

Early Learning and Childcare



Service Delivery Plan 2017 – 2020

Version 2 – November 2017



**Shetland
Islands
Council**

Contents

1. Context	Page 3
Executive Summary	
National Context	
Local Context	
2. Current Position	Page 6
Summary of Current Service Delivery	
Supply	
Demand	
Comparison of Supply to Demand	
Quality	
Local Authority Workforce	
Partner Provision	
Cost of Provision	
Parental / community consultation	
3. Future Provision	Page 15
Summary of Proposed Changes to Service Design and Local Innovation	
Vision	
Tests of Change	
Service Delivery Model	
Comparison of Supply to Demand	
Quality	
Flexibility	
Accessibility	
Affordability	
Workforce Developments	
Infrastructure Investment	
Partner Assets	
Phasing and Prioritisation	
4. Implementation Planning	Page 28
Implementation Elements	
Quality Plan	
Phasing Plan	
Community Engagement and Communication Plan	
Workforce Plan	
Funded Providers	
Infrastructure (Physical Estate) Plan	
Financial Plan	
Project Management, Change Support and Stakeholder Engagement Plans	

1. Context

Executive Summary

National Context

The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) for all three and four year olds, and some two year olds, from 600 hours to 1140 hours by 2020. The following principles underpin the service delivery planning process:

- **Quality** – the expansion will ensure a high quality experience for all children, which complements other early years and educational activity to close the attainment gap, and recognises the value of those we entrust to give our children the best start in life;
- **Flexibility** – the expansion will support more parents and carers in work, training or study, through greater choice of provider and patterns of provision that are better aligned with working patterns whilst delivering this in a way that ensures a high quality experience for the child;
- **Accessibility** – ELC capacity is sufficient and is as conveniently geographically located as possible – particularly in areas of higher deprivation and in rural communities – to support families and enable parents and carers to work, train and study, while also appropriately meeting the needs of children who require additional support and parents to request ELC through the medium of Gaelic;
- **Affordability** – the expansion will increase access to affordable ELC which will help to reduce barriers to participating in the labour market which parents and carers face.

The expansion prioritises a high quality experience for the child, recognising the significant contribution that a universally accessible, high quality ELC service can make to a child's development and to closing the attainment gap. Increased entitlement will also bring about significant economic impacts. These include improved opportunities for parents to move into employment, increase hours of work, or to train or study and the creation of new employment opportunities within the ELC sector.

The Scottish Government's ELC Expansion Programme is designed to facilitate the delivery of an enhanced service model that reflects, and is responsive to, local needs. Local authorities are responsible for the implementation and delivery of ELC to their local communities.

Local Context

Shetland is an island authority in the far north east of Scotland, which is made up of over 100 islands, 16 of which are inhabited. The largest of these islands is the Mainland which, with an area of 373 square miles, makes it the third largest island in Scotland. The next largest islands are Yell, Unst and Fetlar, which make up the North Isles. Whalsay and Skerries lie to the east of the Mainland. The most remote inhabited islands are Foula, which is 17 miles west of the Mainland and Fair Isle, which lies 24 miles to the south. The inhabited islands are connected to the Mainland by inter-island ferries and, for the more remote isles, air links.

Shetland's population is approximately 23,000 people. Lerwick, with a population of almost 7,000 is the main town and it is estimated that more than half the population lives within 10 miles of the town. Scalloway is the second largest settlement, with a population of less than 1000.

Shetland is widely recognised as a fantastic place to live and work, something people living in Shetland are very proud of. Shetland's Local Outcome Improvement Plan highlights some of these positive features:

- top three for Quality of Life in Scotland (Annual Bank of Scotland Survey, 2015);
- 93% of school leavers going on to positive destinations (2013-14);
- 99% of people in Shetland report they feel safe in their community (Scottish Household Survey, 2014).

Shetland's current ELC service has many strengths. These include:

- high quality grades from Care Inspectorate and Education Scotland Inspections;
- a well-qualified and committed workforce;
- strong links with our primary schools, with all but three providers (local authority and voluntary) operating from within primary school buildings;
- a wide geographic spread of provision, including the most remote islands;
- availability of voluntary and private sector providers, including childminders.

While the extremities of wealth, health and other factors are not exhibited in the same way as in other authorities, there is growing evidence that inequality is a feature of Shetland life. A recent report from Shetland's commission on Tackling Inequalities (March 2016) highlights the following:

- 1 in 15 people in Shetland are income deprived;
- half of all households are in fuel poverty;
- food parcels have trebled since 2010;
- in-work poverty appears to be increasing;
- benefit claims tend to be lower in rural areas, masking true levels of income deprivation;
- occupational segregation is high with sectors spilt by traditional gender roles;
- 1 in 6 people live in a 'fragile' area where average wages are lower and cost of living is higher.

Poverty of opportunity is also a specific issue in Shetland, which can have a significant impact on attainment.

The Scottish Index of Multiple Deprivation (SIMD) data is not particularly useful when trying to identify and support the most disadvantaged children in Shetland as deprivation is not linked to geographical locations, but widely dispersed. This poses many challenges for services trying to support children from the most deprived backgrounds.

The remote and rural context of Shetland also presents specific challenges. These relate to transport issues, the high cost of provision and, for some areas, the limited choice of provision.

The expansion of ELC has the potential to significantly improve outcomes for children and families, particularly those who are more vulnerable or disadvantaged, giving them the best possible start in life. It provides the opportunity to build on the existing strengths of the current ELC service and, at the same time, work to overcome some of the challenges presented by the context in which families in Shetland live.

The expansion of ELC will make a significant contribution to the priorities identified within:

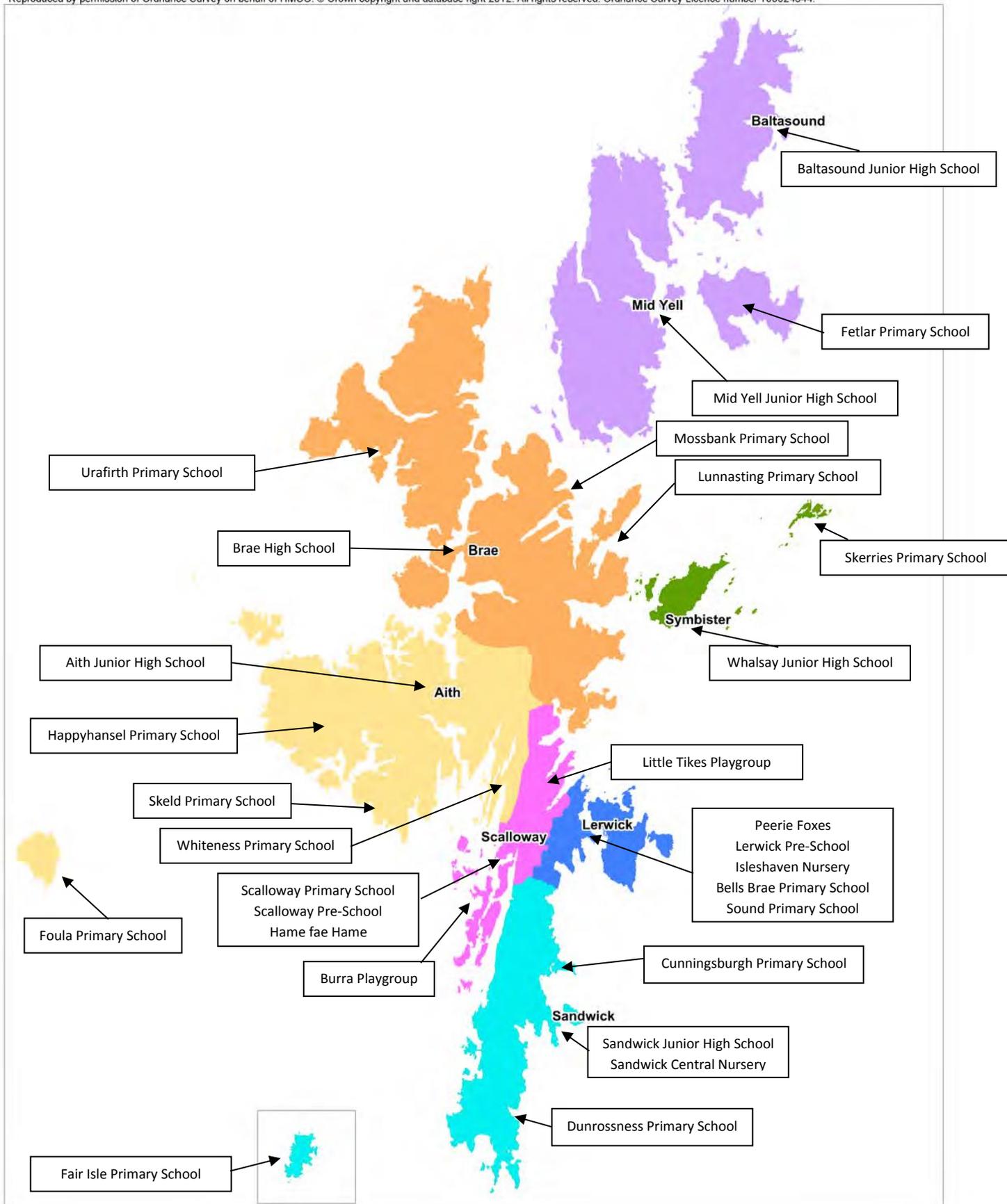
- the Shetland Community Plan
- Local Outcome Improvement Plan
- 10 Year Plan to Attract People to Love, Study, Work and Invest in Shetland
- Growing Shetland's Population
- Shetland's Integrated Children's Services Plan
- Shetland Islands Council Corporate Plan
- Children's Services 2017-20 Directorate Plan
- Schools and Quality Improvement Service Plan
- Shetland's National Improvement Framework Plan

Existing ELC provision in Shetland will have to be transformed to deliver 1140 hours in line with the Ministers' Blueprint for 2020. The expansion will almost double the number of hours eligible children will be entitled to. To achieve this significant change will be required, including full service redesign, workforce expansion and restructure, investment in infrastructure and the development of new partnerships across the ELC sector.

Shetland Island Council

Localities:-	North Isles	West Mainland	South Mainland	
	North Mainland	Central Mainland		
	Whalsay & Skerries	Lerwick & Bressay		

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2 - Current Position

Summary of Current Service Delivery

Supply

The current entitlement of 600 hours of Early Learning and Childcare (ELC) for three and four year olds is provided in 22 local authority settings (75%), all but one of which are school settings, and four voluntary sector partner provider settings (25%). Four of these providers are located in what is classified 'remote small town' locations, with the rest being 'remote and rural'. The maximum number of places provided for three and four years olds across the authority in 2015/16 was 775.

All funded provision is delivered term-time only through a daily 3 hours 10-minute session, five days a week, Monday to Friday. Six settings operate two sessions per day, 17 settings operate one session per day and three settings in the most remote locations arrange provision to meet the needs of the individuals. Four settings offer some form of additional hours around the funded provision, one of which includes over holiday periods. Split placements between two settings are also provided.

In 2015/16, three local authority settings were registered to provide for entitled two year olds. Depending on the uptake of three and four year olds in these settings, the maximum number of 2-year-old places in 2015/16 was 15. Four partner provider settings are registered to take children from 2 ½ years old. On this basis, a further 20 places could be supplied depending on the number of three and four year olds in each of the settings.

In all but one of the settings, provision for 2 year olds in 2015/16 was on the same basis as the three and four year olds; through a daily 3 hours and 10-minute session, term time only. One setting was able to provide year round provision and as such parents had more flexibility.

The key aspect of successful provision for eligible two years olds in Shetland is the location of that provision. In general, provision needs to be very localised before families are able to successfully access it. Provision, even within the same locality as where the family lives, could be a significant journey by road or sea.

The majority of school settings in Shetland are not registered for two year olds as they do not meet the requirements as set out by the Care Inspectorate. Most will require investment in order to meet these requirements. However, over the last year, partnerships with private sector providers, who are registered for two year olds, have been developed which has increased the number of settings throughout the whole of Shetland who can provide the entitlement from 7 to 12. Two private nurseries and three childminders have been commissioned, which has significantly improved accessibility for entitled two year olds and, as these providers operate year round, they are able to provide a more flexible service.

Demand

The demand for places within settings during 2015/16 was 79% of the total capacity supplied. Uptake is higher in the more populated communities, with the main town, Lerwick, almost reaching full capacity. Very remote and rural settings tend to have low percentage uptake as the capacity is based on the maximum number of children the setting can take with the minimum staffing but the demand is usually a single child. Not all families take up their full entitlement, particularly for three year olds. Importantly, all requests for entitled ELC for three and four year olds can be accommodated, usually almost always within the first choice of setting.

Requests for entitled two-year-old placements are low and the numbers actually taking up places is even lower. It is suggested that one reason for this might be to do the stigma attached to taking up such an entitlement, which is common in such small communities, as well as the limited supply of provision geographically. The total number of eligible two years olds in Shetland during 2015/16 was estimated at 22. Of these, seven were placed in three settings,

two local authority and one partner provider. This is an uptake of 32% of the estimated eligible children and 47% of the total supply of eligible two-year-old places.

In 2015/16, the number of deferred entries attending ELC settings was 49, which equates to 8% of the total number of children within ELC settings.

Children with additional support needs (ASN) attend, where possible, their local setting. Although there are fluctuations year to year, on average the number of children with an identified ASN who are supported in ELC settings is around 7% of the total number of children receiving entitled ELC provision. Currently there are 16 FTE support workers and 1 FTE teacher deployed in settings across Shetland providing support to individual children.

There is a very successful working model of providing targeted support to pre-school children through the Pre-school Home Visiting Service. The service can be accessed by any child with needs that affect their educational development. Requests for involvement can be made by both parents and professionals and, once agreed, the needs of the child are discussed and a programme of work put in place, including direct intervention.

Comparison of Supply to Demand

The following table shows the comparison of demand and supply by locality based on 2016/17 figures:

Locality	3 and 4 year olds and Deferred Entries			Entitled 2 year olds		
	2016/17 Supply	2016/17 Demand	% Uptake	2016/17 Supply	2016/17 Demand	% Uptake
South Mainland	106	78	74%	0	0	0%
Lerwick and Bressay	198	179	90%	5 (10*)	5	100% (50%*)
Central Mainland	186	170	91%	0 (15*)	1	0% (6.6%*)
West Mainland	80	54	68%	0	0	0%
North Mainland	118	76	64%	10	1	10%
North Isles	41	30	73%	0	0	0%
Whalsay and Skerries	30	33	100%	0	0	0%
Total	759	620	82%	15 (35*)	7	47% (20%*)

* From 2 ½ years

This table demonstrates that within the 600-hour model, there is currently additional capacity in all localities. There is less additional capacity within the more populated areas. In the more remote and rural areas, additional capacity is created because of the requirement to have at least two members of staff present. Therefore, it can be the case that the setting would be staffed for up to 20 children, based on a ratio of 1:10, although perhaps only one or two children are registered.

Quality

The average inspection grades, based on the most recent inspection for each setting, are detailed in the table below. Quality grades for settings across Shetland are generally 4 or 5. There is little difference between local authority settings and non-local authority settings. Childminders tend to be graded slightly higher. These figures provide a baseline indicator from which quality can be monitored throughout and beyond the period of expansion.

Local Authority Provision					
Care Inspectorate Inspections	Support	Environment	Staffing	Management and Leadership	
Shetland Average Grade	4.86	4.82	4.82	4.67	
Education Scotland Inspections	Improvements in Performance	Children's Experience	Meeting Learning Needs	The Curriculum	Improvement through Self Evaluation
Shetland Average Grade	4.38	4.35	4.35	3.88	3.59

Non Local Authority Provision					
Care Inspectorate Inspections	Support	Environment	Staffing	Management and Leadership	
Shetland Average Grade	4.85	4.28	4.57	4.42	
Education Scotland Inspections (Partner Providers only)	Improvements in Performance	Children's Experience	Meeting Learning Needs	The Curriculum	Improvement through Self Evaluation
Shetland Average Grade	4.75	4.75	4.5	4.5	4.25

Childminder Provision				
Care Inspectorate Inspections	Support	Environment	Staffing	Management and Leadership
Shetland Average Grade	4.88	4.88	5.00	4.17

In all ELC settings the registered manager is responsible for the overall development, management and quality of service provision including the supervision of staff and the management of resources. In all school settings in Shetland, the registered manager is the Head Teacher. All head teachers have an allocation of management time, depending on the number of primary classes. An additional 3 days of supply time per school year is allocated to all schools with a teaching head which has an ELC setting of any size.

Shetland Islands Council's School Improvement Framework Policy (2017) provides a coherent framework to guide the work of everyone involved in improving quality in Shetland's schools, which includes school based ELC settings. It sets out expectations and guidance to enable schools, the Schools and Quality Improvement Services and partners to work together within a cycle of continuous improvement. The School Improvement Framework comprises of four elements. These are:

1. Self-evaluation for self-improvement
2. School Improvement Plans and Standards and Quality Reports
3. Support from Central officers, including visits to schools
4. Professional Learning and Professional Review and Development

Central support in relation to the School Improvement Framework is currently provided by each school's link Quality Improvement Officer.

There is one local authority setting which is not school based. In this case, a registered manager is employed. Two of the four partner providers also have registered managers, with the other two receiving registered management support through Shetland Pre-school Play. There is no current centralised system for quality improvement for partner providers.

To help ensure a quality educational experience for children, every school based setting in Shetland has input from a GTCS-registered teacher input. The level of teacher input was reduced in 2013 when a new model was implemented across Shetland. The new model aimed to ensure that every child had at least 15 minutes of teacher input per week.

GTCS-registered teachers in ELC in Shetland currently stands at 7.1 FTE. These teachers support children in all local authority school based settings, which equates to 71% of registered 3-5 year olds. Based on the 2016/17 figures, where there is allocated teacher input time (local authority school settings), the overall pupil teacher ratio is 59.3 pupils per teacher which is below the Scottish average of 83.7 (September 2014). The average number of minutes of teacher input per child across Shetland is 22.5 per week, with a range of between 15 and 37.5 minutes depending on setting.

Children attending partner provider settings do GTCS-registered teacher input provided by the local authority. In 2016/17 that equated to 170 children, or 29% of the total number of registered 3-5 year olds.

Recent consultation with staff has highlighted concerns around the quality of GTCS-registered input being hampered by teachers being included in the adult/child ratios and subsequent difficulties in clarifying the different roles and responsibilities within the setting.

Training and development opportunities for the ELC workforce are organised by Children's Services, with support from the Shetland Islands Council Workforce Development Team. These opportunities are offered to the whole ELC workforce, including partner providers, private providers and childminders and are very well attended. Currently, the training and development opportunities provided are responsive to local needs and the availability of suitable people to deliver.

The Pre-school Home Visiting Service and Outreach Team provide bespoke training to local authority and staff and partner provider settings to help meet the specific needs of pupils both prior to and after the child begins their ELC placement.

Shetland Pre-School Play is a voluntary organisation who, with the help of an annual contract with Shetland Islands Council, provides a support service for local voluntary partner providers and voluntary run pre-school groups. The service includes peripatetic management support, wages service, delivery of training courses. This has supported the quality of partner provision.

Shetland Family Centre Services, part of Children's Resources in Children's Services, offer support and advice to all childminders throughout Shetland. This can begin before the registration process and continue through their career. The support offered varies from a quick chat on the phone, through to one to one support in the childminders home to overcome problems that may arise. The core training needs of childminders are also met by the service, which includes food hygiene, child protection and first aid. The service is looking to develop more training on using SHANARRI and opening up avenues to more CPD training.

Local Authority Workforce

The local ELC workforce has seen a number of changes over the last few years. Teacher input was reduced across all settings Shetland Island Council settings in 2013 which changed the staffing model within school settings. A year later, the entitlement to free ELC increased from 475 to 600 hours which resulted in further changes to ELC staffing. Current full time equivalents (FTEs) within local authority settings are detailed in the table below. Due to the number of small, part-time posts, the number of FTEs is quite different from the actual head count.

Post	FTEs	Head Count
Teacher / Graduate	7.13 FTE	11
Centre Manager	1.00 FTE	1
Practitioner (including senior posts)	16.10 FTE	26
Support Worker	15.04 FTE	30

Analysis of the workforce profile of local authority staff has highlighted the following trends:

- most ELC staff are in established posts;
- most staff work part-time;
- the vast majority of the ELC workforce is female (only 1.36 FTE are male);
- the highest proportion of staff are within the 26-35 year old age group followed by the 36 – 45 year old age group;
- the lowest proportion of staff are 56-65.

An extensive consultation was undertaken with Shetland Islands Council ELC staff in December 2016 and January 2017. The purpose of this consultation was to evaluate the impact of recent staffing changes. Clear and consistent concerns were raised by staff, including:

- number of small part-time posts affecting the retention and recruitment of a quality workforce;
- difficulties in clarifying roles and responsibilities;
- lack of time for the staff team to discuss and review children’s progress, planning, etc;
- lack of collegiate time for self-evaluation / improvement work.

To resolve these concerns, and in anticipation of the impact of the expansion on the current workforce, significant workforce developments have taken place during 2017. This includes:

- the recruitment of five Modern Apprentices within the local authority settings;
- the creation of a Career Grade at Support Worker level (currently Early Years Assistant) to enable suitable candidates who are unqualified to be appointed to a vacant post with a condition that they complete the relevant qualification within a given timescale;
- a review of all non-teaching Shetland Islands Council ELC job profiles by a working group made up of current staff members to ensure consistency across the local authority ELC provision. This included consideration of the working week and the working year. The profiles now better reflect the duties being undertaken and provide staff with clear roles and areas of responsibility. Post titles have been aligned with SSSC registration categories. The new profiles will be implemented in 2017/18;
- the creation of a senior practitioner post to oversee the day to day running of larger settings within the new delivery model and to provide supervision to an increased ELC staff team, including new recruits, Modern Apprentices and work placements. The aim is to implement these posts in relevant settings as they move to deliver 1140 hours;
- funding support for additional qualifications for existing staff including one BA in Childhood practice and 4 SVQ SCQF Level 7 qualifications in Social Services Children and Young People.

The revised local authority ELC staffing structure from 2017 is detailed below:

Post Title / Qualifications / SSSC Registration Category	Grade	Job Purpose	Additional Notes
<p>Early Learning and Childcare Manager</p> <p>SCQF Level 9 e.g. BA Childhood Practice / BEd Teaching</p> <p>SSSC – Manager/lead practitioner of a day care of children service</p>	J	The purpose of this post is to manage the Early Learning and Childcare team to deliver a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	<ul style="list-style-type: none"> • Applies to settings who provide a 50 week a year model or who are not part of a school • Registered manager with the SSSC • Can be SSSC registered unqualified with a condition
<p>Senior Early Learning and Childcare Practitioner (New Post)</p> <p>Career Graded</p> <p>SCQF Level 8 e.g. SVQ4 / HND / PDA</p> <p>SSSC – Practitioner in a day care of children service</p>	I/H	The purpose of this post is to work effectively as a lead member of an Early Learning and Childcare team to oversee the delivery of a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	<ul style="list-style-type: none"> • Generally will apply to settings who operate continuously for more than 5 hours per day and who therefore requires more than one practitioner • Can be appointed into the post on H grade until qualified
<p>Early Learning and Childcare Practitioner (formally Early Years Worker)</p> <p>SCQF Level 7 e.g. SVQ3 / HNC</p> <p>SSSC – Practitioner in a day care of children service</p>	H	The purpose of this post is to work effectively as a lead member of an Early Learning and Childcare team to support in the delivery of a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	<ul style="list-style-type: none"> • In smaller settings will be the lead member of the ELC team, under the direction of the registered manager
<p>Early Learning and Childcare Support Worker (formally Early Years Assistant)</p> <p>SCQF Level 6 e.g. SVQ2 / NC</p> <p>SSSC - Support Worker in a day care of children service</p>	F	The purpose of this post is to work effectively as a member of an Early Learning and Childcare team to support in the delivery of a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	
<p>Early Learning and Childcare Support Worker</p> <p>Unqualified - Career Graded</p> <p>SSSC - Support Worker in a day care of children service</p>	E	The purpose of this post is to work effectively as a member of an Early Learning and Childcare team to support in the delivery of a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	
<p>Children and Young People Modern Apprentice</p>	A/B	The purpose of this post is to learn how to work effectively as a member of an Early Learning and Childcare team to support in the delivery of a high quality, safe and balanced education and care service, which meets the needs of each young child and their families and is in accordance with relevant legislation and guidelines.	<ul style="list-style-type: none"> • Two year temporary post

Existing local authority staff have been consulted about their future plans and aspirations, including their desire to take on additional hours and their interest in undertaking additional qualifications. Those staff who expressed interest in undertaking an additional qualification were offered financial support to do so. The offer was also extended to staff within current partner provider settings. A total of seven staff are undertaking their SVQ3 Social Services: Children and Young People and two members of staff have taken on the BA in Childhood Practice.

Five modern apprentices have been recruited within the local authority using revenue funding for 2017/18. A further five will be recruited during 2018/19 with a proposed two each year thereafter.

Our partners at Shetland College UHI offer a range of courses for the ELC sector. On average there are ten places per year on the SVQ3 Social Services: Children and Young People and a further ten the HNC Childhood Practice. The UHI also offers a fully online honours degree in Childhood Practice. A large proportion of those leaving Shetland College UHI with ELC qualifications are lost to the sector due to the lack of full-time employment opportunities within the current ELC provision. In addition, approximately eight pupils a year in Secondary 3 in Shetland sign up the Early Education and Childcare Skills for Work course.

Partner Provision

Shetland Islands Council values the role that all childcare providers can play in ensuring our children receive their entitlement to ELC. In 2016/17 the percentage of funded places delivered through partners providers was 29% through four voluntary sector providers. As of August 2017, a further two private providers and three childminders have been commissioned provide entitled ELC in Shetland. The use of partner providers improves the options available to parents, including more accessible provision and improved flexibility and choice to meet individual needs.

Providers can enter into partnership at any point of the year. This is usually on the basis of an identified need within a specific geography. Before entering into partnership arrangements, Shetland Islands Council will check Care Inspectorate and Education Scotland reports to ensure they are satisfactory. There is no set minimum grade but any aspect causing concern will be discussed with the provider before a partnership agreement is put in place.

All providers delivering funded ELC have a contract with Shetland Islands Council. All current and future contracts will run until August 2019. All potential partners must demonstrate that they meet the conditions set out within the contract, which includes:

- Governance arrangements
- Service users – age group, number
- Child protection and health and safety obligations
- Data protection
- Staffing requirements
- Training and development
- Insurance and indemnity
- Financial arrangements
- Quality assurance

Partners delivering the 600-hour entitlement for three and four year olds are paid an agreed annual sum per place. This is currently £2750 per fully loaded place. Where the viability of the service is threatened, the Council can agree a minimum payment, which may be of a higher value than the number of places provided. This is particularly important in remote and rural communities where numbers can fluctuate and viability threatened. Those delivering provision for entitled two year olds are paid an agreed hourly rate for the service, currently £4.58 per hour – one of the highest in Scotland.

Partner providers have expressed concerns around the impact the expansion will have in relation to the retention of their existing staff and their ability to recruit additional staff. They have repeatedly indicated the need for financial stability for staffing and highlight issues around not being able to compete with local authority pay and conditions.

The following table details the current FTEs within the four voluntary sector partner provider settings.

Post	Baseline (Partner Provider Settings)
Teacher / Graduate	0.60 FTE
Centre Manager	1.48 FTE
Practitioner (including senior posts)	7.81 FTE
Support Worker	2.03 FTE

All current partner providers operate out of council buildings. There are different arrangements in place with regard to the use of Council buildings by providers.

There are a total of 15 registered childminders in Shetland. To date, only two of these are commissioned to deliver entitled provision for 3 and 4 year olds, which has been as a result of the first phase of the expansion. A total of 7 children are receiving blended provision between the local ELC setting and the two childminders in the area. One additional childminder currently provides for one entitled two-year-old. This is on one of the more remote islands, where group provision is not available. Childminders have expressed some concerns around the possible impact the expansion could have on their business.

A scheme to provide financial support to childminders is in the process of being reintroduced by Shetland Islands Council Development Directorate. The purpose of the scheme is to give childminders the means to attract customers and establish a stable income from childminding activities. This assistance is based on a revenue top-up payment calculated from hours delivered and fees collected, and is intended to mitigate against business 'downtime' as local parents establish an essential confidence with a new service and determine that their needs can be supported. Support is time limited

The objective of this support is to grow the capacity and number of childminders operating in Shetland, thus benefiting the local community and the Shetland economy. Support will be available to all new registered childminders in Shetland, and is additional to start-up support and grants for new equipment adaptations which are already provided by Shetland Islands Council. The proposed scheme is subject to Council committee approval. This will be sought in October 2017.

Cost of Provision

The total cost of the ELC service in Shetland in 2017/18 is £2,932,000. A breakdown of this cost is provided in the table below:

Provision	Employee Costs	Non-staff Costs	Total
Local Authority	£2,337,000	£212,000	£2,549,000
Partner Providers, including Childminders	-	£334,000	£334,000
Support Services	-	£49,000	£49,000
Total	£2,337,000	£595,000	£2,932,000

Note: this includes an allocation for support from Head Teachers, clerical and janitorial staff within schools. Phase 1 of the ELC expansion is included in the above estimated costs.

The average cost per child per hour within local authority settings based on 2017/18 registrations is £10.34. Across settings the cost per child per hour ranged from £3.75 to £35.60. As expected the cost of provision is lower in the more populated areas and significantly higher in the more remote and rural locations.

The cost of provision per child per hour paid to partner providers in 2016/17 is £4.58. However, this does not necessarily reflect the true cost of provision in some settings as individual arrangements are in place with regard to the provision of property, for which a cost to the Council is incurred.

Parental / community consultation and communication

In line with legislation, Shetland Islands Council carries out a statutory consultation on ELC every two years. The most recent was undertaken in June 2016. Unfortunately, there was a very low return rate with only 16 responses. The following outcomes were noted:

- 67% of respondents use other childcare in addition to their entitled provision
- 29% of respondents use childminders as part of their childcare arrangements
- 80% of respondents indicated they would like full day provision during term-time
- 42% of respondents indicated they would like blended childcare during term-time
- 87% of respondents indicated they would like 52 weeks a year provision

Localised, face to face consultations exercises within three local communities has also been undertaken. During these consultations, some common themes emerged. These are:

- parents would like greater flexibility in relation to timings which would fit better with other commitments;
- earlier opening times would enable children to be dropped off before work;
- timings aligned to the school day would help if older siblings attend school;
- funded provision for holiday periods or with childminders would make childcare more affordable for families, particularly those with more than one child.

Mindful of the need not to overburden the population with too many consultation exercises, the nationally developed place standard approach is used in Shetland to establish what people think about their place, give people the chance to say what should be improve and identify how best to make improvements. The Shetland Place Standard Consultation took place between 14 June to 10 July 2016. A total of 939 people responded to this public consultation, and there were 4,840 individual comments. The need for affordable childcare was highlighted in the Shetland Place Standard final report in March 2017. It would be worthwhile to explore the feasibility of how ELC could be included more specifically in the Shetland place standard consultation in future years.

3 - Future Position

Summary of Proposed Changes to Service Design and Local Innovation

Vision

'To provide highest quality Early Learning and Childcare service for Shetland, which meets the needs of our children, their parents/carers and their communities, contributing to Shetland being the best place for children to grow up.'

Within every setting in Shetland, there will be evidence of:

- a high quality curriculum, with a strong focus on literacy, numeracy and health and wellbeing;
- pedagogical leadership;
- developmentally appropriate practice;
- inclusion, including early interventions and support;
- parental involvement and family support;
- transitions that take full account of the learner journey and supports continuity and progression in learning;
- effective partnership working.

Through our settings and partners, we will aspire to deliver:

- a range of flexible options which can be moulded to suit the needs of individual children and families;
- a choice of provider – local authority, voluntary or private – including childminders;
- geographically accessible provision, in sufficient capacity;
- affordable ELC for families;
- provision that reflects the needs of local communities.

We will invest in the workforce and infrastructure to ensure:

- there is a highly skilled and qualified workforce;
- caring, nurturing and responsive adults support our children and families;
- every child has access to graduate input;
- high quality physical environments,
- full access to outdoor learning;
- creative use of resources;
- equitable procurement and commissioning arrangements for funded providers.

We will provide appropriate support including:

- effective and robust quality improvement and quality assurance arrangements;
- training and development opportunities for the whole workforce;
- centralised clerical support.

We will take full account of the following national frameworks and guidance which underpin quality ELC provision, irrespective of setting or sector:

- Building the Ambition
- Curriculum for Excellence
- How Good is our Early Learning and Childcare?
- Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
- The National Care Standards
- The Early Years Framework
- Getting It Right For Every Child

Tests of Change

Five settings have been identified as local tests of change, the purpose of each is to shape and test the proposed service delivery model. The settings and the test of change is shown in the table below.

Setting	Test of Change
Urafirth Primary School – April 2017	Scottish Government Trial
Dunrossness Primary School – August 2017	Standard model of delivery with option of blended provision with local childminders
Whiteness Primary School – August 2017	Standard model of delivery
Burra Playgroup – October 2017	Partnership delivery
Brae High School – January 2018	Hub model of delivery

A Scottish Government funded ELC trial is currently running in a remote and rural setting in the far north of Shetland. The purpose of the trial is to explore the specific circumstances within a remote community and, through working together with key stakeholders, tailor ELC provision in a way that meets local needs.

Key stakeholders were effectively given a blank sheet of paper and asked what the service would ideally look like. This information was then used to develop the model; the key characteristics of which are:

- service operating times aligned to school day, term-time only;
- individual flexibility and choice for families within the operating times to meet differing needs – moving away from set times for everyone;
- opportunity for earlier drop off (8.15am), which includes provision for school aged siblings;
- option to use some hours in alternative provision during holiday periods for a minority of children.

One of the aspects that was of particular interest was what the uptake of the offer would be. In April 2017, at the start of the trial, 60% of the children registered within the setting were receiving more than 600 hours of provision and 13% of children were receiving more than 1000 hours. By April 2018, when all new enrolments are attending, it is predicted that 83% of the children will be receiving more than 600 hours of provision and 5% more than 1000 hours. The average number of hours taken up per child will be 815 out of a possible 1140.

In addition to the uptake of the offer, it was hoped that the trial would provide an indication as to the impact of improved flexibility on the experience of the child and family and whether it was operationally sustainable. In June 2017, an initial evaluation on the impact of the changes was carried out. Parents and staff highlighted the following:

- improved learning, socialisation and enjoyment for children;
- additional time and space to enable staff to deliver targeted interventions and individual support;
- improved flexibility enabling some parents to take on additional work hours;
- raised staff morale resulting from new staffing structure.

The learning from the trial has been used to help develop a 'standard' model of provision which is being tested in two settings from August 2017, using 2017/18 additional revenue grant funding for the expansion of ELC. In this model, a single session of eight hours operates, with parents/carers having full flexibility and choice in relation to the hours their children attend within the operating times, up to a maximum of 1140 hours. In one of these settings, parents have also been given the option on blended provision with a local childminder.

The implementation of these tests has involved:

- parental and community consultation;
- staff training and development;
- recruitment of additional workforce and identification of training needs;
- improvements to the infrastructure;
- establishment of systems to support the new model;
- new partnerships with local childminders.

To ensure that these tests provide the learning that is required to support the expansion, attention is being paid to the following aspects:

- parental uptake of the increased offer;
- the quality of the experience for the child and family;
- the operational sustainability of the offer;
- workforce issues, including recruitment and training and development needs;
- wider support needs.

In September 2017, 45% of the children in these two settings were receiving more than 600 hours of provision and 15% were receiving more than 1000. There are clear variations between the two settings. The average number of hours being taken across the two settings was 664. It should be noted that during the first term many children are gradually building up hours. Therefore, these figures are likely to increase as the year progresses.

In addition, seven children are receiving blended provision between the setting and a childminder. Of these children, five are taking up the full 1140 hours of entitled provision.

In a recent parental survey in these two settings, all parents said their child was enjoying learning within the setting. They all agreed or strongly agreed that their child's needs are being met and that their children are progressing well. Ninety-four percent said that the provision fully met their childcare and family's needs.

During implementation, both staff recruitment and infrastructure developments took much longer than anticipated. This has put significant additional pressure on the settings. Learning from this, staff have clearly indicated that any future implementation of 1140 hours should be given a much longer lead in time.

Two further tests, as detailed in the table above, will be implemented in the later part of 2017. This includes a 'hub' model of provision and a partnership delivery of entitled provision.

Service Delivery Model

For the first time in Shetland, the service delivery model will take account of all ELC providers in Shetland, including private providers and childminders, where there is a need, where providers are willing to be involved and where providers meet the required quality standards. The provision of ELC will be located across all seven localities, including very remote and rural communities. There are no catchment areas for ELC and therefore families can access ELC provision in any part of Shetland.

All settings providing the entitlement will no longer operate sessions but instead be open for one continuous period of time each day. Opening hours for individual settings will be decided by each setting, through consultation with parents/carers and communities.

Three types of setting have been identified. These are:

- Hub – will operate for an extended day year round;
- Standard – will operate for an eight hour day, aligned to school day, term time only;
- Bespoke – will usually operate in less populated areas to meet the specific needs of the families which use it.

The inclusion of childminders will also provide the option of funded ELC provision within a home environment and will further meet the needs of families looking for holiday provision, including those families with older children.

Every mainland locality will have at least one 'hub' setting providing year round ELC. In most cases this will be delivered through a partner, who already operates year round. This has the added advantage that there is already in place a workforce for this year round provision. Many of these providers also cater for older children both after school and during holidays periods. In those localities where there is not existing provision, a local authority 'hub' setting will be developed. Consideration will be given to developing opportunities for school aged children on both an after school and holiday period basis in these settings too.

In the more remote and rural locations, including island communities, the provision of ELC may be for a minimal number of children. Therefore the provision will be bespoke, based on individual needs and operational factors, including workforce availability. The cost of this type of provision is significantly higher than in more populated areas. The table below shows the availability of different types of settings and potential childminders per locality.

Locality	Number of Hub Settings	Number of Standard Settings	Number of Bespoke Settings	Number of potential childminders
South Mainland	1	3	1	2
Lerwick and Bressay	2	3	0	4
Central Mainland	1	5	0	1
West Mainland	1	2	1	2
North Mainland	2	1	1	5
North Isles	0	2	1	1
Whalsay and Skerries	0	1	0	0
Total	7	17	4	15

Comparison of Supply to Demand

The National Record of Scotland Projections indicates that the projected change in the population of Shetland 2014 - 2039 is minimal, at just -0.7%. The table below shows the potential supply to demand by each locality using all available providers based on the assumption that the infrastructure developments will create the desired capacity within the settings who require it and staffing is based on a ratio of 1:8. Each place is based on the assumption that a child will attend a six hour day, term-time.

Locality	Maximum Number of hours that could be supplied	Number of places that could be supplied based on 6 hours per day, term-time	Number of hours used to supply places based on 6 hours per day, term-time	Flexible hours (remaining hours that can be used to meet demand)	Future demand 3 and 4 year olds per year (based on birth rates obtained from NHS)		
					2017/18 Actual	2018/19	2019/20* as far as can be projected
South Mainland	112,380	74	84,360	28,020	79	78	71
Lerwick and Bressay	284,240	178	202,920	81,320	162	143	144
Central Mainland	194,940	129	147,060	47,880	127	101	100
West Mainland	79,420	47	53,580	25,840	64	47	46
North Mainland	173,100	184	95,760	77,340	107	81	78
North Isles	65,740	41	46,740	19,000	33	26	29
Whalsay and Skerries	36,480	24	27,360	9,120	28	16	23
Total 3 and 4 year olds	946,300	677	657,780	288,520	600	493	491
Deferred Entries (additional 8%)	-	-	-	-	41	39	39
Entitled two year olds	-	-	-	-	12	14	13
Overall total	-	677	-	-	653	546	543

Supporting information available.

The table above demonstrates that there is a more than sufficient supply of 1140 hours to meet the demand if all eligible children took up their full entitlement and that all potential providers were fully utilised. If fully utilised, 28% of the potential supply could be delivered by partner providers. Cautious staffing of local authority settings and careful commissioning arrangements with partners will help to ensure that the surplus is reduced to a minimum and that the model will be as cost effective as possible. Furthermore, any additional hours available within settings which can not be reduced due to staffing level requirements, could be sold to further support families who may require additional ELC hours, which would generate additional revenue to offset cost. The link between statutory ELC provision and non-statutory out of school care should also be explored, as some settings may have additional capacity after school which could be used by older children.

Quality

The proposed service redesign and rapid expansion of provision poses a risk to the existing good quality of ELC in Shetland. Every step must be taken to ensure that the change is not detrimental to children, families and providers. In line with Scottish Government recommendations, the implementation of 1140 hours will be phased in to negate the adverse impact on the quality of services for children and families.

The phasing plan aims to help maintain and improve the quality of provision during implementation by increasing staffing and undertaking upgrades to the physical environment up to a year before implementation. This will enable settings to effectively prepare for implementation, including aspects relating to the quality of provision. The test of change settings will provide the learning that will be required to support service design and implementation. A feedback group made up of head teachers involved in these tests has been established to identify key aspects requiring attention.

All providers will be proactive in ensuring regular and rigorous self-evaluation for self-improvement takes place which fully involves all stakeholders and leads to improvements in the quality of the service that they offer. HGIOELC and Building the Ambition will be used to support self-evaluation practices. Innovative ways to capture the views of all stakeholders will be developed by settings and good practice shared across settings.

Shetland Islands Council appointed a Quality Improvement Officer for Early Learning and Childcare in October 2016. The main focus of this post to date has been to lead the expansion project. The need to identify a clear quality improvement framework for all ELC settings is required, in line with the current School Improvement Framework, to ensure that the most effective arrangements are in place.

Unlike other authorities, there is not a central ELC team in place to provide quality support to all settings. Such a team is recognised as being a driving force to mitigate risks to quality and push forward continuous improvement across all ELC providers. Education Support Officer posts for ELC will need to be created in order to provide the level of quality support that will be required. In addition, these posts will support recruitment and staffing arrangements, tracking and monitoring of pupil progress and quality standards, parental consultation and evaluations, partnership arrangements and training and development of staff, including mentoring. A central team will also be able to support the sharing of best practice and develop opportunities for ongoing dialogue between settings and individual staff groups. The service provided by Shetland Pre-School Play will need to be reviewed to ensure the best use of assets in light of the proposed service changes.

Our Head Teachers and ELC Managers, as the registered managers, are ultimately responsible for quality within their settings. Given the scale of the expansion and the changes to service design, registered managers will need additional time and support both during the period of implementation and beyond. Clear guidance about the role of the Head Teachers and ELC Managers during the period of expansion needs to be developed.

Shetland values the contribution that GTCS-registered teacher input adds to ELC settings, both for individual children and their families, and to the setting as a whole. As such, there will be no reduction in the commitment to provide teacher input. However, in order to ensure the investment of teacher input has the greatest possible impact on individual children the following needs to take place:

- teacher input becomes supernumerary, which will improve the quality of teacher input and allow for more flexible working;
- in smaller settings, explore the feasibility of allocating the teacher input to a member of SMT, as part of management time arrangements, or another member of existing staff, such as ASN teacher;
- review the teacher remit to ensure the roles of each staff member within ELC settings are clearly defined;
- create an ELC teachers network, through which additional support, training and development can be offered;
- regularly review teacher input to ensure as equitable allocation as possible including within partner settings.

A separate action plan on the additional graduate input has been prepared outlining the proposed approach for the deployment of the 1FTE additional graduate.

The implementation of the new service delivery model will increase the size and diversity of ELC staff teams within settings. The quality of provision within a setting is dependent on the ability of the staff team to work well together. The introduction of a Senior Practitioner post within larger settings will help to support this. New arrangements for non-contact time for all ELC staff has been built into the staffing model and will be implemented as the extended hours are phased in. This will allow staff to have protected time for planning and preparation and regular time together to review learning and identify next steps. Individual staff teams will need to establish ways to effectively communicate with each other on an on-going basis.

Staffing ratios across all settings will change from 1:10 to 1:8 as standard. Variations to this will be applied dependant on age and need, as outlined in the Health and Social Care Standards, 2017. Smaller group sizes will support high quality delivery.

On-going training and development opportunities for the ELC workforce would benefit from improved co-ordination between Shetland Islands Council, Children's Services and Shetland Pre-School Play. An ELC training and development group with representation from these organisations, and other interested parties, will be established. Regular consultation across the ELC workforce on training requirements will be carried out and appropriate, co-ordinated provision made.

Based on feedback from ELC staff, and the aspirations of the expansion, key priorities for future training and development include:

- child led learning / learning through play;
- enabling environments / resources;
- planning;
- self-evaluation;
- literacy and numeracy;
- monitoring and tracking progress;
- supporting two year olds.

Every child has the right to be cared for by a well-qualified and nurturing staff member who fully understands their individual needs and can provide the appropriate level of support to enable them to develop. Training and development, including ASN awareness, MAPA, attachment theory and nurture training, engaging with parents, family support and GIRFEC awareness will help to ensure that every member of staff feels confident to support and meet the needs of every child and family. Training to support the health care and medical needs of children, including epilepsy, diabetes, asthma and allergies, also requires specialist training for staff. Colleagues in health can support with the bespoke delivery of this type training.

In addition to training and development opportunities, a number of support systems have been identified which will help settings as they implement the increased hours. These include:

- establishing staff networks to enable the sharing of best practice;
- identify peer supporters for individual staff members;
- forming an online sharing platform to enable settings to seek help or advice from others;
- creating an online suite of resources and templates to support new operational arrangements, such as staff rotas, sample letters, parental consultation materials.

A system to collate up to date information from the Care Inspectorate and Education Scotland inspections will be developed to ensure that regular monitoring of quality grades takes place so that any areas requiring attention are identified and relevant interventions are put in place to maintain or improve quality.

Flexibility

The proposed service delivery model for Shetland aims to respond to what parental consultations have told us; parents would like increased flexibility and choice.

In the service delivery model, increased flexibility and choice will be delivered through:

- a greater choice of provider, including childminders;
- the option of split placements and blended provision;
- improved access to year round provision;
- longer opening hours and parental choice over the set weekly attendance pattern;

- the option to pay for additional hours if capacity exists within a setting.

The offer of more flexible and responsive provision is balanced against the impact on the day to day experience for the child. Initial learning from the tests of change indicate that:

- parents feel that the flexible offer improves stability and continuity for children as there is less need for ad hoc, unregulated childcare arrangements to fit around working patterns;
- staff have indicated the longer hours, additional staffing and often smaller groups has a positive impact on the quality of the provision within the setting;
- regular dialogue with parents has enabled staff and parents to work together to mould the requested provision to better suit the needs of the child, whilst meeting the needs of the family.

To support the offer of increased flexibility and choice, the appropriate systems and processes will need to be in place to ensure operational manageability. This will include:

- revising the Shetland Islands Council's Admissions Policy, which sets out the admission arrangements for entitled ELC;
- upgrading NAMS (Nursery Application Management System) to ensure it is able to support the changing needs of the service;
- moving to online registrations, which will simplify the admissions process, make it more accessible and support the variety of flexible options available;
- developing a standard process for parental requests to change provision, including notice periods;
- developing a set of clear expectations for parents to support operational manageability within each setting.

Centralised business support will be required to support operational manageability.

Increased flexibility and choice also raises the question of operational sustainability. The following aspects will support operational sustainability:

- the implementation of a more flexible staffing model to meet variations in demand;
- the option of selling additional hours to improve overall uptake where capacity exists;
- further exploring the link between the provision of statutory provision for ELC and non-statutory provision for school aged children;
- engaging in regular dialogue with parents regarding how well the chosen provision is meeting individual needs.

Close monitoring of the test of change settings will help to identify parameters that need to be applied to the flexibility offer if there is evidence that it is having a detrimental impact on children or if it becomes operationally unmanageable or unsustainable.

Accessibility

The proposed service delivery model will deliver ELC in sufficient capacity to meet the demand. Provision will be as geographically localised as possible, including within remote and rural locations. Parents can choose from a variety of different models, within different locations.

The service delivery model aims to make best use of existing services and assets within the local authority, private and third sector and, where capacity or accessibility is limited, new arrangements will be put in place. Within the most remote and rural areas, where provision is not available on the most remote and rural islands, support for transport will need to be provided.

The service delivery model is fully inclusive. Children will be supported to attend the setting of their choosing and appropriate support will be put in place to meet the individual needs of any child that requires it. The additional hours

will place extra demand on ASN support in this regard and additional funding will be required to respond to this, through the provision of training for all staff and the allocation of additional support.

One of the apparent barriers to families accessing the expanded provision is the lack of affordable childcare for older children. The expansion provides the opportunity to explore the possibility of offering out of school care for older children alongside ELC.

A childcare partnership used to exist within Shetland which comprised of representatives from the voluntary private and public sector. The role of the Shetland Childcare Partnership was to identify local childcare needs and help to plan the development of childcare services as well as providing support to childcare providers, particularly in the voluntary and private sector. The Shetland Childcare Partnership no longer operates but some providers have suggested that there is a need for this type of forum.

The Childcare Strategy 2012-2015 was developed to help achieve the Shetland Islands Council's vision for childcare, which was 'to sustain and where necessary grow the number of childcare places.' The key themes and priorities within the strategy included:

- Accessibility: accessible good quality care for all families with children aged up to 14 who need it.
- Affordability: families to be able to afford flexible, good quality childcare that is appropriate to their needs.
- Capacity Building: to build capacity within communities and across the voluntary and private sector.
- Quality: good quality childcare provided across Shetland.

There is no current strategy in Shetland which sets out the vision for childcare for school aged children. Consideration given to whether there is a need for a Childcare Partnership to look at non-statutory childcare provision across Shetland to ensure the continuity of progression in terms of the child's journey.

Affordability

The service delivery model aims to be affordable for families by providing a range of options to suit individual needs across all geographic localities, making it as localised as possible, thus reducing the cost of accessing the provision. However, given the geography of Shetland, for some families the nearest provision could be a considerable journey away, which can be costly for families. To support families who are experiencing financial hardship, which prevents them from accessing ELC provision, a Pre-School Transport and Access Fund was set up in 2015. In 2016/17, the fund was significantly overspent, demonstrating a clear need for the support.

The charge for additional hours and wrap around care is set by Shetland Islands Council on an annual basis. The current charge is £4.80 per hour. Feedback from parents/carers suggests that this charge is not affordable, particularly where there is more than one child, and as such this limits the number of families who take up the offer. The set charge for additional hours therefore requires further consideration.

The percentage of families taking up free school meals in Shetland is around 6.95%. Until such a time when there is provision for universal free school meals for children in ELC, families whose children are using additional hours in ELC settings that run over a lunchtime period are entitled to apply for free school meals in line with current legislation. Families who do not qualify for free school meals can pay for a school meal at the standard Shetland Islands Council charge. The current charge is £2.20. However, a reduced rate of £1.80 is being pursued for 2018/19. Alternatively, families can provide a packed lunch for their child. The universal provision of free school meals for children attending ELC before 2021 may need to be considered during feedback, depending on feedback from parents.

It is widely recognised that the cost of provision in more remote and rural areas is significantly higher than in more populated areas. Part of the reason for this, as previously identified, is the need to provide at least two adults within a setting, This means that every setting therefore has a capacity of 16 children, irrespective of the number of children

within the area. In addition, in order to offer an equitable model for families within more remote areas, for example blended provision with a childminder, it may mean that provision is effectively double funded as there will be an available place within the local setting, so the cost of the childminder is effectively additional.

Financial sustainability and making best use of public funds is achieved by:

- making best use of assets, both local authority and partners;
- effective consultation and engagement with local communities to better understand needs;
- close monitoring of uptake within individual settings and responding appropriately to changes in demand;
- implementation of a flexible staffing model, including contract to locality;
- enabling a degree of income generation through the offer of additional hours for purchase.

Workforce Developments

It is widely recognised that the most important driver of quality in ELC is a highly skilled and well-qualified workforce. The rapidly increasing size and more complex nature of the workforce will require a range of workforce development activities to be established and implemented across all providers.

The existing ELC workforce in Shetland will need to be significantly increased across all sectors in order to deliver the proposed service delivery model. The table below shows the estimated additional workforce that will be required in order to deliver the expansion within local authority settings. It is anticipated that partner provider settings would also need a proportionally similar increase.

Post	2016/17 ELC staffing	Estimated ELC workforce required for Service Delivery	Additional workforce required – current to future	Estimated additional FTE covered by existing workforce	Estimated workforce to be recruited
Teacher / Graduate	7.13 FTE	8.13 FTE	1.00 FTE	-	1.00 FTE
Centre Manager	1.00 FTE	2.00 FTE	1.00 FTE	-	1.00 FTE
Practitioner (including senior posts)	16.10 FTE	27.51 FTE	11.41 FTE	3.50 FTE	7.91 FTE
Support Worker	15.04 FTE	45.61 FTE	30.57 FTE	18.65 FTE	11.92 FTE

From the recent local authority staff consultation, it is evident that a proportion of the additional hours are likely to be taken on by existing staff who work in part-time posts. Consultation with the existing workforce will need to take place, in line with Council policy, in order for this to take place and appropriate approval sought.

Work will continue to fully implement the approved revised ELC staffing structure. Consultation will take place with employees regarding the updated job profiles. An organisational structure report seeking formal approval will be prepared for Corporate Management Team, the EJCC, and other relevant Committees. This will include information on any required contract variations, such as the desire to contract to locality.

Based on the assumption that existing staff will take on a proportion of the additional workforce required, the estimated new workforce that will be required by 2020 is also shown in the table.

The estimated year on year additional workforce requirement for local authority settings, based on the phasing and prioritisation plan, is detailed in the table below. It must be noted that this figure will be higher if less staff agree to take on additional hours than was first indicated.

Post	2017/18	2018/19	2019/20	Total
Teacher / Graduate	-	1.00	-	1.00 FTE
Centre Manager	1.00	-	-	1.00 FTE
Practitioner (including senior posts)	2.60	3.57	1.74	7.91 FTE
Support Worker	6.34	2.98	2.60	11.92 FTE

In order to ensure such a workforce is available to support the expansion, new entry routes into ELC have been created. This includes Modern Apprentices and the development of Career Graded Support Worker posts. The increased number of unqualified and inexperienced staff will require robust induction programmes to be implemented and the allocation of on-site supporters.

Ways to attract other groups into a career in ELC needs to be explored and closer working with Shetland College UHI will help to support those who are currently on ELC related courses move into employment.

Specific issues exist around the recruitment of ELC staff in our remote isles. Creative solutions to resolve these issues will need to be developed on a case by case basis.

Senior practitioners will be recruited early in the phasing plan to support the implementation lead in within individual settings. They will also provide support to smaller settings within their locality who do not have senior posts. Until implementation, these posts will be supernumerary. This will allow time for additional training and development to take place, including Frontline Management Training and additional qualifications to SCQF Level 8.

The service delivery model will increase the number of graduates providing support. Opportunities for existing staff to undertake additional graduate qualifications will therefore be required.

The table below shows the estimated number of staff, across all providers, that will be supported at the different qualification levels.

Qualification	2017/18	2018/19	2019/20	2020/21
SVQ3 Social Services: Children & Young People SCQF Level 7	7	7	7	7
Qualification (tbc) SCQF Level 8	-	6	3	3
BA Childhood Practice SCQF Level 9	2	2	2	2

The expansion will also significantly increase the number of Learning Support Workers in settings from 11.5 FTE to an estimated 25.6 FTE. Ways to recruit these additional staff will need to be considered and appropriate training will need to be provided.

Local Authority Infrastructure

The quality of the ELC environment, both indoor and outdoor, is a key factor in improving outcomes for children. The ELC infrastructure will need to be able to support both the increase in capacity and the new operational arrangements that will result from expanded provision. Key aspects for consideration include:

- effective use of existing assets to increase capacity, including shared spaces;
- direct access to outdoor space;
- spaces to play and build relationships;

- designs which support involvement and independence;
- space to eat and rest;
- changing facilities.

With this in mind, an audit of local authority settings across Shetland has been undertaken to ascertain the infrastructure requirements to support the proposed service delivery plans. With the exception of one, all local authority ELC provision operates out of school buildings.

Four settings will have refurbishment works completed using 2017/18 revenue funding, including those settings who are involved in the tests of change.

The infrastructure changes that will be required to enable full use of the local authority assets, and therefore ensure there is sufficient capacity, are listed in the table below. This includes one school based setting that is operated by a partner provider.

Project Type	Number of Settings
Refurbishment	5
Extension	4
New Build	1

Further details of the projects, locations and costs are provided in the infrastructure plan.

Partner Assets

Shetland benefits from the existence of a range of ELC providers out with the local authority provision. The proposed service delivery model aims to fully utilise available ELC providers in Shetland. Provision will be demand led; where families prefer a partner provider, arrangements will be made accordingly as far as practicable and affordable. This brings about many benefits. These include:

1. It improves quality of provision.
2. It improves flexibility and choice families.
3. It makes best use of the existing assets, particularly in relation to the provision of blended models, wrap around care and holiday provision and the existing workforce.
4. It provides more stability for providers who may have been disadvantaged by the extended provision.

Based on the potential supply to demand by each locality using all available providers, the maximum number of places that could be purchased from partner providers, including existing partnerships is detailed below

Locality	Possible number of voluntary / private provider places	Possible number of childminder places	Total possible number of places provided through partners
South Mainland	8	6	14
Lerwick and Bressay	36	12	48
Central Mainland	92	3	95
West Mainland	-	6	6
North Mainland	-	18	18
North Isles	-	3	3
Whalsay and Skerries	-	-	-
Total	136	48	184

The potential number of **new** places that **could** be available through future partnerships per locality is detailed below.

Locality	New voluntary / private provider places	New childminder places	Total possible number of new places provided through partners
South Mainland	8	6	14
Lerwick and Bressay	-	12	12
Central Mainland	8	3	11
West Mainland	-	6	6
North Mainland	-	18	18
North Isles	-	3	3
Whalsay and Skerries	-	-	-
Total	16	48	64

These new places will support the offer of year round provision and blended models with a childminder for those families who require it. The actual number of commissioned places is difficult to predict, as they will essentially be demand driven. Therefore, to fulfil the service delivery model aspirations, careful commissioning arrangements will be required to ensure that commissioned places meet the demand and that there is not an oversupply of places.

Current commissioning processes will need to be reviewed to support the new service aspirations whilst ensuring procurement legislation and regulations are fully met. Existing contracts will need to be re-negotiated to account for the new service delivery, including the increased provision and to reflect the new working relationship.

Consideration will also need to be given to arrangements relating to the use of council buildings. These arrangements need to be reviewed to ensure equity across providers. Ways to support the future infrastructure needs of partner providers will also need to be identified.

It is proposed that partner providers will only be used where the Care Inspectorate grading is 4 or above. This will be included within the new commissioning arrangements. ELC specific training and development opportunities will be offered to providers. Furthermore, support for additional qualifications will be provided over the period of expansion for staff working within partner settings.

Payments to partner providers is currently £2750 per fully loaded place. In order to better reflect the changing needs, payments will need to be on the basis of the number of hours used. The current hourly rate is £4.58. This rate will need to be reviewed. The impact of the Scottish Government's aspirations around the Living Wage also needs to be explored and reflected in future commissioning and payment arrangements. For the purpose of Service Delivery Planning, a proposed 5% increase in payments for 3 and 4 year old provision has been included and 7.5% for 2 year old provision. This will require further consideration prior to implementation to ensure an equitable approach.

It is proposed that any review of commissioning will involve collaboration with the other Northern Alliance authorities. Locally, a short term working group has been established to take these actions forward.

Phasing and Prioritisation

In line with Scottish Government recommendations, the implementation of 1140 hours will be phased in to negate the adverse impact on the quality of services for children and families.

Given that the Scottish Index of Multiple Deprivation (SIMD) data is not particularly useful when trying to identify and support the most disadvantaged children in Shetland, arrangements will be made to ensure our most vulnerable individual children and families benefit from the additional hours first, by working on a case by case basis, as opposed to geography. This will include our looked after children and children being at risk of becoming looked after and children and families who have been identified by colleagues in education, health and social work through the GIRFEC

process. Provision may include additional hours within settings that can offer increased hours or blended provision with a local childminder.

Learning from the tests of change settings will continue to be used to shape and mould the delivery planning process. It is clear that in order to ensure that the quality of provision is maintained, additional staffing should be in place and the infrastructure works completed before the implementation of 1140. On this basis, the most sensible option is to work one year in advance on workforce and infrastructure developments and, only when these are in place, offer the increased hours.

A number of criteria have been identified and used to support the order in which geographical areas are phased. This includes:

- Scottish Index of Multiple Deprivation / Allocation of Pupil Equity Funding
- Rural isolation / deprivation
- Capacity issues within the 600-hour model
- Infrastructure needs
- Availability of other extended provision locally
- Parental feedback and community engagement
- Geographical spread
- Affordability (within the expansion budget)
- Availability of suitably qualified workforce

Phase 1 (tests of change) is currently being implemented using 2017/18 funding, as detailed in the table below.

Phase 1 – 2017/18		
Workforce	Infrastructure	Implementation of 1140 hours
<ul style="list-style-type: none"> • Setting staffing for Phase 1 Implementation • 5 Modern Apprentices – Year 	<ul style="list-style-type: none"> • Brae High School • Dunrossness Primary School • Happyhansel Primary School • Whiteness Primary School • Bells Brae Primary School 	<ul style="list-style-type: none"> • Burra • Brae • Dunrossness • Northmavine (ELC trial funding) • Whiteness

Phase 2 will ensure that expanded provision is offered to our most vulnerable individual children and families, whilst working to build capacity for future implementation and develop the supporting structures that will be required for effective implementation of 1140 across the authority.

Seven geographic areas have been identified for phase 3 of implementation during 2019/20 and the remaining 6 areas for phase 4. Our most remote and rural areas, Fair Isle, Fetlar and Foula, will come on as required. It is anticipated that this plan would give the greatest potential for meeting the needs of families and communities and ensuring all benefit by the 2020/21 timescale.

4. Implementation Planning

Implementation Elements

1. Quality Plan

Aspect	Detail	By Whom / By when / Cost	Outcome
Tests of Change Feedback Group	A group of professionals involved in these tests has been established to provide feedback in relation to key learning and to identify key aspects requiring attention.	QIO – ELC / HTs Tests of Change Settings – October 2017	Learning from tests of change settings supports the maintenance and improvement in quality.
Quality Improvement Framework	Identify a clear quality improvement framework, in line with the School Improvement Framework, for all ELC settings delivering entitled provision.	QIO – ELC - August 2018	All settings have regular, appropriate support and challenge to help maintain and improve quality of provision.
Central Support	Employ three Education Support Officers for ELC to provide quality support across all sectors.	QIO – ELC – August 2018 - £155k p/a	Improve quality of provision throughout the period of expansion and beyond.
Shetland Pre-School Play	Review the needs for the support currently provided by Shetland Pre-School Play.	QIO – ELC / SPP - By March 2018 £49,568	Best use is made of existing resources.
Support for Registered Managers	Create a proposal for increased management time for head teachers and consult appropriately.	QIO – ELC / Head Teachers - March 2018	Increased capacity to support implementation and improve quality.
	Develop clear guidance around the role of registered managers in implementing 1140 hours and provide dedicated QIO support.	QIO – ELC / Head Teachers - October 2018	Registered managers are clear about their role during the period of expansion and are provided with appropriate support. Improves quality of implementation.
Improve the quality of teacher input in ELC.	Backfill all ELC teaching staff in all settings with support workers.	QIO – ELC / Registered Managers - April 2018 - £191k	Improved quality of teacher inputs. Improved non-teaching contributions including family support, early intervention, working with other agencies and professionals.
	Explore the feasibility of allocating teacher input to existing member of staff.	Registered Manager - As need arises	Reduces recruitment difficulties associated with very small number of teacher input hours.
	Implement reviewed teacher remit within all settings and share widely across all staff.	QIO – ELC / Registered Managers - April 2018	Clearly defined remit will support effective working arrangements across a larger staff team. Better understanding of teacher role improves quality.
	Establish ELC teacher network, to provide on-going peer support and help to identify training and development needs.	QIO – ELC - August 2018	Better support for ELC teachers improves the quality of teacher input.
	Identify how children in partner provider settings can benefit from teacher input.	QIO – ELC - August 2018	Equity of provision across all sectors.
Additional Graduate	Allocate an additional graduate (1 FTE) to support children in ELC facing the greatest disadvantages. See separate Action Plan.	QIO – ELC / QIO – ASN – 2018 - £49k p/a top of scale	Targeted support and appropriate interventions in place for most vulnerable children.

ELC Training and Development Group	Establish a group to consult on training and development needs across all sectors and ensure adequate provision of training and development opportunities.	Quality Improvement / Workforce Development / Family Centre Services / SPP / Shetland College UHI - January 2018	Training and development opportunities are well co-ordinated and meet the needs of the workforce from all sectors.
Leadership Training and Development	Frontline Management Training (First steps into leadership) provided to practitioners who would like to progress into senior / manager roles or who have recently been recruited. Establish mentoring/coaching support for senior practitioners and managers.	ELC Training and Development Group £150 per person QIO – ELC – As required	Numbers being supported: 2017/18 – 2 2018/19 – 6 2019/20 – 3 2020/21 – 3 Improved leadership and management inspection grades.
Practitioner Training and Development	Implement an annual programme of practitioner training and development, based on needs arising from settings.	ELC Training and Development Group	A co-ordinated approach to the delivery of needs based training and development opportunities improves quality and makes best use of resources.
ASN / Health Care Training	Implement an annual programme of practitioner training and development.	QIO – ELC / QIO – ASN – Annually - £5k	Staff in all settings are able to effectively meet the needs of all children and their families.
Staff Networks	Establish staff networks to improve professional dialogue and sharing of best practice.	QIO – ELC – As required - £5k	Improved professional dialogue and sharing of best practice will lead to improvements in practice and therefore quality.
Peer Supporters	Link staff to enable individuals to benefit from peer support across settings.	ESO – ELC – As required	Individual staff members benefit from the support of a peer working in a different setting.
Online Sharing Platform	Create an online sharing platform for ELC staff to support best practice.	ELC Business Support Team – August 2018	Sharing of best practice will lead to improvements in the quality of provision.
Overview of quality grades	Develop a system to collate up to date information from Care Inspectorate and Education Scotland Inspections.	QIO – ELC / ELC Business Support Team – August 2018	Monitoring of quality grades will help identify areas requiring attention and relevant interventions are put in place to maintain or improve quality.

2. Phasing Plan

Aspect	Detail	By Whom / By when / Cost	Outcome
Phase 2 (2018/19) Workforce	<p>Recruit Year 2 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 3 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 3 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 3 implementation.</p> <p>Recruit business support team: 1 x Business Manager 2.5 x Business Support</p>	<p>QIO – ELC - Beginning April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2018</p> <p>QIO – ELC / Registered Managers - Begin recruitment January 2019</p> <p>QIO – ELC - April 2018</p>	<p>Modern Apprentices in post August 2018.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p> <p>Business support team will help to set up the necessary processes and systems are in place.</p>
Phase 2 (2018/19) Infrastructure	<p>Progress Infrastructure plan for Phase 3 settings:</p> <ul style="list-style-type: none"> - Aith Junior High School - Baltasound Junior High School - Cunningsburgh Primary School - Mossbank Primary School - Sound Primary School 	<p>Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2019</p>	<p>Infrastructure in place to support the implementation of 1140 hours.</p>
Phase 2 (2018/19) Implementation	<p>Northmavine to move from Scottish Government ELC Trial Funding to core revenue funding 2018/19.</p> <p>Northmavine staff contracts made permanent.</p> <p>Implementation of 1140 hours for identified children.</p>	<p>Management Accountant - April 2018</p> <p>QIO – ELC / Registered manager - April 2018</p> <p>QIO – ELC - April 2018</p>	<p>Northmavine provision becomes core funded and continues.</p> <p>Continuity of staffing achieved.</p> <p>Most vulnerable children benefit from expanded provision first.</p>
Phase 3 (2019/20) Workforce	<p>Recruit Year 3 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 4 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 4 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 4 implementation.</p>	<p>QIO – ELC - Beginning April 2019</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2019</p> <p>QIO – ELC / Registered Managers - Begin</p>	<p>Modern Apprentices in post August 2019.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p>

		recruitment January 2020	
Phase 3 (2020/21) Infrastructure	Progress Infrastructure plan for Phase 4 settings: - Litty Tykes - Lunnasting - Mid Yell - Sandwick - Whalsay	Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2020	Infrastructure in place to support the implementation of 1140 hours.
Phase 3 (2019/20) Implementation	New arrangements ready for registration week. Settings work through allocation of places/timings, in line with Admissions Policy. Split placements and blended provision co-ordinated. Placements confirmed with parents. Implementation of 1140 hours in: - Aith - Cunningsburgh - Lerwick - Mossbank - Scalloway - Unst - Walls	QIO – ELC / Central Clerical - February 2019 Registered Managers - March 2019 Central clerical team - March 2019 Central clerical team - April 2019 August 2019	Parents/carers understand the options available to them and the application process. Equitable allocation of places. Appropriate arrangements can be made between providers. Parents know in good time their ELC arrangements. Children receive the increased hours.
Phase 4 (2020/21) Workforce	Recruit Year 4 Modern Apprentices. Implement new management time arrangements for Phase 4 Head Teachers. Recruit Senior Practitioner posts for Phase 4 implementation settings. Recruit Practitioner and Support Worker posts for Phase 4 implementation.	QIO – ELC - Beginning April 2018 QIO – ELC - August 2018 QIO-ELC / Registered Managers - Begin recruitment August 2019 QIO – ELC / Registered Managers - Begin recruitment January 2020	Modern Apprentices in post August 2020. Additional time provided for Head Teachers as registered managers to support lead in to implementation. Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation. Practitioners and support workers in post before implementation.
Phase 4 (2020/21) Implementation	New arrangements ready for registration week. Settings work through allocation of places/timings, in line with Admissions Policy. Split placements and blended provision co-ordinated. Placements confirmed with parents.	QIO – ELC / Central Clerical Team - February 2020 Registered Managers - March 2020 Central clerical team - March 2020 Central clerical team - April 2020	Parents/carers understand the options available to them and the application process. Equitable allocation of places. Appropriate arrangements can be made between providers. Parents know in good time their ELC arrangements.

	Implementation of 1140 hours in: - Mid Yell - Sandwick - Skeld - Tingwall - Vidlin - Whalsay	August 2020	Children receive the increased hours.
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3. Community Engagement and Communication Plan

Aspect	Detail	By Whom / By when / Cost	Outcome
Parent Councils / Parent Forums	Consultation with Parent Councils and the wider Parent Forum will take place during the lead in time to implementation.	ESO – ELC / Registered Manager – As phasing plan	Parents understand the changing provision and can help shape provision to best suit their needs.
Under 5s Groups	Consultation take place with Under 5s groups.	ESO – ELC – As phasing plan	Future parents understand the entitlement. Specific needs within communities are understood and provision shaped where possible.
Community Councils	Engagement with Community Councils will take place during the lead in time to implementation.	ESO – ELC – As phasing plan	Specific needs within communities are understood and provision shaped where possible.
Elected members	Six monthly updates on progress on the delivery of the Strategic Plan will be provided to the Education and Families Committee with regular informal updates to the Chair and Vice Chair.	QIO – ELC – 6 monthly	Members are kept fully informed of progress.
Statutory ELC consultation	Carry out the statutory authority wide consultation on ELC.	QIO – ELC – every 2 years – June 2018	Outcomes of consultation are used to further shape future provision.
Shetland Place Standard survey	Explore the feasibility of ELC being included in the next Shetland Place Standard survey.	QIO – ELC / Community Planning and Development – June 2018	Views about future improvements to ELC are gathered by locality.
Childcare Partnership	Work with colleagues from Children’s Services and Community Planning and Development to consider the long-term future of the Childcare Partnership.	Children’s Services / Community Planning and Development – December 2017	Relationship between statutory ELC provision and non-statutory childcare provision across Shetland is explored to ensure the continuity of progression in terms of the child’s journey.
Communication Plan	Ensure coverage of expansion progress and good news stories through: - Press releases - Media briefings - Advertising - Web links - Social media	QIO – ELC / SIC Communications Team – on-going	Effective communication across the wider community is achieved.
ELC Website	Provide up to date information on the expansion through the SIC website.	ELC Business Support – On-going	The community has access to up to date information regarding the expansion as required.

4. Workforce Plan

Aspect	Detail	By whom / By when / Cost	Outcome
Workforce Development Working Group	Establish a workforce development working group to oversee workforce implementation.	QIO – ELC / Children’s Resources / HR / Workforce Development / SPP / Shetland College UHI – January 2018	Working group will ensure effective co-ordination of all workforce developments.
Consultation with existing workforce	<p>Consultations have taken place with the existing local authority workforce to evaluate the impact of recent staff changes and to ascertain future capacity within the existing workforce.</p> <p>Negotiations will need to take place with existing staff regarding the uptake of additional hours. Appropriate approval will be required for this.</p> <p>Consult with Head Teachers on proposed increase to management time.</p>	<p>QIO – ELC 2016/17</p> <p>HR / QIO-ELC As phasing plan</p> <p>HR / QIO-ELC As phasing plan</p>	<p>Revised local authority ELC staffing structure.</p> <p>Capacity within current workforce is understood and being used for service delivery planning purposes.</p> <p>Existing staff within settings are able to take on some of the additional hours created by the expansion. Lower number of new workforce will be needed.</p> <p>Head teachers are satisfied with the proposed increase in management time to support expansion plans.</p>
Consultation with relevant Unions	Use existing formal consultation and communication mechanisms to ensure effective consultation and communication takes place regarding expansion plans.	HRPG / NCT / EJCC - ongoing	Unions are kept fully up to date on developments.
Implementation of revised workforce restructure	<p>Undertake consultation with employees regarding the updated job profiles.</p> <p>Create an organisational structure report seeking formal approval will be prepared for Corporate Management Team, the EJCC, and other relevant Committees. This will include information on any required contract variations, such as the desire to contract to locality.</p>	<p>HR / QIO – ELC – April 2018</p> <p>HR / QIO – ELC – April 2018</p>	<p>Revised workforce structure in place to support the expansion. Creation of new entry routes into ELC and a clear career pathway within the sector.</p> <p>Workforce flexibility improved to support operational manageability of the new model.</p>
Entry Routes in to ELC – New Practitioners	<p>Modern Apprentice recruitment. 2017/18 – 5 posts (Complete) 2018/19 – 5 posts 2019/20 – 2 posts 2020/21 – 2 posts</p> <p>Induction programme created and on-site supporter role being developed.</p> <p>Career Graded Support Worker profiles in use. Comprehensive induction programme and an allocated on-site supporter role developed.</p> <p>Explore how to attract other groups into a career in ELC. Improve links</p>	<p>QIO – ELC / HR / Workforce Development / Shetland College UHI / SDS - As phasing plan</p> <p>QIO – ELC / Registered Managers - 2017/18</p> <p>QIO – ELC</p>	<p>Increased number of newly qualified staff coming into the workforce. Appropriate support in place.</p> <p>New entry point for suitable candidates without a qualification. Training and support provided to achieve SVQ3 qualification.</p> <p>Increased number in, and diversity of, ELC workforce.</p>

	with students undertaking courses through Shetland College UHI and Skills for Work course.	HR / Workforce Development / Shetland College UHI / SDS - 2018	
Phased practitioner recruitment	Phased recruitment of practitioner and support worker posts. Includes negotiations within existing staff.	QIO – ELC / Registered Managers - In line with phasing plan	Practitioners and support workers are in post prior to the implementation of 1140 hours in settings.
Career Pathways	New senior practitioner posts created and recruited to, in line with phasing plan are: 2017/18 – 2 posts 2018/19 – 6 posts 2019/20 – 2 posts Increase graduate input in settings: 3 x ELC ESOs 1 x Centre Manager 1 x Additional Graduate	QIO – ELC / Registered Managers QIO – ELC August 2018 January 2018 August 2018	Senior practitioners are in place to support with implementation lead in. Improved quality within settings.
Qualifications	Support for existing practitioners and support workers to gain an SCQF Level 7 qualification (included career graded posts). Support for practitioners to gain an SCQF Level 8 qualification, e.g. PDA, in order to progress into senior roles. Support for practitioners to gain an SCQF Level 9 qualification, e.g. BA in Childhood Practice, in order to progress into manager roles or ELC support roles.	QIO – ELC / Registered Managers / Workforce Development / Shetland College UHI 2017/18 - £10k 2018/19 - £37k 2019/20 - £28k 2020/21 - £28k	Numbers gaining qualification: 2017/18 – 7 2018/19 – 7 2019/20 – 7 2020/21 – 7 Numbers gaining qualification: 2018/19 – 6 2019/20 – 3 2020/21 – 3 Numbers gaining qualification: 2017/18 – 2 2018/19 – 2 2019/20 – 2 2020/21 – 2
Learning Support Workers	Increase the number Learning Support Workers available to support ELC settings.	QIO – ELC / QIO - ASN	LSW available to support individuals within settings.
Working arrangements	Support settings to implement new working arrangements including reduced staff to child ratios (1:8) and planning and preparation / collegiate time.	QIO – ELC / Registered Managers - As phasing plan	New arrangements support quality within setting.

5. Funded Providers

Aspect	Detail	By whom / By when / Cost	Outcome
Commissioning Working group	<p>A working group has been established to review current commissioning arrangements. Areas include:</p> <ul style="list-style-type: none"> - Procurement - Contracts - Quality Standards - Use of Council property/rent - Payments/Living Wage - Volume 	Children's Services, Legal, Capital Programmes – October 2017	SDP aspirations will be met through review of commissioning arrangements.
Support for Infrastructure Developments	Consider how best to provide support to partner providers in relation to infrastructure developments that will be required to deliver 1140 hours.	Project Board – January 2018	Existing partners will be able to fulfil the aspirations of the new model.
Northern Alliance	Collaborate with colleagues from the other Northern Alliance authorities in relation to commissioning arrangements.	Northern Alliance EY Leads – January 2018	Support and consistency is achieved.

6. Infrastructure (Physical Estate) Plan

Aspect	Detail	By Whom / By When	Cost	Outcome
Refurbishment Projects – 2017/18	- Brae High School - Dunrossness Primary School - Happyhansel Primary School - Whiteness Primary School	Children's Services / Capital Programmes – 2019/20	£89,000 £25,000 £50,000 £22,000	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.
Refurbishment Projects – 2018/19	- Baltasound Junior High School - Mossbank Primary School - Cunningsburgh Primary School	Children's Services / Capital Programmes – 2019/20	£36,400 £38,500 £38,500	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.
Refurbishment Projects – 2019/20	- Lunnasting Primary School - Mid Yell Junior High School	Children's Services / Capital Programmes – 2019/20	£27,500 £29,000	Upgraded care facilities. Improve outdoor space.
Extension Projects – 2018/19	- Sound Primary School - Aith Junior High School	Children's Services / Capital Programmes – 2018/19	£629,750 £402,875	Increased capacity in settings. Improve outdoor space.
Extension Projects – 2019/20	- Whalsay Junior High School - Sandwick Junior High School	Children's Services / Capital Programmes – 2019/20	£457,500 £261,937	Increased capacity in settings. Improve outdoor space.
New Build Projects – 2019/20	- Little Tykes	Children's Services / Capital Programmes – 2019/20	£850,000	Increased capacity in setting. Improve outdoor space.

Detail included in section 7 of Financial Template.

7. Financial Plan

Financial Projections (Spend Profile)

Budget	Central Costs	Workforce Development	Staffing	Lunches	Partner Providers	Contracts	Total
2017/18 Approved Budget	£56,000	£10,000	£2,030,069	£150,661	£270,000	£48,568	£2,565,298
2017/18 Total Cost	£95,000	£10,000	£2,294,069	£150,661	£334,000	£48,568	£2,932,298
2018/19 Total Cost	£678,000	£50,000	£2,985,069	£174,661	£406,000	£49,568	£4,343,298
2019/20 Total Cost	£701,000	£40,000	£3,802,069	£243,661	£586,000	£49,568	£5,422,298
2020/21 Total Cost	£652,000	£40,000	£4,073,069	£243,661	£624,000	£49,568	£5,682,298
Future Years Total Cost	£641,000	£40,000	£4,073,068	£243,662	£665,000	£49,568	£5,712,298

The overall projected increased spend is 122%.

Financial Assumptions to support projections

Template Section	Aspect	Description	Assumption
Input Table	Lunches	Number	70% uptake
Input Table		Unit cost	As per primary unit cost from LFR – the requirement for additional kitchen assistants has been included in the Staffing Costs Profile.
Input Table	Uptake	Total population	2019/20 – 2021/22 – three-year average of years 2016/17 – 2018/19.
Input Table	Funded Provision Hourly Rate	Voluntary/Private Providers and Childminders	Current hourly rate increase by 7.5% year on year for 2 year olds; and 5% for 3 and 4 year olds and 5-year-old deferrals.
Staffing Costs Profile	Staff in Post	Additional Graduate	From August 2018 – at top point of teacher scale.
Staffing Costs Profile	Staff in Post	ASN	Increase in current staff at same rate as teachers/practitioners.
Staffing Costs Profile	Staff in Post	Practitioners	Different pay grades depending on whether practitioner or support worker, hence different unit cost year on year depending on phasing.
Revenue Costs Profile	Running Costs	Educational resources and supplies	One off budget of £1000 for each setting to provide resources to support the aspirations of 1140 hours as part of phasing, increase to annual budget of 5% per annum from year 1.
Revenue Costs Profile	Running Costs	All other running costs	Year on year increase of 5%.
Revenue Costs Profile	Running Costs	Shetland Pre-school Play	Increase in SLA of 2.5% fixed for 3 years 2018/19 – 2020/21 followed by a further 3-year increase of 2.5% from 2021/22.

2017/18 Expansion Activity (including planned use of revenue and capital funding allocations)

Total Capital Allocation for 2017/18		£188,000
Refurbishment Projects:		
Dunrossness Primary School	£25,000	
Whiteness Primary School	£22,000	
Brae High School	£89,000	
Happyhansel Primary School	£50,000	
Total Capital Spend		£188,000
Surplus / deficit		-
Total Revenue Allocation for 2017/18		£132,000
Workforce Developments (as outlined in the Workforce Plan):		
5 x Modern Apprentices	£55,305	
Support for staff qualifications	£10,000	
Tests of Change (as outlined in Service Delivery Plan):		
Dunrossness Primary School	£48,446	
Whiteness Primary School	£37,844	
Burra Playgroup	£4,200	
Brae High School	£40,035	
Total Revenue Spend		£195,830
Suprlus / deficit		(£63,830)

8. Project Management, Change Support and Stakeholder Engagement Plans

Project Management

Aspect	Detail	By Whom / By When / Cost	Outcome
Project Board	<p>Project Board established. Membership detailed below.</p> <p><u>Chair</u> - Director of Children's Services</p> <p><u>Project Manager</u> - Quality Improvement Officer for Early Learning and Childcare</p> <p><u>Board Members</u> - Executive Manager, Quality Improvement; Executive Manager, Schools; Solicitor, Legal Services; Management Accountant, Finance; HR Advisor, Human Resources; Team Leader, Assets and Properties; Architectural and Surveying, Assets and Properties; Estate Operations, Building Services; Executive Manager, Community Planning and Development.</p>	Children's Services – October 2016	The management of the expansion project is lead by the Project Board. The Board uses the PRINCE2 Project Management Approach. This includes Quality Register, Risk Management Procedure and Register, Issues Management, Communications Management Strategy and Benefits Review Plan.
Workforce Development Working Group	<p>Establish a Workforce Development Working Group.</p> <p>Membership:</p> <ul style="list-style-type: none"> - Quality Improvement - Children's Resources - Human Resources - Workforce Development - Shetland Pre-School Play - Shetland College UHI 	QIO – ELC – January 2018	Workforce Development Working Group will oversee the required Workforce Developments.
Infrastructure Working Group	<p>Infrastructure Working Group has been established. Membership:</p> <ul style="list-style-type: none"> - Children's Services - Capital Programmes - Building Services 	QIO – ELC – September 2017	Infrastructure Working Group will oversee the required Infrastructure Developments.
Commissioning Working Group	<p>Commissioning Working Group has been established. Membership:</p> <ul style="list-style-type: none"> - Children's Services - Legal Services - Capital Programmes 	QIO – ELC – September 2017	Commissioning Working Group will oversee the required commissioning work around funded providers.
Risk Management	<p>The Project Board has a Risk Management Strategy which sets out the process for managing risks pertaining to the expansion project. A risk register is in place for recording risks identified.</p>	Project Board	All risks are recorded on the risk register and the 5x5 matrix used to assess them. Mitigation is planned, implemented and recorded on the risk register which is a standing item for Project Board meetings.

Change Support

Aspect	Detail	By Whom / By When / Cost	Outcome
Scottish Government Change Support	Engagement with Scottish Government ELC teams as required.	Project Board – As required.	Support and guidance is received to assist implementation.
Northern Alliance	Regular meetings with Early Years leads from across the Northern Alliance and support from the Northern Alliance Early Years regional lead.	QIO – ELC – as required.	Support and guidance is received to assist implementation.
ADES Early Years Network	Attendance at ADES Early Years Network.	QIO – ELC – four times per year.	Support and guidance is received to assist implementation.
Local Tests of Change Working Group	Head Teachers from tests of change settings: - Urafirth Primary School - Dunrossness Primary School - Whiteness Primary School	QIO – ELC – October 2017	Learning from test of change settings is recorded and recommendations made to support future implementation.

Stakeholder Engagement

Aspect	Detail	By Whom / By When / Cost	Outcome
ELC workforce	Update of expansion progress at Head Teacher's Development Days.	QIO – ELC – four times per year	Head Teachers can disseminate information to staff to keep them informed of progress.
	ELC Shetland Updates will be produced and circulated widely across all sectors.	QIO – ELC – four times per year	ELC workforce will be kept up to date on progress.
Voluntary and Private Sector Providers	Regular meetings will continue to take place with voluntary and private sector providers will continue.	QIO – ELC – as required	Regular engagement with current and future providers will support the delivery of the SDP aspirations.
Childminders	Ways to engage with local childminders are being developed.	Children's Services / Community Planning and Development – October 2017	Childminders are fully aware of the opportunities that the ELC expansion could bring to them. Effective supply of childminder provision.
Home Visiting Service and Outreach Team	Meet with colleagues from Pre-school Home Visiting Service and Outreach team to provide up to date information on the expansion plans and their roles within it.	QIO – ELC – by April 2018	Colleagues will be aware of the opportunities available for children and will be able to provide appropriate support.
Health	Meet with Health colleagues including Health Visitors to provide up to date information on the expansion plans and their roles within it.	QIO – ELC – by April 2018	Colleagues will be aware of the opportunities available for children and will be able to provide appropriate support.
Social Work	Meet with colleagues from Social Work to provide up to date information on the expansion plans and their roles within it.	QIO – ELC – by April 2018	Colleagues will be aware of the opportunities available for children and will be able to provide appropriate support.
Community Planning and Development	Meet with colleagues from Community Planning and Development to provide up to date information on the expansion plans and their roles within it.	QIO – ELC – by April 2018	Colleagues will be aware of the opportunities available for children and will be able to provide appropriate support.
ELC providers groups in Lerwick and Scalloway.	Establish an ELC providers group with support effective ways of working collegiately.	QIO – ELC – by April 2018	Supports the provider neutral approach and will help to ensure effective communication.