



Provision for children under 5 years of age: January 2015



The Importance of Early Education

Research has never been clearer – a child's early education lasts a lifetime.

Securing a successful start for our youngest children, and particularly those from disadvantaged backgrounds, is crucial. It can mean the difference between gaining seven Bs at GCSE compared with seven Cs and is estimated to be worth £27,000 more in an individual's salary over the course of their career. Such rich rewards are by no means guaranteed. When the first five years of a child's life pass by so quickly, achieving the highest quality of learning and development is critical.

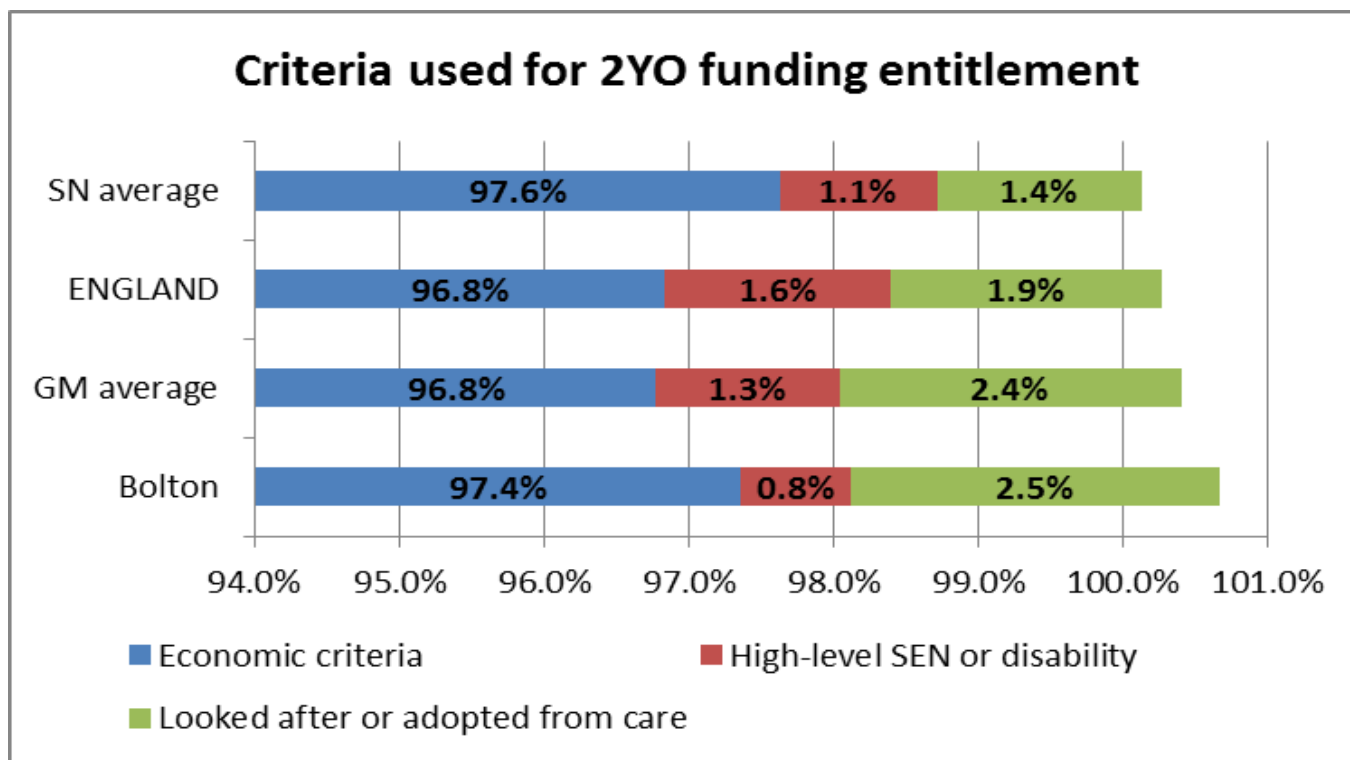
Ofsted July 2015



2 Year Olds

2 Year Olds

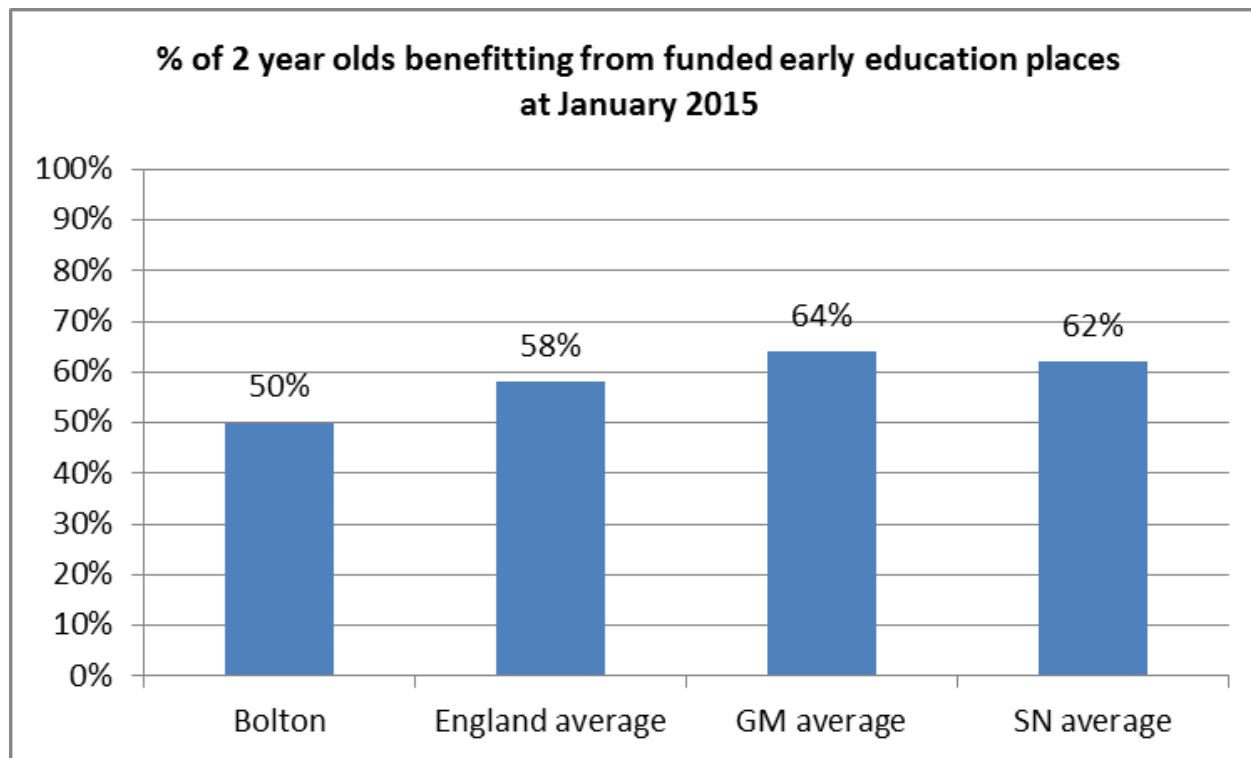
Basis for funding



Economic factors lead to entitlement for most children; and, in Bolton, a slightly higher proportion than the GM average. Bolton's 2YO cohort has a smaller proportion of SEND children but a higher proportion of Looked After Children.

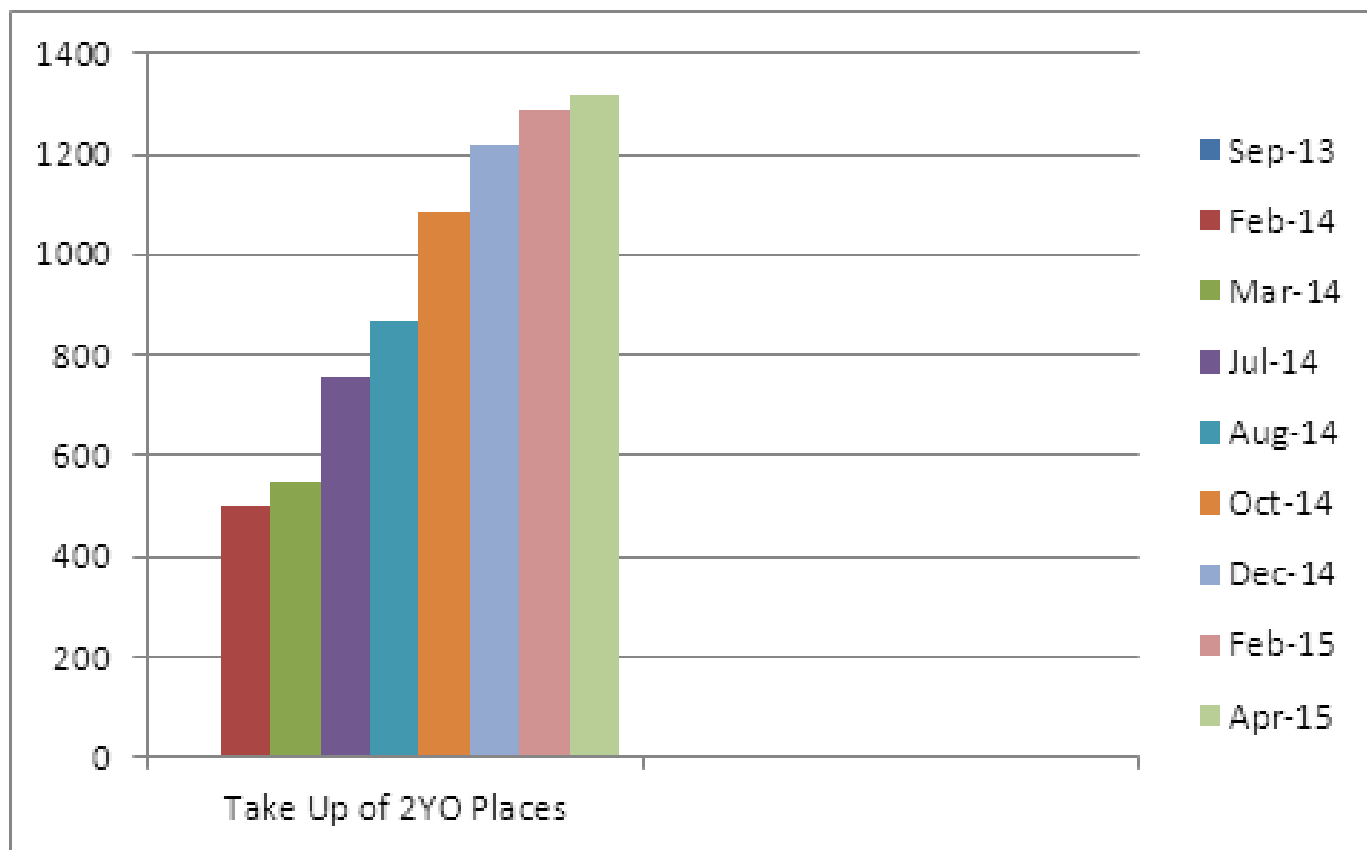
2 Year Olds

Take-up



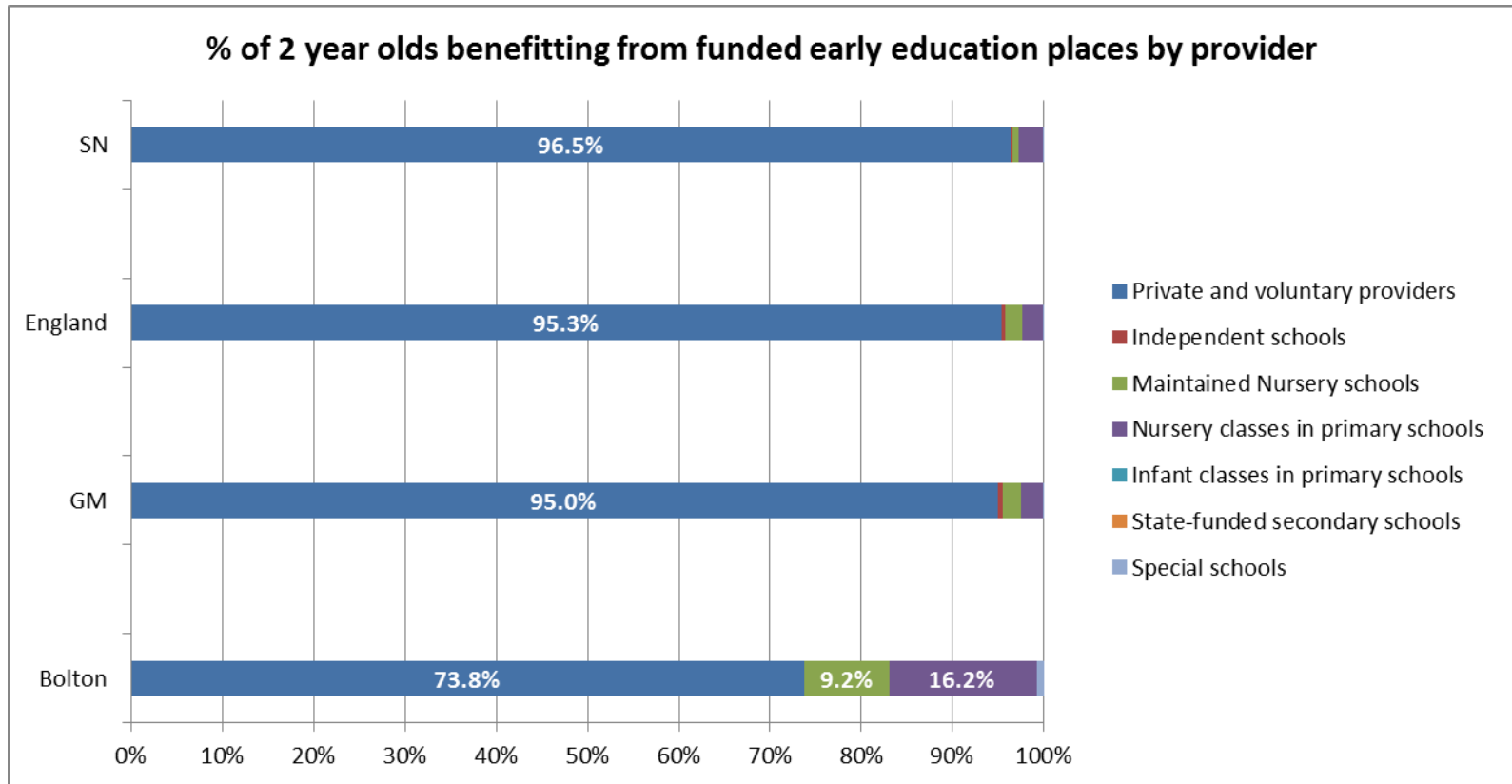
At January 2015 half of 2 year olds eligible for a funded early education place were benefitting from one; a smaller proportion than our comparators

Take up of funded 2 year old places from zero to 1350



2 Year Olds

Providers



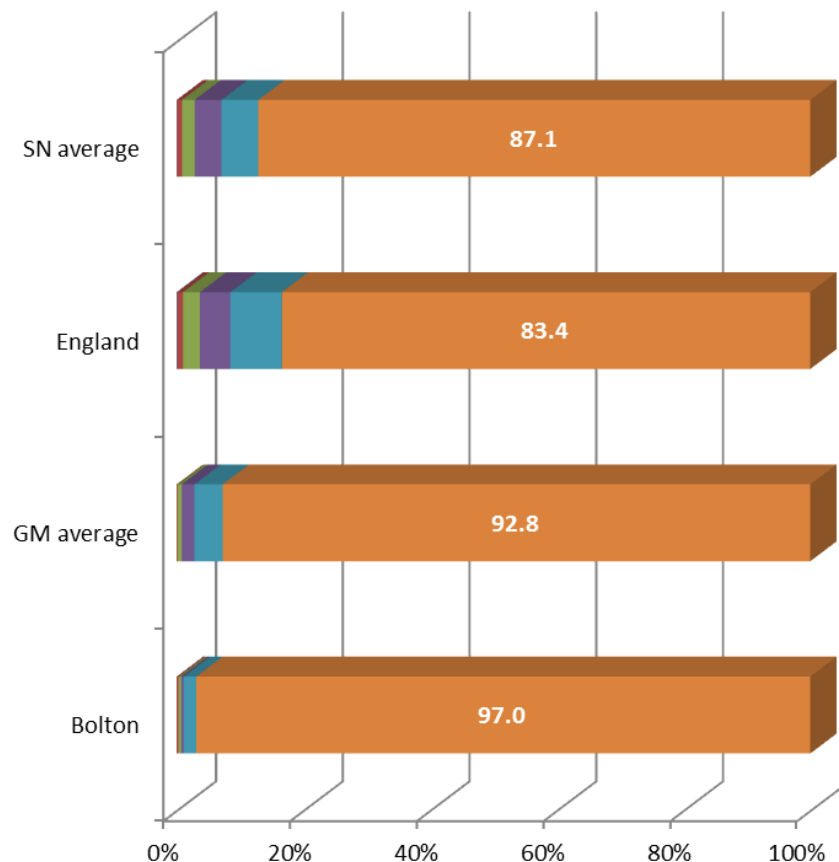
- Bolton has a higher proportion of funded 2 year olds in nursery and primary schools than the national average.

2 Year Olds

All Settings

Across all 2YO settings, data shows that children in Bolton are receiving more hours per week than elsewhere

% of 2 year olds in all settings by banded number of hours

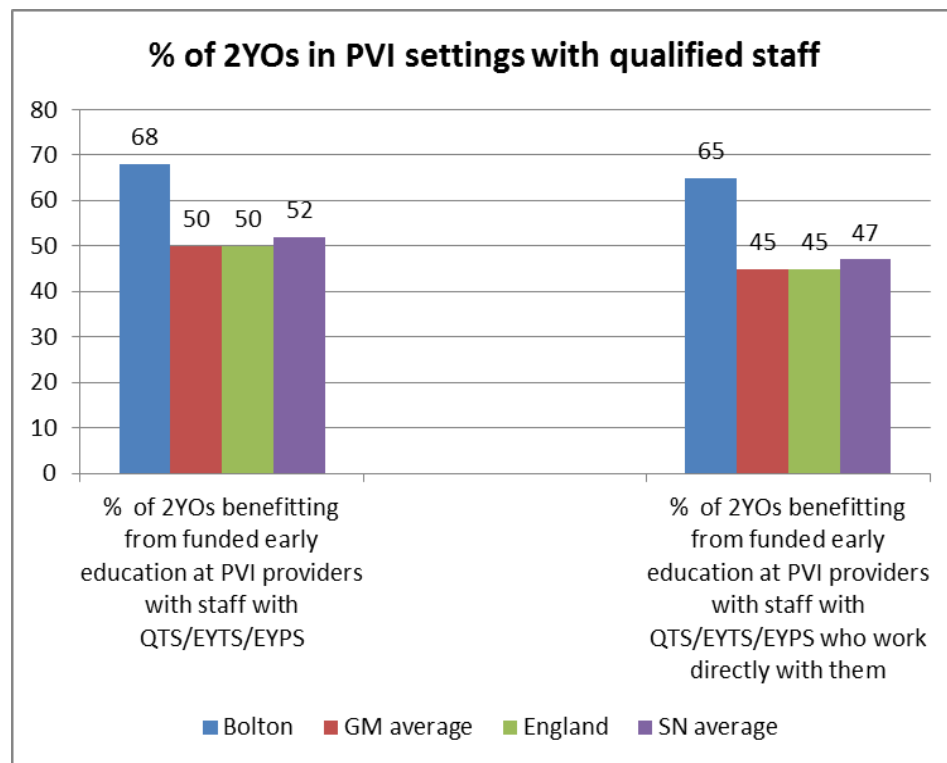


	Bolton	GM average	England	SN average
0.5-2.5	0.0	0.0	0.1	0.0
3.0-5.0	0.3	0.2	0.9	0.8
5.5-7.5	0.4	0.7	2.7	2.0
8.0-10.0	0.4	2.0	4.8	4.2
10.5-12.5	2.0	4.5	8.1	5.9
13.0-15.0	97.0	92.8	83.4	87.1

2 Year Olds

Staff Qualifications

A much higher proportion of 2 YOs in PVI settings in Bolton are being directly supported by professionally qualified staff – 65% in Bolton compared to 45% in GM and England.

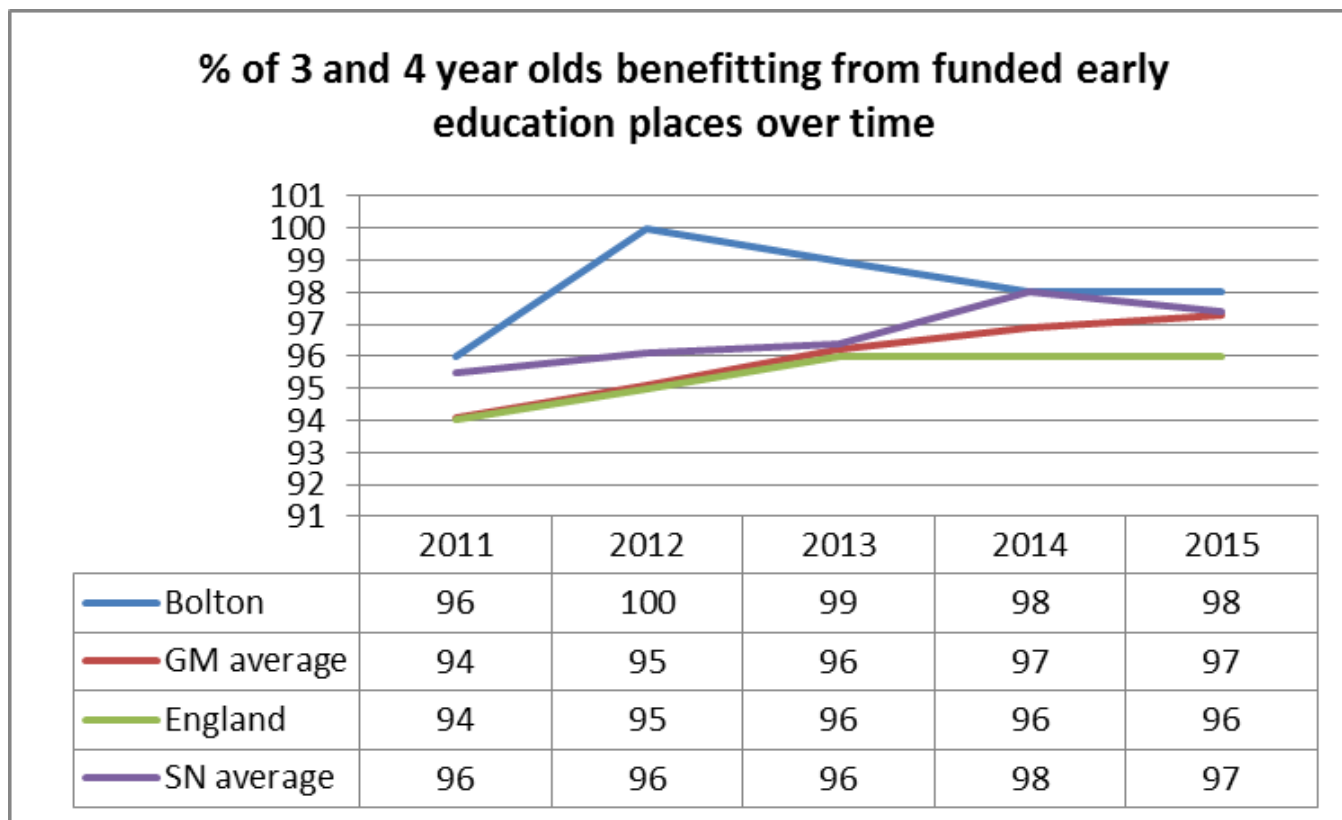




3 and 4 Year Olds

3 and 4 Year Olds

Take-up over time



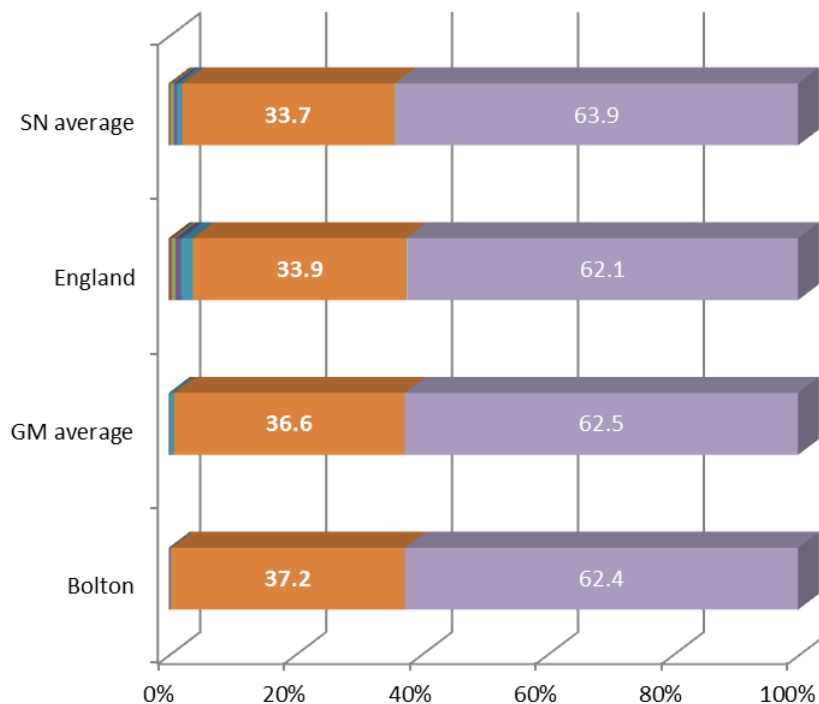
A slightly higher proportion of eligible 3 and 4YOs combined in Bolton are benefitting from the free entitlement than elsewhere.

4 Year Olds

All Settings

Looking across all settings, Bolton's proportions are very similar to the GM average. The number of LAs across England with shorter provision than Bolton's means that overall the picture in Bolton is broadly similar to other comparators.

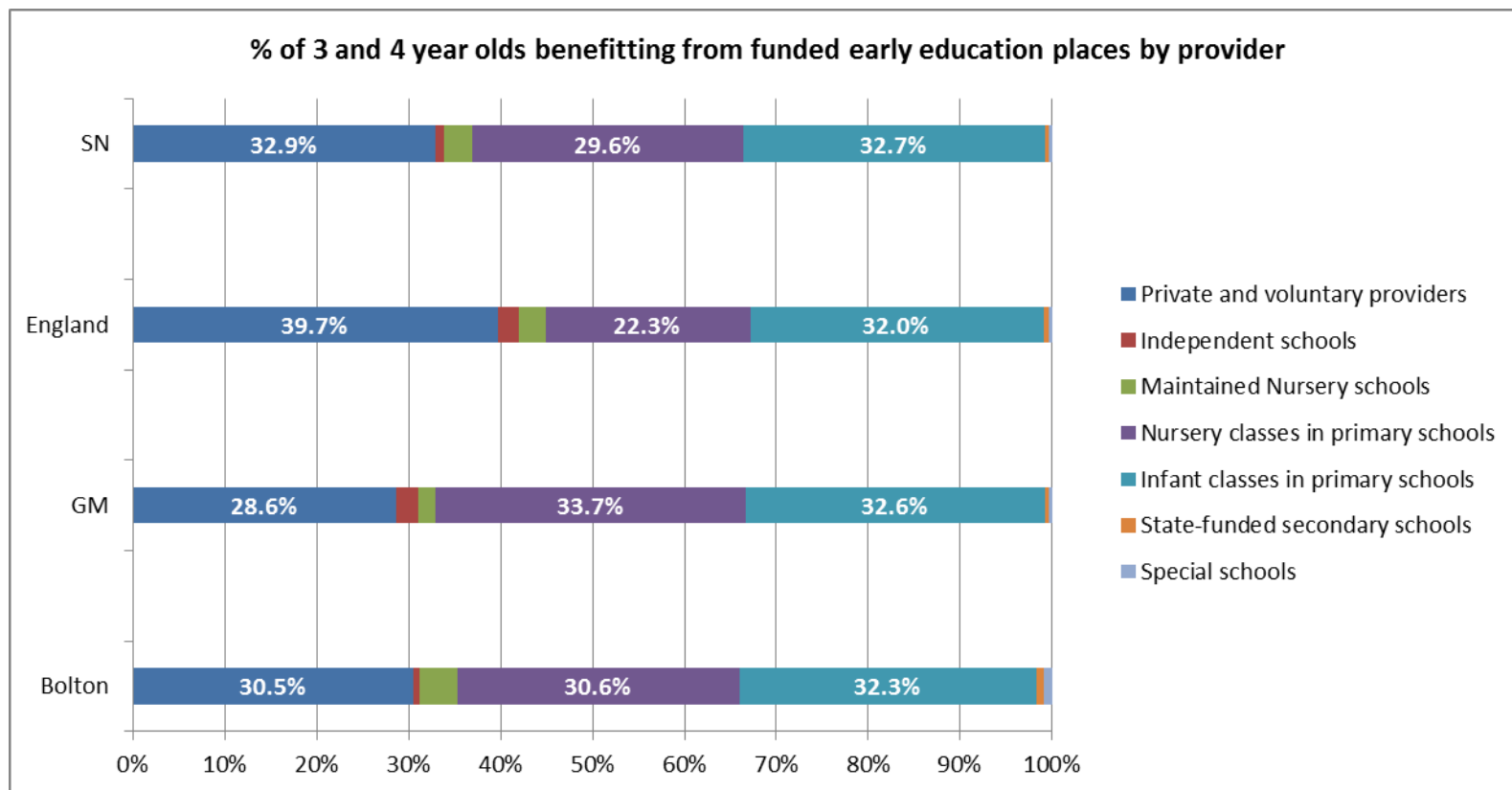
% of 4 year olds in all settings by banded number of hours



	Bolton	GM average	England	SN average
0.5-2.5	0.0	0.0	0.1	0.0
3.0-5.0	0.0	0.0	0.4	0.3
5.5-7.5	0.1	0.1	0.6	0.6
8.0-10.0	0.2	0.1	0.9	0.5
10.5-12.5	0.1	0.7	1.9	0.9
13.0-15.0	37.2	36.6	33.9	33.7
15.5-17.5	0.0	0.0	0.0	0.0
18.0-20.0	0.0	0.0	0.0	0.0
20.5-22.5	0.0	0.0	0.1	0.1
23.0-25.0	62.4	62.5	62.1	63.9

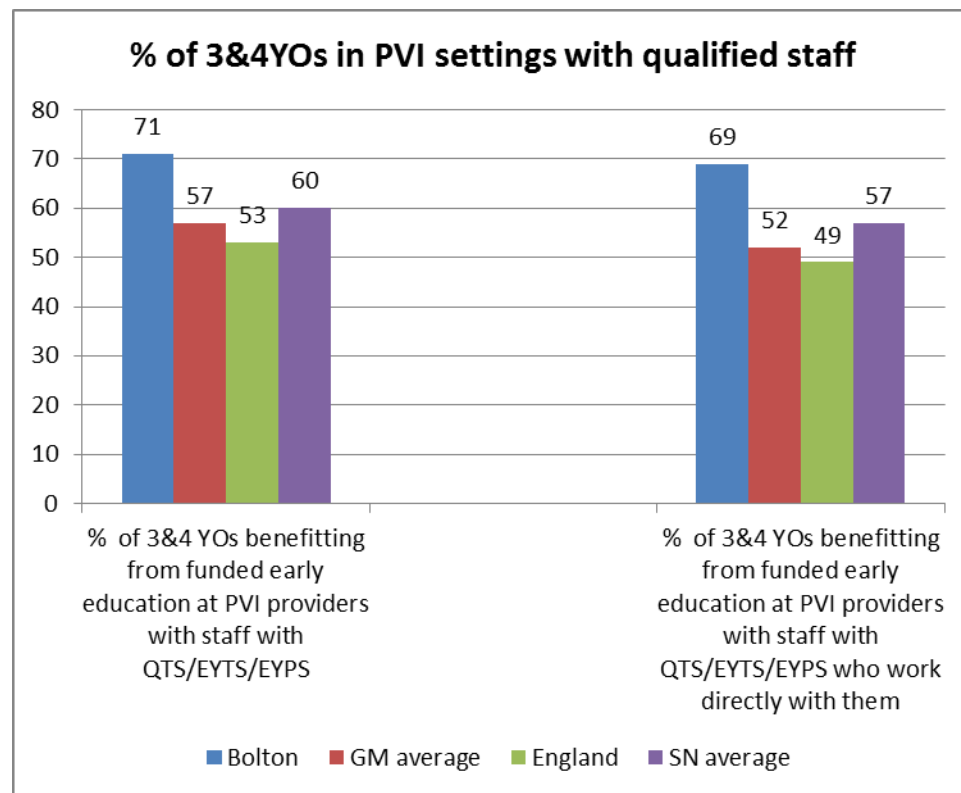
3 and 4 Year Olds

Providers



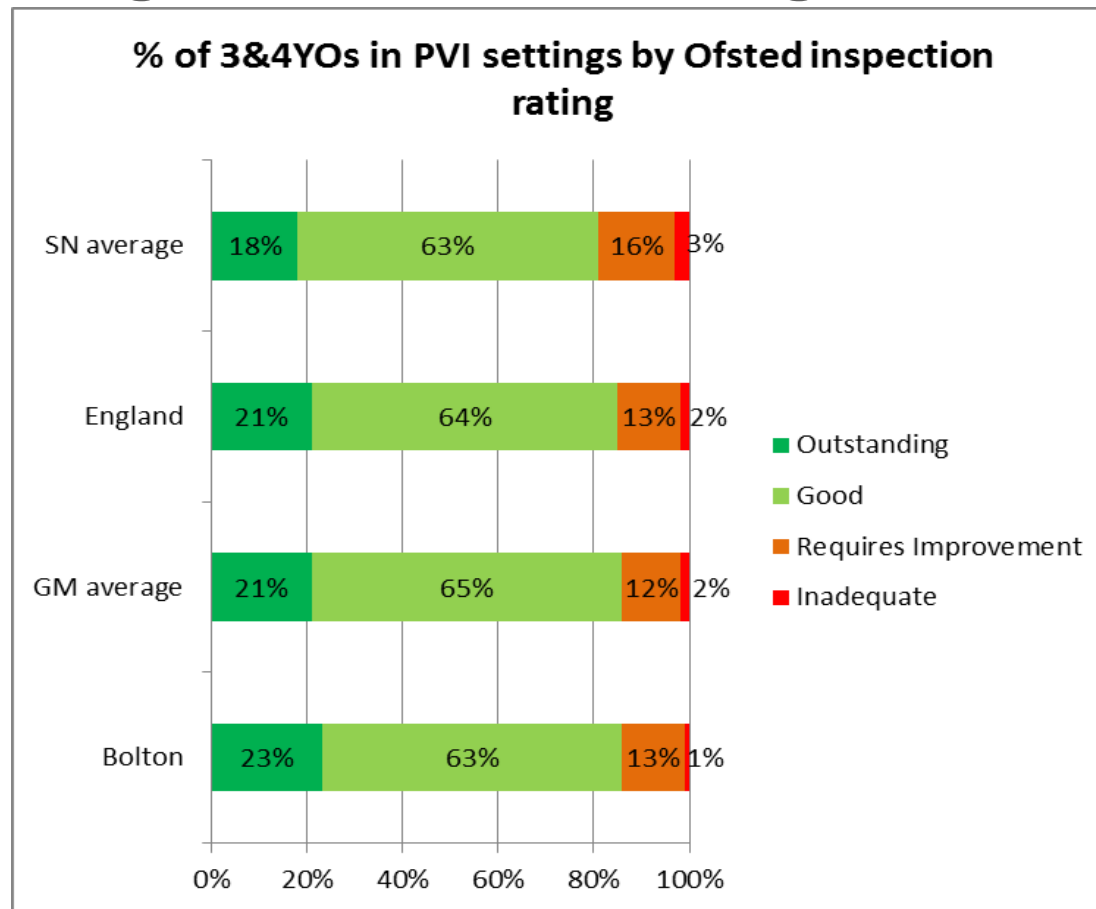
3 and 4 Year Olds Staff Qualifications

A much higher proportion of 3&4 YO's in PVI settings in Bolton are being directly supported by professionally qualified staff – 69% in Bolton compared to 52% in GM and 49% in England.



3 and 4 Year Olds

Ofsted Judgements of PVI Settings



- Bolton has a higher proportion of Outstanding settings, and is in line with GM with 86% of PVI settings judged Good or better.



Impact of provision for 2,3 and 4 year olds

- Most disadvantaged children are now accessing high quality early education from an earlier age.
- Research shows that the attainment gap opens up as early as 22 months. This means that the gap can be closed at an earlier stage, before it widens, for the most disadvantaged children.
- Children who benefit from a longer period of time in early education are more likely to be school ready and go to achieve well in KS1,2,3 and 4.
- The Good Level of Development for Bolton has improved, in 2015, by 7% to 61%. This is now closer to the national average



Next Steps

(ref HMI report, July 2015)

- The new Ofsted common inspection framework focuses on better teaching and a greater focus on the individual needs of children.
- Improved collaboration between early years settings and schools and children's centres
- More effective information sharing, particularly at points of transition.
- A greater focus on speech, language and communication.
- Helping parents to develop parenting and teaching skills.
- Improved clarity of leadership and accountability for early years outcomes.
- A focus on the GM New Delivery model will support this.