

STATES OF JERSEY



ST. MARK'S SCHOOL: AN INTEGRATED CHILDREN'S CENTRE

**Presented to the States on 25th October 2005
by the Education, Sport and Culture Committee**

STATES GREFFE

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REPORT

1. Introduction

1.1 Report purpose

The purpose of this report is to set out the Education, Sport and Culture Committee's plan to establish a multi-agency Integrated Children's Centre on the St. Mark's School Site.

1.2 Background

On 20th January 2004, the States Assembly approved the drawings for a new school at La Pouquelaye. This 2-form entry school, known as d'Auvergne, opened in September 2005 and resulted in the closure of La Pouquelaye and St. Mark's Schools.

The Report and Proposition considered by the States in this respect stated that –

- (a) the Education, Sport and Culture Committee had no longer a defined use for the St. Mark's site and intended to transfer its administration to the Property Services Department;
- (b) the Victoria College Board of Governors wished to investigate the feasibility of using the St. Mark's site for its Key Stage 1 provision.

Since then, a number of developments have taken place which have caused the Committee to reconsider its position with regard to the St. Mark's site –

1. In January 2004, a Children's Executive was established to give effect to the recommendations of the Bull Report (2000). In April 2004, the Education, Sport and Culture, Health and Social Services and Home Affairs Committees endorsed the recommendations of the Executive which included the establishment of a new multi-agency Youth Action Team.
2. In February 2004, the Committee commissioned a review of its investment in early childhood education and care. 'A Vision for the Future of Early Education and Childcare in Jersey^[1]', published as R.C.35/2004, recommended that '*a vision and overarching strategy for early education and childcare be developed to provide integrated, high quality services for children and families*'.
3. On 17th June 2004, the Board of Governors of Victoria College advised the Department for Education, Sport and Culture that, due to potential traffic problems, it had abandoned its plans for the site.
4. During 2005, development work began on a new vision for early years which was published in July as R.C.54/2005, '*Investing in our Future: a vision for early childhood education and care for children in Jersey*'. This included a recommendation for the development of an Integrated Children's Centre in the town area.

Given these developments, the Education, Sport and Culture Committee agreed to reconsider its position with regard to the St. Mark's site before proceeding with the transfer of administration to the Department of Property Services.

In June 2005, the President of Education, Sport and Culture wrote to the Presidents of the Finance and Economics and Environment and Public Services Committees to advise them of his Committee's position.

At its meeting of 25th July, the Education, Sport and Culture Committee agreed to progress plans to

develop St. Mark's as an Integrated Children's Centre. It further agreed to seek the support of the Health and Social Services and Home Affairs Committee for the project before making a case for retaining the building to Finance and Economics Committee.

On 28th July, 2005 the Home Affairs Committee agreed to support the plan and on 5th August 2005 the Health and Social Services Committee also agreed to support it (see Acts at **Appendix A**).

As a result of the above approvals, officers from each of the 3 Departments have worked together to develop and refine this plan.

Furthermore, the President of the Education, Sport and Culture Committee has consulted with the Presidents of the Finance and Economics and Planning and Environment Committees, who have indicated their support for the development of the Integrated Children's Centre, recognising that this is the most appropriate use for the St. Mark's site at this time.

2. The Plan

2.1 It is proposed that a number of stakeholders will provide services at the centre –

- The Jersey Child Care Trust;
- The Parenting Team;
- The Youth Action Team;
- Adult Education;
- The Youth Service;
- Health and Social Services;
- Family Nursing.

The Jersey Child Care Trust

In August 2004, *A Vision for the Future of Early Education and Childcare in Jersey*^[2] proposed that 'a partnership approach is taken to the coordination of information that is available to parents, in order to provide [a] one-stop shop, to reduce confusion and promote accessibility'.

The location of the Jersey Child Care Trust (JCCT) in an Integrated Children's Centre will enable the Trust to fulfil its strategic objective to provide a one-stop-shop on all aspects of early childhood education and care for children 0 to 12 years old.

The Trust will occupy the reception area and provide the external interface with the public. It will require office space and the facility to develop a crèche on-site. This will support the activities of the Centre and facilitate daytime training for parents, nannies and family day carers.

Health and Social Services – Speech and Language Therapy

Three key aspects of Speech and Language Therapy will be delivered at the Centre –

- courses for parents to promote language development for children with identified language delay or disorder;
- training for staff on promoting communication and language development in early years;
- assessment and individual and group therapy for children with language delay and disorder.

Co-location with the parenting team will provide the opportunity for joint, targeted, preventative work with parents.

The Centre will also become the base for the multi-disciplinary Complex Needs Team (formerly the Autistic Spectrum Disorder Assessment Team, ASDAT) which mainly consists of representatives from Education, Sport and Culture and Health and Social Services.

The Centre will provide a therapy room and an observation room suitably equipped to facilitate observation, assessment and training.

Parenting

The Parenting Team, comprising 2 full-time and 10 part-time staff, has been temporarily located in office space at the Department for Education, Sport and Culture for a number of years and organises parenting sessions in a variety of locations.

The Centre will provide a suitable base for developing the work that this team does in the prevention and intervention of attachment disorders in children.

The team will gain necessary meeting space and dedicated child/family friendly rooms for one-to-one and group work. It will also have use of an independent venue for Case Reviews and supervised contact. This will allow work with families to take place in an appropriate environment supported by the crèche facility provided by the Jersey Child Care Trust.

The Youth Action Team (YAT)

The Youth Action Team was established to give effect to the recommendations of the Children's Executive and work principally with young people aged 11 years plus. Much of the work of YAT involves the statutory supervision of young people. The team will be working with 300 young people at any given time, with 120-150 subject to some level of supervision. YAT is currently in temporary accommodation with the 10 staff already appointed dispersed over 6 sites.

The YAT team requires office space for 14 staff, meeting spaces and private interview rooms for the following purposes –

- family work;
- preparation interviews;
- probation order sessions;
- voluntary supervision orders;
- reparation and mediation;
- bail support packages;
- children in care review (YAT cases);
- secure order assessments;
- victim offender mediation;

In addition, the team aspires to involve young people in positive activities both in and away from the Centre. The availability of a small gymnasium/hall, such as the one at St. Mark's, affords a valuable asset in this respect.

A sum of £40,000 per annum was secured, through the 2004 Fundamental Spending Review, to cover the revenue costs of accommodation for YAT. This will be used to contribute to the operational costs of the Centre.

Further Education – Highlands

The Centre will enable Highlands to widen participation and provide education to ‘hard to reach’ families, particularly with the availability of crèche facilities. The College will require teaching and tutorial space plus access to ICT to provide –

- second chance learning programmes;
- adult literacy and numeracy courses in ESOL;
- a range of adult education classes;
- vocation courses;
- playwork courses;

Working with other agencies, the College will develop and provide adult community mentors to support families and children.

Family Nursing Services

Family Nursing Services will base 2 health visitors and 2 nursery nurses at the centre and use the facilities to run a number of its general clinics, such as baby clinics and home support. In addition, a health visitor will work from the centre to meet the needs of the local community and, by building relationships with the families, bring them into the centre to allow access to the other services provided such as parenting and training.

The Youth Service

The Youth Service is currently seeking an additional venue for a Youth Café to meet the objectives of its 3-year strategy for Youth, by enhancing youth facilities in the town periphery. The requirement is for an area large enough to provide a meeting place with coffee bar facilities. There is the potential for this to be commercial in nature by providing a service to the centre generally, though this requires further consideration.

Other Users

It is expected that, over time, a number of other stakeholders will make use of the facility on a peripatetic basis. These may include –

- Employment and Social Security having an ‘electronic’ presence;
- use of spaces by community groups;
- ‘surgeries’ by groups such as the Citizens Advice Bureau;

2.2 Staffing

No additional manpower will be required to operate the Centre. The human resources already exist across States Committees and a Project Leader will be provided by way of secondment from the Schools and Colleges Team at the Department for Education, Sport and Culture, supported by funding secured for

3 years through a successful bid to the Building a Safer Society Strategic Fund. The rationale for an experienced Project Leader is based on the findings of *Children at the centre: An evaluation of early excellence centres*^[3] in the UK. This report highlighted the fact that centres are challenging to lead, manage and organise and their success is dependent on experienced leadership.

It is anticipated that, at the end of the 3-year secondment, leadership of the centre will be assumed by a management board of key stakeholders, led by a representative of one of the stakeholder agencies. This will provide an effective management model and reduce the annual revenue costs.

3. The Business Case

3.1 Introduction

The following section sets out the benefits and costs of the plan, including –

- the business and strategic objectives addressed;
- key benefits;
- costs and funding.

3.2 An Integrated Children's Centre

The case for interventions which improve the life chances of disadvantaged children from high risk, low income families is compelling, even from the first year. High quality provision has been shown to have strongly positive effects that can partially compensate for home circumstances and significantly improve the educational attainment of disadvantaged children even into adulthood^[4]. The delivery of integrated services, health, education, childcare, and welfare can improve life chances dramatically.

The Bull Report (2000) identified levels of emotional and behavioural difficulties (EBD) amongst young people of school age in Jersey which exceed national norms. Unlike the UK, where general learning difficulties feature as the most common type of special educational need, in Jersey SEBD (severe emotional and behavioural difficulty) is perceived to be the most prevalent.

'For the island ... EBD is not only perceived as the most significant SEN, it is also represented at a level which supersedes national norms.'

'... when combining visible types of SEN across the age groups, SEBD is the most prevalent in primary and secondary years with SEBD representing closer to half of the total SEN visible population than any other special need.'

The States currently commits significant funding to support children and young people who present with severe emotional and behavioural difficulties, in an attempt to remediate problems which often have their roots in the early years.

The Committee's vision for the development of an integrated children's centre acknowledges that the most significant factors which affect child development are the home and parental behaviour. Often disadvantaged parents themselves face challenges which affect their parenting behaviour. The benefits of constructive and supportive intervention to promote positive parenting are already evident through the work of individual agencies. An Integrated Children's Centre would bring these agencies together as virtual team and act as a service hub, within the community, for parents and child care service providers. It would lead to a sharper focus on holistic work with whole families covering learning development, parental outreach, family support, child and family health services, support for special needs, adult education and training.

3.3 Business and Strategic Objectives

This plan directly supports a number of the objectives in the States Strategic Plan (relevant success indicators identified below), including –

- 3.1.1 ‘Ensure that pro-active measures are taken so that all groups have access to services as required’
 - *increased availability of/access to services*
- 3.1.2 ‘Encourage the integration of services for more effective delivery’
 - *improved co-ordination, implementation and delivery of social strategies*
 - *reduced number of contacts within States Departments*
- 3.5.2 ‘Strengthen community services that enhance the health and well-being of all’
 - *an enhanced and extended range of community support*
 - *improved access to health information and services*
- 3.7.1 ‘Ensure an integrated and sustainable approach to the provision of education’
 - *continued increase in the successful outcomes of education programmes*
 - *an increase in the number of 3-5 year olds receiving ‘early years’ programmes*
- 3.9.3 ‘Implement a Public Safety Strategy’
 - *reduction in the number of young offenders*
- 5.3.2 ‘Develop policies to reduce disaffection amongst young people’
 - *an improvement in the number and range of facilities for young people*

Within individual business plans, there are more specific illustrations of how the plan meets both States and Committee objectives. These illustrations can be found in **Appendix B**.

3.4 Key benefits

Locating the identified agencies together will lead to integrated strategic planning and remove some of the recognised barriers to effective interagency collaboration. In particular, it will lead to –

- greater clarity and certainty about roles and responsibilities of other agencies and professionals;
- agreed protocols in respect of issues around confidentiality and sharing of information;
- the development of compatible ICT information systems;
- reduced professional or agency protectionism;
- greater consistency and continuity in professional guidance and casework across different agencies;
- joint training offering a broader professional perspective;
- reduced time between referrals and coordinated action;
- increased capacity to support children and families.

Symbiotic relationships will also be developed where, for example, a crèche provided by the Jersey Childcare Trust will support training provided by Highlands College for parents and professionals.

The key benefits of the project are as follows –

1. To increase the number of children ready to access the Foundation Stage in primary schools without additional support.

School readiness is a key indicator of future achievement. Children who are better prepared need less support and tend to achieve more at school. The cost of providing additional support for children in the Foundation Stage (in the order of 24 children per year) is approximately £65,000 per annum. Some children require ongoing support in subsequent years.

To reduce inequality by raising the baseline attainment of the most disadvantaged.

2. *Children who are successful at school usually enjoy better health, employment continuity and higher earnings. Children who fail at school can place a strain on resources. There is now a shared awareness across the OECD area that failure is best addressed at an earlier rather than a later stage, since a successful outcome would be more likely and the intervention more cost-effective. Baseline assessment is a measure of school readiness in terms of speaking, listening, reading, writing, number and personal and social skills. It takes place within seven weeks of a child starting primary school. Baseline assessment scores will be collated to monitor the effectiveness of early interventions at this stage.*

3. To reduce the proportion of young people failing to achieve or remain in education.

In 2005, excluding special needs, it is estimated that 6% (c. £2 million) of the Schools and Colleges budget was targeted to support children and young people struggling to achieve in the school system.

4. To improve the diet, health and lifestyle of vulnerable children.

Children who are well-cared for in early life are more likely to develop healthy lifestyles. This has long term benefits for society. Working together, agencies could enable advice and guidance given in one setting to be more effectively translated into practice in the home.

5. To improve the educational achievement of ‘looked after children’ in relation to their peers.

‘Children in public care are more likely to have low educational attainment, in some respects as a result of poor behaviour, non-attendance and having been excluded from school ... Children and young people ‘looked after’ are known to be a sub-group with higher than average rates of severe emotional and behavioural difficulties’.^[5]

6. To intervene early where children and families are at risk and to provide support to engage vulnerable parents and help them become aware of and cater for the emotional well-being of their children.

There is a high correlation between certain familial factors and the development of SEBD. ‘Principles into Practice for pupils with Emotional and behavioural Difficulties’^[6], described the feelings of parents whose children had SEBD and concluded that a better integrated effort by the different services would lead to better solutions.

For example, the Youth Action Team, working with a 13 year old child referred through the Youth Court, might be aware that there are two younger children at home and the parents are struggling to fulfil their responsibilities. Integrated working would enable support to be targeted to that family at an early stage before the younger siblings find their way into the Court System.

7. To increase the engagement of ‘hard to reach’ families, encourage low achieving parents to re-

engage with education and encourage those who are unemployed to develop their skills and return to work.

For example, young parents could have access to support from the Parenting Team whilst studying for a level 2 qualification at the Centre, supported by a Crèche facility provided by the Jersey Childcare Trust. Working proactively with these parents could lead to re-employment and reduce the need for income support.

3.5 Whilst the key benefits associated with this plan relate to service delivery, there is a number of more direct benefits –

- (a) The Youth Action Team (YAT) is currently accommodated temporarily, with those 10 staff already appointed located in 6 different buildings. There is no identified accommodation for YAT nor are there funds identified for the acquisition and/or conversion of premises for the team. Accommodation requirements are for office space for 14 staff and at least 3 meeting rooms.

This plan will address the unfulfilled accommodation requirement for YAT without the need for additional acquisition or conversion costs.

- (b) The current premises occupied by JCCT (in Pier Road) are difficult to access and do not facilitate the provision of a one-stop-shop, a key objective in the Trust's business plan (see *Appendix B*).

The rental cost is currently £18,000 per annum. If, as proposed, the Trust contributes £10,000 annually towards the operational costs of the Centre, £8,000 p.a. will be released for investment in core activity.

- (c) The Parenting team (2 full and 10 part-time visiting staff) has been in cramped, temporary administration accommodation at the Department for Education, Sport and Culture for a number of years. Much of the work the team undertakes with parents is dispersed across a number of locations. Through this plan, the Parenting team will be able to increase the capacity of its sessions with the same level of resource.

- (d) One of the locations currently used by Parenting is the ground floor of the Causeway premises. Causeway provides accommodation and support for teenage mothers and other hard to reach adults. The Centre will enable the Parenting team to provide more comprehensive support to these young parents.

3.6 Costs

The projected costs of the plan can be separated into 2 elements, the initial set-up costs and the ongoing revenue costs.

3.6.1 Set-up costs

As described below, one of the key benefits of the plan is that significant works are not required on the building which has meant that predicted set-up costs are estimated to be £124,500.

This includes provision for –

- the creation of working spaces;
- associated modifications to lighting, electrics, plumbing etc.;
- the upgrade of some facilities to suit adults (e.g. toilets);
- a telephone system;

- ICT cabling;
- links to the States ICT network;
- decorations and minor works;
- some furniture and fittings (most will be provided by individual agencies).

The set-up costs will be funded by re-prioritising existing budgets.

3.6.2 *Income and expenditure*

The annual revenue costs for the Centre will also be met from within existing budgets, in particular from –

- a contribution from ‘Building a Safer Society’ towards the costs of Project Leader;
- the allocation of a proportion of the JCCT’s current rental budget;
- the allocation of the Youth Action Team’s current accommodation budget;
- a re-prioritisation of the Education, Sport and Culture Committee’s budget.

4. **The St. Mark’s Site**

4.1 **Introduction**

Whilst the case for an Integrated Children’s Centre is made in the previous section, the essential resource required is a suitable building. The following section sets out why the St. Mark’s School site is regarded as the most suitable location for the Centre and identifies other site issues.

4.2 **Why is the St. Mark’s site suitable?**

The suitability of the site is determined by both its *location* and its *readiness*, in terms of availability and condition.

Location

- It is located centrally and in an area where there are families that meet the criteria for support and intervention. This is strongly supported by the community profiles which have been compiled for Grand Vaux and Rouge Bouillon^[7]. This data suggests that ‘*there are substantially more working age adults without formal qualifications in [these areas] than the Jersey wide average.*’
- It will provide a community focus for the area.

Readiness

- The building is in good condition. It was the subject of a significant (£½ million) refurbishment project in 1997 which addressed many of the principal elements (e.g. roof and mechanical and electrical systems). Apart from the kind of rolling and cyclical maintenance programme associated with a building of this size, it is not expected that significant maintenance expenditure will be required on the building for at least 10 years.
- The building is already within States ownership, so no capital funding is required.

- (c) The building is available from September 2005.
- (d) The building is fit for purpose. Facilities already exist for children 0-4 years old, adult education outdoor and indoor play, office space and ICT. Only minor modifications are necessary to meet the accommodation requirements of stakeholders.

4.3 Discussions with Property Services Department

In November 2004, the Department of Property Services undertook an initial examination of possible new uses for the St. Mark's School building. This identified the Planning Policies which applied to the site and explored at a high level the opportunities and restraints for the re-use of the site.

On the basis of Planning Policy, and other site issues, this concluded that the preferred option would be to retain the existing building for (unspecified) office or community use.

Having more recently sought advice from the Planning and Building Services Department, it is considered that the creation of an Integrated Children's Centre represents an appropriate use for the site, having regard to beneficial use of the existing buildings, availability of car parking and potential demand for community, nursery/crèche and youth services in this central location.

As an alternative use, residential development would appear the most appropriate, if less favoured in planning terms. In this case, the residual land value derived from the creation of social rented housing would not compare favourably with the inherent value from utilising the existing buildings on site, to satisfy a pre-existing States' property requirement.

The Department of Property Services has no other identified use for the building.

4.4 Alternatives to the St. Mark's site

There appears to be no other site currently in States' ownership which is suitable for this purpose.

Without St. Mark's, significant additional funding would be required to support this project. Assuming a space requirement in the order of 1,000 square metres (St. Mark's School is actually 1,350 square metres), the following illustrative scenarios estimate the costs associated with some of the alternatives –

- (a) The construction of a 1000sqm building would cost in the order of £1 – £1.5million;
- (b) Refurbishment of an existing (less suitable) 1,000 square metres building could cost anything between £250,000 and £600,000, depending on the nature of the building;
- (c) Assuming a relatively low annual rent (i.e. £100 per square metre) renting such a building could cost £100,000 p.a. It is also likely such an option would incur significant set-up costs.

If St. Mark's was not developed as planned, it would still be necessary to provide alternative accommodation for the Youth Action Team.

4.5 Change of use

Information was provided to officers of the Planning Department to establish an informal view as to whether the Planning and Environment Committee would be likely to support a change of use for St. Mark's. The following policies are relevant:

POLICY SC1 – PROVISION OF NEW EDUCATION FACILITIES ON EXISTING SITES
Proposals for the development of additional educational facilities or for the extension and/or alteration of existing educational premises within the grounds of educational establishments will

normally be permitted, provided the proposal is in accordance with all other principles and policies of the Plan.

The development of educational sites for alternative uses will only be permitted where it can be demonstrated that they are surplus to educational requirements and the proposals are in accordance with other principles and policies of the Plan.

POLICY SC4 – JOINT PROVISION AND DUAL USE OF FACILITIES

The Planning and Environment Committee will encourage proposals that result in wider use by the community of school facilities to meet educational, social and recreational needs.

POLICY SC9 – NEW COMMUNITY FACILITIES

Proposals for new or extensions to existing community facilities will normally be permitted where the development –

- (i) if new, is within the boundary of the built-up area;*
- (ii) will not unreasonably affect the character and amenity of the area;*
- (iii) will not have an unreasonable impact on neighbouring uses and the local environment by reason of noise, visual intrusion or other amenity considerations;*
- (iv) is accessible by pedestrians, cyclists, public transport users and those with mobility impairments;*
- (v) will not lead to unacceptable problems of traffic generation, safety or parking; and*
- (vi) is in accordance with other principles and policies of the Plan.*

On 10th August 2005, the Planning Sub-Committee agreed in principle to a change of use of the building, subject to receiving a formal application.

4.6 Restrictive Covenants

On 30th March 1999, the results of a boundary search identified that there were no relevant servitudes which could impact or affect the proposed developments on the site at that time.

On 28th July 2005, the Law Officer's Department confirmed that, having reviewed the previous research, there did not appear to be any restrictions on the potential uses of the site.

4.7 Summary of Site Issues

In conclusion, there is a strong case for developing the St. Mark's site as an Integrated Children's Centre. The building is well located, available and fit for purpose. In addition, there do not appear to be any planning issues or legal restrictions which would prevent its use for this purpose.

Committee Acts

HOME AFFAIRS
27th July 2005

St. Mark's School
site:
future use.
CP/06/05
839/21(4)

A18. The Committee received a report, dated 26th July 2005, prepared by Messrs M. Lundy, Assistant Director, Schools and Colleges and M. Heald, Assistant Director, Policy and Planning, regarding the future use of the St. Mark's School site. The report was designated Committee Paper CP/06/05.

C.O.
E.S.C.(2)
HealthSSC(2)

The Committee noted that the Education, Sport and Culture Committee were seeking the formal support of the Health and Social Services and Home Affairs Committees to establish St. Mark's School as an Integrated Children's Centre.

The Committee, having considered the detailed report, decided to endorse the proposal of the Education, Sport and Culture Committee and accordingly directed the Chief Officer, Home Affairs, to take the necessary action.

HEALTH AND SOCIAL SERVICES
5th August 2005

Integrated
children's centre:
former St. Mark's
School.
839/21(4)

A12. The Committee considered a report dated 26th July 2005, which had been prepared for the Education, Sport and Culture Committee by Messrs M. Lundy, Assistant Director, Schools and Colleges and M. Heald, Assistant Director, Policy and Planning in connexion with a proposal to use the former St. Mark's School site as an integrated children's centre.

C.E.
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T.O.S.
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F.E.C.C.

The Committee recalled that the above named Committee had initially stated that it no longer had a defined use for the above site. However, having reconsidered its position and having regard to a number of factors, the Education Sport and Culture Committee had agreed to progress plans to develop the former school as an integrated children's centre, in accordance with the recommendation of the Children's Executive for the development of a multi-agency youth action team and had decided to seek the support of the Health and Social Services and Home Affairs Committees.

The Committee noted the case for retaining the former school for the above use and, having recognised the benefits of the development of an integrated children's centre, expressed supported for the project. The Committee agreed that the Department should assist with the development of a detailed business case which would be presented to the Finance and Economics Committee.

The Greffier of the States was requested to send copies of this Act to the Finance and Economics and Education, Sport and Culture Committees.

Supporting States' and Committee Objectives

Education, Sport and Culture

Objective 3.7.1 *'Ensure an integrated and sustainable approach to the provision of education'* documents a commitment to increase the number of 3 to 5-year olds accessing 'early years' programmes.

In support of this, one of the key objectives of the Committee is –

Contributing to the establishment of an integrated policy and strategy of childcare and early year's education of childcare and early years education based on a well defined partnership agreement between all providers

which has the performance criteria –

'Establish a coherent and cohesive strategy for early years'

The Committee's vision for early childhood education and care for children in Jersey, published as a consultation document in July 2005 (R.C.54/2005) included the following statement as part of its vision to be achieved within 3 years –

An integrated children's centre would provide free early education and extended childcare for vulnerable children under 5 years old, family support, adult education and outreach services. It would also provide a base for the existing parenting team, the Jersey Childcare Trust and the Youth Action Team and operate as a one-stop-shop providing information on all aspects of early years provision.

Objective 5.3.2 *'Develop policies to reduce disaffection amongst young people'* is supported through the realisation of the Committee's 3-year strategy for youth work, which was first published in 2004.

Home Affairs

Under Objective 3.9.3 the Committee has the key objective –

'Building a Safer Society: Provide those assessed as most vulnerable with opportunities to develop their potential as lifelong learners and active and responsible members of society'.

Jersey Childcare Trust

Targets identified within the Spratt Review, taken from the Five Year Childcare Strategy 2002 – 2006

Target 1 Monitor and seek to improve the accessibility and affordability of childcare facilities in the Island.

Target 2 Create a trained and well-supported childcare workforce.

Target 3 Provide information and advice to all interested parties and co-ordinate childcare provision across all public and private sectors.

Target 4 Identify market needs, stimulate and facilitate new developments and encourage and facilitate partnerships that enhance childcare provision.

| <p align="center">Strategic Target</p> <p>(Numbers relate to the 5-Year Strategy Targets)</p> | <p align="center">Rationale</p> | <p align="center">How Centre Helps Meet Target</p> |
|--|--|--|
| <p>1.4 The Foundation Stage Initiative</p> | <p>Foundation Stage Training to be provided for all Foundation Stage Practitioners</p> <p>To support 10 children, identified by a professional, per year to attend private a Foundation Stage facility prior to commencement of school that academic year.</p> | <p><i>Training facilities.</i></p> <p><i>Space for early years books and resources within adult education area.</i></p> <p><i>Main referrers to this service will be located within the centre, therefore, more opportunities to share information and take a holistic approach to supporting the whole family rather than specific child requiring supported place.</i></p> |
| <p>1.6 To encourage the expansion of school aged care for 100 places.</p> <p>and</p> <p>4.5 Administer School Aged Discount Scheme.</p> | <p>Administration of the School Aged Discount.</p> | <p><i>If E&SS have an electronic presence at the centre, this will add to our one-stop shop information service for parents on low incomes.</i></p> |
| <p>1.9 Support places for 6 children with special needs per year in a mainstream childcare provision.</p> | <p>Provide training and network meetings for co-ordinators in nurseries.</p> | <p><i>Training facilities.</i></p> <p><i>On-site professionals linked to the Project.</i></p> <p><i>Easier communication.</i></p> <p><i>Special Needs resources to be put in Adult Education Area.</i></p> |
| <p>2.1 Provide all childcare workers with access to a minimum of 10 hours CPD per annum</p> | | <p><i>Training facilities.</i></p> <p><i>Professionals in centre may offer training courses.</i></p> <p><i>Other professional may access these courses.</i></p> <p><i>Crèche on site for Family Day Carers and nannies to use to attend CPD during day.</i></p> |
| <p>2.4 Provide a staff bank</p> <p>and</p> <p>3.3 Unsociable hours care</p> | <p>Qualified or trained workers to work with children.</p> <p>Established list of police checked and referenced babysitters aged 16 yrs plus.</p> | <p><i>Available crèche workers.</i></p> <p><i>Available babysitters for Parenting and other services to access for parents attending evening courses.</i></p> |
| <p>5.1 Expand 'one-stop shop' for parents and carers</p> | <p>Offer comprehensive information on childcare and related issues for parents from one location.</p> | <p><i>E&SS electronic presence.</i></p> <p><i>Other services related to enquiries within the centre.</i></p> <p><i>More face to face contact with parents visiting centre for access to other services.</i></p> <p><i>Meeting space.</i></p> <p><i>Resources space for parents to pick up written info.</i></p> |

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- [1] *Spratt, J., 2004.*
 - [2] *Spratt, J. 2004.*
 - [3] *Ofsted, 2004.*
 - [4] *Carolina Abecedarian Project (1972, 1987, 1998).*
 - [5] *K. Bull, 2002.*
 - [6] *OFSTED, 1999.*
 - [7] *Building A Safer Society Strategy, Health Promotion, 2005.*