



Start Well

Performance and Priorities

2018-19



Start Well functions

- Quality and outcomes team: early education and childcare;
- EYSEND team: early identification and support for pre-school children with SEND;
- Early Years Communication and Language Development team: jointly led NHS and LA team
- Start Well Children's Centres: preventative and early intervention services for 0-5s and families;
- Assessment and Contact service: targeted parenting/family support and supervised contact for 0-19s and families.



Current performance

- Bolton is in the top quartile for the number of 3&4 year olds (7770/100%) benefitting from universal funded early education places.
- 95% of early years settings and 100% of nursery schools are judged by Ofsted to be good or better.
- Take up of 2 year old places is now in-line with England average (72%). The proportion of 2YOs in primary schools has risen to 30%.
- 96% eligible families taking up funded 30 hours childcare places.
- Number of children achieving a Good Level of Development age 5 has increased to 67.5% and the overall disadvantage gap is narrowing.
- 78% of 0-4 year olds (14,911) registered with start well children's centres and 59% of targeted groups engaged. Lowest engagement with fathers and children with disability.
- Increased programme of Incredible Years Baby and Pre-school parenting programmes and Triple P for 5-19s and 245 families currently receiving outreach support.



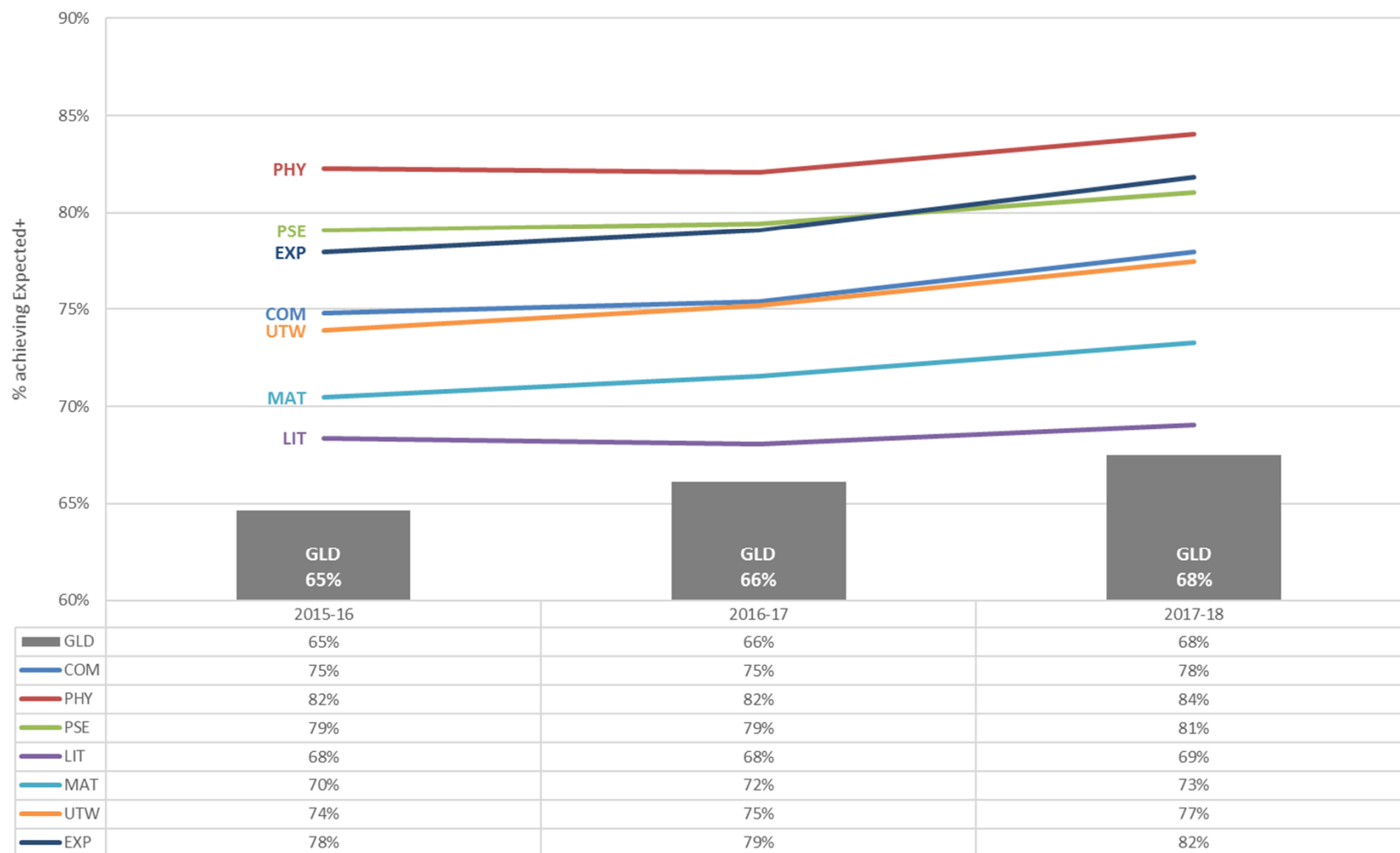
Early Years Outcomes 2018

	2016	2017	2018	17-18
National	69.3	70.7	71.5	+0.8
NW	66.7	67.9	68.9	+1
Bolton	64.6	66.3	67.5	+1.2

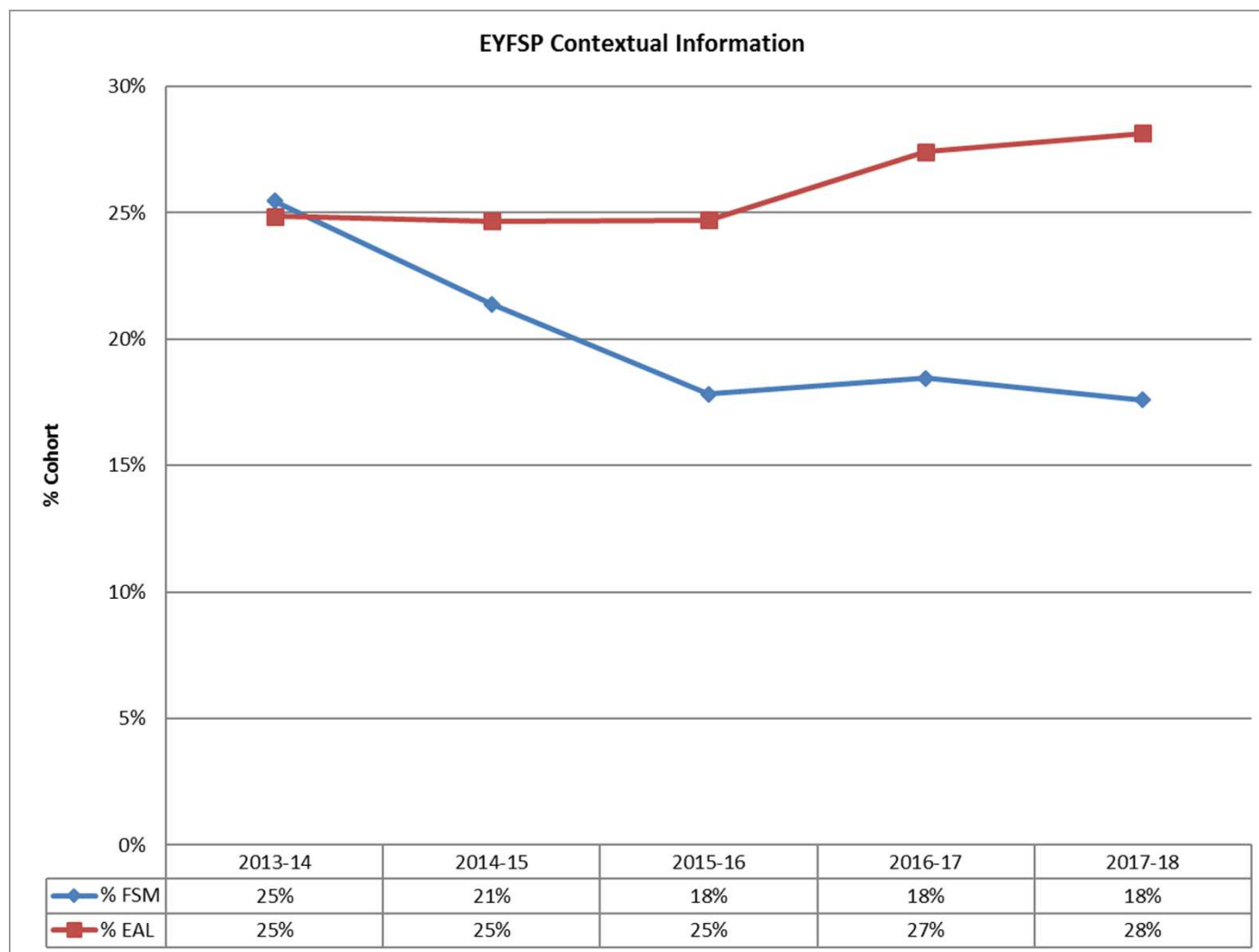
- Early Years outcomes in Bolton are improving and the gap is narrowing.



Bolton 3 Year Trend in Percentage Achieving Expected+ in Each Area of Learning against Good Level of Development



Improvements in children's communication and language development are also improving outcomes in other areas of learning that require verbal reasoning and understanding (particularly mathematics and expressive arts)



There is evidence from schools and settings of the impact of free childcare for 2 year olds and more recently 30 hours childcare in helping parents getting back to into work.



Good Level of Development (GLD)by Groups

Group	2016	2017	2018	
Disadvantaged	50%	52%	54%	Gap17%
Non –disadvantaged	68%	70%	71%	
Summer born	52%	54%	57%	20% difference
Autumn born	76%	77%	77%	
Girls	73%	74%	75%	15% difference Boys Nat 65%
Boys	57%	59%	60%	
EAL	56%	56%	59%	+3
SEND support	17%	21%	23%	Impact of inclusion funding



Current priorities

- Increasing integrated leadership, co-location and delivery of 0-5s services with midwifery and health visiting teams and partnership working with schools and EY settings;
- Increased focus on 1001 critical days – pregnancy to age 2 to prevent the attainment gap opening up (social and emotional; communication and language and physical development)
- Increased investment and support for early communication and language development and reducing the word gap with universal key messages, targeted and specialist parent:child interaction groups in Start Well Centres, schools and EY settings;
- Increased investment and access to parenting support – universal Solihull approach; parenting groups and outreach support;
- New stay, play and learn groups for parents and pre-school children with SEND.



**For more information
or support, please contact;**

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Actions Speak Louder than Words

Use actions, facial expressions and tone of voice to help children understand and make new words stand out.



Mime having a drink from a cup to your child for "drink" whilst saying "you want a drink?"

Model and Extend

Whatever stage a child is at repeat what they do or say and add one word.



For example, child points to car, you say "car", child says "car", you say "red car", child says "red car", you say "yes, big red car."



5 Golden Rules for Communication



Amazing facts

A baby will respond differently to different voices. They recognise their Mum's voice from birth and can work out where a sound is coming from just 10 minutes after being born. Babies can also tell the difference between a happy voice and angry voice from 6 weeks.

Sharing stories and singing nursery rhymes help to develop the connections in children's brains. These grow at the fastest rate up to two years old and the brain reaches 90 percent of its adult size by baby's first birthday.

Children use the same muscles for chewing and swallowing as they do for talking so moving to free flow cups and different textures when your child is ready for weaning will help their talking.

Learning more than one language has many benefits for young children. For example, they have more brain connections and activity in the areas of the brain related to memory, attention and language. These have long term benefits for learning and life chances.

If you want more information or advice about any areas of communication, please contact your Health Visitor or the Start Well team on the back of this leaflet.

Eye to Eye

Get down on the child's level so you can see their face and they yours.



Sit on the floor with your child or sit the child on your knee.

10 Seconds

Wait 10 seconds, watching and listening to give the child a chance to take a turn.



Count to ten slowly in your head.

A or B

Offer choices as often as possible throughout the day. Show and name the alternatives.



For example "Do you want apple or banana?"