

## **EARLY YEARS AND CHILDCARE: THE SURE START AGENDA**

### **Executive Summary**

#### **The Theme**

This covers the development of integrated services to very young children and their families, as well as the expansion of childcare to enable parents to work. This is a complex, cross cutting agenda intended to significantly improve outcomes for children, parents and communities. The provision of high quality early years and childcare services can have positive long term benefits including improving education and health, reducing crime and increasing productivity.

#### **Key features of Government policy:**

- Development of integrated early years services in disadvantaged areas
- Universal early education for all 3 and 4 year olds
- Expansion of numbers of childcare places – 250,000 more to be created by 2006
- Better information for parents
- Accessible provision for all
- Development of high quality services

#### **Key Aspects of excellent practice**

- Vision and commitment to Sure Start agenda
- Early years and childcare services recognised as contributing to wider agenda
- Good delivery capacity
- Responsive service delivery
- Innovative practice supported
- Support for children's development
- Supporting Diversity

## **Policy Context**

### **Government Policy**

Since 1997 development of early years services and childcare has been at the forefront of Government policy. It makes a significant contribution to overall objectives of improving educational attainment and health, reducing crime and increasing employment. This was reinforced by the 2002 Spending Review which brought together government strategies for early years education and childcare with local Sure Start programmes focussed on disadvantaged areas. The new Sure Start Unit now has a cross cutting agenda which aims to make a key contribution to the drive to halve child poverty by 2010.

Sure Start programmes work with parents-to-be, parents and children to:

- promote the physical, intellectual and social development of young children - particularly those who are disadvantaged - so that they can flourish at home, when they get to school and during later life;
- help strengthen families and reduce child poverty by enabling parents to maximise their opportunities to work, learn and study, in the knowledge that their children are being cared for in a safe and stimulating environment; and
- contribute to building and sustaining strong local communities through high quality and innovatively delivered family services, which respond

to the needs of the communities they serve.

The Government is providing substantial new resources to:

- transform education, health and family support services for children under 5 and their families;
- increase the availability of high quality childcare for all age groups whose parents need it; and
- meet the needs of the most disadvantaged, so children can fulfil their potential and parents can find ways out of poverty.

### **Legislative Framework**

Local Education Authorities have duties to:

- prepare, submit and publish plans on early years and childcare;
- ensure provision of nursery education places for 4 years olds (and 3 year olds from April 2004);
- convene and work with Early Years Development and Childcare Partnerships (EYDCP's);
- provide information and advice for childcare providers;
- prepare an annual review of childcare in their area; and
- maintain a children's information service.

Social Services Departments have duties to provide childcare for children in need. Early Years Development and Childcare Planning Guidance has been issued annually since 1998, specifying how these duties are to be discharged.

### **Linkages to other government policy**

The Sure Start agenda has a significant contribution to make to a wide range of other government policies and programmes. These are summarised in Annex A. Local Authorities are expected to understand these linkages and ensure that local policies and provision are appropriately joined-up. They should also understand how early years and childcare can contribute to the local economy – reducing barriers to employment, establishing new businesses and infrastructure – new buildings, developing capacity in the voluntary sector as well as children's services.

### **Definition**

The Sure start programme is focussed on services for young children and their families until they start school and on the provision of childcare to all children from 0 – 14 years (16 years if the child is disabled). It builds on long traditions of service provision many initiated at local government level.

The overall programme is intended to:

- improve long term outcomes for children, families and communities; and
- support parents into employment through the provision of childcare.

It covers the following services:

- Provision of free nursery education places for all 4 year olds and from 2004 all 3 year olds.
- Support for existing and creation of additional childcare places.
- Developing and supporting the early years and childcare workforce.
- Provision of information to parents.
- Provision of advice to childcare providers.
- Integrated centres and services for young families in disadvantaged areas (includes Sure Start local programmes and children's centres).
- Working with Job Centres Plus to assist parents (particularly lone parents) into employment.
- Provision of family support services to children in need.

### **Underlying Values/ Objectives**

In general a belief that concerted early intervention with young children and provision of childcare will impact positively on long term outcomes for children. The Sure Start Unit nationally has a vision and principles that demonstrate this:

The vision is to achieve:

- Better outcomes for all **children**, and particularly, closing the gap in outcomes between children living in poverty and the wider child population.
- Better outcomes for all **parents**, increased opportunity to effectively participate in the labour market, ensuring pathways out of poverty and strengthened families and communities.
- Better outcomes for **communities**, including less crime, higher productivity, a stronger labour market and the building of a civic society.

### **Working with parents and children**

Every family should get access to a range of services that will deliver better outcomes for both children and parents, meeting their needs and stretching their aspirations.

## **Services for everyone**

But not the same level of service for everyone. Families have distinctly different needs, both between different families, in different locations and across time in the same family. Services should recognise and respond to these varying needs.

## **Flexible at point of delivery**

All services should be designed to encourage access. For example, opening hours, location, transport issues and care for other children in the family need to be considered. Where possible we must enable families to get the health and family support services they need through a single point of contact.

## **Starting very early**

Services for young children and parents should start at the first antenatal visit. This means not only advice on health in pregnancy, but preparation for parenthood, decisions about returning to work (or indeed, starting to work) after the birth, advice on childcare options and on support services available.

## **Respectful and transparent**

Services should be customer driven, whether or not the service is free.

## **Community driven and professionally coordinated**

All professionals with an interest in children and families should be sharing expertise and listening to local people on service priorities. This should be done through consultation and by listening to parents.

## **Outcome driven**

All services for children and parents need to have as their core purpose better outcomes for children. The Government needs to acknowledge this by reducing bureaucracy and simplifying funding to ensure a joined up approach with partners.

## **Current practice**

Local authorities have a significant role to play in delivering on this agenda and have already been key contributors to the overall increase in childcare and early education provision since 1997. Many of them have also supported a wide range of service provision aimed at supporting young families, especially in disadvantaged areas either through government programmes or on local initiative. Up until now government has placed emphasis on delivery through partnership working (Early Years Development and Childcare Partnerships) but from 2004 there will be an increased focus on the leadership role of local authorities who will need to coordinate

local planning and be carrying accountability for delivery. The Sure Start Unit aims (as outlined above) will effectively be delegated to local authorities along with specific targets. In brief local authorities will need to:

- transform education, health and family support services for pre-school children and their families;
- increase the availability of high quality childcare for all age groups whose parents need it in order to work, especially in the most disadvantaged areas;
- help meet the needs of the most disadvantaged children, reducing inequalities and helping all children to meet their potential;
- provide good, high quality early education for all 3 and 4 year olds whose parents want it; and
- help parents into employment, particularly lone parents.

Local authorities have widely differing experience in this area of work. Some have long prioritised investment in this area as a way of contributing to local economic development, improvements in child outcomes and as a commitment to equal opportunities. Others have only started to work in this area relatively recently and have been mainly focussed on the delivery of new government policies, utilising ring fenced funding. In general large county areas tend to be working from a lower service base than urban authorities.

Local authorities are currently working to Early Years Development and Childcare Planning Guidance 2002/4. They have a number of targets covering nursery education, childcare, disadvantaged areas, workforce recruitment and training listed at Annexe B.

### **Integrated Services for Young Children**

This is an area in which excellent local authorities should be leading the way. Services for young children have often developed in a piecemeal fashion to create a complex web that parents often have to negotiate themselves. Thus early education may be offered by schools or playgroups for short sessions, with day-care (childcare) for working parents offered separately. Different professional groups – health visitors, social workers, voluntary bodies, teachers, therapists, may also offer a range of services but not in a coordinated way so that families may not be able to access the range of help that they need. This is a major issue for all children's services and is being explored in the development of the Green Paper on Children at Risk. For early years the government is now supporting a programme of children's centres in disadvantaged areas learning from previous experience in Sure Start local programmes and other integrated provision including Early Excellence Centres. Local authorities need to pursue this agenda actively, joining up services so that children and families can access packages of services without needing to negotiate complex arrangements themselves. This will require energy, commitment and vision at a strategic level as well as support for local providers and professionals to achieve integration. At a local level the Start Up Guidance for Children's Centres sets out these features that should be in place. These would be good indicators for local authorities too:

- Children and families will be able to receive an integrated service from the centre across early education, childcare, support services and health advice. Families should have clear and ready access to these services, not just signposting and information to other agencies.
- Early education and childcare are integrated so that there is continuity of staffing and support for the children's development and experience.
- Where services are to be provided from more than one location they reflect an integrated approach to planning of activities and a shared management ethos.
- Management arrangements are sufficiently robust to support and lead integration.
- Where full integration has not yet been achieved there is a plan in place that will move services towards this over a 2-year period.
- Every worker, within health, education, social services or the voluntary sector who has contact with a family living within the catchment area of the children's centre should consider themselves to be part of the children's centre hub of local provision.

## **Evidence**

There is strong research evidence that good quality intervention with young children will have long term benefits, such as:

- Improving educational attainment long term.
- Reduction in crime rates, improved health outcomes and attitudes.
- Reduction in need for special educational services.
- Integrated early years services particularly impact on educational attainment at the start of primary school.
- Out of school care has positive effects particularly for disadvantaged children.
- Extended schools can improve positive attitudes to learning, improved behaviour, better school attendance and reduced truancy.
- Holiday schemes can reduce crime.

Much of this evidence is derived from the US however the EPPE study - Effective Provision of Pre-School Education – provides highly relevant supporting evidence. The key findings of this are:

- Good quality pre-school experiences support better social development.
- Good quality can be found across all types of early years settings.

- Disadvantaged children in particular can benefit significantly from good quality pre-school experiences.
- Learning at home with parents makes a positive difference to children's behavioural development.

### **Excellence**

The Sure Start Unit is currently developing a performance management framework in partnership with local authorities. The grid below sets out the components that are likely to lead to excellent delivery. It includes a commitment (including financial commitment) to Sure Start principles, effective management, strong leadership and a willingness to challenge existing practices and encourage innovation.

## CHARACTERISTICS OF EXCELLENCE: EARLY YEARS

Characteristic	Features	Examples
<b>Vision and Commitment to Sure start agenda</b>	<ul style="list-style-type: none"> <li>• Articulated local vision for children and families, includes early years and childcare</li> <li>• Strong and visible leadership</li> <li>• Outcomes and objectives set</li> <li>• Priority given to service delivery in the theme area</li> <li>• Evidence of innovative service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Local strategy for early years and childcare evidenced by service development over number of years</li> <li>• Local authority funding of services either directly or through partners</li> <li>• Coordinated strategic planning supports local integrated services e.g. early years centres, social services working closely with Education</li> </ul>
Early years and childcare recognised as contributing to wider agendas	<ul style="list-style-type: none"> <li>• Theme included in planning for other programme areas e.g. regeneration, education</li> <li>• Partnership working arrangements ensure early years and childcare organisations can contribute to wider agenda</li> <li>• Funding streams brought together to benefit children</li> <li>• Strategic partners committed to Sure Start agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of joint regeneration schemes including childcare</li> <li>• Representation on LSP</li> <li>• Early years and childcare clearly referenced in other planning regimes and activities linked</li> <li>• Joint schemes between partners maximising impact of investment</li> <li>• Active participation by LA senior officers, health and others in local</li> </ul>

		programmes, schemes
<b>Good delivery capacity</b>	<ul style="list-style-type: none"> <li>• Operational delivery arrangements for early years and childcare brought together within the local authority</li> <li>• Sufficiently senior leadership for the service able secure corporate investment and provide management capacity</li> <li>• Well organised staff delivery teams with good business planning approaches</li> <li>• Active involvement of local partners in voluntary and private sectors offering expertise</li> <li>• Infrastructure support services – personnel, finance, building development – able to respond flexibly to rapid service development</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated early years and childcare service with staff from across the LA brought together</li> <li>• Specific cross departmental working arrangements agreed to progress individual projects</li> <li>• Voluntary sector agencies contracted to deliver core services, working in partnership with LA staff</li> <li>• Good quality building works</li> </ul>
<b>Responsive service delivery</b>	<ul style="list-style-type: none"> <li>• Services at a community level able to reflect local needs</li> <li>• Evidence as to how children and families participate in service design and review</li> <li>• Process in place in ensure strategic reviews of service patterns</li> <li>• Transparent resourcing model able to reflect LA priorities</li> <li>• Good change management processes</li> </ul>	<ul style="list-style-type: none"> <li>• Different models of service provision across LA area</li> <li>• Good LA support for Sure Start local programmes – active involvement, contribution to management</li> <li>• Development of existing provision to meet new agenda e.g. nursery schools into children’s centres</li> </ul>
<b>Innovative practice supported</b>	<ul style="list-style-type: none"> <li>• Leadership encourages diverse and new approaches</li> <li>• Keen to embrace new government initiatives</li> <li>• Evidence of creative projects on the ground</li> <li>• Mainstreaming of Sure Start approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Specific innovative projects</li> </ul>

<b>Support for Children's Development</b>	<ul style="list-style-type: none"> <li>• Strategy for ensuring services are of high quality</li> <li>• Good staff training</li> <li>• Training provided cuts across professional boundaries</li> <li>• Services actively engage with parents as children's first educators</li> <li>• Good inspection results from Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• High quality advisory/training staff</li> <li>• Evident strategy for staff training which applies across sectors and disciplines</li> <li>• Good quality assurance schemes actively used by local providers</li> </ul>
<b>Supporting Diversity</b>	<ul style="list-style-type: none"> <li>• Early years and childcare services are sensitive to cultural difference and promote diversity</li> <li>• Specific services for minority groups are established</li> <li>• Services are inclusive and accessible to all children</li> </ul>	<ul style="list-style-type: none"> <li>• Local providers actively work to challenge racism, LA provides support</li> <li>• Local projects meet particular needs e.g. childcare for travellers, recruitment of c/ms from minority ethnic groups</li> <li>• Disabled children and those with SEN are identified and receive appropriate services</li> </ul>



## **Obstacles to achieving excellence**

The best authorities find ways to overcome obstacles to achieving excellence in this field. These can include:

### **Low priority traditionally given to young children/childcare**

This applies at both a national and local level. While campaigners have long recognised the importance of services in this theme area, this has not always been reflected in national policy and levels of funding. In part this relates to a tradition that sees childcare, particularly, as the exclusive responsibility of families. In some areas this means that local authorities still find this area of work relatively new.

### **Workforce issues**

This affects all local authorities to differing degrees. Recruitment and retention of staff will impede their ability to succeed. In particular the childcare workforce is traditionally low paid, low status: this does not always harmonise with delivering high quality experiences for children. In addition out of school care is by its very nature fragmented and not attractive to people seeking full time occupation. Achieving fully integrated services often means confronting professional boundaries in order to achieve more flexibility.

### **Diverse sector/pattern of services**

The pattern of local services in this area is diverse. Although this provides parents with a choice it also means that different sectors can perceive different interests and working together is a challenge. Local authorities that have active involvement in direct delivery may be challenged by private and voluntary groups to demonstrate their support for all sectors.

### **Sustainability**

Government policy relies on stimulating demand for childcare by encouraging parents into work and supporting the tax credit system. Local authorities have responsibility for creating more childcare particularly in disadvantaged areas, such provision is always a risk. Although local authorities will wish to support their local economies and increase levels of employment this is not within their direct control, maintaining levels of childcare will always be a challenge especially in disadvantaged areas.

### **Health**

Many of the targets and objectives involve active engagement with Health trusts, especially Primary Care Trusts. These trusts are very early in their development; children's services are only one among many other priorities. In addition, in some local authority areas they need to relate to a number of different trusts.

### **Types of local authority**

Different authorities will face different challenges – large rural counties may have particular issues with providing services to small, dispersed groups of

children whilst some large urban authorities have very large targets to address. Both sorts of LA may face significant capacity constraints. Many district level authorities are actively engaged in supporting this agenda e.g. acting as accountable bodies for Sure Start local programmes but do not have responsibility across the whole agenda.

### **Demonstrating Outcomes**

The provision of high quality early years and childcare services will make a direct impact on children, families and local communities. The need to harness resource and expertise from a wide range of agencies and professionals means that strong leadership and coordination is essential. Local authorities need to ensure that resources are allocated according to need across their areas and provide a framework within which local providers can ensure a quality service to children and families.

“The vision involves a mixed economy of childcare and therefore local childcare decisions need to be taken on the basis of meaningful consultation with the range of providers: including the private and voluntary sectors as well as school governing bodies and employers.....

“It is only when local authorities are playing a central role and childcare is mainstreamed as part of the wider agenda that childcare and children’s services can reflect the full range of objectives to which they contribute.”

### **Delivering for children and families Inter Departmental review of Childcare – November 2002**

Excellent local authorities will be able to clearly demonstrate links between the services they deliver, plan and fund and positive outcomes for children and their families. The governments’ objectives and targets are attached – both current and future- in many cases these will be good indicators at a local level too. In addition local authorities may be able to provide evidence of progress in relation to:

- educational attainment ( e.g. SATs results in areas with early years programmes);
- improved health outcomes;
- higher employment levels;
- regeneration of particular local areas where early years and childcare have made a contribution;
- impact on Social Services referral rates/ numbers of children looked after;
- inclusion of disabled children in mainstream settings;
- improvements in outcomes for children from minority ethnic groups; and
- local parental satisfaction surveys or feedback from children and young people.

The other available indicators of good performance would be Best Value (BV) performance Indicators and the Dfes/Sure Start unit’s assessment of Early Years Development and Childcare Plans. The BV performance indicators are:

- all practitioners delivering Foundation Stage education should have access to an average of 4 days relevant training and development per year; and

- all settings that deliver the Foundation Stage should have access to a QTS teacher with a target ratio of 1 QTS teacher to every 10 non-maintained settings.

Whilst it would be expected that excellent authorities were making good progress in respect of these indicators they are only partial indicators of success. They refer only to one part of this highly complex theme area.

Local authorities have been submitting plans since 1998 and have received feedback from the Dfes and now the SSU. In general this has been either approval or deferred approval and has not been supported by a transparent performance management framework that monitors progress against the plan. Again, whilst excellent local authorities should be able to evidence plans that were accepted by government, they would need to present supporting evidence of progress against statements/aspirations set out in their plans.

## References

These are the main publications that have informed this report:

- Inter-Department Review of Childcare: Delivery for Children and Families  
Cabinet Office
- Sure Start Unit Children's Centre Guidance
- Early Years Development and Childcare Planning Guidance 2003-2004

DRAFT (at this stage: April 2003)

## LINKS BETWEEN SURE START AND OTHER GOVERNMENT PRIORITIES

**Children's Fund and Local Preventative Strategies:** Sure start is integral to the government's aspiration to provide services to children early to prevent adverse outcomes. The Children's Fund provides a range of services to children between 5 and 13 years designed to support them at an early stage, in many cases childcare services can work closely Children's Fund services. All local areas should be developing local preventative strategies and Sure Start will be a key element in these – identifying children's needs when they are very young should be key to the success of such strategies.

**Children's Trusts:** Children's trust pilots are being developed in some areas – the Sure Start programme provides good models of joined up working and will be well placed to work with emerging Children's Trusts.

**Community Safety:** Sure Start programmes in local areas are likely to promote community cohesion whilst also supporting parents. Early identification of needs and intervention, alongside good quality early education are likely long term to lead to a reduction in crime.

**Education:** Sure Start supports targets for educational outcomes, raising standards and narrowing the achievement gap for children at any disadvantage. Early intervention from birth and early education are key foundations for later learning, early identification of special educational needs will also directly impact on children's educational attainment. Childcare is also significant for teenage parents if they are to continue their education and adults who wish to train. Extended schools, including maintained nursery schools, may well prove to be the basis for many Sure Start services.

**Employment:** Affordable, accessible childcare is key to improving local employment levels and Sure Start aims to create places for more than 450,000 children by 2006, on top of the places for 1.6m children by 2004. Sure start contributes specifically to the aim of reducing the number of children living in low-income households and the target to have 70% of lone parents in employment by 2010. Work with Job Centre Plus will assist in growing the childcare workforce as well as assist parents into work by offering advice on childcare.

**Health:** Health targets to reduce health inequalities and improve life chances for children are particularly relevant. Sure Start local programmes and children's centres in particular will address a number of specific health issues likely to promote healthy pregnancy and a good foundation in early childhood. Health objectives to support teenage parents are also supported by the Sure Start agenda.

**Play and Sport:** the government aims to increase children's opportunities to access arts, sport and play and Sure Start activities can actively support this agenda.

**Poverty:** the government sees work as a key route out of poverty. By providing support such as childcare as well as training and advice through children's centres

and local programmes the Sure Start programme supports parents into employment. The Sure Start agenda is key to reducing poverty.

**Productivity and Business:** the Sure Start programme is supporting a number of small businesses and making a significant contribution to local economies.

**Regeneration:** the government's programme to reduce inequality is supported by a number of regeneration initiatives in particular Neighbourhood Renewal and New Deal for Communities. Sure Start programmes have a strong contribution to make to these programmes by empowering families and supporting local communities so that services meet their needs. Sure Start can help to ensure that these programmes take into account the needs of children, young people and parents.

**Working Tax credits:** Sure start has a direct interest in supporting parents' access to the childcare element of the Working Family Tax Credit as this supports the affordability of childcare.





## SURE START SERVICE DELIVERY AGREEMENT TARGETS

### Aim

Increase the availability of childcare for all children, and work with parents to be, parents and children to promote the physical, intellectual and social development of babies and young children - particularly those who are disadvantaged - so that they flourish at home and when they get to school, enabling their parents to work and contributing to the ending of child poverty.

Objective	Public Service Agreement target for fully operational programmes, by March 2006	Service Delivery Agreement targets, by March 2006	Notes
<p><b>Improving the availability, accessibility, affordability and quality of childcare</b></p> <p><i>So as to make it easier for all parents to find the childcare they need when they need it, in particular in the most disadvantaged areas, so that they can work.</i></p>	<p>A 12% reduction in the proportion of young children living in households where no-one is working.</p> <p><i>Sure Start Unit will contribute to the DWP PSA target to reduce the proportion of children in households with no one in work over the 3 years from Spring 2003 to Spring 2006 by 6 1/2% and to the joint HMT/DWP PSA target to reduce the number of children in low-income households by at least a quarter by 2004, as</i></p>	<p>1. To create 250,000 new childcare places for at least 450,000 children, (approximately 280,000 children net of turnover) <i>in addition to the new places for 1.6m children to be created between 1997 and 2004.</i></p> <p>2. To create 180,000 new childcare places in the 20% most disadvantaged wards (and smaller areas of disadvantage).</p> <p>3. To create, by 2006, 95,000 new high quality out of school club childcare places for children</p>	<p>All targets refer to 2003-06 period unless stated.</p> <p>Targets cover all relevant Sure Start Unit programmes, all areas unless stated otherwise.</p> <p>Targets 1 and 3 refer to 2004 – 2006.</p>

Objective	Public Service Agreement target for fully operational programmes, by March 2006	Service Delivery Agreement targets, by March 2006	Notes
	<p><i>a contribution towards the broader target of halving child poverty by 2010 and eradicating it by 2020.</i></p>	<p>of school age.</p> <p>4. To establish Children's Centres in areas of disadvantage extending core Sure Start services to a further 300,000 children, so that by <b>March 2006</b> at least 650,000 children have access to Children's Centre services.</p> <p>5. To increase the percentage of childcare providers inspected by Ofsted rated as good or better by 2006. <i>Level to be set by 2004 when Ofsted system in place and initial baseline data available.</i></p>	

Objective	Public Service Agreement target for fully operational programmes, by March 2006	Service Delivery Agreement targets, by March 2006	Notes
		6. To at least double the number of users of the Childcare Link website and local Children's Information Services	
<p><b>Improving learning</b></p> <p><i>In particular by promoting high quality care and education which supports children's development and early education, especially in disadvantaged areas and especially through early identification of and support for children with special needs.</i></p>	<p>An [x] per cent increase in the proportion of children having normal levels of communication, language and literacy at the end of the Foundation Stage and a [y] per cent increase in the proportion of young children with satisfactory speech and language development at age 2 years.</p> <p><i>Target level to be set by end of 2003-04 when first Foundation Stage Profile data available.</i></p>	<p>7. 95 per cent of Foundation Stage provision inspected by Ofsted rated good or better by 2006.</p> <p>8. To <b>increase the number of children who have their needs identified in line with early years action and early years action plus of the SEN code of practice and who have either a group or individual action plan in place. Target percentage increase in number of children to be set by end of 2003-04 when baseline data available</b></p> <p>9. To increase the use of <b>libraries by families with young children. Target</b></p>	

Objective	Public Service Agreement target for fully operational programmes, by March 2006	Service Delivery Agreement targets, by March 2006	Notes
		<p><i>percentage increase in use to be set by 2004 when baseline data available.</i></p>	
<p><b>Improving social &amp; emotional development</b></p> <p><i>In particular in the most disadvantaged areas:</i></p> <ul style="list-style-type: none"> <li><i>* promoting greater parental understanding of and engagement in children's development;</i></li> <li><i>* supporting early years and childcare providers in early identification of difficulties.</i></li> <li><i>* increasing the contribution out of school provision makes to older children's development as citizens.</i></li> </ul>	<p>An [x] per cent increase in the proportion of babies and young children aged 0-5 with normal levels of personal, social and emotional development for their age.</p> <p><i>Target level to be set by end of 2003-04 when first Foundation Stage Profile data available.</i></p>	<p>10. All families with new born babies in Sure Start local programme and Children's Centre areas to be visited in first 2 months of their babies' life and given information about the services and support available to them.</p>	<p><i>Through their programmes targeted on older children, Sure Start Unit will also contribute to the Home Office target on reducing levels of youth offending. – to be finalised once Home Office target confirmed.</i></p>
<p><b>Improving children's health</b></p>	<p>A 6 percentage point reduction in the proportion of mothers</p>	<p>11. Information and guidance on breastfeeding, nutrition,</p>	

Objective	Public Service Agreement target for fully operational programmes, by March 2006	Service Delivery Agreement targets, by March 2006	Notes
<p><i>By improving awareness of healthy living amongst children and their service providers and, in particular in disadvantaged areas, by helping parents to support their children's healthy development before and after birth.</i></p>	<p>who continue to smoke during pregnancy.</p>	<p>hygiene and safety available to all families with young children in Sure Start local programme and Children's Centre areas.</p> <p>12. Reduce by 10 percent the number of children aged 0-4 living in Sure Start local programme and Children's Centre areas admitted to hospital as an emergency with gastro-enteritis, a lower respiratory infection or a severe injury</p> <p>13. Ante-natal advice and support available to all pregnant women and their families living in Sure Start local programme and Children's Centre areas.</p>	

<p><b>Strengthening families and communities</b></p> <p><i>By encouraging all providers of children's services to take a wider view of their role in the community and, in particular in disadvantaged areas, by involving families in building capacity in the community and creating pathways out of poverty.</i></p>	<p>A 12% reduction in the proportion of young children living in households where no-one is working.</p>	<p>14. An increase in the proportion of families with young children, reporting personal evidence of an improvement in the quality of family support services. <i>Target levels to be set, as percentages for families in disadvantaged areas and in all areas, by end of 2003-04 when baseline data available.</i></p> <p>15. LAs, Sure Start local programmes and Children's Centres to have effective links with Jobcentre Plus, local training providers and further/higher education institutions.</p>	<p>Family support defined very broadly to cover all services for families with young children.</p> <p>Further work is needed to identify how this target can be measured. Target provisional until measurability determined.</p>
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