



**Making Scotland the
best place to grow up.**

Early Years Collaborative Model for Improvement

Tests of Change in Practice across Scotland

Insight into the Practice Development Team

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Throughout the magazine the term 'parents' has been used to mean mothers, fathers, carers, and others with responsibility for caring for a child or young person.

Welcome



A few words from Joan Mackay

We live in exciting times. And times like these bring challenges and opportunities. We are challenged to really focus in on what matters for the new-born and the 2 year old and the 4 year old we have the privilege of interacting with on a daily basis, whether we are parent or practitioner. We are presented with the opportunity to think again about what is best for them and whether we are getting it right.

The Early Years Collaborative brings together the range of professionals and practitioners across Scotland who have the knowledge and expertise about our youngest children to focus on improvement and change. This edition of Early Years Matters is dedicated to this work. The power and energy of the mix of people who come together in their own communities and as a very large presence at the SECC in Glasgow, represents tremendous

potential and the promise of better things for all of our children.

We now have the Children and Young People (Scotland) Bill with its underpinning of GIRFEC and a renewed focus on early learning and childcare. And while all of this is evolving we are all engaged in our shared responsibility for making happen what we have already agreed in 'Curriculum for Excellence' and the guidance contained in 'Pre-birth to Three: Positive Outcomes for Scotland's Children and Families': providing learning experiences that will make sure all our children achieve the best possible outcomes.

In all of this busyness and activity we sometimes overlook the obvious. Children are our focus. They are our most precious resource and our most accurate policy advisors. Do we listen to them enough? Do we listen to their parents and families and their communities? Do we hear what they say when they tell us what works for them? Do we listen to what they don't say?

Joan Mackay

Assistant Director, Children and Families
Education Scotland



SLF 2014 takes place on Wednesday 24th and Thursday 25th September in the SECC, Glasgow

The Scottish Learning Festival 2014: raising achievement and attainment for all will focus on maximising educational outcomes through:

- **early intervention and prevention** - for children, young people and adult learners in order to maximise educational outcomes;
- **health and wellbeing** - ranging from physical education and sport to the full range of health and wellbeing subjects which are the responsibility of all practitioners;
- **employability skills** - to secure a highly educated, well prepared and well-motivated young workforce able to compete in a global market.

In addition to providing high quality continuing professional learning, one of the most valued assets of SLF is the abundant opportunity to network with others. SLF is a rendezvous for educational professionals both nationally and internationally, providing a unique platform to engage with a diverse range of experts, colleagues and suppliers.



Early Years Collaborative

Shirley Laing, Deputy Director for Early Years and Social Services Workforce at the Scottish Government, explains the role of the Early Years Collaborative in achieving the Government's aim of improving outcomes for children and making Scotland the best place to grow up.



The Early Years Collaborative (EYC) has just celebrated its first birthday. You may be closely involved in the EYC or you may just have heard about it and are wondering what it's all about.

Why the EYC?

There is a great deal of evidence about the importance of the early years of life in terms of outcomes, including educational outcomes. That is why the Scottish Government developed the Early Years Framework in 2008, building on the great work done through **Getting it Right for Every Child (GIRFEC)**, and then established the **Early Years Taskforce** in 2011.

The introduction of the EYC came about because the Taskforce recognised that although we know what the evidence says, we don't always manage to put it into practice. The EYC helps organisations close the gap between knowledge and practice by creating a structure in which partners can learn from each other and from recognised experts in areas where they want to make improvements.

What is the EYC?

The EYC is an outcomes-focused, multi-agency, quality improvement programme, based around **Community Planning Partnerships (CPPs)**.

A wide variety of agencies are involved – education, health, police, social work, third sector. It has four workstreams and a leadership strand. The age-related workstreams are:

- WS1 pre-birth to 1 year;
- WS2 1 year to 30 months;
- WS3 30 months to the start of school; and
- WS4 start of school to P4.

Each workstream has a clear, timed stretch aim. The aims for these are on the Scottish Government early years webpages www.scotland.gov.uk/earlyyears, where you will also find information on the Learning Sessions which are held every few months. These Learning Sessions provide a networking and learning opportunity for those involved in the EYC.

What does it mean for children and families?

All that we do in early years is geared towards making Scotland the best place to grow up. In the EYC, frontline practitioners, using their professional expertise, identify where they consider changes could be made that could lead to improved outcomes for children and families. Using the Model for Improvement (see pages 4 and 5) and starting by making small tests of change, they are able to measure whether their theory is correct before scaling up.

Through the work done by CPPs over the past year and using the research available we have now identified some Key Changes that, if implemented for every child, every time, will bring about transformational change. These are:

- Early intervention in pregnancy
- Attachment and child development
- Continuity of care in transitions
- 27-30 month review
- Developing parents' skills
- Family engagement to support learning
- Income maximisation/tackling child poverty

Going forward with the EYC

Over the next year we will develop our thinking further and spread the learning around the Key Changes. We will also be looking to build improvement knowledge and capacity within CPPs so that they can take the EYC forward locally.

If you want to get involved with the EYC, contact your local Programme Manager. If you don't know who they are, email us at eycollaborative@scotland.gsi.gov.uk and we can let you know.

Useful links:

www.scotland.gov.uk/earlyyears

<http://www.scotland.gov.uk/Topics/Government/PublicServiceReform/CP>

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



The Model for Improvement

Gary Sutton, Improvement Advisor with the Scottish Government, explains the Early Years Collaborative Model for Improvement.

The Model for Improvement, developed by Associates in Process Improvement, is a tried and tested approach to achieving successful change in processes and systems, that result in better outcomes.

The Model:

- is a simple approach that anyone can apply;
- reduces risk by starting small;
- can be used to help plan, develop and implement change and;
- has been shown to be highly effective.

It provides a framework for developing, testing and implementing changes to the way that things are done that will lead to improvement.

The Model consists of two parts that are of equal importance:

- The **first part**, the 'thinking part', consists of three fundamental questions that are essential for guiding improvement work.
- The **second part**, the 'doing part', is made up of Plan, Do, Study, Act (PDSA) cycles that will help you make rapid change.

A planned approach to improving things will give you a better chance of being successful. The three fundamental questions for achieving improvement are a useful way of framing your work.

The three fundamental questions for achieving improvement

1. What are we trying to accomplish?

Having a clear vision of your aims is crucial. What results you would like to get and how you would like things to be different?

2. How will we know that a change is an improvement?

Without measurement it is impossible to know whether things have improved. Think about how you want things to be different when you have implemented your change and agree what data you need to collect to measure it.

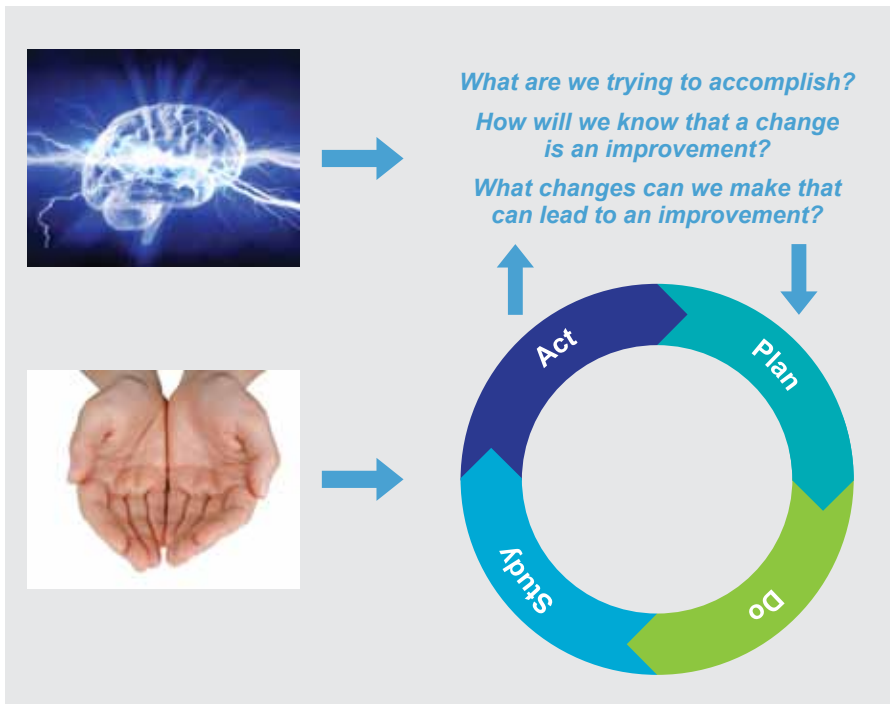
3. What changes can we make that can lead to an improvement?

Finally, you need to decide what changes you will try in order to achieve the results you are looking for. What evidence do you have from elsewhere about what is most likely to work? What do you and your team think is a good idea? What have other people done that you could try? Are there any Key Changes (see below) that will have a big impact on achieving the aim?

This is where you can adapt ideas or be completely creative. Remember that you know your own system best, so keep your objectives in mind and use your knowledge and experience to guide you.

Practicalities of Improvement Methodology

- Improvement is nearly always a team endeavour. Try to ensure that you involve the right people in your work.
- People have a tendency to jump straight to solutions rather than really work out what the root of the problem is. If you use the three fundamental questions, it will help you to be sure that you are dealing with the issue that really needs to be addressed.
- When you plan your cycle, make sure you are clear about who is doing what, where and when. Your results are dependent on how good your plan is.
- Discuss what you think will happen when you try out your change. What is your hunch or prediction? When you have carried out the cycle, compare your expectations with what actually happened. You may learn something interesting about how things work.
- Record your PDSA as you go along: the plan, the results, what you learnt and what you are going to do next. Not only is it very motivating to see the results of what you have tried, it is also a great way of accumulating information about your systems and a good way of sharing your learning with other people.
- Use PDSAs consecutively to build up the information about your change and then use them to implement it systematically into your daily work. PDSA cycles generally do not operate in isolation – you should expect to have a series of them leading towards your goal.

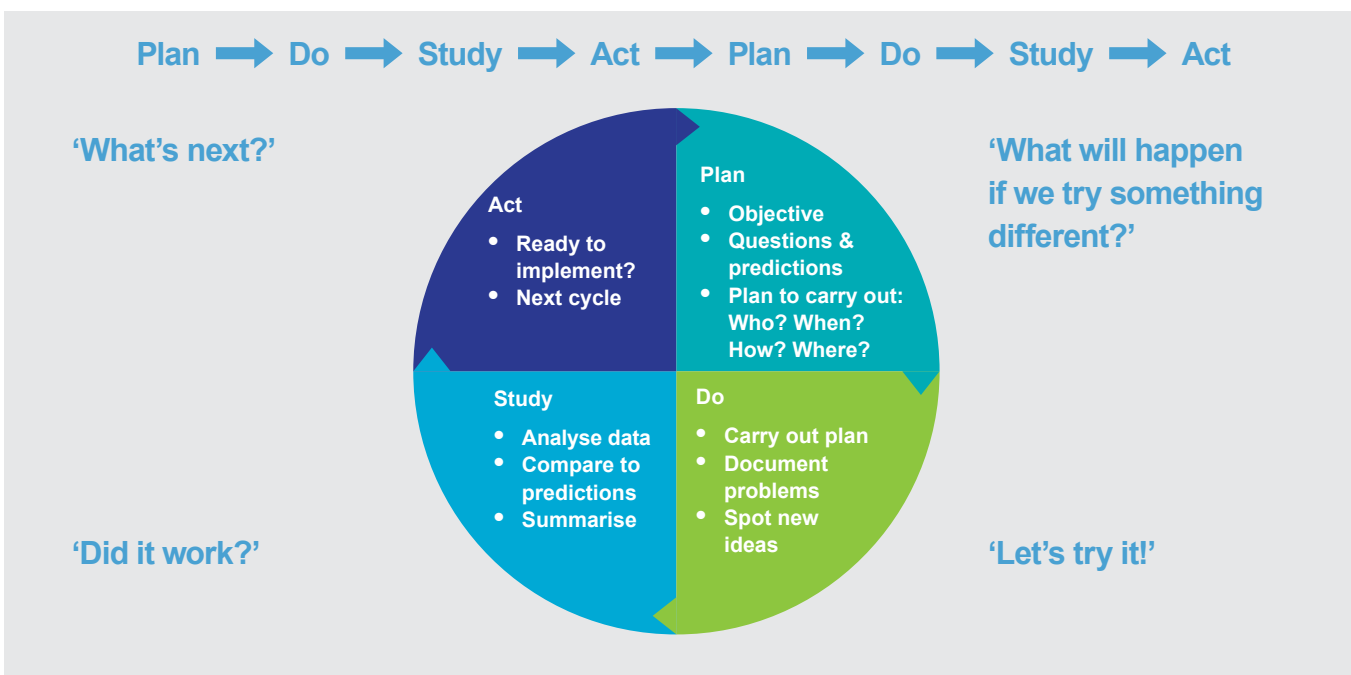


Key Changes

A Key Change is where there is strong evidence to suggest that implementing something, and making this reliable, will have a significant impact on achieving the aim. For example, there is strong evidence to suggest that women who smoke during pregnancy are at an increased risk of having a stillbirth, so what Key Changes can be tested in an attempt to increase the likelihood that women will not smoke during pregnancy?

PDSA cycles

PDSA stands for 'Plan, Do, Study, Act'. Once you have decided exactly what you want to achieve, you can use PDSA cycles to test out your ideas developed from the third question, 'What changes can we make that will lead to an improvement?'



The key to PDSA cycles is to try out your change on a small scale to begin with and to rely on using many consecutive cycles to build up information about how effective your change is. This makes it easier to get started, gives results rapidly and reduces the risk of something going wrong and having a major impact.

Remember....

- PDSAs cannot be too small – try starting with one child, one family, or one group
- One PDSA will almost always lead to one or more others
- They help you learn from your work
- Anyone can use them in any area.

Reference:

"The Improvement Guide: A Practical Approach to Enhancing Organisational Performance" Langley, Nolan et al (2009)



Tales of Bedtime Stories

Staff from two Local Authorities share their different approaches to encouraging bedtime reading. Lizz McLee and Shirley Williamson, Early Years Practitioners at Lochrin and Grassmarket Nursery Schools, City of Edinburgh Council, share how they improved their lending library to support literacy development and strong attachments.

The idea to promote bedtime reading at Lochrin and Grassmarket Nurseries came from a review of the use of our lending libraries. At the start of the project the libraries were used in the traditional way, with children borrowing one book each week. When parents were asked about reading the book with their child, 60% said they had, 40% had read it at bedtime and 20% had read the story more than once. Parents who had not read the book told us that a week was too long to have one book at home; they not did not have enough time or their child's choice of book was not their choice.

As staff teams we discussed what it was we wanted to accomplish with our lending libraries and the answer was simple, we wanted parents to read with their child. We could see that our current lending system was not encouraging all of our parents to do this and change was needed. We decided to use the Improvement Methodology, and plan some small tests of change using the Plan, Do, Study, Act (PDSA) model. Research into the benefits of bedtime reading told us that not only is reading to children at bedtime good for their literacy development, but it also has a positive influence on attachment and establishing good bedtime routines. The Improvement Methodology asks that we 'think big, test small, and scale up fast' and so that is what we planned to do.

We started in Grassmarket Nursery with a small group of children and parents and three tests of change:

- daily availability of 'bedtime reading' books together with an information leaflet;
- relocation of the book stand to front entrance with a sign for parents; and
- children being able to choose more than one book on a Friday.

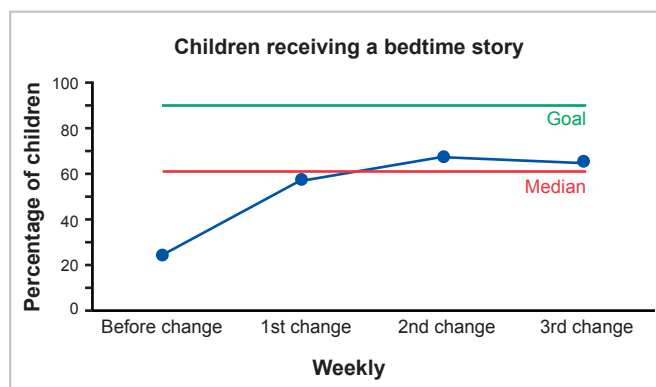


Figure 1

By making these changes we saw the percentage of children receiving a bedtime story rise to 65% from a baseline figure of 24% during this test period. The results can be seen on the run chart below (Figure 1). The next step was to 'scale up' by sharing what we had learned with others. Lochrin Nursery was added to the test cycle and saw similar positive results for the numbers of children receiving a bedtime story. We continued to test small changes, altering the time that books were available to collect and sharing our findings with parents. We were delighted to discover that during the week we shared research information on the benefits of bedtime reading with parents 100% of our children received a bedtime story (Figure 2).

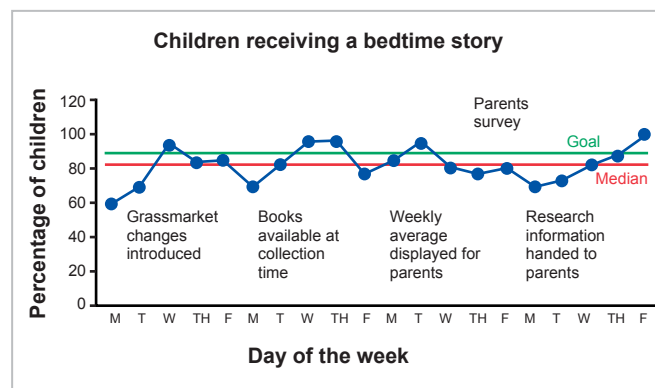


Figure 2

Since the tests of change, parents have reported improvements in bedtime routines, behaviour and sleep patterns. In the nurseries we have found that children are using the book area more often to find information and they are evaluating the books they have read in conversations with one another.

The testing goes on as we continue to work towards ensuring all of our children have a regular bedtime story and we know that by improving children's access to bedtime stories we are having a positive impact on the childrens lives, both now and in the future.





Chris Saddler, Education Support Officer, shares how Midlothian Council used the Early Years Collaborative Improvement Methodology by starting with just one volunteer family and bedtime stories.

The Early Years Collaborative is supported by a series of Learning Sessions. Multi-agency teams from each Community Planning Partnership area come together with partners from national support organisations to share their learning and deepen their understanding of improvement methodology. Over 700 delegates attend each event. After Learning Session One in January 2013 the team from Midlothian decided to look at part of Workstream 3 (30 months to start of primary school):

Children have all the developmental skills and abilities expected at the start of primary school, along with associated drivers of early learning and play, parenting skills and knowledge etc.

We decided on a well-researched piece of evidence, which showed that receiving a bedtime story is the best predictor of future success in children learning to read. The 'Big Bedtime Read' was given its name by the staff of Mayfield Nursery School, where the first test of change took place.

As well as improving literacy outcomes we were keen to build the capacity of families through improved parent confidence, bedtime routines, behaviour and attachment.

Following the Improvement Methodology which states 'aim big – start small' we started a small test of change with one volunteer family in the nursery school and one in Hawthorn Children and Families Centre nearby.

There were naturally barriers to overcome as we went along, such as breaks for holidays, access to books, parents' own literacy skills and working families with children spending nights with grandparents, however we tried to make sure the bedtime reading was consistent.

We wanted to know if our small change was making a difference and to measure this we used quantitative and qualitative data. The quantitative data measured the number of children receiving a bedtime story over an agreed period of time. The qualitative data was gathered from comments made by parents and children on their experience of bedtime reading.

The parents' comments on the benefits of the bedtime story, not only gave us evidence that our small change was making a difference but encouraged other parents, including the harder to reach families, to participate. The numbers had grown in each nursery from one family reading a bedtime story to 30 families now reading their children a bedtime story.

The next step was to scale up the project to two primary schools with nursery classes. A powerful short film has been made to record the impact of this and can be viewed online (link below).

The use of the Improvement Methodology has moved us closer to our original aims and we can see that these can be reached. We hope that in time all children in Midlothian will receive a bedtime story and the results will have a huge impact on improved outcomes for our children.



Midlothian's 'Big Bedtime Read' video – <https://vimeo.com/81649657>

The Wee Green Spaces Project

Sacha Will, Early Years Programme Manager, and Aberdeen City Early Years Team, share how they are using the Improvement Model to extend outdoor learning.

“It is necessary to be outside for our brains to be stimulated from the flow of sound, light, shapes and colours that nature provides. Especially between the ages of 3-6, when the energy flow in the human brain is at its greatest.”

The late David Ingvar, Professor of Neurophysiology, Brain Researcher.

The Wee Green Spaces Project is one of the improvements being taken forward in Aberdeen City using the Early Years Collaborative Improvement Methodology. The project has a ‘stretch aim’ to encourage the frequent and regular use of local greenspace by early learning and childcare settings in Aberdeen. This includes woodland, parks, beaches and the Cruikshank Botanical Gardens.

The need for change was identified by the Aberdeen Early Years team and has a well-documented evidence base. Several national documents explicitly refer to the need for children to have daily contact with nature, and the “Early Years Framework” (Scottish Government, 2009) refers to the benefits of Forest School and Nature Kindergarten approaches. Research suggests that time playing in nature can help children understand and take positive action as adults, on environmental concerns such as climate change. There is evidence that children who play in green spaces will use and value these areas as adults.

The project requires settings to work collaboratively with a number of partner organisations to facilitate a process which is an adaptation of the Forest Kindergarten training and support model developed by Juliet Robertson for the Forestry Commission in 2012. Settings are being supported to use the Early Years Collaborative Model for Improvement to identify what they are trying to accomplish and what changes they can implement to lead to improvement.

Ten establishments are involved in the project. They will provide practical evidence that regardless of the type of early learning and childcare setting or the quality or nature of nearby green space, it is possible to enable children to have opportunity to develop a connection with both a local special place and nature itself.



The Early Years Team have used the Early Years Collaborative Model for Improvement to create a data measurement system to gather real-time data about the number of children going out each week. This provides us with evidence to rapidly share good practice. It also helps us to quickly recognise when a setting is unable to organise an off-site visit each week and explore with them how they might overcome any challenges.

Another ‘test of change’ is based upon the development of ‘micro-routines’. These enable practitioners to create routines which facilitate children’s independence and personal safety off-site.

The success of this pilot will be evaluated in June 2014 using data from the tests of change in combination with qualitative feedback from the staff involved. Already, positive impacts are being observed. For example one nursery group found an injured seal during one of their beach visits and were able to make sure it was rescued. On another occasion, a passer-by helped the children spot dolphins playing in the sea. Unique experiences like these do not happen back at school or nursery.

For more information, please contact Sacha Will, Early Years Programme Manager (sacwill@aberdeencity.gov.uk).

Useful links

Good Places better Health Report <http://www.scotland.gov.uk/Resource/0039/00398236.pdf>

Learning for Sustainability Report <http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools/LearningforSustainabilityreport>

Play Strategy for Scotland <http://www.scotland.gov.uk/Publications/2013/06/5675>

Early Years Framework <http://www.scotland.gov.uk/Publications/2009/01/13095148/1>

Community Planning Partnership

The Early Years Collaborative in Falkirk

Falkirk Community Planning Partnership has been laying strong foundations for their Early Years improvement work. They are carrying out tests of change (PDSAs) to help meet the stretch aims of the Early Years Collaborative workstreams.

Workstream 1 (pre-birth to 1 year)

Midwives within NHS Forth Valley have been doing tests of change to support expectant mothers in booking into maternity services as early as possible. They have identified an effective process and have introduced awareness raising strategies. These include putting cards in pharmacies next to pregnancy tests to inform pregnant mothers of the booking system at the earliest opportunity.

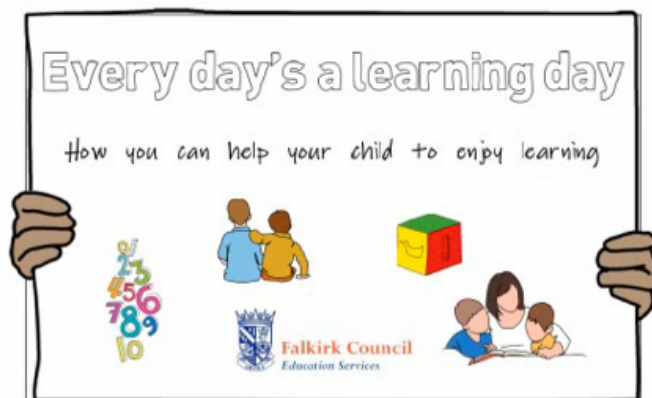
Workstream 2 (1 year to 30 months)

Health Visitors across the Community Planning Partnership are working to ensure that 100% of children have their 27-30 month assessment.

Starting small, one Health Visitor tested making a telephone call to parents to arrange a mutually convenient appointment time, rather than sending out a letter. This initial test of change has proved to be very successful and the Health Visitor has achieved 100% of children attending for their assessment. This approach is about to be scaled up to other Health Visitors within the practice.

Workstream 3 (30 months to the start of school)

Communication about the Early Years Collaborative to education practitioners has been a focus since October 2013. Falkirk worked in partnership with the Scottish Government and Education Scotland to deliver workshops at an Early Years Conference in February 2014. Following on from this, data will be captured over the coming months to monitor the increase in schools and nurseries carrying out tests of change to identify the engagement of additional professionals with the EYC.



To support family engagement in learning, an animation was created to help parents of children aged 3-6 years to support their child's learning at home through everyday activities. Business cards with the link to the YouTube playlist are being given out by Health Visitors in one health centre and parental questionnaires will assess the success of this initiative.

If this is successful a similar animation for parents of children aged 0-3 years is planned. Midwives will share information about this with new mothers. Engaging parents, and sharing with them messages about the crucial role their interactions play in their children's development, is seen as invaluable in helping to ensure that children meet developmental milestones.

Finally, the Community Planning Partnership aims to ensure that 100% of children attending nurseries in Falkirk are given the opportunity to access local green spaces or woodland at least once a week by August 2015. Research evidence points to the benefits of outdoor play for children in promoting the development of confidence and resilience, as well as building stamina, developing gross motor skills and improving physical and mental health. Work in this area is evolving to involve parents and is highlighting the importance of families being able to access invaluable local assets during leisure time.



Family Splash in Dundee

What difference does a swim make?

Community consultation, involving a range of services, took place within the local community ward of Lochee in Dundee. The aim of the engagement was to research ways of improving the quality of lives of families with young children, living within the local community. A strong message came back from the consultation stating that residents would like the opportunity to take their family swimming and access more affordable leisure and play activities together with their child. Family Splash was born and created as a test of change within the Early Years Collaborative Improvement Methodology.



What is Family Splash?

Family Splash is targeted specifically at families with a young child living in the Lochee Ward of Dundee who have an identified health or social need. Families are referred by partner agencies into the Family Splash programme. The programme has grown and developed over the past year by listening to the feedback from parents. All aspects of the programme encourage the parent and child to play and connect together, to encourage attachment. The programme has three defined areas:

Family Splash fun sessions

These operate during the school holidays once a week, and are the first step in accessing the Family Splash programme:



- It costs £1 for the entire family to come to a Family Fun swimming session.
- Swimming costumes, nappies, goggles and towels are provided free.
- Staff are on the poolside and in changing rooms to help support the families to get ready and if required, to show them how to play with their children in the pool.
- Fun, colourful toys are in the pool to encourage play.
- Families come together after the swimming session, for a well-earned healthy snack and to engage in a range of fun parenting programmes, such as Family Literacy and Dental Smile.

Public swimming times

All Family Splash families can also access any public swimming session throughout the school holidays or term-time for £1 for the entire family

Early Years swimming lessons

All Family Splash families can access early years swimming lessons for £1. Parents accompany their child in the water for their lesson. There has been a high demand for this programme so a “drop-in lessons” programme is currently being tested.

Partnership working

This has been key to the success of the programme. Partners identify, refer and support the families to participate. They will phone them the morning of the session and encourage them to attend or, when required, attend with them. A range of partners have been involved in the delivery of parenting sessions after the swim, such as healthy eating, dental care and family literacy.



Project evaluation

The project has been externally evaluated by the University of Dundee. A range of methods have been used to gather evidence of the impact of the project. These include telephone conversations with families, small focus groups, questionnaires and observations. The Early Years Collaborative Improvement Methodology is being used to scale up the project to other wards in the city. Consultations with families and referring partners have all been exceptionally positive. Over 88 families have fully engaged and participated in the programme with over 11 different partner agencies referring families.

We have a number of case studies with families which demonstrate that the impact of Family Splash has made a significant difference to their lives. A number of families now regularly take their child swimming and have gained the confidence to attend other activities in the local area. There is clear evidence that Family Splash enhances the health and wellbeing of the children who attend. They were able to identify in a variety of ways how Family Splash contributed to them feeling safe, healthy, achieving, nurtured, active, respected, responsible and included.

Scaling up

There is now sufficient evidence to confirm that Family Splash is an excellent programme to engage with families with young children who have a health or social need. Family Splash has developed through collaborative working and is used as a tool to engage with families and help them develop their confidence and parenting skills. Through specialist involvement of various partners and services, Family Splash can help parents and children to meet the Early Years Collaborative developmental milestones.

You can see a short video about the project here:
<http://vimeo.com/73687373>





One Glasgow

**Heather Douglas,
Early Years Manager, Glasgow City Council**

The aim of One Glasgow is to redesign services through joint, streamlined working, reduced duplication, and redirection of resources to deliver improved outcomes.

One Glasgow's Children 0-8 early intervention approach aims to reduce inequalities in childhood development and family wellbeing by focusing on families who are 'just coping'. 'Just coping' families could be described as families who are often invisible to public services as they are keen to hide the true extent of their social and financial difficulties in a bid to avoid labels such as 'dysfunctional' and 'chaotic'. This invisibility makes it difficult to quantify exactly how many families in Glasgow may be experiencing difficulties.

In common with the national Early Years Collaborative, Glasgow's collaborative model breaks down into age-related workstreams from pre-birth to age 8. The work encompassed within the aims of the One Glasgow

approach since 2011, has now merged with the national Collaborative aims. Like many others, we are testing out how we might best use the improvement science methodology to drive our local improvements.

Developing Family Learning Approaches

Forty-seven nurseries and one primary school across the City have become the pathfinders in developing a family learning focused approach towards working with children and their families.

Small amounts of funding have been awarded to allow the services to create, improve and expand space within their buildings for parents, and to develop a range of engagement, learning and employability projects, broadly under our Families in Partnership banner.

We have begun to define what it means to be a One Glasgow nursery using the family-focused approach. Whilst some elements are qualitative and difficult to measure – such as ethos, relationships and staff

qualities – there are more quantifiable measures around the ability of the nursery staff and local partners to support the delivery of evidence-based interventions, and the embedding of wider strategies, such as ensuring the nursery is a breastfeeding-friendly establishment.

Multi-agency training and practitioner networks have also been established across the City to support the sharing of practice around family engagement and to help us to include the voice of practitioners in identifying what is working.

Third Sector Support

An improved partnership with the third sector has been key to One Glasgow activity and collaboration between third sector and public services has been championed through our Improving Futures Groups. This has allowed us to gather a range of mapping information, share good practice, tools used and what works to improve outcomes for children and their families, and most recently to agree a core data set on children and families to ease requests for assistance and transitions across services.

In terms of operational delivery, third sector partners have begun to align more closely with public sector early years services in a number of areas.

Some voluntary organisations have embedded family support workers within nursery staff teams or health visitor teams, whilst others are developing a shared professional dialogue between their staff and nursery staff in order that a genuinely collaborative approach can be taken to supporting families when difficulties are identified. Innovative and responsive services such as community childminding and nurturing families in the outdoors, such as at Lochview Nursery School, offers families a diverse menu of support. We are very clear that this is necessary in order to meet the needs of the diverse range of families in Glasgow.



Early Years Joint Support Teams

In addition to developing family learning and embedding the third sector in what we do, a pilot multi-agency Early Years Joint Support Team (EYJST) has been in operation in two areas in the North West of the City.

This evolving team model was devised with the concept of bringing together all of the key local agencies who could contribute to the discussion around a 'just coping' family in order to agree an integrated package of support services, based on family need, which would help them to move towards coping more effectively.

The model has changed considerably over the past year and an operational framework is in development which takes account of the emerging role for Health Visitors as the Named Person for children under 5 and proposes that all referral pathways towards the EYJST should be routed through the Named Person in the first instance. The framework will be tested as we begin to roll the model out across Glasgow.

Measuring the Impact of One Glasgow

Tracking and measuring the benefits of all of this work is challenging in a city the size of Glasgow, however, we realised that we already have a raft of possible population and child outcome data sources and measures in place. With the help of the Glasgow Centre for Population Health, we are now working on developing the most meaningful measurement tools as we keep going on our journey to help families to help themselves.

Insight into the role of the Practice Development Team

Anne Rooney, Practice Development Team Leader, and Ged Quirk, Practice Development Team Member, explain how the team supports the work of the Early Years Collaborative.



The Practice Development Team (PDT) was established in October 2012 following a commitment from the Early Years Taskforce to provide a multi-agency team to support local areas in prioritising the early years of children's lives and early intervention. The team is made up of seven members, each seconded for two years, from Health, Local Authorities and the Third Sector.

The team links with Community Planning Partnership (CPP) areas across Scotland to support Early Years Collaborative Programme Managers. This often involves regular meetings with Programme Managers, attendance at workstream meetings, leadership groups and local training events. The role is wide ranging, from delivering local learning sessions based on the Model for Improvement and mentoring individuals through tests of change, to supporting the development of national networks for Programme Managers and National Partnership organisations.

So what do the Practice Development Team actually do?

Ged Quirk is seconded to the Practice Development Team from South Ayrshire Council where he was Integrated Services Coordinator. Being able to play a part in improving services for children is what drives Ged in his current role. This includes working with other professionals to ensure that staff are trained to a high standard, and that their policy and practice is up to date. He offers an insight view of the hugely varied role of a PDT member by sharing his week.

Monday

A team teleconference takes place to share diaries for the week and highlight where specific support is required within CPPs. The team members are located across Scotland so this ensures we keep in touch and that communication is effective within the team.

Tuesday

I am presenting to Health Board Getting it Right for Every Child (GIRFEC) leads at a meeting in Edinburgh. Working across Scotland means some long days. Left home at 6.15 am today and got back at 6.30 pm.

Wednesday

Meeting with a colleague today to discuss the work they are doing using the Model for Improvement. My role involves offering support and advice on their tests of change. I get a chance to catch up with some email

later in the day. With the Improvement Methodology being focused on learning quickly from tests of change, it is important for me to respond to enquiries in good time.

Thursday

Today I am attending an event for allied health professionals, in North Ayrshire. These are the health professionals such as speech and language therapists, physiotherapists, and dieticians who provide important services to children and families. I am presenting an update on the Early Years Collaborative to the group. One of the great things about this job is getting to work in partnership and learn from people from a wide range of backgrounds.

Friday

The Children and Young People (Scotland) Bill was passed in Parliament on 19 February 2014, but the work didn't stop then. I am part of the group writing the Statutory Guidance for early learning and childcare section of the Bill, which will support practice in this area, so it's off to the Scottish Government offices in Glasgow.

The success of the Early Years Collaborative depends on sharing effective practice to improve outcomes. The Practice Development Team have a key role to play in making links between those with experience and expert knowledge. They also ensure that effective practice is shared across Scotland at each of the national Learning Sessions.



Game On Scotland

Inspiring Learning through the 2014 Commonwealth Games

Game On Scotland is the official education website for the Glasgow 2014 Commonwealth Games. It provides practitioners with a wealth of inspiration to make the most of the opportunities the Games provide to create exciting learning opportunities for children and young people.

What's on offer?

Game On Scotland is a website that holds key information around the Games, it provides resources for practitioners as well as a variety of engagement opportunities from mascot visits to competitions, and even Games attendance. All resources and opportunities are free, with key incentives and offers available to those schools and early learning and childcare settings that are part of the Game On Scotland Community.

How to get involved?

In order to make the most of what is on offer through Game On Scotland you can sign up to the programme on the website. You will then receive the latest information and opportunities directly as and when they arise via our e-cards, promotions and monthly e-updates.

The Game On Challenge is key to accessing the wide range of benefits available through the education programme. It also entitles you to be included in any other offers the programme may provide (eg. prize draws, visits). Signing up to the challenge should take about 15 minutes and allows you to share your work with education establishments across the Commonwealth via our interactive map. Currently at least 20 nurseries have posted challenges. Why not have a look at the posts of Langa Street or Cloverbank Nurseries, Glasgow or Wellside Kindergarten, Falkirk?

Education establishments that participate in the Game On Challenge will also be eligible to apply for the Game On Scotland Plaque. You can either complete an evaluation at the end of your challenge to receive the plaque, or alternatively apply for it early if your challenge is already underway and you are confident you will achieve your objectives at the end of it. This can be done using the following survey: www.surveymonkey.com/s/GameOnChallenge-evaluation.

What next?

We are in the process of developing more early years materials at the moment. There will also be a bespoke opportunity for children to get involved with the Games eg. a competition or creative activity. These will appear on Game on Scotland website. Remember: the best way to find out about all new resources and opportunities is to sign up to Game On Scotland.

You can find the Game On Scotland website here: www.gameonscotland.org

For information about the Game On Scotland challenge plaque go here: www.gameonscotland.org/yourgames/gameonchallenge/plaque.asp



New nutritional guidance for early years childcare providers on NHS Health Scotland website



Previous nutritional guidance for early years childcare providers in Scotland has now been updated and is available on www.healthscotland.com. The guidance links with Early Years policy, e.g. GIRFEC and CfE and emphasises the integral part that food plays in the health and social development of young children. For further information contact Fiona Bayne on fiona.bayne@nhs.net

Noticeboard Updates



Recognising and Realising Children's Rights

Aileen Campbell MSP, Minister for Children and Young People, commissioned Education Scotland to develop a national professional development resource for adults working with children and young people.

The resource is now available to download from the Education Scotland website (<http://bit.ly/rrcrights>).

The resource promotes a confident knowledge and understanding of the UNCRC to support rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people.

Fair Trade Nurseries

Fair Trade Nurseries, piloted in East Dunbartonshire with great success, are now being rolled out across Scotland. Interest is high, with all involved being inspired by the learning opportunities created by the programme and by the enthusiasm with which it has been met. Contact the Scottish Fair Trade Forum at nurseries@scottishfairtradeforum.org



Regulated Care Service Methodologies Review

This year, the Care Inspectorate will review how it inspects care services. It will design a quality indicator framework to gain best evidence and effective ways to report its findings, and pilot a simpler report for childminder inspections. These steps will provide clear assurance to the public and support services to improve.

National Specialist Teams

The Care Inspectorate has moved its inspectors into national specialist teams. People outside the organisation will see highly specialised inspectors deployed on both our regulatory and strategic inspections. This will create an expert organisation that will support improvement, act quickly when things are not right, and use the intelligence it has to target inspections.

The Hub

The Care Inspectorate has a new one-stop website to direct people to research resources, tools and training, publications and policy developments. 'The Hub' aims to encourage innovation and promote good practice in the sector and will be useful for local authorities, practitioners, providers, people using services, their families and the wider public.

hub.careinspectorate.com



Assessing progress and achievement professional learning resource

A number of updated resources have been published as part of a suite of support available from Education Scotland.

An overarching paper providing an introduction to the assessing progress and achievement professional learning papers is available, in addition to professional learning papers for a number of curriculum areas.

A paper on monitoring and tracking progress and achievement in the broad general education has also been published.

These resources can be accessed through the **assessing progress and achievement professional learning resource** section of the Education Scotland website.

http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/index.asp?dm_t=0,0,0,0,0



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