



Proposed Pan-London Healthy Early Years Programme (PLHEYs)

Work Specification – External support to develop Pan-London Healthy Early Years Programme Outcomes Framework

1. Introduction

The GLA is currently consulting on extending the highly successful **Healthy Schools London** programme to the early years. This already has a high level of interest from London boroughs with 41% currently running local Healthy Early Years programmes. A London wide Healthy Early Years programme would support and recognise good health and wellbeing practice and provision in all early years settings by providing tools, support and networking opportunities to raise quality and improve consistency across London. This supports the ambitions contained in “Better Health for London: next steps” to give all London’s children the best start in life.

The purpose of this specification, as part of our scoping in preparation for a Mayoral decision to proceed, is to outline the requirements for external, expert support for the Education & Youth, and Health Teams during the financial year 2015/16. The primary objective is to develop a Pan London Healthy Early Years Outcomes Framework which would be used by early years settings to create high quality, healthy learning environments to improve children’s health, wellbeing and school readiness.

2. Context

2.1 Health and Early Years: Getting a good start in life, building emotional resilience and getting maximum benefit from education are the most important markers for good health and wellbeing throughout life. Early Years settings are vital in laying the foundations for lifelong health and wellbeing and for enabling children to become ready for school. The most effective way of improving health in this age group is to take a whole-setting approach, engaging children, staff, parents, carers and the wider community.

Research shows that a significant proportion of London’s children have health problems which may impact on their wellbeing and future school readiness:

- Almost 1 in 4 children in reception year are overweight or obese.
- Babies born in London are more likely to be of low birthweight than in England as a whole.
- 9 in 10 children aged 2-4 years do not meet recommended levels of physical activity.
- 1 in 3 five year olds in London have tooth decay.
- 1 in 10 children aged 0-4 years have a long standing illness or disability.
- Immunisation uptake rates are consistently lower in London than the rest of England.
- 12-14% of children are not reaching expected goals for social and emotional development.
- 105 per 10,000 0-4 year olds per year were admitted to hospital with unintentional or deliberate injuries.
- 16-18% of children are not meeting communication or language goals.

There are also considerable inequalities between areas with figures being much higher than these in some parts of London.

The Marmot review 'Fair Society Healthy Lives' (February 2010), identified that cognitive development in the early years (along with physical and social development) is an important influence on school readiness, future educational success and health. Socio-economic status has an important influence on this, with

children whose parents are of low socio-economic status doing less well than those with more educated or wealthy parents, even if their early cognitive scores are higher.

Ofsted's 'Access and achievement in education 2013 review' concluded that Early Education, Maternal Health, Health Related Behaviours and Child Health and Parenting are the 3 core areas of focus for countering socio-economic disadvantage.

The most effective way to reach the largest number of young children is through early years settings (children centres, nurseries, playgroups, crèches, childminders). A considerable proportion of London's children under the age of five are spending time in childcare settings, either part time or full time. For children under the age of five, in London in 2014 there were a total of 42,504 childminder places and 156,656 childcare places in group provision, excluding nursery classes in primary schools and state nursery schools. This makes a total of 32 full time childcare places per 100 children under the age of five. Across London in 2014, 92% of eligible three and four year olds were benefiting from free early education (15 hours a week), as were 46% of eligible two year olds (20% of two year olds were eligible based on September 2013 criteria).ⁱ

A child in full time childcare for 40 hours a week may be spending nearly half their waking hours in childcare. This means that the role of early years settings in promoting good health in young children cannot be ignored.

- In London in 2013 there were:
 - 8,585 registered childminders caring for 40,000 children,
 - 2,500 nurseries providing full day care to the under-fives of which 61% are private sector providers, 31% are voluntary (not-for-profit) providers and 8% are from the public sector.
 - 180 nurseries based in children's centres that provide full day care to the under-fives
 - 700 sessional crèches and pre-schools, providing childcare for part of the day
 - 80 nursery schools run by local authorities, most of which take children aged two or above and usually run for 38 weeks of the year.
 - 1,300 primary schools with nursery classes attached to them, many of which provide part-time provision over 38 weeks of the year.
 - An estimated 30,000 nannies offering childcare in the family home.ⁱⁱ
- Evidence indicates that the health of early years workers is not as good as it might be; in particular they have high rates of emotional stress and overweight/obesity. Measures to improve the health of children in early years settings can also have an impact on the staff by enabling better informed decision making relating to nutrition, exercise and wellbeing.
- Evidence from the recent PHE rapid review highlights the need to address health in the early years. The Government are implementing a new childhood obesity strategy for early years in February 2016. Our proposed work will complement and support the implementation of this strategy.
- The Welsh Government strategy 'Building a Brighter Future: The Early Years and Childcare Plan' (2015) identifies 5 key themes to improve early years outcomes: children's health and well-being, supporting families and parents, high-quality early education and childcare, effective primary education, raising standards. <http://gov.wales/topics/educationandskills/earlyyearshome/building-a-brighter-future-early-years-and-childcare-plan/?lang=en>
- 'The common inspection framework: education, skills and early years' (August 2015) sets out how Ofsted Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners': self-confidence, self-awareness and understanding of how to be a successful learner; following of any guidelines for behaviour and conduct, including

management of their own feelings and behaviour, and how they relate to others; knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating and personal development.

- Factors which have been shown to influence early cognitive development include; birth weight, parenting style and behaviours (such as reading to children), good parent-child relationships particularly in the first year of life, socio-economic influences and high quality early education and childcare. Therefore interventions to improve maternal health (including mental health), promote parenting skills and promote access to high quality childcare are likely to lead to improvements in this. Interventions to promote better child health such as increasing physical activity may also have an influence on cognitive development.
- A considerable amount of research had taken place on improving nutrition/tackling obesity and promoting physical activity, and it is possible to identify clear and specific evidence based recommendations that can be implemented in early years settings.
- A number of London boroughs, as well as areas outside of London, have already implemented healthy early years programmes, incorporating many of the health issues identified in section 2.1. The GLA is ideally placed to provide support to the implementation of these programmes, by developing a pan-London programme which recognises and builds upon existing tools.
- Our initial research on current activity in this area has identified that 28 of the 31 London boroughs support the development of a new Pan London Healthy Early Years programme. There is a need for London to encourage engagement of all Early Years settings in a common scheme and to sustain and enhance those with local healthy early years status to support others in achieving healthy early years status.

2.2 The proposed Pan-London Healthy Early Years Outcomes Framework

A Pan London Healthy Early Years programme will reach out to London's 13,000 settings, working with early years settings to improve children's health, wellbeing and school readiness. It will use a whole setting approach to increase access to healthy food, provide opportunities to be more physically active, reduce childhood obesity and improve school readiness. It will follow an awards-based scheme, which recognises settings for their healthy practices to improve children's health and well-being and wider educational school readiness.

We wish to develop a HEYs programme, to be piloted in early years settings pan-London encompassing the following objectives:

- Develop a Pan-London Healthy Early Years Awards programme to address identified health, wellbeing and school readiness priorities.
 - Set up Pan-London HEYs Award criteria and measurable outcomes for health, wellbeing and school readiness
 - Define the process for approving awards, including a mechanism for quality assurance
 - Continue to consult with stakeholders to identify the process by which settings can apply for a London Award
 - Develop communications strategy
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- Across all areas a number of components could be identified which were consistently associated with success of interventions. Thus, the below will form the basis of a Pan-London Healthy Early Years programme:
 - A whole settings approach
 - Involving children, parents, and the local community
 - Training and engagement of staff

- Partnering with external agencies to support staff to develop knowledge and expertise
 - Ensuring appropriate policies and procedures are in place and followed by staff
 - Childcare is of a high quality and delivered in a suitable environment with adequate space, equipment and well qualified staff.
- Reviewing existing evidence, as well as considering what is being covered in existing award schemes, has enabled identification of key areas that a healthy early years scheme should include:
 - Healthy age appropriate diet (including breastfeeding and weaning).
 - Physical activity-incorporating gross and fine motor development and reducing sedentary behaviour.
 - Oral health.
 - Speech, language and communication.
 - Early cognitive development.
 - Social and emotional wellbeing.
 - Support for children with chronic conditions and disabilities.
 - Infection control and immunisations.
 - Safety-including reducing injuries.
 - Staff health.
 - Promotion of parenting skills.
 - Sustainability.

2.3 Current Uptake Across London

41% of boroughs (13) are currently running local Healthy Early Years programmes.

3. Project Description

3.1 Aim and Deliverables

- The aim of the project is to support the GLA HSL, Education and Youth teams to develop a Pan-London HEYs Outcomes Framework (criteria, tool and guidance) which will enable childcare settings to create high quality, healthy learning environments to improve children’s health, wellbeing and school readiness.

Provide advice and support on:

- Development of the HEYs Awards programme to address identified health priorities.
- Defining the process for approving awards including a mechanism for quality assurance
- Consulting with stakeholders to identify the process by which settings can apply for a London Award

There is one primary deliverable and one secondary deliverable.

Primary Deliverable:

Supporting the GLA HSL, Education and Youth teams to develop a PLHEYs Outcomes Framework (criteria, tool and guidance) which will enable childcare settings to create high quality, healthy learning environments to improve children’s health, wellbeing and school readiness

Secondary Deliverable:

Advising and supporting the HSL, Education and Youth teams on:

- Development of the PLHEYs Awards programme to address identified health priorities. Please see a copy of the GLA *Draft Evidence base for a Healthy Early Years Programme in London.*
- Defining the process for approving awards including a mechanism for quality assurance
- Consulting with stakeholders to identify the process by which settings can apply for a London Award

3.2 Timescales and Funding

A maximum total budget of £10,000 is available for this project.

A Pan-London HEYs Outcomes Framework would be ready for implementation by end March 2016. Dependent upon Mayoral approval, the delivery of a pilot Pan-London HEYs programme may commence September 2016 and would complete by the end of March 2017.

4. Oversight and Management

The successful applicant will be accountable to the Heads of the E&Y and Health Teams reporting via the Healthy Schools London Programme Manager.

The successful applicant will be expected to work with the Healthy Schools London Programme Manager around managing their time and responsibilities with the wider delivery of the programme.

5. Selection criteria

The Greater London Authority is seeking to fund one individual or organisation (or a partnership) to support development of the Pan-London Healthy Early Years programme to facilitate uptake amongst London early years settings of whole-setting approaches to improving children's health and wellbeing and school readiness.

Successful candidate(s) must meet the following selection criteria:

- Demonstrate knowledge of whole setting, evidence-based approaches to improving children's health, wellbeing and school readiness, as well as an ability to evaluate health and wellbeing and school readiness interventions in an early years setting.
- Have a proven track record of designing and implementing quality assured mechanisms and tools for children's health and wellbeing and school readiness, writing guidance and training delivery for early years.
- Demonstrate experience in communicating effectively, working with and managing a network of early years stakeholders, including an ability to effectively support capacity building amongst early years settings and local borough health and Early Years practitioners.
- Have experience of working with early years settings, head teachers and related stakeholders.
- Demonstrate ability of delivering programmes on time and meeting required outcomes.
- Demonstrate ability to identify creative, sustainable and low resource solutions to programme delivery.

6. Scoring criteria

Selection criteria	Criteria weight
Exhibited knowledge of whole-setting approaches to children's health and wellbeing and school readiness in the early years	30%
Evidence of success in designing, implementing, monitoring & evaluating quality assured mechanisms and tools for health and wellbeing and school readiness, writing guidance and training delivery for early years.	20%

Experience of working with early years stakeholders, including an ability to effectively support capacity building amongst early years settings and local borough health and Early Years practitioners.	20%
Value for money	30%

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

0 - Unacceptable	The response does not meet the requirement. Does not comply and/or insufficient information provided to demonstrate that the Tenderer has the ability, understanding, experience, skills, resource & quality measures required to provide the supplies/services, with little or no evidence to support the response,
1 - Poor	Some minor reservations of the Tenderer's relevant ability, understanding, experience, skills, resource & quality measures required to provide the services, with little or no evidence to support the response
2 - Meets Requirements	Demonstration by the tenderer of the relevant ability, understanding, experience, skills, resource & quality measures required to provide the services, evidence to support the response
3 - Good	Above average demonstration by the tenderer of the relevant ability, understanding, experience, skills, resource & quality measures required to provide the services. Response identifies factors that will offer potential added value, with evidence to support the response.
4 - Outstanding	Exceptional demonstration by the tenderer of the relevant ability, understanding, experience, skills, resource & quality measures required to provide the services. Response identifies factors that will offer potential added value and continuous improvement. with evidence to support the response.

7. Timetable

Milestone	Deadline
Tender published	1 st February 2016
Closing date for tender response	8 th February 2016
GLA shortlisting	10 th February 2016
Interviews	16 th February 2016
Appoint	19 th February 2016
Start of Contract	23 rd February 2016
Delivery Begins	23 rd February 2016
Delivery ends	31 March 2016

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ⁱ Rutter J, Lugton D. 2014 *London childcare report*. Family and Childcare Trust, 2014.
<http://www.familyandchildcaretrust.org/london-childcare-report-0> Accessed 15/10/15.