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Early Years Framework

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3 National Frameworks

- ❖ Equally Well (June 08) – tackle health inequalities
- ❖ Achieving Our Potential (Nov 08) – tackle poverty and income inequality
- ❖ Early Years Framework (Dec 08) – give children the best start in Life

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National Outcome 5:

*Our children have the best start
in life and are ready to succeed*

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The Early Years Framework states:

“The period between pregnancy and 3 years is increasingly seen as a critical period in shaping children’s life chances, based on evidence of brain formation.....”

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Reasons to Intervene

- Moral Imperative
- Scientific
- Economic

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Bruce Perry – Brain Development

Physical connections between neurons – synaptic connections - increase and strengthen through repetition or wither through disuse...early life experiences, therefore, determine how genetic potential is expressed, or not...

During the first years of life, the higher parts of the brain become organised and more functionally capable. Brain growth and development is profoundly “front loaded” such that, by age four, a child’s brain is 90% adult size. This time of great opportunity is a biological gift.

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3 Year Old Children



Normal



Extreme Neglect

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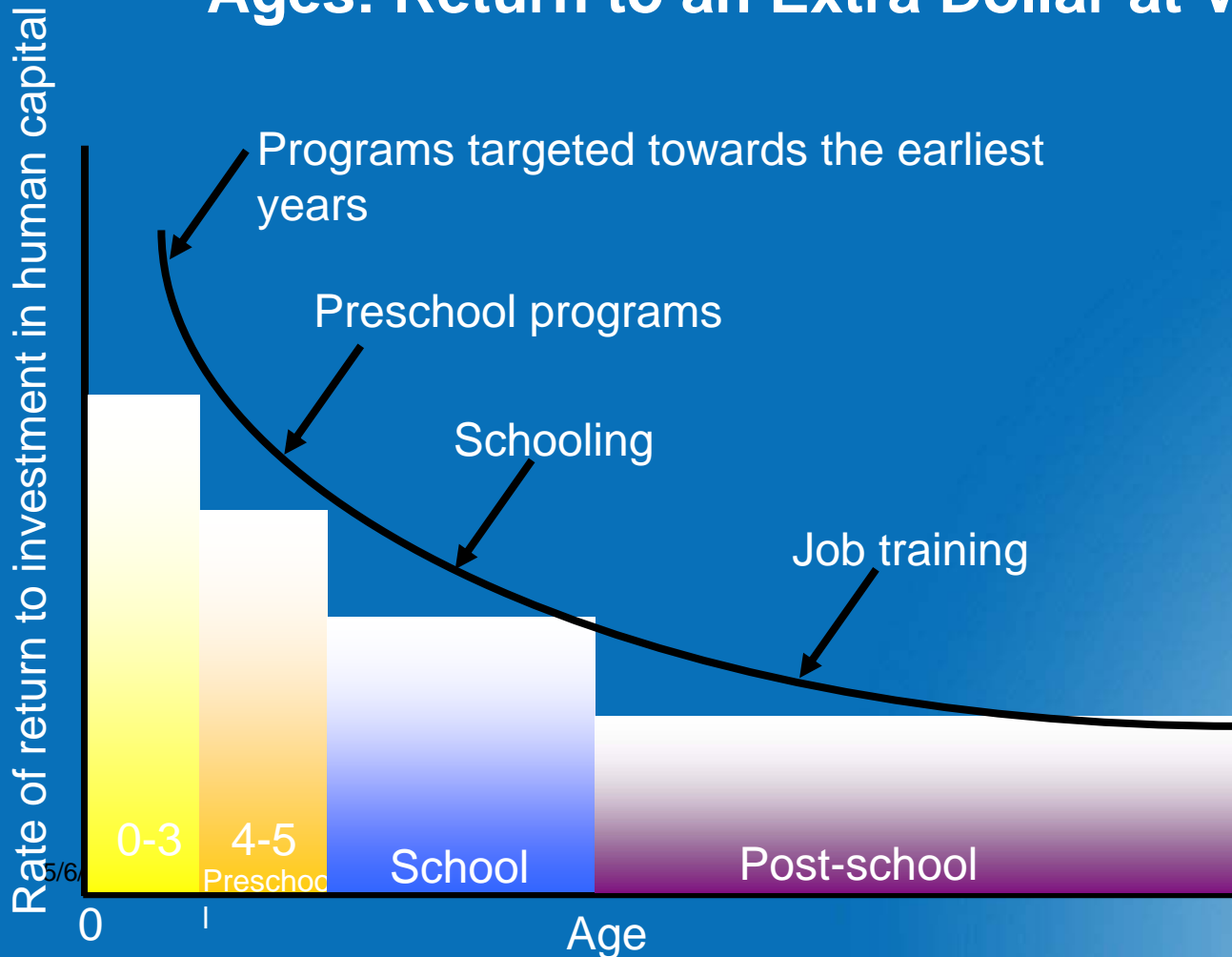
Schools and teachers are important but our parents, and what happens before we reach school, are more significant. It is estimated that by the age of three, 50% of our language is in place. At five, it's 85%.

Language is either there or missing by the time a child starts primary school. And once a child starts primary school, they are only there for 15% of their time.



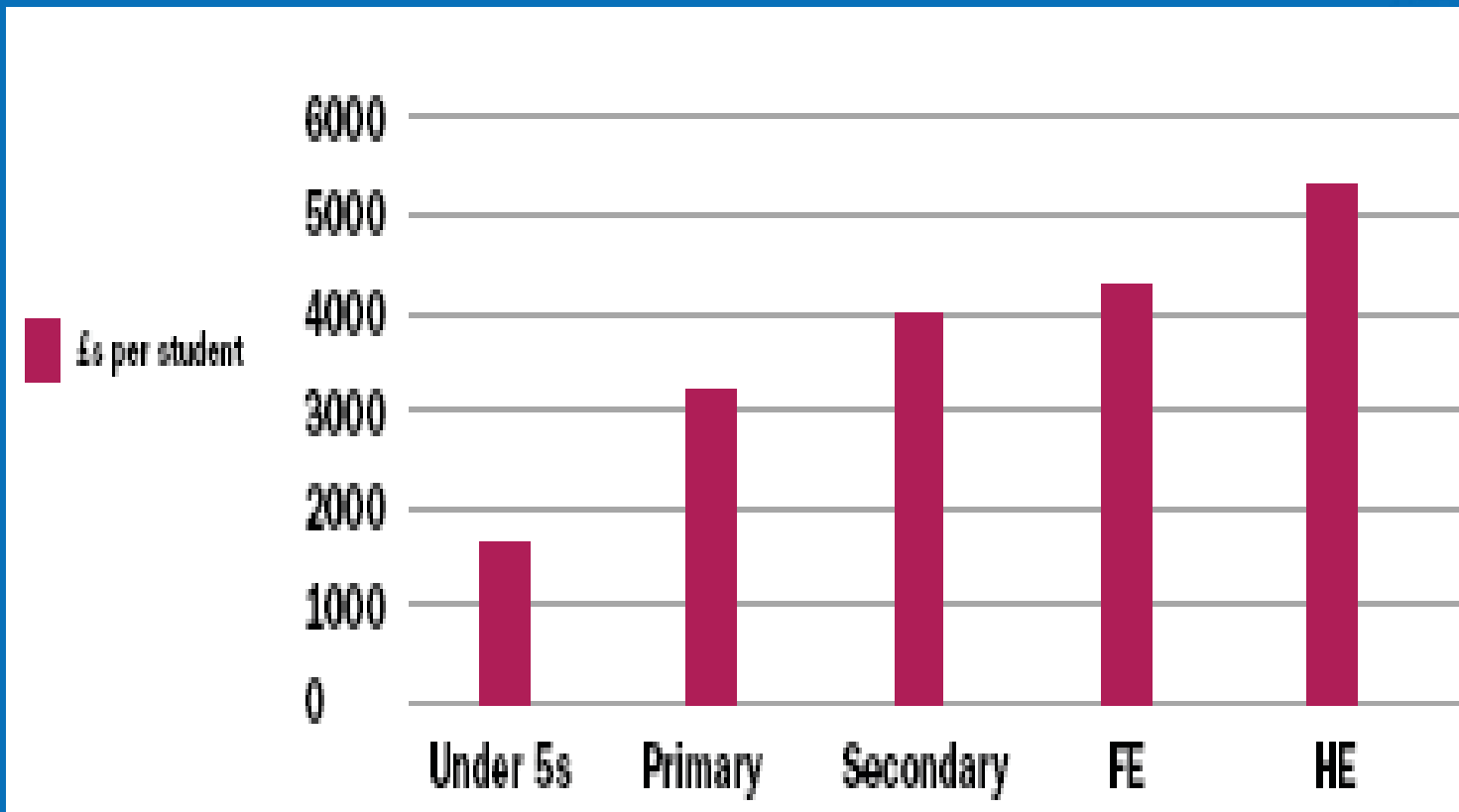
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Rates of Return to Human Capital Investment at Different Ages: Return to an Extra Dollar at Various Ages



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The pattern of public spending on education over the life cycle, 2002/3



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10 Elements of Transformational Change

- **Coherent approach;**
- **Support children, families and communities to improve outcomes themselves;**
- **Break cycles of poverty, inequality and poor outcomes;**
- **Engage and empower;**
- **Strengthen universal services;**
- **Improve quality;**
- **Meet individual needs: not those of service providers;**
- **Simplify and streamline delivery;**
- **More effective collaboration;**
- **Improve outcomes through play;**



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Progress on National Actions

- **Social marketing campaign to support parenting skills**
- **Family Nurse Partnership**
- **Workforce Development**
- **Play fund**
- **HMIe report on good practice**

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Data and Indicators work

The main aim is to identify and develop a meaningful, manageable and robust set of indicators against which progress toward national and local EY outcomes can be assessed.

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Implementation Locally

- Early Years Roadshows
- Lots of great work going on in some local authorities and Community Planning Partnerships.
- Lack of consistent information on what is happening – real focus of my team is to work with Local Authorities and CPPs and provide support with implementation



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What Will Success Look like?

- Shared ownership of agenda;
- Agreement on outcomes to be achieved;
- Collaboration;
- Resource realignment;
- Shared resourcing;
- Service development and redesign;
- Services tailored to individual needs;
- Clear links into Single Outcome Agreements, Concordat commitments, measuring the right things, scrutiny/inspection regimes matched to policy outcomes.

The Scottish Government Sources of Information

- <http://www.crfr.ac.uk/gus/>
- <http://www.dcsf.gov.uk/everychildmatters/research/keyresearch/earlyyearschildcare0910/eppe/eppe/>
- <http://www.theworkfoundation.com/research/publications/publicationdetail.aspx?oltemId=26>
- <http://www.scotland.gov.uk/Publications/2008/06/evidence>

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Early Years Framework document:

<http://www.scotland.gov.uk/earlyyearsframework>

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