Outcomes Framework has been designed to include what is in place at the moment. It may be that the developments outlined above will bring about indicators that are better than those that we currently have. As noted, the framework will be continually reviewed and refreshed to incorporate such developments.

# Proposals for an Early Years Outcomes Framework

## What is an outcomes framework?

The Early Years Outcomes Framework has been developed using a Results Based Accountability (RBA) approach. RBA can help us get better at planning and delivering public services so that they enhance the lives of citizens. Mark Friedman (*Trying Hard Is Not Good Enough*, 2005) describes RBA as a disciplined way of thinking and taking action that can be used to improve the quality of life in communities and also the performance of programmes and services.

RBA draws a distinction between population outcomes and service performance (the difference that services make for their customers). It gets us to separate this out, be clear about what success looks like for each of these levels and then put it back together again. We can then examine the things that we are doing (programmes and projects and the services being delivered) in the context of the things that we are trying to change / improve i.e. outcomes. This clarifies accountability – there is collective accountability around outcomes and direct accountability around service delivery.

## What outcomes will the framework measure?

A number of discussions have been held with stakeholders across the early years sector about what are the most important, quality of life conditions that we want for all 0-7 years olds in Wales. We have also reviewed related frameworks and initiatives. As a result of these discussions and mapping exercise we propose the following outcomes:

All children in the early years:

- are and feel safe
- are cared for, supported and valued
- are resilient, capable and coping
- are healthy
- learn and develop
- do not live in poverty
- are happy

Q. Are the seven outcomes representative of what is important to children aged between 0-7?

Q. If the outcomes are not representative, what is missing?

## Happiness and well-being

We tested an earlier version of the framework with a number of stakeholders in June this year. At these workshops the outcome that generated the most discussion was 'children in the early years are happy'. There was agreement that if we are to include such an outcome it is important that we define what we mean by 'happy'. A literature review has been undertaken and it is evident that happiness and well-being is argued as a dynamic, ambiguous and complex concept and a broad brush, catch-all term commonly used. During the discussions with stakeholders many different terms were used interchangeably such as emotional literacy, emotional intelligence, positive mental health, emotional, social or physical well-being.

So for the purposes of the early years outcomes framework we draw on the Social Services and Well-being (Wales) Act (2014) which states that "well-being", in relation to a person, means well-being in relation to any of the following:

- a) Physical and mental health and emotional well-being;
- b) Protection from abuse and neglect;
- c) Education, training or recreation;
- d) Domestic, family and personal relationships;
- e) Contribution made to society;
- f) Securing rights and entitlements;
- g) Social and economic well-being;
- h) Suitability of living accommodation

In relation to a child, "well-being" also includes:

- a) Physical, intellectual, emotional, social and behavioural development;
- b) "welfare" as that word is interpreted for the purposes of the Children Act 1989.

Although this is a definition for well-being it covers the elements that were discussed at the stakeholder workshops as being the key factors of children's happiness for the purposes of the framework. The definition also covers elements of a number of the other proposed outcomes in the framework such as 'learn and develop' and 'are cared for, supported and valued'. It could be argued that if all of the other outcomes are met, then a by-product would be happiness.

Including 'children in the early years are happy' in the framework presents methodological and practical challenges. The majority of current research and data collection is for children aged above 8 years; there is a lack of data representing younger children.

Objective measures of well-being are more commonly used than subjective. In 2013, Report Card 11 was produced by UNICEF reporting on the well-being of children (aged between 11-15) on five dimensions of well-being: material well-being, health and safety, education, behaviours and risks and housing and environment. Again, these measurements align with those proposed within the early years outcomes framework across all the outcomes. This strengthens the argument that if we make improvements in these areas, children's well-being, as defined by UNICEF, will also be improved.

Q. Should 'all children in the early years are happy' be included as a standalone outcome?

Q If 'all children in the early years are happy' is a standalone outcome what are the most appropriate indicators?

## **Aims**

A number of aims have been added beneath the outcomes. These are our overarching priority targets which span a number of outcomes. The purpose of these is to clarify and quantify what we want to achieve. It is recognised that indicators and measures can contribute to multiple outcomes. The Aims have therefore been added to capture this effectively.

## **Welsh language**

Improving the accessibility and availability of Welsh provision to children and families is a key element of the EYCP. In our Welsh medium Education Strategy we set out our commitment to increase the number of people of all ages who use the Welsh language with their families, in their communities and in the workplace. Although the Aim 'services are accessible and available which meet parents', families' and children's needs' links to this, we have not included an explicit Aim relating to the provision of Welsh as it is integral to everything that we do.

## **Indicators**

For each outcome there are a number of indicators that reflect the extent to which the outcome is being achieved. Friedman recommends that indicators should communicate well, tell us something of central importance about the outcome and have good data. We have therefore focused on specific indicators and kept to a short list.

We also have a data development agenda. This is where new or improved data is needed, both for indicators and performance measures.

<b>Data Development</b>	
Percentage of children reaching or exceeding their developmental milestones	Data is currently only available for Flying Start children. The development of an early years development and assessment framework will facilitate the collection of data for all children
Percentage of pre-school settings inspected reported with good or better judgments for Quality of Life in CSSIW inspections	As stated in the 'context' section above, this will be considered as part of the Estyn and CSSIW joint inspection framework
Percentage of 0-7 year old Welsh residents presenting at A&E departments having had accidental injuries in the home	EDDS is a patient level database that is managed by NHS Wales Informatics Services. Detailed breakdowns can be requested from them. However, the data quality for some data items is poor and would need to be further developed if this were an indicator in the Framework
Percentage of mothers that gave up smoking during pregnancy (measured at 36-38 weeks or at onset of labour)	These are part of the Maternity Indicators set. The quality of the data required to populate these is being assessed by Public Health Wales and NHS Wales Informatics Service.
Percentage of mothers who gain no more than the recommended weight during pregnancy	
At the stakeholder workshops the idea of 'school readiness' was discussed. The on-entry assessment to the Foundation Phase tool being developed as part of the EYDAF will assess a learner against a baseline that aligns with the end of Foundation Phase assessment. On that basis, it will be assessing a learner against components of educational outcomes identified as being relevant to the on-entry requirements to the Foundation Phase. This forms part of the data development agenda.	

## **Performance measures**

A performance measure is measurable information which helps quantify if a service works. This prompts the questions how much did we do, how well did we do it and is anyone better off as a result.

As the early years outcomes framework is relevant to everyone in the early years, childcare and play sector but performance measures are specific to individual organisations and / or services we have just included examples of performance measures that could be used. These will not be applicable to everyone; they are for illustrative purposes only.

Some of the indicators and performance measures are applicable for more than one of the outcomes. So although they are interchangeable across columns we have placed them against the outcome that we believe it is the strongest indicator for.

## **How will the framework be used and when?**

*Building a Brighter Future* was launched in July 2013. We will review the progress made against the Plan on an annual basis and in 2016 carry out a full evaluation. The early years outcomes framework will be used to support this annual reporting cycle.

In July 2015 the data outlined in the framework will be collated and presented against the outcomes. This will provide us with a national picture of how we are having an impact on the early years. Where possible, the data will provide the baseline for the coming years. We will expect to see progress made.

In order to drive improvements the data collected for the indicators will be reviewed by the relevant teams in Welsh Government. Through discussions with stakeholders, performance measures will be agreed. Many of these performance measures will already be available; others will need to be collected.

As performance measures are often specific to individual organisations and / or services the measures included in the draft framework are for illustrative purposes only.

It is appreciated that there should be a degree of consistency at local and regional level to support collaborative working. Some early years programmes, such as Flying Start and Families First, have taken the approach of having a bank of performance measures from which local teams can choose which to use, according to their needs.

In conjunction with the collation of the early years data in July 2015 consideration will be given over whether a menu of early years performance measures should be developed. It would be important that these would align with those already in place for specific programmes to avoid duplication.

Service providers will be able to use the data collected to drive improvements. This already takes place in a number of organisations. An example of an RBA scorecard that is used by the Flying Start team in Cardiff Council can be found at Annex C.

# Early Years Outcomes Framework for Wales

All children in the early years (0-7):						
are and feel safe	are cared for, supported and valued	are resilient, capable and coping	are healthy	learn and develop	do not live in poverty	are happy
<b>Aims</b>						
Achieve at least 95% uptake in all scheduled childhood immunisation programmes (except seasonal flu) to ensure population immunity		Achieve developmental milestones between 2-3 years of age and attainment milestones at 7 years of age		Improve the overall attainment levels of all children in Wales		
That all women experience safe and positive pregnancies and childbirth that result in the birth of more healthy babies				To narrow the attainment gap at the end of Foundation Phase between those eligible for Free School Meals and those not eligible, by 10% by 2017		
Services are accessible and available which meet parent's, families' and children's needs			Increase the proportion of 7 year olds achieving outcome 5 or above at the end of Foundation Phase (overlaps with 'are happy')			
Continue to improve opportunities for all children to play in safety						
<b>Population Indicators</b>						
<ol style="list-style-type: none"> <li>1. Infant and child mortality rates</li> <li>2. Percentage of homeless households which include dependent children</li> <li>3. Percentage of 0-7 year old Welsh residents presenting at A&amp;E departments having had accidental injuries in the home</li> </ol> <p><b>[data development]</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of Children in Need in Wales</li> <li>2. Percentage of Children on the Child Protection Register by reason</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of 7 year olds reaching Foundation Phase outcome 5 in Personal Social Development, Well-being and cultural diversity</li> <li>2. Percentage of children reaching or exceeding their developmental milestones between ages 2-3 (also applicable under 'learn and develop')</li> </ol> <p><b>[data development]</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of live births with low birth weight babies (&lt;2500g)</li> <li>2. Percentage of four year olds up to date with immunisations</li> <li>3. Percentage of 4/5 year olds who are a healthy weight</li> <li>4. Dental caries at age five</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of 7 year olds that achieve outcome 5 or above in English/Welsh Language, Literacy and Communication Skills (LLCS)</li> <li>2. Percentage of 7 year olds that achieve outcome 5 or above in Mathematical Development (MD)</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of children in households on income related benefits</li> <li>2. Percentage of children eligible for Free School Meals achieving outcome 5 or above in LLCS and MD compared to percentage of non-Free School Meal pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of 7 year olds reaching Foundation Phase outcome level 5 or above in Personal Social Development, Well-being and cultural diversity</li> <li>2. Attendance rates for Years 1 and 2 (also applicable under 'learn and develop')</li> </ol>
<b>EXAMPLES of Performance/Quality of Service Measures</b>						
<ol style="list-style-type: none"> <li>1. Percentage of all local housing authorities and housing associations that meet the Welsh Housing Quality Standard</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of eligible children taking up Flying Start childcare and who are registered and started in a Flying Start setting</li> <li>2. Percentage of non-maintained settings and primary schools that are awarded good or better judgements for care, support and guidance in Estyn inspections annually</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage breastfeeding at 10 days and ages up to 6 months</li> <li>2. Percentage of pre-school settings inspected reported with good or better judgements for Quality of Life in CSSIW inspections</li> </ol> <p><b>[data development]</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of mothers that gave up smoking during pregnancy (measured at 36-38 weeks or at onset of labour)</li> <li>2. Percentage of mothers who gain no more than the recommended weight during pregnancy</li> </ol> <p><b>[data development]</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of Flying Start children reaching or exceeding their developmental milestones at two years and three years</li> <li>2. Percentage of non-maintained settings and primary schools that are awarded good or better judgements for standards of achievement in Estyn inspections annually</li> </ol>	<ol style="list-style-type: none"> <li>1. The percentage of children living in areas benefitting from Flying Start who are fully immunised by age 4</li> <li>2. Percentage of children benefitting from Flying Start services</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of non-maintained settings and schools inspected reported with good or better judgements for wellbeing in Estyn inspection annually (also applicable under the outcomes 'are and feel safe' and 'are resilient, capable and coping')</li> </ol>





## Consultation question

- Q1. Will this framework help to identify where early years policies and programmes are making a difference?
- Q2. Are the seven outcomes representative of what is important to children aged between 0-7?
- Q3. If the outcomes are not representative, what is missing?
- Q4. Should 'all children in the early years are happy' be included as a standalone outcome?
- Q5. If 'all children in the early years are happy' is a standalone outcome what are the most appropriate indicators?
- Q6. Are you aware of any other tools / mechanisms / data that could be used to measure the population outcomes?
- Q7. Can you see how your contribution to the early years in Wales fits into the Framework? If not, what is missing?
- Q8. It is the intention that that outcomes framework will be a useful tool for planning and evaluation which will support improvements where needed. What are the potential challenges, if any with the early years outcomes framework on a practical level?

## Annex A: Mapping to other related frameworks and initiatives

### Mapping of the Outcomes Themes/ Statements from relevant existing frameworks

Proposed Early Years outcomes	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People's Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
All children in the early years:  are healthy	People in Wales are well informed and supported to manage their own physical health	I am happy I am healthy  I get the help I need to grow up and be independent	Healthier Communities: Promoting physical well-being Promoting mental well-being Encouraging healthy eating	21 <sup>st</sup> Century Healthcare: Better health for all with reduced health inequalities	Children, young people and families are healthy and enjoy well-being	Children are healthy and thriving	Enjoy the best possible health and are free from abuse, victimisation and exploitation  Have access to play, leisure, sporting and cultural activities	-	Healthy, thriving and well-being (population outcome)  Children aged 0-7 are healthy and thriving and supported to reach their full potential (priority)

Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People’s Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
									Children, Young People and Families are healthy, thriving and supported to reach their full potential (priority)
Are and feel safe	People in Wales are protected from harm and protect themselves from known harm	I am safe and protected from abuse and neglect.  I have safe and healthy relationships	Healthier Communities: Reducing Risks Supporting People (with additional needs) to live in the community	Supporting People: High quality, integrated, sustainable, safe and effective people-centred services that build on people’s strengths and promote their well-being	Families are confident, nurturing, resilient and safe	-	Enjoy the best possible health and are free from abuse, victimisation and exploitation Have a safe home and a community which supports physical and emotional wellbeing	Children and young people have their privacy and confidences respected and their well-being safeguarded and protected	

Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People's Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
				Welsh Homes: to ensure that people have a high-quality, warm, secure and energy-efficient home to live in					
Are cared for, supported and valued	People in Wales receive the right care and support as locally as possible and are enabled to contribute to making that care successful.  People in Wales are	My rights are respected I have voice and control I am involved in making decisions that affect my life My individual circumstances are considered I can speak for myself or	Healthier Communities: Supporting People (with additional needs) to Live in the Community	Equality: create a fair society free from discrimination, harassment and victimisation with cohesive and inclusive communities  21 <sup>st</sup> Century Healthcare:	-	-	Are listened to, treated with respect, and have their race and cultural identity recognised	Children and young people are empowered and their rights, wishes and feelings are championed Children and young people are valued for their diversity,	Healthy, thriving and well-being (population outcome)  Parents are enabled to support their children to achieve their full potential (priority)

Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People’s Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
	<p>treated with dignity and respect and treat others the same</p> <p>People in Wales have timely access to services based on clinical need and are actively involved in decisions about their care</p> <p>People in Wales are treated as individuals</p>	<p>have someone who can do it for me</p> <p>I feel valued in society</p> <p>I get care through the Welsh language if I need it</p> <p>I know and understand what care, support and opportunities are available to me.</p> <p>I get the help I need, when I need it, in the way I want it.</p>		<p>Better health for all with reduced health inequalities</p> <p>Supporting People: High quality, integrated, sustainable, safe and effective people-centred services that build on people’s strengths and promote their well-being</p>				<p>treated with respect and all forms of discrimination against them are challenged.</p> <p>Children and young people find good quality advocacy easily available and accessible</p> <p>Children and young people participate in the design, planning, delivery and</p>	<p>Children, Young People and Families are healthy, thriving and supported to reach their full potential (priority)</p>

Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People's Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
	with their own needs and responsibilities	I feel valued in society						evaluation of advocacy services	
learn and develop	-	I can learn and develop to my full potential I can do the things that matter to me	Learning Communities: Promoting Family Learning in the Early Years Supporting Young People to do well at school Supporting families to be engaged in their children's education Lifelong learning in	Education: Help everyone reach their full potential, reduce inequality and improve economic and social well-being	Children, young people and families, in or at risk of poverty, achieve their potential	FS children are reaching potential	Have a flying start in life  Have a comprehensive range of education and learning opportunities	-	Learning and Fulfilling Potential (outcome)  Children aged 0-7 are healthy and thriving and supported to reach their full potential (priority)  Parents are enabled to support their children to achieve their

Proposed Early Years outcomes	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People's Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
All children in the early years:			communities Improving adult life skills						full potential (priority)
are resilient, capable and coping	-	I belong  I can engage and participate  I get the help I need to grow up and be independent	Promoting Mental Well-Being  Promoting Physical Well-Being  Supporting a Flying Start in the Early Years	Education: Help everyone reach their potential, reduce inequality and improve economic and social well-being	Families are confident, nurturing, resilient and safe	FS families are capable and coping	-	-	Healthy, Thriving and Well-Being  Children, Young People and Families are healthy, thriving and supported to reach their full potential (priority)
do not live in poverty	-	I do not live in poverty	-	Tackling Poverty: reducing poverty, especially persistent	Children, young people and families, in or at risk of poverty,	-	Are not disadvantaged by poverty	-	Prosperity and Employment (outcome)

Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People’s Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
				poverty amongst some of our poorest people and communities, and reducing the likelihood that people will become poor.	achieve their potential				Working age people in low income families are helped to develop employment skills, find work and progress within employment (priority)  People are provided with information and advice to enable them to maximise their income (priority)



Proposed Early Years outcomes  All children in the early years:	NHS outcomes (Domains – in development)	Social Services outcomes (What people expect)	Communities First	Programme for Government (Themes and relevant high level aims)	Families First	Flying Start	7 Core Aims	National Standards and Outcomes Framework for Children and Young People’s Advocacy Services in Wales	Combined Outcomes Framework for Communities First, Families First and Flying Start
are happy	-	I am happy	Promoting Mental Well-being Promoting Physical Well-being	-	Children, young people and families are healthy and enjoy well-being	-	-	-	Healthy, Thriving and Well-Being (outcome)  Children, Young People and Families are healthy and thriving and supported to reach their potential (priority)

## Annex B: Definitions of data

### Welsh residents presenting at A&E departments having had accidental injuries in the home

<b>Descriptor:</b>	The percentage of 0-7 year old Welsh residents that have been admitted to A&E departments with accidental injuries in the home: indicator in development
<b>Definition:</b>	“accidental”
<b>How will it be recorded?</b>	Emergency Department Dataset (EDDS) is a patient level database that is managed by NHS Wales Informatics Services. Detailed breakdowns can be requested from them.
<b>Frequency of reporting:</b>	Other than to monitor waiting times in A&E departments, data from EDDS is not currently routinely published. This would therefore be data development.

### Percentage of homeless households which include dependent children

<b>Descriptor:</b>	The percentage of homeless households in Wales which include dependent children
<b>Definition:</b>	A homeless household is one that is eligible for assistance, unintentionally homeless and in priority need
<b>How will it be recorded?</b>	Quarterly Statutory Homelessness data collection from local authorities
<b>Frequency of reporting:</b>	Quarterly P1E Homelessness returns, DCLG

### Infant and child mortality rates

<b>Descriptor:</b>	Infant mortality rate Child mortality rate
<b>Definition:</b>	Infant mortality – crude rate of infant deaths aged less than one year Child mortality – crude rate of deaths of children aged 1-4 years old
<b>How will it be recorded?</b>	Office for National Statistics
<b>Frequency of reporting:</b>	Annually

### Percentage of children on the Child Protection Register by reason

<b>Descriptor:</b>	The number of children in need as a rate per 10,000 population
<b>Definition:</b>	<p>The term 'child in need' has a specific meaning defined by the Children Act 1989, which placed a statutory duty on local authorities to 'safeguard and promote the welfare of children within their area who are in need'. The Act defines a child in need as a child that is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority.</p> <p>Child Protection Register (CPR): each local authority maintains a Child Protection Register to provide a record of all children in the area for whom there are unresolved child protection issues and who are currently the subject of an inter-agency protection plan.</p>
<b>How will it be recorded?</b>	Wales Children in Need Census, Welsh Government and Office for National Statistics
<b>Frequency of reporting:</b>	Annual

### Percentage of Children in Need in Wales

<b>Descriptor:</b>	The number of children in need as a rate per 10,000 population
<b>Definition:</b>	As above
<b>How will it be recorded?</b>	Wales Children in Need Census, Welsh Government and Office for National Statistics
<b>Frequency of reporting:</b>	Annual

**Percentage of children reaching or exceeding their developmental milestones between ages 2-3. This data is currently only available for Flying Start children and so this is part of the data development agenda.). The information below outlines the current arrangements for Flying Start children only.**

<b>Descriptor:</b>	The figure is the percentage of Flying Start children aged between 35 and 37 months who have been assessed by health visitors and are meeting or exceeding the developmental norms for this age.
<b>Definition:</b>	The Flying Start Health Visitor assesses each child in receipt of Flying Start services using an appropriate Welsh Government approved developmental assessment tool. This tool assesses a child's development across key areas relating to movement, manipulation, visual, hearing, speech and language, and social interaction, comparing the child's progress with a norm derived from a standard reference group of children of a similar age. Assessments may be carried out at home or in a childcare setting.
<b>How will it be recorded?</b>	The information is collected three times a year from local authorities
<b>Frequency of reporting:</b>	Published in an annual statistical release

**Percentage of 7 year olds reaching Foundation Phase outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity**

<b>Descriptor:</b>	Percentage of 7 year olds reaching Foundation Phase outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity
<b>Definition:</b>	Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. Children have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.  (As defined in the "Framework for Children's Learning for 3 to 7-year olds in Wales")
<b>How will it be recorded?</b>	Collected annually from maintained schools
<b>Frequency of reporting:</b>	Published in an annual statistical release

### Dental caries at age five

<b>Descriptor:</b>	Dental caries at age five
<b>Definition:</b>	Average number of teeth per child which were decayed, missing or filled. "Dental caries" is more commonly known as tooth decay. It is most prevalent in children from socially deprived backgrounds and is largely caused by frequent consumption of sugary foods and drinks. It is measured in population and epidemiological studies using the dmft index which is a measure of the number of teeth that are decayed, missing or filled as a result of caries.
<b>How will it be recorded?</b>	BASCD surveys (Welsh Oral Health Information Unit)
<b>Frequency of reporting:</b>	Usually every 4 years

### Percentage of 4/5 year olds who are a healthy weight

<b>Descriptor:</b>	Proportion of children aged 4 to 5 years who are healthy weight
<b>Definition:</b>	Based on body mass index (BMI) centile
<b>How will it be recorded?</b>	Child Measurement Programme for Wales
<b>Frequency of reporting:</b>	Annually

### Percentage of live births with low birth weight (<2500g)

<b>Descriptor:</b>	Percentage of live births with low birth weight (<2500g)
<b>Definition:</b>	Percentage of live births with a birth-weight of less than 2,500g
<b>How will it be recorded?</b>	Office for National Statistics – Birth Statistics
<b>Frequency of reporting:</b>	Annually

### Percentage of four year olds up to date with immunisations

<b>Descriptor:</b>	<p>The percentage of four year old children residing in Wales health boards who are up to date with their routine immunisations by their fourth birthday i.e. children recorded as having received:</p> <ul style="list-style-type: none"> <li>- Four in one pre-school booster (against diphtheria, tetanus, pertussis and polio)</li> <li>- Final dose of pneumococcal conjugate vaccine</li> <li>- HibMenC booster (against Haemophilus influenza type B and Meningococcal group C disease)</li> <li>- Second dose of MMR vaccine (against measles, mumps and rubella)</li> </ul>
<b>Definition:</b>	As above
<b>How will it be recorded?</b>	Public Health Wales (COVER statistics from National Community Child Health Database)
<b>Frequency of reporting:</b>	Quarterly

### Percentage of seven year olds that achieve outcome 5 or above in English and Welsh Language, Literacy and Communication Skills (LLCS)

<b>Descriptor:</b>	Percentage of seven year olds that achieve outcome 5 or above in English and Welsh Language, Literacy and Communication Skills (LLCS)
<b>Definition:</b>	<p>Children speak clearly, with increasing confidence and use a growing vocabulary. They show an awareness of the needs of the listener by including relevant detail. They understand and convey simple information. They usually listen carefully and respond to a wider range of stimuli. In some situations they adopt a more formal vocabulary and tone of voice. They begin to realise that there is variety in the language they hear around them. Their reading of simple texts is generally accurate. They show understanding and express opinions about major events or ideas in stories, poems and non-fiction. They use a range of strategies when reading unfamiliar words and establishing meaning. Children's writing communicates meaning. They use appropriate and interesting vocabulary showing some awareness of the reader. Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency. Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible. In handwriting letters are accurately formed and consistent in size.</p> <p>(As defined in the "Framework for Children's Learning for 3 to 7-year olds in Wales")</p>
<b>How will it be recorded?</b>	Collected annually from maintained schools
<b>Frequency of reporting:</b>	Published in an annual statistical release

### Percentage of seven year olds that achieve outcome 5 or above in Mathematical Development (MD)

<b>Descriptor:</b>	Percentage of seven year olds that achieve outcome 5 or above in Mathematical Development (MD)
<b>Definition:</b>	<p>Foundation Phase Outcome 5 for Mathematical Development: Children choose the appropriate operation when solving addition or subtraction problems. They use mental calculation strategies to solve number, money and measure problems. They count sets of objects reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They identify and use halves and quarters in practical situations. They use everyday non-standard and standard units to measure length and mass. They talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They recognise sequences of numbers. They distinguish between straight and turning movements; recognise half turns and quarter turns and right angles in turns. When they have gathered information, they record their results in simple lists, tables diagrams and block graphs. They sort objects and classify them using more than one criterion.</p> <p>(As defined in the “Framework for Children’s Learning for 3 to 7-year olds in Wales”)</p>
<b>How will it be recorded?</b>	Collected annually from maintained schools
<b>Frequency of reporting:</b>	Published in an annual statistical release

### Percentage of children in households on income-related benefits

<b>Descriptor:</b>	Percentage in receipt of income-related benefits, or dependent child of same percentage in households receiving Tax Credits with income less than 60% of the Wales median, or dependent child of same.
<b>Definition:</b>	The income-related benefits included in the indicator are the d-duplicated total of adults in receipt of: Income Support, Jobseekers Allowance, Pension Credit, Income-Based Employment and Support Allowance, and their dependent children
<b>How will it be recorded?</b>	Welsh Index of Multiple Deprivation, Department of Work and Pensions and the Home Office
<b>Frequency of reporting:</b>	Annually

**Percentage of children eligible for Free School Meals achieving outcome 5 or above in LLCS and MD compared to percentage of non-Free School Meal pupils**

<b>Descriptor:</b>	Percentage of children eligible for Free School Meals achieving outcome 5 or above in Language, Literacy and Communication Skills and Mathematical Development compared to percentage of non-Free School Meal pupils
<b>Definition:</b>	Children whose parents receive the following support payments are entitled to receive free school meals in maintained schools in Wales: <ul style="list-style-type: none"> <li>- Income Support</li> <li>- Income Based Jobseekers Allowance</li> <li>- Support under Part VI of the Immigration and Asylum Act 1999</li> <li>- Income-related Employment and Support Allowance</li> <li>- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190. (HM Revenue and Customs are responsible for assessing the level of annual income.)</li> <li>- Guarantee element of State Pension Credit</li> <li>- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit</li> <li>- Universal Credit</li> </ul>
<b>How will it be recorded?</b>	Pupil Level Annual School Census (PLASC) data linked to Foundation Phase outcomes
<b>Frequency of reporting:</b>	Published annually in a statistical bulletin or on Stats Wales

**Attendance rates for Years 1 and 2**

<b>Descriptor:</b>	Attendance rates for pupils in years 1 and 2
<b>Definition:</b>	Percentage of half day school sessions attended by pupils in national curriculum year groups 1 and 2 in maintained primary schools.
<b>How will it be recorded?</b>	Pupil Level Annual School Census (PLASC) data linked to attendance returns from schools
<b>Frequency of reporting:</b>	Published annually in a statistical bulletin or on Stats Wales



# Annex C: Example of an RBA scorecard



## SERVICE HEADING – SPEECH & LANGUAGE TEAM

**Service description – [INCLUDE DETAILS OF STAFF; BUDGET; TARGET POPULATION ETC]**  
 The Flying Start Speech & Language Service forms part of the Health core strand and the Service consists of 2.8 wte Speech & Language Therapists. Its budget is part of the £3.062m overall health budget. The service aims to develop children's language and communication skills in each of the 8 catchments and the new LSOA's.

**Purpose of service - To provide general communication support for all children.**  
 To ensure that other members of the team are able to identify and support speech, language and communication difficulties through training and monitoring others in Flying Start in the promotion of good speech, language and communication skills.  
 To provide parents with specific and practical strategies to optimally develop language through play via groups or home visits.

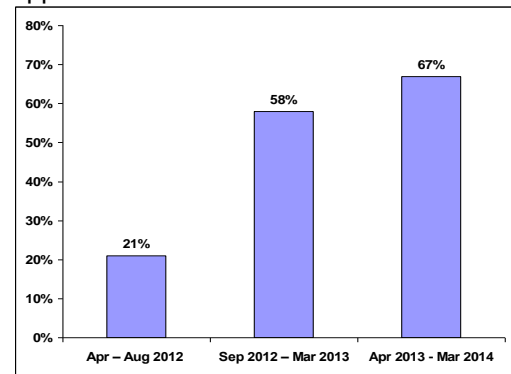
**Headline Indicators**

- 67% of children referred to core SLT service by the Flying Start SLT who did attend their first appointment
- 7% of parents attend YMTD in relation to referrals received
- 69% of Flying Start Staff have attended the Speech, Language & Communication Training

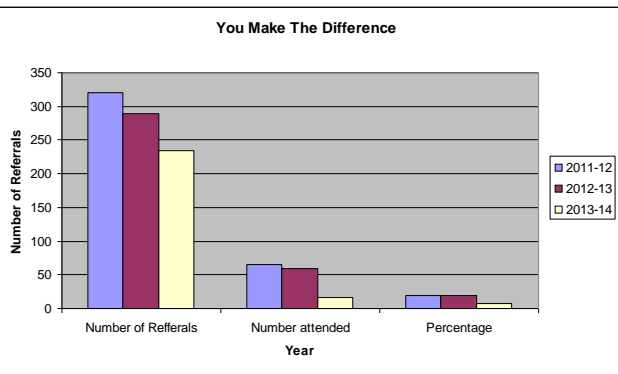
**DATA DEVELOPMENT AGENDA**

DD1 – % of children identified at two year SOGS not identified at 18 months  
 DD2 - % of children previously assessed on PLS demonstrating improved receptive language that will result in appropriate scores at approximately 30 months  
 DD3 - % of children previously assessed on PLS demonstrating improved expressive language that will result in appropriate scores at approximately 30 months  
 DD4 - % of children FS children referred into core SLT service compared to % of non FS children referred into core service and their continued attendance

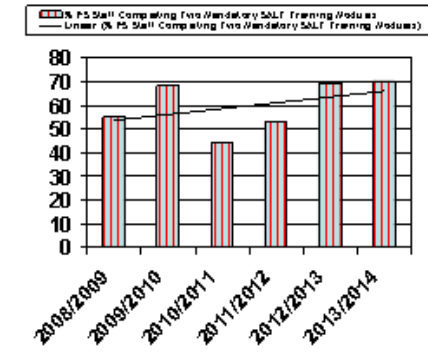
**HOW ARE WE DOING?**  
 % of children referred to core SLT attending their 1st appointment



% of parents that attend YMTD in relation to referrals received



% of FS staff attending mandatory training



## STORY BEHIND THE BASELINE

### HOW MUCH?

1. 17 Parents attending YMTD
2. 41 Staff undertaking 'Supporting & Developing Communication training
3. 23 Childcare staff undertaken Learning Language & Loving It (LLLI) training
4. 51 Referrals received for speech or language assessment at home
5. 95 Referrals received for children 12-18 months home intervention
6. 247 individual children assessed in childcare
7. 234 Referrals received for YMTD
8. 4 YMTD groups held
9. 12 staff attended YMTD peer support training sessions
10. 4 Supporting and Developing Communication training sessions held

### HOW WELL?

1. 70% FS staff undertaking SDC training
2. 19% YMTD facilitators attending all peer support sessions offered
3. 100% Staff completing LLLI training, rating training delivered as useful or more
4. 94 % of childcare staff taking up LLLI (including non FS staff)
5. 100% Staff completing questionnaire, rating SDC training delivered as useful or more
6. 100% of parents attending YMTD, attending six sessions or more

### IS ANYONE BETTER OFF?

1. pre 9% post 57% of staff trained in LLLI, scoring 5 or more in at least 6 sections of the TILRS on pre and post video scores
2. pre 0% post 25% of staff trained in Teacher Talk, scoring 5 or more in at least 6 sections of the TILRS on pre and post video scores
3. 55% Staff trained in LLLI, scoring 5 or more in at least 6 sections on the Teacher Interaction and Language Rating Scale (TILRS) at follow up
4. 33% Staff trained in Teacher Talk, scoring 5 or more in at least 6 sections on the Teacher Interaction and Language Rating Scale (TILRS) at follow up
5. PRE 0% POST 82% of Parents attending YMTD, completing questionnaire, who report they use all the strategies 'often' or more on the ACI rating scale (group not delivered in the Summer Term)
6. 34% Parents attending YMTD who demonstrate an increased score of 40% or more on their use of ACI strategies, pre and post course as rated by SLT
7. % FS Children attending YMTD (at least 6 sessions) who present normal language development on their two year SOGS II assessment (unavailable insufficient admin)
8. % FS Children who DNA'd YMTD who present normal language development on their two year SOGS II assessment (unavailable insufficient admin)
9. 58% Parents receiving home intervention, who self rated their ACI, and demonstrate an increased score of 40% or more
10. 86% Parents who improved their ACI strategies score at the end of the intervention by 40% (rated by the SLT)
11. 45% SLT Home interventions that lead to a referral to core SLT services (4 children out of 9)
12. 9% home visits for speech or language assessments in the home that lead to a referral to core SLT services
13. 15% of child care assessments that lead to a referral to core SLT services
14. 20% of child care assessments that lead to a report to state nursery
15. 23% of child care assessments that lead to discharge from the FS SLT team as appropriate speech & language achieved
16. 42% of child care assessments that lead to continued target setting and monitoring in child care
17. 67 % of children referred to core SLT service who did attend their first appointment
18. 81% of children assessed on PLS at start of home intervention below normal development for receptive language (43 children)
19. 67% of children assessed on PLS at start of home intervention below normal development for expressive language (43 children)
20. 100% of children who completed intervention at 18 months made progress (measured using the CHECS rating scale).

**Story behind last 3 years performance –**

- % of children referred to core SLT service who did attend their first appointment** – The percentage has increased and it appears that this is a result of working collaboratively with child care and nurseries to support parents attendance at their first
- 18 month pilot**-New referrals for the pilot are no longer being received. Children will turn 30 months during the summer of this year therefore will be reassessed using PLS at that point.  
Evaluation of the pilot is ongoing. Results of the pilot will be presented separately once they are available.
- YMTD** – The YMTD group was not delivered in the summer term as the IT equipment required the purchase of new laptops and encryption. This meant that not all peer support groups were held. Two groups in the Spring term were cancelled due to low numbers attending. There is a low percentage of attendance compared to referrals although if parents attend, 100% attended for 6 sessions or more. There is a low percentage of parents increasing by 40% in their use of the strategies as these figures were taken from only one group: groups did not run in the summer term; groups that ran in the Autumn term were not scored due to IT issues. Of the parents scored many of them had good pre-group scores.
- Mandatory Training** – There has been an increase in the percentage of staff attending the mandatory speech, language and communication training although this can vary significantly between teams, ranging from 50% to 100% attendance

**PARTNERS WHO CAN HELP US** - LAP, Health Team (HV's, FHW's, Dietetics), Play Team, Early Years Advisory Team, Child care staff, Parent Nurturing, State Nurseries, Core SLT service

<b>What We Propose To Do To Improve Performance In The Next Six Months [April 2014 - Sept 2014 ]</b>	<b>WHO</b>	<b>BY WHEN</b>	<b>ADDITIONAL RESOURCES REQUIRED Y/N &amp; if Y</b>
<p><b>WHAT</b></p> <p><b>1. % of children referred to core SLT service who did attend their first appointment Child care reviews</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with core SLT to ensure that 'did not attend' DNA notifications are sent to FS SLT</li> <li>• Continue to telephone parents child care and/or nursery to prompt response to screening letter, that is, telephone to arrange appointment</li> <li>• Introduce a new admin procedure to monitor the referral/appointment process to identify all children and to highlight at appropriate times</li> <li>• With the new procedure in place follow up parents, child care and or nursery if they have DNA'd first appointment</li> <li>• Follow up to check that first appointment has been arranged</li> </ul> <p><b>2. YMTD - to improve quality of referrals and increase the percentage of attendance</b></p> <ul style="list-style-type: none"> <li>• As from April 2014 we will be provided with additional admin support which will enable us to provide 2 years SOGS results for those who attended or did not attend YMTD.</li> <li>• Attendance at YMTD will also be promoted by FHW who are already known to families, currently the majority of referrals are form HV's</li> <li>• Discuss feasibility of a brief training session on YMTD for FS staff</li> </ul>	<ul style="list-style-type: none"> <li>• SLT team</li> </ul>          <p>SLT Team, HV's FHW's</p>	<p>April 2015</p> <p>April 2015</p>          <ul style="list-style-type: none"> <li>• April 2015</li> </ul>	<p>N- time of SLT team, core SLT service, child care, state nurseries</p>          <p>N –time of SLT team, FHW, HV's</p>



<p><b>3. Mandatory Training -</b></p> <ul style="list-style-type: none"> <li>• Send individual invites to the staff who have been employed at least 12 months and as yet have not attended the mandatory training. A copy of the letter will also be sent to their line manager.</li> <li>• Create a standard letter that can be sent to all new FS staff</li> <li>• Advise each manager of their compliance percentage for their teams attendance on the mandatory training</li> </ul> <p>Low Cost/No Cost Ideas: Re-write YMTD parent leaflet Off the Wall Idea: Prepare DVD to promote YMTD to parents</p>	<p>SLT Team</p>		<p>N – Time of SLT Team, Managers and All staff</p>
---	-----------------	--	---

Thank you to the Cardiff Flying Start team for supplying this working example.

## **Annex D: List of organisations involved in the development of the Early Years Outcomes Framework to date**

<b>Stakeholder Workshops</b>
Abertawe Bro Morgannwg University Health Board – School Health Nursing
All Wales Foundation Phase Advisers (x2 at each event)
Aneurin Bevan University Health Board – Head of Midwifery
ATL Cymru
AWARE (x2 representatives at each event)
Bangor University – Initial Teacher Training
Betsi Cadwaladr University Health Board – Health Visitor Team Managers
Betsi Cadwaladr University Health Board - Outpatient Matron
Burry Port Primary School - Headteacher
Cardiff University / Public Health Wales
Care Council for Wales
Central South Consortium
Childminder – Representing PACEY
Children in Wales
CSSIW (x1 representative at each event)
Denbighshire – Head of Children and Family Services
Estyn
Families First (x2 representatives at each event)
Family Information Service (x2 representatives at each event)
Flying Start (x2 representatives at each event)
Governors Wales
Health Inspectorate Wales
Hywel Dda University Health Board (Ceredigion) - Assistant Head of Child and Adolescent Health Services
Merthyr Tydfil County Borough Council – Director of Education
NAHT Cymru / Waunarlwydd Primary

NASUWT
National Day Nurseries Association
PACEY
Save the Children
South West and Mid Wales Consortium – Consortium Manager
St Gwynan's Playgroup
St Mary& St Patricks Primary School in Bridgend
The University of South Wales – Initial Teacher Training representative
Tiny Tots Day Nursery (NDNA)
Trinity Saint David – Head of Initial Teacher Training
WPPA
Ysbyty Gwynedd – Clinical lead for Paediatrics
Ysgol Ffrwn Win

<b>Early Years Partnership Board</b>
Aneurin Bevan Health Board
Betsi Cadwaladr University Health Board
Bridgend Local Authority
Cardiff Council
Cardiff University
Care Council for Wales
Carmarthenshire County Council
Children in Wales
Conwy Local Authority
CSSIW
Denbighshire Local Authority
Estyn
Glyndwr University
Healthcare Inspectorate Wales

Mudiad Meithrin
NAHT
Powys LHB
Public Health Wales
University of Wales Trinity St David
Wales Pre-School Providers Association

**Welsh Government Working Group – colleagues from the following policy areas**

Advocacy
Assessment
Communities First
Early Years, including Foundation Phase
Families First
Flying Start
Knowledge and Analytical Services
Local Government Improvement
Maternity
Pupil Deprivation
Results Based Accountability
Social Services and Well-being
Tackling Poverty