

**MAYOR OF LONDON**

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# **EARLY YEARS LEADERS PROGRAMME**



**Request for Proposals**

**October 2018**

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City Hall  
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More London  
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**[www.london.gov.uk](http://www.london.gov.uk)**

enquiries 020 7983 4100

minicom 020 7983 4458

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## Summary

As part of our early years education and childcare work the Greater London Authority (GLA) is inviting proposals to deliver **Early Years Leaders Programme**.

This programme will help address the availability and quality of childcare by increasing the number of practitioners with the skills to grow their settings and upskill their staff. This in turn will improve outcomes for children, particularly those from less advantaged backgrounds.

The programme is aimed at existing early years practitioners. This includes part-time workers who already possess the legally required qualification<sup>1</sup> to manage a setting, but need further development of their management, leadership and business skills.

The Early Years Leaders Programme should be based on a coaching model and include opportunities to share best practice.

Delivery is expected to take place over 2 years from January 2019 to December 2020.

This invitation for proposals is taking place through a competitive grant process issued by the GLA Education and Youth Team.

Submissions are to be made by providing the following documentation to the GLA:

1. Application form (including delivery plan)
2. Budget (broken down by financial year, April – March)
3. Organisation chart
4. References on request
5. Due diligence documentation

**Please email submissions to [educationprogramme@london.gov.uk](mailto:educationprogramme@london.gov.uk). The closing date for proposals is 17.00 Friday 9 November 2018.**

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<sup>1</sup> In Early Years group settings, a room leader must hold at least a full and relevant level 3 qualification including functional skills in maths and English.

## 1. Background

*“The benefits of accessible, good quality childcare are clear all round – parents will be able to return to work, children will have more access to quality early years education, and employers will be able to reap the benefits of having skilled and eager parents back in the workplace.”* Sadiq Khan - Mayor of London.

The Mayor is working with stakeholders to increase the take-up and quality of early years education in London, especially among disadvantaged groups. This includes improving access to quality early education, identifying more space for childcare provision, and helping to improve the skills of those working in the sector.

The Mayor’s [Early Years in London](#) document proposes a number of indicators to measure whether the quality of and access to early education in London is improving and provides an overview of what City Hall is doing to support the sector.

There are around 300,000 self-classified workers in childcare across the UK and childcare is a sector that is often cited as having problems with recruitment, retention and workforce turnover<sup>2</sup>. The Nutbrown Review<sup>3</sup> highlighted the need for at least 70% of childcare staff to be qualified to at least level 3.

Research shows that the shortage of qualified early years workers is increasing and that the sector is unable to recruit suitable replacements for the qualified staff they have lost through natural attrition. 46 per cent of employers surveyed by the National Day Nurseries Association said that Continuing Professional Development (CPD) is important to them, but due to lack of funding 33 per cent are limiting CPD opportunities to mandatory training only<sup>4</sup>.

Research by the Education Policy Institute highlighted that the qualification levels of early years staff remain low – with levels even declining among staff working with the very youngest children. In the short term, a lack of highly trained staff may hinder the recent expansion of childcare entitlements. In the long-term, there is considerable risk that a continued fall in qualification levels will have a negative impact on children, particularly the most vulnerable.<sup>5</sup> High turnover of staff and lack of a qualified workforce has even more of a significant impact on London, where the availability and affordability of childcare is one factor which may influence whether women with children are in paid employment<sup>6</sup>. Mothers in London are less likely to be in paid work than mothers elsewhere in the UK. 65 per cent of mothers with dependent children in London are in paid work compared with 74 per cent in the UK<sup>7</sup>.

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<sup>2</sup> Source: UCL - <https://www.ucl.ac.uk/childcareinbritain/research-outputs/documents/Childcare-In-Britain-WEB.pdf>

<sup>3</sup> The Nutbrown Review

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175463/Nutbrown-Review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175463/Nutbrown-Review.pdf)

<sup>4</sup> National Day Nurseries Association 2017/18 workforce survey-

[https://www.ndna.org.uk/NDNA/News/Reports\\_and\\_surveys/Annual\\_Nursery\\_Survey/2017.aspx](https://www.ndna.org.uk/NDNA/News/Reports_and_surveys/Annual_Nursery_Survey/2017.aspx)

<sup>5</sup> The Early Years Workforce: [http://epi.team1support.co.uk/wp-content/uploads/2018/03/EPI\\_-Early-Years-Workforce.pdf](http://epi.team1support.co.uk/wp-content/uploads/2018/03/EPI_-Early-Years-Workforce.pdf)

<sup>6</sup> [Early Years in London](#)

<sup>7</sup> Office for National Statistics:

<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/economicinactivity/adhocs/007823employementinlondonandukbyparentalstatussexandethnicity2012to2017>

There is considerable evidence that well trained and better qualified early years practitioners improve the quality of early years education. Ofsted said, “excellent early education and care are underpinned by strong leadership; this is what counts most and makes the greatest difference”<sup>8</sup>. The key to high quality early years provision is a well-qualified workforce<sup>9</sup>. Practitioners with higher level qualifications in particular have been associated with narrowing the gap between the most and least disadvantaged children<sup>10</sup>.

## 2. Programme Description

The Early Years Leaders Programme will help early years practitioners progress in their careers by increasing their confidence, leadership and management skills, and by providing opportunities for them to share best practice.

The programme should be based on a coaching model, which supports participants to lead high quality, successful early years provision. As such, it is expected that all coaches will have relevant sector-based experience in a leadership role and an excellent working knowledge of the Early Years Foundation Stage (EYFS). We expect the coaches to be recruited from organisations across the sector to ensure a broad set of skill and experiences.

### Aim:

To help address the availability and quality of childcare by increasing the number of practitioners with the skills to grow their settings and upskill their staff. This in turn will improve outcomes for children, particularly those from less advantaged backgrounds

### Objectives:

- Improve the management, leadership and business skills of early years practitioners
- Improve the quality of early years provision for children, particularly the most disadvantaged 2-year-olds
- Better equip early years practitioners to progress in their careers
- Improve joint working between schools, Private Voluntary Independent (PVI) nurseries, childminders, Local Authorities and sector experts.

### Outcomes:

- Improved management, leadership and business skills of early years practitioners
- Improved sustainability of early years provision through better business planning
- Improved outcomes and early education experiences for London children through improved quality of early years provision

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<sup>8</sup> “Getting it right first time” Ofsted:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418840/Getting\\_it\\_right\\_first\\_time.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418840/Getting_it_right_first_time.pdf)

<sup>9</sup> Workforce Strategy, DfE:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596884/Workforce\\_strategy\\_02-03-2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596884/Workforce_strategy_02-03-2017.pdf)

<sup>10</sup> Quality and Inequality:

[http://www.nuffieldfoundation.org/sites/default/files/files/Quality\\_inequality\\_childcare\\_mathers\\_29\\_05\\_14.pdf](http://www.nuffieldfoundation.org/sites/default/files/files/Quality_inequality_childcare_mathers_29_05_14.pdf)

### 3. Target Group

#### Early Years Practitioners

##### Participants must:

- Be over 16 years old
- Be an employee of a London based [Ofsted registered](#) childcare provider<sup>11</sup> (Early Years Register)
- Have a sector relevant level 3 qualification
- Work with a minimum of three other early years professionals on a regular basis to allow wider knowledge and skills dissemination. This can be as part of the participant's employment or formal professional network arrangements (i.e. childminders)
- At least 50% of participants must be recruited from providers offering places to 2-year olds eligible for [free early education and childcare](#)

The project must have regard to recruiting people from the following disadvantaged/under-represented sector groups:

- Participants with disabilities or health conditions
- Participants from ethnic minorities

### 4. Scope of Programme

Through our [Getting Ahead London](#) programme for aspirant head teachers, we found that matching participants with a dedicated coach works well. The coach works with participants to help them fulfil their leadership potential and provides opportunities for them to share best practice and network opportunities in a structured way. We want to build on the success of this coaching model to support early years leaders.

We expect proposed models for the Early Years Leaders Programme to meet the following requirements:

- Use a coaching model, where coaches receive a stipend for their involvement
- Appropriate training for coaches to ensure high quality and meaningful interactions with participants
- Regular coaching sessions for participants, individually or in small groups
- Each coach to support between 3 to 5 participants
- Coaches to have the appropriate early years experience, expertise and capacity to fully support participants throughout the course of the programme
- Regular network meetings for all coaches and all participants
- Deliver coaching in cohorts (i.e. to have a group/s of coaches and participants being supported over the same time-period)
- Participants to meet the eligibility criteria as prescribed in Section 3 (Target Group) of this specification

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<sup>11</sup> Those who fall outside of this group (e.g. home-based child carers and schools based pre- and after school providers) are not eligible to participate in the Early Years Leaders Programme.

- Participants to be on the Programme between 12 and 18 months

Applicants for the Early Years Leaders Programme will need to set out how they intend to recruit both coaches and participants to the programme and set out the structure of the coaching relationship.

Coaching sessions should be designed in a way that meet the participants' needs and provide a balance between structured sessions and a flexible approach. It is expected that the programme will focus on leadership to support staff development, quality improvement and running a successful childcare business.

Examples of individual coaching sessions can include, but are not limited to:

- Effective leadership to support quality
- Best practice in delivering the Early Years Foundation Stage (EYFS)
- Managing a successful business in the early years sector
- Motivating people in the workplace

## 5. Who can apply

We welcome applications from organisations that have excellent knowledge of the early years sector, understanding of the current issues affecting the early years workforce and access to potential coaches for the programme. These organisations can include local authorities, businesses, membership organisations, further education colleges, non-profit organisations, higher education institutions, and others, as relevant to the programme focus.

We welcome applications from organisations forming partnerships in order to deliver the objectives of the programme.

### Applicants should:

- outline the process that they undertook in designing the programme. This should include any consultation with sector experts and representatives from potential participants to contribute to the design of the final delivery model to ensure that project outcomes are achieved. This must include how you have designed training for proposed coaches;
- show how their activities will achieve the programme outcomes;
- provide clear outline of the proposed programme and its content. This should include the number and frequency of the coaching sessions and networking opportunities, proposed content of the coaching sessions and all key activities;
- provide a clear outline of proposed recruitment strategy for both participants and coaches. This should include evidence of how the proposed numbers of participants and coaches will be achieved and mechanisms to assess participants' eligibility and coaches' suitability for the programme;

- demonstrate how their proposed delivery model will provide bespoke support to each individual. Applicants are encouraged to design their projects in a way that will allow a flexible approach to suit the needs of each individual cohort;
- provide information regarding key partnership arrangements they have developed to support the participants and coaches and explain the involvement that each partner has in ensuring the project's success. This could include but is not limited to: stakeholders who have an interest in, but are external to the project such as statutory bodies; progression or referral partners whose activity or provision is complementary to the project or delivery partners, charities, social enterprises, businesses including SMEs and corporates;
- demonstrate how the skills gained by the participants will be shared with their colleagues and wider early years network in order to ensure wider dissemination of the benefits of the programme;
- show their links to other organisations who can provide participants with the opportunity to continue learning once they complete the Early Years Leader Programme;
- demonstrate a commitment to share their learnings with the [Mayor's Early Years Hubs](#) and the wider sector;

## 6. Project stages

The GLA considers that in order to successfully deliver the required outcomes this project should incorporate particular components. Applicants should set out how they will deliver the following aspects:

Stage	Activity
Identify and engage stakeholders	Identify and engage early years providers. For example, Private, Voluntary and Independent (PVI) sector, maintained sector nurseries, local authorities, training providers and other partners.
Develop and finalise the programme content	Prepare and plan for programme delivery. Typical activities in this stage will include: <ul style="list-style-type: none"> <li>• finalising the recruitment and application process for coaches and participants</li> <li>• arranging training sessions for coaches</li> <li>• developing the focus of the individual sessions</li> <li>• planning the frequency of coaching sessions</li> </ul>
Identify and recruit coaches	The process that will be put in place to identify and recruit coaches. Coaches will be existing leaders with relevant

	<p>knowledge, skills and early years' experience to participate in the programme. Typical activities will include:</p> <ul style="list-style-type: none"> <li>• Setting up an application and selection process</li> <li>• PR / Marketing activities</li> </ul>
Identify and recruit participants	<p>The process that will be put in place in order to identify and recruit programme participants. Typical activities will include:</p> <ul style="list-style-type: none"> <li>• Setting up an application and selection process</li> <li>• Raising awareness of the programme and its benefits to the sector, employers and employees</li> <li>• Wider PR/Marketing activities</li> <li>• Developing Individual Learning Plans with participants which identifies and addresses barriers to progression in work and puts in place support to ensure retention on the programme.</li> </ul>
Delivery of the Early Years Leaders programme	<p>The typical activities will include:</p> <ul style="list-style-type: none"> <li>• Delivering coaching training to prospective coaches</li> <li>• Delivering scheduled and regular coaching activities with individual participants and/or in small groups</li> <li>• Delivering scheduled and regular network meetings</li> </ul>
Wider knowledge dissemination	<p>The approach that will be taken in order to disseminate leadership skills within an organisation and wider sector/ professional network. Typical activities will include:</p> <ul style="list-style-type: none"> <li>• Sharing best practice as part of team meetings</li> <li>• Inset days focused on leadership and quality</li> <li>• Peer-to-peer support provided by the programme participant</li> <li>• Achievement celebration</li> <li>• Sector conference</li> <li>• Sharing good practice within existing networks</li> </ul>
Recognition and celebration of achievement for successful programme participants	<p>Celebration of achievements for each cohort of participants.</p>
Evaluation	<p>Completing self-assessment and gathering relevant data as part of the evaluation process.</p>

## 7. Location

The project should have pan-London coverage. Participants must be working in early years settings in London and be sourced from across London.

## 8. Funding and Payment

We will be funding one grant of £250,000.

Payments will be based on achievement of key milestones as set out in the applicant's delivery plan / work plan or agreed by the GLA.

## 9. Duration

The funding will cover activity from January 2019 to December 2020.

## 10. Project Management

The successful Delivery Partner will be expected to provide a work plan / delivery plan with key milestones and provide the GLA project manager with regular progress reports linked to key milestones and submit quarterly claims to the GLA.

The successful Delivery Partner will also be expected to make themselves available for an inception meeting and may be asked to contribute to future good practice activity being undertaken by the GLA as part of wider education activity.

## 11. Scoring Criteria

All applications received will be scored based on the criteria below.

We reserve the right to ask for clarification on proposals through an interview process.

The GLA is not bound to accept the lowest cost or any proposal. The GLA may request presentations from prospective Delivery Partners.

<p>Strength of rationale and evidence for proposal</p> <p>20%</p>	<p>Clear understanding of the project scope, objectives and desired outcomes</p> <p>Evidence of how the proposed programme is informed by the needs of the prospective participants, including evidence of co-design</p> <p>Clear evaluation plan</p>
<p>Clear delivery and impact</p> <p>35%</p>	<p>Clear outline of the proposed structure and content of the programme.</p> <p>Clearly structured delivery plan with reference to the outlined project stages. This should include a timeline and all key activities.</p> <p>Clear outline of proposed recruitment strategy for both participants and coaches, as well as demonstrable ability</p>

	<p>to recruit sufficient numbers in order to successfully deliver the programme.</p> <p>Commitment to provide bespoke support to each individual. Applicants are encouraged to design their projects in a way that will allow a flexible approach to suit the needs of each individual cohort.</p> <p>Defined outcomes, indicators and targets for the programme (for settings, practitioners, children, parents and the wider early years education system).</p> <p>Strong project management skills, including an awareness of risks associated with the programme.</p>
<p>Previous Experience and Expertise</p> <p>30%</p>	<p>Relevant previous experience</p> <p>A proven track record of collaborating with the early years sector.</p> <p>Experience of building and managing partnerships and/or working relationship of early years settings, specifically with maintained nurseries, childminders, PVI's, teaching schools, FE colleges, LA's, businesses, and the third sector.</p> <p>Experience of supporting quality in the early years sector.</p>
<p>Value for money</p> <p>15%</p>	<p>Clear outline of the cost of running the programme.</p> <p>Scale and scope of the programme including the number of practitioners benefiting from the programme.</p> <p>Evidence of sustainability plans and consideration of how the programme might be embedded beyond the funding period.</p> <p>Commitment to sharing learning with the Mayor's Early Years Hubs and the wider sector.</p>

Each of the above areas will be assessed in accordance with the following criteria:

0 – No response	
1 - Unsatisfactory	No real evidence

2 - Poor	Criteria not met and unacceptable
3 - Satisfactory	Not met exactly but acceptably
4 - Good	Most aspects of criteria are met
5 - Excellent	Meets criteria exactly

## 12. Evaluation

We are committed to promoting the highest standards of evidence and evaluation. All applicants will be expected to demonstrate how they will evaluate the impact of their project on the anticipated outcomes. The successful applicants may be asked to participate in the overall evaluation of the GLA programmes

## 13. Sustainability

The GLA wants to fund programmes that will have a lasting and sustainable impact. Organisations should develop / have a sustainability plan in place for their project following the end of the GLA funding.

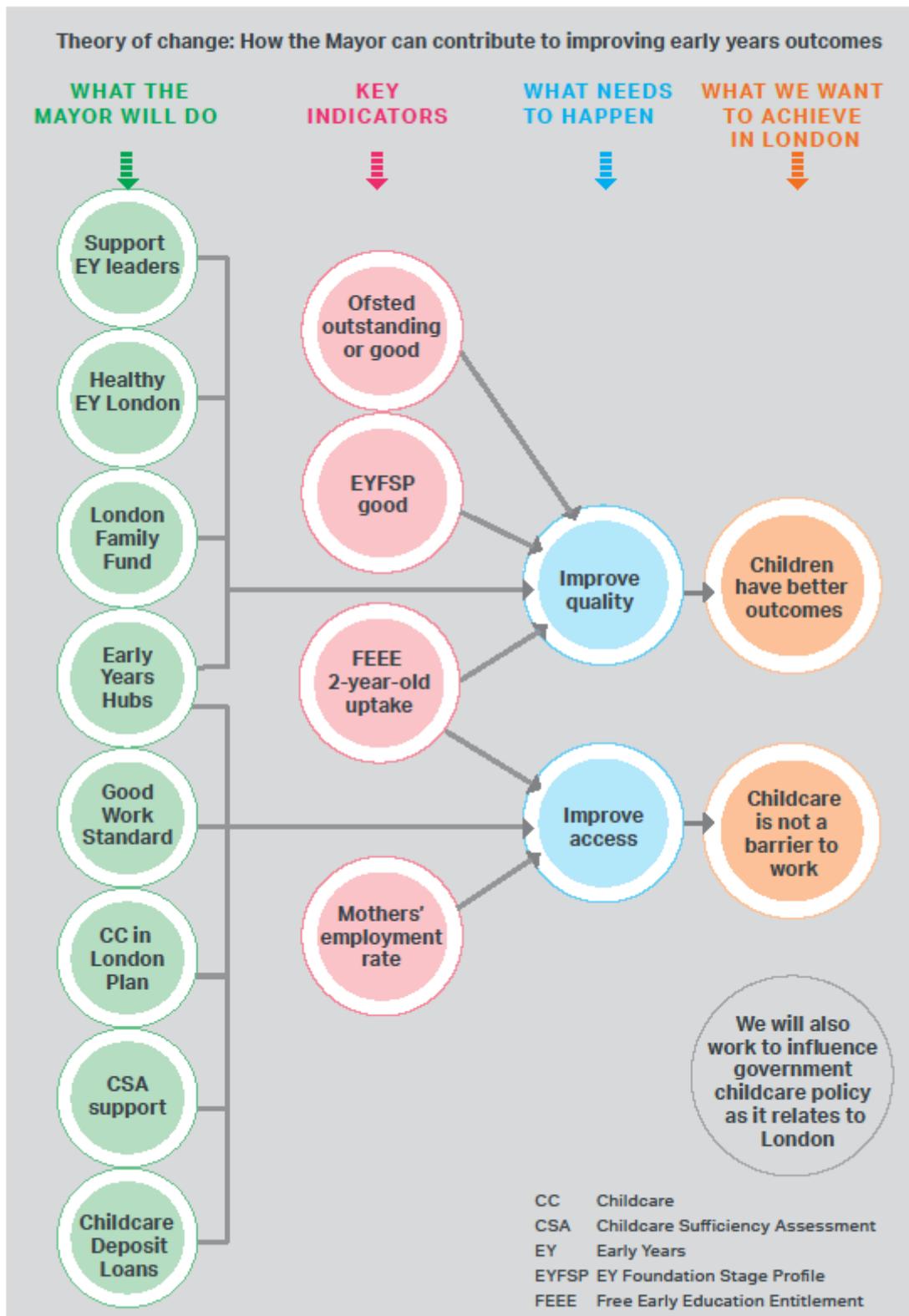
## 14. Timetable

The anticipated timetable for the project is outlined in the table below.

Milestone	Deadline (Provisional)
Request for Proposals published	2 October 2018
Closing date for tender responses	9 November 2018
GLA shortlisting	12 - 16 November 2018
Interviews	19 - 23 November 2018
Appoint	Week commencing 26 November 2018
Successful organisations to hold initiation meeting with the GLA	December 2018
Signing of grant agreements	December 2018
GLA funding commences	January 2019
GLA funding ends	December 2020
Quarterly updates to the GLA on progress	On a termly basis from January 2019

**Please let us know if you are interested in applying for this programme by emailing [educationprogramme@lonodn.gov.uk](mailto:educationprogramme@lonodn.gov.uk)**

### Appendix 1 GLA Early Years and Childcare Theory of Change



**Other formats and languages**

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**Public Liaison Unit**

Greater London Authority  
City Hall  
The Queen's Walk  
More London  
London SE1 2AA

Telephone **020 7983 4000**

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