

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 14 March 2023
Time: 3.30 pm
Place: Zoom Meeting

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board	
3.	MINUTES To receive the minutes of the previous meeting, which was held on 17 January 2023	1 - 6
4.	EDUCATION UPDATE To consider the attached report from the Assistant Director, Education	7 - 12
5.	CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2022 To consider the attached report from the Assistant Director, Education	13 - 46
6.	SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE To consider a verbal update from the Assistant Director, Education	
7.	DATE OF NEXT MEETING To note that the next meeting of Education Attainment Improvement Board will be held on 20 June 2023	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

17 January 2023

Commenced: 3.30pm

Terminated: 4.50pm

Present: Councillors Feeley (Chair), Fairfoull, and Colbourne
Paul Jacques, Andrea Radcliffe

In Attendance:

Catherine Moseley	Head of Access Services
Jane Sowerby	Lead Primary School Performance and Standards Officer
Charlotte Finch	Head of SEND
Caroline Barlow	Assistant Director, Finance
Ali Stathers-Tracey	Director, Children's Services
Amanda Aylward	Head of Virtual School and College

Apologies: Councillor Cooper
Councillor Boyle
Elizabeth Turner

55 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and introduced all parties. Sincere thanks were expressed for the services of Tim Bowman, Director, Education (Tameside and Stockport), who would soon be leaving Tameside to take up a new role. Best wishes of Members were extended to Tim and it was explained that Jane Sowerby would be taking up the role of Assistant Director, Education at the end of January 2023.

56 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

57 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 18 October 2022.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 18 October 2022 be approved as a correct record.

58 SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which provided an update on the progress of the Written statement of Action.

It was noted that this report provided a snapshot of progress at the time of writing and that, since the report had been produced, there had been further progress. Members' attention was drawn to the appendices included alongside the report and it was stated that the following actions had been completed:

- Local Offer Rebrand Completed. Soft Launch Live from October 2022

- Local Offer Working Group - new lead assigned and working groups established and convened
- Co-produced parent/carer survey now completed and results shared with parents/carers and Primary Heads
- Business Process Review completed with findings reported to Executive Cabinet
- First parent carer engagement session had taken place- feedback given re PC survey
- SEND Scorecard devised and all schools provided with their own individual data
- EHCP Quality Assurance Framework in place
- Annual Review Recovery Plan in place
- Timeliness Recovery Plan in place
- Child/ Young Person Survey Live
- SENDco Survey Live
- Health Navigator Service in place - impact being measured
- Health audits and CPD programme well underway
- Significant Improvement in Timeliness in Health Advice (end of September 100% for CAMHS, 92% ISCAN, 63% Paediatrics)
- Recruitment well underway for additional investment in Health Therapy and CAMHS
- Health Preparation for Adulthood Strategic Lead appointed

Members were informed that implementation was progressing well. On the report, 88% of actions were green or amber and only 3% of actions were red, with 4% not yet started. However, it was noted that, since the report had been produced there were now no red areas at all.

In relation to Priority 1, it was stated that numerous training sessions had been delivered and post-course feedback evidenced that this had been effective and well received. Priority 6 had also seen further progress and, whilst it was acknowledged that there continued to be some recruitment challenges, this had now progressed to amber rather than red and much work was underway. It was explained that in relation to Priority 7, a new Head of Commissioning was now in post, which had followed a period of transition.

Discussion ensued in relation to the surveys, which had been undertaken and Members were keen to investigate whether these had been co-produced alongside parents/carers. They also requested information in relation to participation rates. It was explained that much work had been undertaken with Parent/Carer Forum to design the survey and ensure that this was as accessible possible for all stakeholders. In terms of participation, it was confirmed that there had been almost 500 responses, which had provided a good overview.

A question was raised in relation to ensuring that all opportunities to engage, gather and record relevant information were well utilised, including more informal groups. In response, Members were made aware that a wide variety of opportunities had been built in to ensure face to face contact with parents/carers, children and young people. It was also noted that SEND and Health presentations had been provided at all of the Parent/Carer Forums. In addition, it was suggested that there had been some discussion around Student Forums and Smart School Councils, which would provide strategic, interactive hubs. It was hoped that these initiatives would ensure good engagement from all stakeholders.

It was acknowledged that recruitment and retention had presented significant challenges. However, Members were reassured that there had been much planning and pro-active work undertaken in order to ensure that any vacant posts were filled and gaps in staffing minimised. Access to specialist therapeutic skills, for example speech therapy, was raised as a concern. However, it was acknowledged that this was national challenge and would require continued efforts to drive up capacity.

RESOLVED

That the contents of the report be noted by the Board

59 SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING

Consideration was given to a report from the Head of Access Services, which set out the proposed admission arrangements for Tameside community, and voluntary controlled schools for admission in September 2024, following a public consultation exercise. This report would also be presented to Executive Cabinet on 25 January 2023.

Members were made aware that, where no changes to the admissions scheme or admission arrangements were proposed, there was no requirement to consult. However, it was noted that there had been agreement with 2 secondary schools to consult on a proposed reduction in the Published Admissions Number (PAN).

Denton Community College and Hyde High School had previously increased their Published Admissions Numbers (PAN) in order to accommodate a peak in birth rates. However, as this peak had now passed, these additional places were no longer required. It had, therefore, been agreed to consult on a reduction in the PAN of Hyde High School from 240 pupils to 210 pupils and Denton Community College from 330 pupils to 270 pupils.

Members were also made aware of a proposed change to the wording of 'home address' in the admission arrangements. It was stated that, in order to provide further clarity on the definition of wording on home address where parents had shared responsibility for a child, each for part of week, it was proposed to amend the wording to change from:

'Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week'

and amend the definition to:

'Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the parent receives the child benefit'

In relation to admission outside of the normal age group, it was proposed that the admissions arrangements be updated to align with the wording of the School Admissions Code. This was to ensure further clarity on the example reasons a parent may seek a place for their child outside of their normal age group.

Members were informed that the period of consultation for these changes had been from 3 November 2022 up until 15 December 2022 and no responses had been received. As a result, it would be recommended to the Executive Cabinet on 8 February 2023 that these changes be implemented for September 2024.

An annual update in relation to school place planning was provided for Members. It was noted that the main issues that affected the Council's strategic plans were late applications and in-year admissions, which complicated planning; both at school and at local authority level. It was explained that previously, well-understood trends were changing and proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Patterns of parental preference were also difficult to predict.

It was stated that the Council had been proactive in tackling the issue of rising births over the last 15 years. The Published Admission Number (PAN) had increased by almost 18% in primary and 14% in secondary schools in order to accommodate increased demand. However, it was noted that the number of places available was now beginning to decrease.

Members were made aware that, by being proactive, the Council had been able to meet its statutory duty to provide sufficient school places. This had been done whilst also managing to maintain high levels of meeting parental preference, usually at a higher level than the national average. Local and national data was presented in order to support this.

A range of data was provided for Members in order to demonstrate changes in birth rates, census data, in-year transfer rates, overall pupil numbers and cohort survival rates.

Members were informed that there would be significant surplus places in primary schools in the near future and, as a result, plans were changing in order to reflect and prepare for this. It was noted that large amounts of surplus capacity would impact on the financial viability of schools and could lead to increased levels of deficit budgets for schools. With this in mind, there had been a number of awareness raising sessions with primary headteachers in the borough to alert them to the issues of rising levels of surplus places. Further support had also been offered to geographical clusters in order to identify where surplus capacity could be reduced.

In relation to secondary school places, Members were made aware that the peak of secondary school numbers was reached in September 2021. September 2023 was expected to be high numbers again. However, it was expected that there would be sufficient places, with 3199 places available. The following reductions to PAN had also been implemented, which represented a mix of temporary and permanent arrangements:

Published Admission Numbers	Previous PAN	PAN for Sept 23
Audenshaw School	240	210
Droylsden Academy	195	180
Laurus Ryecroft	220	210

In relation to Specialist provision within the borough, Members were informed that the number of Education Health Care Plans (EHCPs) had been rising since 2017 and had more than tripled. As a result, Tameside was now more in line with statistical neighbours and approximately 3.64% of the school population now held an EHCP.

Whilst it was acknowledged that this growth in EHCPs was necessary, it was explained that this had placed significant strain on specialist providers and resource bases across the borough. Work to establish additional SEND capacity was, therefore, underway and recently acquired data, which was provided for Members, demonstrated the ongoing imperative to create additional SEND provision within Tameside.

In conclusion, it was stated that, by being proactive and working in partnership with schools over a number of years, the Council had been able to meet the demand for places in spite of significant variations in pupil numbers.

After the sustained period of growth, the need to consider reducing levels of surplus predicted to increase in primary and secondary schools over the next few years was noted. It was acknowledged that there was a need to engage in dialogue with primary school leaders to begin to consider options to reduce projected levels of surplus capacity.

Members noted that, whilst there were currently sufficient places to meet expected demand in mainstream provision, this was not the case for specialist places. It was, therefore, acknowledged that school place planning must continue to be dynamic, particularly in view of significant housing development and predicted increases in children and young people requiring support for their additional needs.

RESOLVED

That the contents of the report be noted

60 VIRTUAL SCHOOL ANNUAL REPORT

Consideration was given to a report from the Director, Education (Tameside and Stockport), which provided information regarding the education provision of cared for children and children with a

social worker during the academic year 2021-22. Significant improvements during the year 2021-22 were outlined for Members, alongside planning and priorities for 2022-23.

Members were made aware that there had been significant changes to this service since the last annual report. This had been facilitated by a redesign and recruitment process, which had now been completed

The impact of Virtual School and College 2023-22 was outlined for Members. This included:

- An increase in 4+ and 5+ English and Maths GCSE results for 2022 cohort in comparison to 2019
- Increase of cared for children having SEND identified and EHCPs awarded
- Consistently high level of PEPs completed and returned termly (around 98%)
- Increased numbers attending further and higher education
- Total of 3361 hours school led grant tuition completed
- Wider coverage of children's services giving advice to social workers and schools supporting children in need and preventing permanent exclusions of vulnerable children through the intervention of the service

Priorities for 2022-23 were also outlined for Members, including:

- Reduction of suspensions
- Attendance
- Earlier identification of SEND needs
- Establishing the new training programme
- Post 16 EET engagement

Members were informed that the vast majority of Tameside cared for children attended schools, which were either Good or Outstanding. It was also noted that, where schools had a Requires Improvement or lower judgment, Virtual School team attend PEPs, in order to ensure that provision was still appropriate and provided support for the school in order to support the child attending. It was explained that any movement of school was discouraged unless absolutely necessary and that school location was carefully considered in care planning with social workers, prior to any move being agreed.

Data in relation to pupil numbers of cared for children was provided for Members, who were made aware that there were 546 cared for children in Reception to Year 13, as of July 2022 with 459 of these attending Reception to Year 11. Data was also provided in relation to cared for young people in further and higher education.

It was stated that there was a consistently high termly return of PEP (Personal Education Plan) documents, with meetings held regularly and paperwork kept up to date and demonstrating effective pupil premium spending.

Members were made aware that the School Led Tutoring Grant had been used in order to provide tutoring intervention to support catch-up for lost education due to the pandemic. This had been demonstrated clearly in the termly PEPs for cared for children, which were quality assured by managers in the Virtual School.

Detailed information in relation to the attendance of cared for children was provided for Members. It was acknowledged that attendance remained broadly below pre-Covid levels and that there had been some increases in persistent absenteeism. It was also noted that attendance at specialist provision was lower than mainstream. With this in mind, it was stated that attendance would continue to be a key area of focus and that work would continue across schools and social care services to proactively address these concerns.

It was noted that the number of cared for children, who had been awarded Education Health Care Plans (EHCP) had continued to rise and that these had predominantly focussed on social, emotional and mental health needs. This increase was likely to be as a result of improved

identification of need and close working relationships with the SEND team in order to ensure that cared for children's needs were rapidly and accurately identified.

Attainment data for 2021-22 was provided for Members, alongside national comparisons. It was acknowledged that some excellent results had been achieved, despite young people facing difficult personal circumstances. This was particularly celebrated and some examples of remarkable achievements were provided for Members.

The importance of effective collaborative working was highlighted and a summary of partnership working across agencies was provided for Members. These included:

- VSH Youth Justice Board, Tameside and Stockport
- VSH education representative in DV Strategy Group
- VS representation on SEN assessment panel
- VSH PRS Governor
- VS representation as a Tameside Primary School Governor
- VS representation at social care placement tracking panel, legal gateway, permanence and residential panels
- VSH member of NAVSH
- VSH active member of North West Virtual Head network
- VSH member of Education Management Team and Children's Wider Leadership Team
- VSH member of Tameside Association Secondary Heads
- Provide induction training for all social care new starters

Members were also made aware that a key priority for this academic year had been training and development. An outline of training opportunities was provided, alongside information about where to access training resources on the virtual School website:

www.tameside.gov.uk/tamesidevirtualschool

As part of virtual School and College's extended duties, Members were advised that the team were now offering advice and monitoring attendance and outcomes for all children with a social worker. As part of these extended duties, they had continued to work collaboratively with the Youth Justice Service and Pupil Referral Service as key vulnerable groups. A case study was provided to support this.

A review of the Assertive Mentoring Pilot was provided, alongside a range of valuable feedback. It was noted that this had been determined to be a successful scheme, which would operate again, during the next academic year, but starting at an earlier point.

Discussion, which followed the presentation, praised the clear progress, which had been made and the wide range of achievements throughout the academic year. However, particular concerns were expressed in relation to the increase in persistent absenteeism and it was acknowledged that this would need to be a key focus moving forwards.

RESOLVED

That the contents of the report be noted by the Board



61 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on 14 March 2023 at 3.30pm.

CHAIR

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 March 2023
Reporting Officer:	Jane Sowerby – Assistant Director of Education
Subject:	EDUCATION UPDATE
Report Summary:	The report provides updates from schools since the last report in October. It includes information on changes to leadership, Ofsted updates, a Priority Education Investment Area update and KS4 outcomes, which are now validated and published.
Recommendations:	It is recommended that the Board note the content of the report.
Corporate Plan:	The proposals information in this report support most aspects of the corporate plan by covering outcomes, updates and future policy changes at a national level which will impact on the provision of good school places.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>In this update report there is one area where finances for the council or schools have been affected by recent government policy change.</p> <p>The Education Investment Area policy has been detailed including funding arrangements. A sum of £2.5m has been allocated over the next 2 and a half years. This spend is likely to be commissioned directly by the DFE so will not enter the Council's accounts. There is also the expectation nationally that schools move to a trust based system, which is a longstanding policy.</p>
Legal Implications: (Authorised by the Borough Solicitor)	The Board is asked to note the challenges as set out in this report particularly with regards to the delay to the Schools Bill.
Risk Management:	There are no direct risk management implications as a result of this report
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Jane Sowerby  Telephone: 0161 342 3247  e-mail: jane.sowerby@tameside.gov.uk

1. INTRODUCTION AND BACKGROUND

- 1.1 This report follows on from the October report presented to the Board. Since the last Education Attainment Improvement Board (EAIB) KS4 outcomes have been validated and are now published (see section 4).
- 1.2 This is the first non-pandemic academic year for three years and the impact of the restricted access to schools and socialising is playing out in Early Years settings, primary schools, and secondary schools. Secondary schools are dealing with a huge increase in mental health difficulties and behavioural attitudes as well as seeing a significant impact on attendance, especially those who are severely persistently absent (less than 50%). Primary schools and Early Years settings are seeing extremely low social and communication and language skills on entry to Reception and Nursery classes. As always, our school leaders and staff are working relentlessly to support children and families and achieve the best outcomes they can.
- 1.3 In addition to the ongoing impact of the pandemic, schools are also facing the impact of the cost of living crisis. Families with children are facing enormous challenge and financial stress; schools are facing significant rises in essential bills causing significant pressure on their budgets; and teachers in the National Education Union have been on strike twice with a further two days of strike action planned this week causing further disruption to learning.

2. CURRENT CHALLENGES AND OPPORTUNITIES

- 2.1 The Director of Education (Tameside and Stockport) left post at the end of January and Tameside now has a full-time Assistant Director of Education. Recruitment is underway to fill the Head of Education Improvement and Partnerships post. This appointment provides continuity for schools and for education strategy as well as capacity as the role is no longer shared with another local authority.
- 2.2 There have been other key changes in key education leadership roles recently. The Head of SEND decided to leave the Council in February. Any change offers the opportunity to rethink the service and a pause for reflection around the structure and needs for children, families and partners. We will be recruiting to the role externally. In the meantime, interim arrangements are in place, which include a Project Manager to lead on the Written Statement of Action, a SEND Programme Lead to review and oversee the improvement activity across the service; a Project Manager leading the SEND Sufficiency work; and the Deputy Head of SEND will lead on SEN Assessment and placements.
- 2.3 The ongoing Education Priorities - Reading, SEND, and Attendance – remain relevant and at the centre of our commissioning, support and challenge, in particular: early reading and language; SEND support; and Persistent Absence. Building on these priorities is the Department for Education (DfE) Priority Plan which focuses on early outcomes around communication and language and strong passes at the end of Key Stage 4 (see section 3 for more detail). The Priority Area Delivery Plan, which is due to be signed off by ministers in the coming days or possibly weeks, provides us with an excellent opportunity to invest in these two areas of entrenched low attainment.
- 2.4 There has been significant turmoil and instability at a national level since the publication of both the Schools White Paper and the Levelling Up White Paper in the spring of 2022. There have been five Education Secretaries since July 2022 and this, along with two leadership changes in the Government, has meant that some of the White Paper plans have been derailed and the Schools Bill was postponed in December. The DfE policy for moving to a fully trust-led system for Priority Areas, whilst delayed, has not changed.

2.5 The Council's updated Schools Strategy, September 2022, sits alongside the Priority Area Plan and the Education Priorities as a key school improvement tool. The four Diocese with schools in Tameside are fine tuning their plans to move to a fully-trust led system and a clear road map for these schools (c24) is emerging with some Diocese establishing a dated timeline for their schools to join the designated strong trusts.

2.6 In the current academic year, since September, there have been 19 inspections (14 Primary; 5 Secondary). All but one school either improved their Ofsted grade or maintained a Good, with the vast majority achieving the latter. 95% of all children in primary schools are in Good or better Ofsted graded schools, which is significantly above the national average.

3. PRIORITY EDUCATION INVESTMENT AREA UPDATE

3.1 The Schools White Paper issued a year ago has experienced unforeseen delays and the Schools Bill, which legislated for some of the changes in the White Paper, was dropped in the late Autumn. The DfE has stated that The Government's commitment to and policy around Priority Education Investment Areas remains. We are waiting for DfE to confirm final ministerial sign off, which DfE is expecting imminently.

3.2 The final plan is not yet a public document so cannot be shared but the priorities are:

Priority One: Early/Primary Literacy outcomes and the metrics DfE wishes to improve are:

- Percentage of pupils reaching the expected standard in Phonics at the end of year 1.
- Percentage of pupils reaching expected standard in KS2 RWM, Reading and Writing.

Priority Two: Significant improvement in KS4 English and Maths outcomes and the metrics DfE wishes to improve are:

- Percentage of pupils achieving 9-4 in GCSE English and Maths.
- Percentage of pupils achieving 9-5 in GCSE English and Maths

3.3 Priority one support includes: support to implement evidence-based speech and language intervention; more funding for Making it REAL; nearly half of primary schools to access additional speech and language support from trained individuals working with those schools; support with validated phonics schemes; and targeted trust-led support for schools with the greatest challenges.

3.4 Priority two support includes: support for curriculum alignment across Key Stage 2 to Key Stage 3; and targeted support for schools with the lowest outcomes.

3.5 The funding behind the delivery plan is £2.5 million over the next two-and-a-half years broadly. This will be evenly split across the two priorities. This money is likely to be commissioned directly by DfE rather than coming into the Council but the details on this are still to be laid out.

3.6 Alongside this delivery plan is the continued intention to move to a fully trust-led system across English education.

3.7 We expect this plan to offer significant support to our schools and to support improved outcomes over time in Tameside.

4. GCSE RESULTS 2022 (REVISED)

4.1 Pupils in Tameside received their GCSE results at the end of August 2022.

- 4.2 The COVID-19 pandemic meant that most exams and assessments did not take place in the 2019/20 or 2020/21 academic years. Any GCSEs awarded during those academic years were either centre-assessed grades (the higher of a teacher assessed grade or standardised grade based on pupils work in 2019/20) or teacher-assessed grades (TAGs – 2020/21). Despite the significant impact of COVID-19 on students and schools during 2021/22, exams and assessments for GCSEs did go ahead.
- 4.3 In January 2023, the DfE published their revised statistical first release on KS4 outcomes. The DfE has made comparisons to 2018/19 data as it is “more meaningful to compare to the last year summer exams were sat”. As such, comparisons below are in relation to 2018/19 data.
- 4.4 The main measures of pupil outcomes at KS4 are Attainment 8 and Progress 8. Attainment 8, a point score is a measure showing the average academic performance of pupils across 8 Government approved school subjects. Progress 8 is a type of 'value-added' measure that indicates how much progress pupils have made from the end of KS2 to the end of KS4. Attainment 8 and Progress 8 are linked, with a Progress 8 score being the difference between a school/pupil’s estimated Attainment 8 score and their actual Attainment 8 score. The national average for Progress 8 is always 0.
- 4.5 The ‘Basics’ measure for attainment in English and Maths also remains and is now based on pupils achieving a strong pass in English and Maths (grade 9-5). Pupils attaining a standard pass in English and Maths (grade 9-4) is an additional measure, which is still monitored.

	Number of pupils		Progress 8		Attainment 8	
	201819	202122	201819	202122	201819	202122
England	540046	585201	-0.03	-0.03	46.8	48.9
Tameside	2486	2744	-0.22	-0.22	44.2	45.2

	% E&M 9-5		% E&M 9-4	
	201819	202122	201819	202122
England	43.4	50.0	64.9	69.0
Tameside	39.9	44.2	63.0	65.2

- 4.6 For **all** pupils:
- Progress 8 remained at -0.22 in 2021/22.
 - Attainment 8 was 45.2 compared to 44.2 in 2018/19 and 48.9 nationally, with the gap to national widening by 1.1 from 2.6 to 3.7.
 - 44.2% of pupils achieved a strong pass in English and Maths compared to 39.9% of pupils in 2018/19 and 50.0% nationally, with the gap to national widening by 2.3% from 3.5% to 5.8%.
 - 65.2% of pupils achieved a standard pass in English and Maths compared to 63% of pupils in 2018/19 and 69.0% nationally, with the gap to national widening by nearly 2% from 1.9% to 3.8%.
- 4.7 Against our comparative LAs, Tameside is on Progress 8:
- 14th in the North West compared to 13th in 2018/19
 - 5th out of 11 statistical neighbours, having been 7th in 2018/19, and
 - 6th out of 10 Greater Manchester LAs, having been 5th in 2018/19.
- 4.8 On Attainment 8, Tameside is:
- 18th in the North West compared to 14th in 2018/19
 - 8th out of 11 statistical neighbours, having been 6th in 2018/19, and
 - 7th out of 10 Greater Manchester LAs, having been 5th in 2018/19.
- 4.9 On strong pass in English and Maths, Tameside is:

- 15th in the North West compared to 11th in 2018/19
- 8th out of 11 statistical neighbours, having been 5th in 2018/19, and
- 7th out of 10 Greater Manchester LAs, having been 4th in 2018/19.

4.10 For **disadvantaged** pupils in Tameside:

- Progress 8 remained at -0.62 in 2021/22, though the national average widened from -0.45 to -0.55 meaning the gap between Tameside and national has narrowed from -0.17 to -0.07. The gap to national non-disadvantaged pupils has remained at a similar level to 2018/19 at -0.77.
- Attainment 8 was 35.8 compared to 37.7 nationally, with the gap to national widening marginally from 1.6 to 1.9.
- 26.6% of disadvantaged pupils achieved a strong pass in English and Maths compared to 24.3% of disadvantaged pupils in 2018/19 and 29.7% of disadvantaged pupils nationally, with the gap to national widening by 2.7% from 0.5% to 3.1%.
- 46.3% of disadvantaged pupils achieved a standard pass in English and Maths compared to 45.2% of disadvantaged pupils in 2018/19 and 48.6% of disadvantaged pupils nationally, with the gap to national increasing to 2.3% having previously been in line with national.

4.11 Against our comparative LAs, Tameside is on Progress 8 for disadvantaged pupils:

- 8th in the North West compared to 10th in 2018/19,
- 2nd out of 11 statistical neighbours, having been 7th in 2018/19, and
- 6th out of 10 Greater Manchester LAs, having been 5th in 2018/19.

4.12 On Attainment 8, Tameside is for disadvantaged pupils:

- Remains 12th in the North West,
- 4th out of 11 statistical neighbours, having been 7th in 2018/19, and
- 8th out of 10 Greater Manchester LAs, having been 6th in 2018/19.

4.13 On strong pass in English and maths, Tameside is for disadvantaged pupils:

- 10th in the North West compared to 7th in 2018/19,
- Remains 3rd out of 11 statistical neighbours, and
- 7th out of 10 Greater Manchester LAs, having been 4th in 2018/19.

4.14 Outcomes at the end of Key Stage 4 are disappointing but this has been identified as an area where there is entrenched challenge for some of our schools. The Priority Plan aims to address overall performance in Tameside through targeted support for the schools with the most entrenched challenges. These schools support large numbers of Tameside's most disadvantaged children so it is vital that we secure rapid improvement.

4.15 The structural approach to school improvement, working with the DfE and strong MATs, as part of a fully trust-led system and as described in our Schools Strategy, will support improvement.

5. CONCLUSION

5.1 As the first non-pandemic academic year for three years there is new challenge for settings and schools. Secondary schools are dealing with a huge increase in mental health difficulties and behavioural attitudes as well as seeing a significant impact on attendance. Primary schools and Early Years settings are seeing extremely low social, communication and language skills on entry to Reception and Nursery classes.

5.2 Priority Area funding for Tameside school improvement will support the DfE's delivery plan, which will provide £2.5 million over the next two-and-a-half years broadly evenly split across the two priorities – early language and reading; and KS4 outcomes. We expect this plan to

offer significant support to our schools and to support improved outcomes over time in Tameside.

- 5.3 Outcomes at the end of Key Stage 4 are disappointing but this has been identified as an area where there is entrenched challenge for some of our schools. The Priority Plan aims to address overall performance in Tameside through targeted support for the schools with the most entrenched challenges. These schools support large numbers of Tameside's most disadvantaged children so it is vital that we secure rapid improvement.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD										
Date:	14 March 2023										
Reporting Officer:	Jane Sowerby - Assistant Director, Education										
Subject:	CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2022										
Report Summary:	<p>The following report outlines the outcome of the childcare sufficiency annual report 2022. The report includes an analysis of the supply and demand for childcare within the borough collated during 2022 and any changes from the previous year e.g., whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved</p>										
Recommendations:	<p>The Board is recommended to:</p> <ol style="list-style-type: none">1. note the content of the report2. endorse the recommendations set out in the conclusion section and3. approve the Childcare Sufficiency Assessment Annual Report 2022 for publication on the Council's website as required by statute										
Corporate Plan:	The report supports two elements of the Community Strategy - Prosperous and Learning Tameside.										
Policy Implications:	There are none arising from this report.										
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>Early Year's education is funded from ring-fenced Dedicated Schools Grant. The funding is based on provision in the borough. The allocation for 2023-24 is outlined below.</p> <p>The increase in funding for the 2023-24 financial year is due to an increase in the hourly rate for Early Years as well as the rolling in of the Teacher's Pay & Pension grants, which were previously funded separately. Funding will be updated following the January 2023 census.</p> <table border="1"><thead><tr><th>DSG Blocks</th><th>2022-23</th><th>2023-24</th><th>Increase</th><th>% Increase</th></tr></thead><tbody><tr><td>Early Years Block</td><td>£17.304m</td><td>£18.082m</td><td>£0.778m</td><td>4.49%</td></tr></tbody></table>	DSG Blocks	2022-23	2023-24	Increase	% Increase	Early Years Block	£17.304m	£18.082m	£0.778m	4.49%
DSG Blocks	2022-23	2023-24	Increase	% Increase							
Early Years Block	£17.304m	£18.082m	£0.778m	4.49%							
Legal Implications: (Authorised by the Borough Solicitor)	<p>Section 2 of the Childcare Act 2016 and sections 6, 7, 7A, 9A, 12 and 13 of the Childcare Act 2006 set out the Council's statutory duties for the provision of early year's education.</p> <p>This report pulls together the data to ensure that those duties are being met and to provide Members with the opportunity to review the provisions.</p>										
Risk Management:	The risk of not complying with the statutory duty identified in the report is balanced by regular analysis and assessment, which does take place, as described in the report.										

Access to Information:

NON-CONFIDENTIAL

This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information:

The background papers relating to this report can be inspected by contacting Jacqueline Nurney, Early Education Funding and School Organisation Manager



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1. INTRODUCTION

- 1.1 The Early Education and Childcare statutory guidance for local authorities sets out the outcome for securing sufficient childcare, which is to ensure that parents are able to work because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings. In order to carry out this statutory duty the council needs to carry out an annual sufficiency audit that includes all types of early years providers located within the borough who provide childcare services to families.
- 1.2 The guidance is not prescriptive on the method of reporting but indicates that, as part of the process local authorities should collate an annual report to elected council members on how they are meeting their duty.
- 1.3 The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

2. CHILDCARE SUFFICIENCY

Context

- 2.1 The report includes the supply and demand for childcare within the borough and any changes from the previous year e.g., whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough.
- 2.2 The childcare sufficiency report is compiled by the Early Years Funding Team using a range of information to assess supply and demand. The primary source of information is the assessment from previous years available on the Council's [website](#), which is updated annually. Information from parents and carers is obtained through enquiries to the Families Information Service and collated to give an assessment of where demand is greater than supply. Other primary information used includes annual birth rate information, national census data, information on the local economy and school readiness. Information on the supply of places and numbers and types of providers is generated through the Early Years Funding Team and the Families Information Service. All of this is considered within the Childcare Sufficiency Assessment, analysed and recommendations made.
- 2.3 It includes a more detailed analysis of places for free early education places for 2, 3 and 4 year olds and Out of School clubs, which includes places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the borough.

3. CONCLUSION

- 3.1 The 'Childcare Sufficiency Annual Report 2021' was approved at the Education and Attainment Board, March 2022 and the attached report provides an updated position on the assessment of childcare sufficiency during 2022.
- 3.2 The data indicates that the childcare market in Tameside since the last report has remained relatively stable and despite a reduction of places in certain sectors, overall the number of childcare places available across the borough has increased since the previous assessment which impacts positively on parental choice.
- 3.3 The report provides a number of recommendations but these are based on the data provided during the assessment, which for some providers is voluntary. It is worth noting that not all providers within Tameside who offer childcare services contributed to the audit therefore a full assessment of all childcare available was not possible.

3.4 All Covid restrictions were lifting during the early part of 2022 and the attached childcare sufficiency report was collated using data and information provided after this time.

Report Recommendations/Actions

3.5 All previous recommendations/actions detailed in the 2021 report have been acted on. Improving the data quality is now embedded within the data collection and data verification process and forms part of the overall data process. The childcare market and the monitoring of places for 2 year olds and take up of 30 hours is an ongoing and a continuous termly process. The 2022 report provides a further update and suggested actions for both areas.

3.6 The 2022 report does not highlight any major gaps in provision within the borough that require action at this time based on the data available during the snapshot period however; it does provide brief recommendations for action, which include:

- To monitor the birth rate and inform childcare providers of the lower birth levels, to enable them to plan ahead for the eventualities of a potential reduced need for formal childcare
- Continue to monitor the number of 2-year places across the borough to address any required action for any identified gaps. To follow up on the actions identified which will inform any future place creation required
- Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available

3.7 Approval of the attached Childcare Sufficiency Annual Report 2022 is requested and for the board to approve this report for publication on the Councils website. <https://www.tameside.gov.uk/childcare>

4. RECOMMENDATIONS

As set out at the front of the report.

CHILDCARE SUFFICIENCY ANNUAL REPORT 2022



CORONAVIRUS (COVID 19) PANDEMIC

This report was collated in the usual way using data and information from 2021, and using provider information collated during 2022. Where information was available, this report takes account of the impact to Childcare Sufficiency during the pandemic.

The government-planning guide provides information and support for all Schools and Early Years Providers, which is regularly updated. Tameside Council continues to work closely with the sector to support the continued operation of schools, colleges and childcare settings.

CONTENTS

	Page
1. Introduction	3
2. Legislation	3
3. The Borough of Tameside	3
4. Review of the Local Childcare Market	7
5. Conclusion	21
6. Recommendations	23
7. Appendices	24

1. INTRODUCTION

- 1.1 Section 6 of the Childcare Act 2006 introduced a new statutory duty on local authorities to ensure sufficient childcare to meet demand. The act defines sufficient childcare as:
“As far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in the area who require childcare in order to enable them:
a) *To take up or remain in work*
b) *To undertake education or training which could reasonably be expected to assist them to obtain work”*
- The duty also applies to the provision of free early education and childcare for 3 and 4 year old children.
- 1.2 A sufficient childcare market is defined as one that develops sustainable childcare that is affordable and of high quality.

2. LEGISLATION

- 2.1 Local Authorities are required to secure sufficient childcare so far as reasonably practicable for working parents or those studying or training for employment with children aged 0-14 (or up to 18 for disabled children).
- 2.2 Local Authorities should take into account where it is ‘reasonably practicable’ when assessing what sufficient childcare means in the area and include:
- The state of the local childcare market, including supply and demand
 - The state of the labour market
 - The quality and capacity of childcare providers including funding, staff, premises and experience
- 2.3 The Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare (2018) suggest that Local Authorities should *“report annually to elected council members on how they are meeting their duty to secure sufficient childcare”*.

3. THE BOROUGH OF TAMESIDE

3.1 Description

Tameside Borough was created on 1 April 1974 and is one of the ten metropolitan districts of Greater Manchester. It consists of nine towns in a mainly urban area, stretching from the city of Manchester to the Peak District and shares its borders with Stockport, Oldham, Manchester and the Borough of High Peak.

Tameside is comprised of 19 wards and is characterised by some of the worst 5% of deprived areas nationally. Tameside is noted to be the 37th most deprived borough nationally on the Index of Multiple Deprivation 2019.

See **Appendix 1** Income Deprivation affecting Children 2019 - for further information.

3.2 Population

The population of Tameside as recorded by the Census 2021 is approximately 231,071. This is an increase of 5.4%, or 11,747 residents over the Census 2011 population figure of 219,324.

3.3 Ethnicity

The following table shows 82.32% of residents recorded by the Census 2021 in Tameside describe themselves to be White British. This is above the national average of 74.42% but less than the Census 2011 when 88.51% of residents identified as White British.

	White British		Other	
	Number	%	Number	%
Tameside	190,305	82.4	40,765	17.6
East	53,930	90.2	5,940	9.8
North	33,931	67.9	16,672	32.1
South	41,904	83.6	8,311	16.5
West	60,540	86.2	9,839	13.8

(Source Census 2021)

3.4 Age

Using data extracted from the Census 2021 the following table shows the breakdown of age across the borough and by the administrative neighbourhoods – north, east, south and west:

- North-Ashton
- East- Mossley, Stalybridge, Dukinfield
- South-Hyde and Longdendale
- West-Denton, Droylsden, Audenshaw

Notably, from a childcare demand perspective, approximately 63% of the population is of working age: 16 to 64 years which is a small decrease compared to the Census 2011 when it was 65% approximately. This figure becomes significant when considered in conjunction with Birth Rate data.

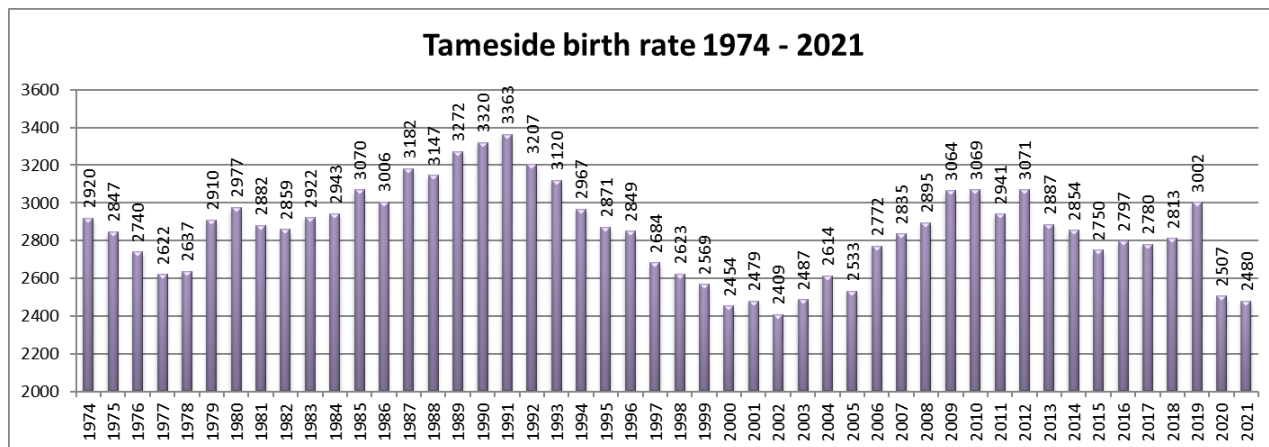
	0 to 4		0 to 15		16 to 64		65+	
	Number	%	Number	%	Number	%	Number	%
Tameside	13,664	5.9	45,934	19.9	144,620	62.6	40,509	17.6
East	3,367	5.6	11,616	19.3	37,548	62.6	10,729	18.0
North	3,364	6.6	10,926	21.5	31,653	62.3	8,041	16.1
South	3,186	6.3	10,368	20.6	31,417	62.4	8,416	17.0
West	3,756	5.3	13,034	18.5	44,034	62.5	13,320	19.0

(Source Census 2021)

3.5 Birth Rate

The graph shows Tameside births from 1974 to 2021 and illustrates there has been an upward trend for births across the borough from 2005 onwards, which caused an increase in demand for childcare places for early years and school age children.

The graph shows that the birth rate, following a notable decrease has remained static, until 2020 when it has dropped to similar levels to that in 2005. Traditionally, the birth rate tends to follow a fluctuating 25 year cycle, it is expected therefore that this trend will repeat again in future years. During 2021, the birth rate remained at a similar level to that in 2020. Birth rates will continue to be monitored and remain one of the key factors in determining demand for childcare, especially given the sustained decrease during 2020 and 2021, and with the predicted birth rate for 2022 to be at a similar lower levels. A sustained lower birth rate can affect demand for childcare and primary school places, which may start to impact early years' provision from 2023 onwards. This could negatively affect the supply of early years' provision where providers are struggling with low numbers. Low occupancy levels may affect sustainability, potentially resulting in a reduction of early years places, which will in turn affect early years roles and in a worst-case scenario potential closures.



3.6 Economic Growth

Since 2008, Tameside's economy has been adversely affected by the global recession and has suffered to a greater extent than most other parts of Greater Manchester. Despite experiencing steady employment growth over time, it is notable that Tameside has secured the lowest level of employment growth in the past 5 years compared to other Greater Manchester (9GM) authorities. However, Tameside does have a reasonably strong employment rate and the business growth rate over the past five years has been fairly strong compared to the others in GM

Due to the rollout of Universal Credit replacing Jobseeker's Allowance (JSA) and other benefits for many claimants, the following table illustrates the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work. This data set replaces the number of people claiming Jobseeker's Allowance as the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

The Covid 19 pandemic has affected economic growth within the borough and may potentially impact in the future. The Claimant count during 2021 has decreased compared to the previous year, which is a fall of approx. 30.85% from January to December 2021. The claimant count

represented as a percentage of the population using 16 to 64 has also decreased from 7.7% in January 2021 to 5.3% in December.

Claimant Count Numbers for 2021 (to nearest 5)

	North Total	West Total	South Total	East Total	Tameside Total*
January 2021	2,945	2,965	2,230	2,850	10,990
February 2021	3,085	3,120	2,315	2,970	11,490
March 2021	3,030	3,020	2,270	2,900	11,220
April 2021	2,985	2,930	2,200	2,820	10,935
May 2021	2,820	2,655	2,040	2,625	10,140
June 2021	2,730	2,470	1,895	2,480	9,575
July 2021	2,690	2,465	1,870	2,405	9,430
August 2021	2,620	2,360	1,775	2,295	9,050
September 2021	2,440	2,215	1,700	2,195	8,550
October 2021	2,385	2,140	1,635	2,130	8,290
November 2021	2,300	2,010	1,570	2,050	7,930
December 2021	2,225	1,895	1,530	1,950	7,600

(Source: NOMIS: Claimant Count Jan – Dec 2021)

*The Tameside total is sometimes higher or lower than the sum of its constituent neighbourhood totals. This is because each neighbourhood figure is calculated by adding together the totals of its constituent lower-super output areas (about 35 LSOAs per neighbourhood) and the LSOA totals are pre-rounded by NOMIS to the nearest 5 whereas the total Tameside figure is extracted by NOMIS separately.

Count 2021

Claimant count represented as a percentage of 16-64 population

	North Total	West Total	South Total	East Total	Tameside Total*
January 2021	9.3	6.9	7.4	7.7	7.7
February 2021	9.8	7.3	7.7	8.0	8.1
March 2021	9.6	7.1	7.5	7.8	7.9
April 2021	9.4	6.9	7.3	7.6	7.7
May 2021	8.9	6.2	6.7	7.0	7.1
June 2021	8.6	5.8	6.3	6.6	6.7
July 2021	8.5	5.8	6.2	6.5	6.6
August 2021	8.3	5.5	5.8	6.1	6.3
September 2021	7.7	5.2	5.6	5.9	6.0
October 2021	7.6	5.0	5.4	5.7	5.8
November 2021	7.3	4.7	5.2	5.5	5.6
December 2021	7.1	4.4	5.1	5.2	5.3

(Source: NOMIS: Claimant Count Jan – Dec 2021)

3.7 Economic Activity

The following table indicates the breakdown of the borough according to economic activity, which highlights at the time of Census 2021, 60.50% of the borough is economically active.

	Economically Active		Economically Active: Employees		Economically Active: Self-Employed		Economically Active: Unemployed		Economically Active: Full-Time Student		Economically Inactive	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Tameside	112,079	60.5	91,692	49.5	13,963	7.5	6,424	3.5	3,215	1.7	73,057	39.5
East	29,012	60.1	23,930	49.6	3,718	7.7	1,364	2.8	769	1.6	18,479	38.3
North	22,041	55.6	17,625	44.5	3,008	7.6	1,408	3.5	770	1.9	16,873	42.5
South	23,537	58.9	19,423	48.4	2,979	7.5	1,135	2.8	706	1.8	15,605	39.4
West	34,282	59.7	28,480	49.6	4,168	7.2	1,634	2.9	968	1.7	22,098	38.6

(Source: Census 2021)

3.8 School Readiness

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are school ready and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (*Statutory Framework for the Early Years Foundation Stage, page 5*).

Tameside accepts that being school ready is about more than just the child being ready for school. This transition needs the support and cooperation of all individuals involved, to create a holistic approach so a child has an enjoyable and positive experience. Schools should be ready for the child as much as the child is ready for school, helping smooth the transition between play based early learning and more formal classroom based teaching. Parents are encouraged to recognise that they are key to preparing their children for school. Key to this successful transition is positive cooperation between parents, childcare professionals and teachers.

In 2022, 65% of pupils in Tameside have achieved a good level of development (GLD) on the revised EYFS profile. Whilst not directly comparable to 2019, the GLD gap between Tameside and national is 5% having been 5% in 2019. The national average for achievement of GLD is 65% though this is subject to change, compared to the national average in 2019 for the previous EYFS profile, which was 72%.

From September 2021, the Early Years Foundation Stage (EYFS) reforms and new framework became statutory, which is designed to improve outcomes for the most disadvantaged children to narrow development gaps at school entry. The reforms are also designed to reduce bureaucracy in the early years' assessments and planning, which will enable practitioners to have more time to spend developing a rich curriculum focusing on the needs of the children in their care.

4. REVIEW OF THE LOCAL CHILDCARE MARKET

4.1 Childcare Supply

The amount of childcare provision that is currently available has seen some minor changes since the last annual sufficiency report completed in 2021, the most notable change is a further decrease in the number of registered childminders within the borough.

Based on the information collected during summer 2022 the childcare market and the number of childcare places appears to have remained stable and will continue to be monitored.

A high proportion of providers offer 30 hours free childcare which indicates continued demand and we have also seen an increase in take up over the last 12 months, which reverses the fall in take up during the first year of the pandemic. Further analysis of the sufficiency of current 2 year and 30 hour provision in the borough is detailed later in this report.

Type	2016	2017	2018	2019	2020	2021	2022	Difference + / -
Childminders	285	280	271	254	223	211	188	-23
Pre-school playgroups	21	20	17	16	16	17	16	-1
Private nurseries	49	51	55	54	54	56	55	--1
Out of school clubs	53	57	54	84	92	94	96	+2
Maintained School Nursery Classes	66	66	66	66	65	64	63	-1
Independent School with Early Years	1	1	1	1	1	1	1	

(The figures given above are for providers who are listed with the Families Information Service, some providers are not listed e.g. crèches that are not required to be registered with Ofsted as they offer less than 2 hours of provision).

4.2 Breakdown of Current Childcare by Area

The following tables highlights the number of providers and places reported during the summer term 2022, where available.

Ashton Under Lyne Area

Type	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places	2022 No of Providers	2022 No of Places
PDN	13	1021	14	989	14	946	12	771
Childminder	46	138	36	117	31	103	32	112
Playgroup/ Pre-School	4	193	3	108	3	112	3	92
Out of School	16	192	20	576	22	689	19	700
School Nursery	16	598	15	607	15	599	14	476
Totals	94	2142	88	2397	85	2449	80	2151

In Ashton-under-Lyne, we have seen the closure of 2 private day nurseries, which has impacted on the number of childcare places. There has also been a further school nursery class closure in this area, which was due to falling demand and very low occupancy levels. We have seen some reductions in the overall places in 3 of the sectors; however, aside from the closures some of this

reduction is linked to falling demand, with providers closing rooms or reducing their numbers to align with child to staff ratios. The number of childminders has slightly increased which is positive.

Denton/Droylsden/Audenshaw Area

Type	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places	2022 No of Providers	2022 No of Places
PDN	13	1064	13	1013	13	1015	13	965
Childminder	101	303	93	313	93	303	82	306
Playgroup/ Pre-School	7	286	7	345	7	345	7	275
Out of School	30	609	30	808	28	695	31	1087
School Nursery	18	780	18	874	18	908	18	903
Totals	169	3042	161	3353	159	3266	151	3536

In this area there has been a reduction in the number of childminders however, the number of places has increased slightly, which may indicate that more childminders have employed assistants which enables them to double the number of children taken. In the main, apart from some reduction in place numbers, this area retains the same number of group providers and school nursery classes from the previous year, which is positive, however we have seen some place reductions, which is due to lower demand or issues with recruitment. There is also an increase in the number of Out of School clubs and places. Whilst there is a reduction in the number of providers, in this area, overall the total number of places has increased.

Dukinfield/Stalybridge/Mossley Area

Type	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places	2022 No of Providers	2022 No of Places
PDN	17	1278	16	1084	16	1093	17	1169
Childminder	73	219	62	200	53	174	46	201
Playgroup/ Pre-School	2	47	2	45	3	65	3	61
Out of School	25	667	24	791	24	859	26	1068
School Nursery	17	546	17	662	16	584	16	494
Independent School	1	20	1	14	1	14	1	13
Totals	135	2771	122	2796	113	2789	109	3006

In this area, we have seen an increase in the number of Private Day Nurseries and Out of School clubs, which has increased the number of places, but there is a further reduction in the number of childminders. However, despite the reduction, childminder place numbers appears to have increased compared to the previous year, which again may indicate the employment of assistants or improved data reporting. In all other sectors, we have retained the same number of providers albeit a slight decrease on place numbers in school nurseries, because of decreased demand. Whilst there is a slight reduction in total number of providers, overall the total number of places in this area has increased, which is positive.

Hyde/Longdendale

Type	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places	2022 No of Providers	2022 No of Places
PDN	11	885	11	764	13	867	13	897
Childminder	34	102	32	106	34	116	28	96
Playgroup/ Pre-School	3	84	4	100	4	100	3	68
Out of School	13	313	18	587	20	716	20	717
School Nursery	15	494	15	525	15	506	15	482
Totals	76	1878	80	2082	86	2305	79	2260

In this area, we have seen the loss of one playgroup/preschool, however while the provision was Ofsted registered it never actually opened for business, therefore there is no actual impact on the loss of these places. There is also a reduction in the number of childminders, however this has not impacted greatly on the overall places. In other sectors, the number of providers and places remains unchanged from the previous year, which is positive. Overall, within this area the total number of places available has decreased slightly which is largely due to the reduction of childminders and the loss of 1 pre-school.

Totals for Tameside

Type	2019 No of Providers	2019 No of Places	2020 No of Providers	2020 No of Places	2021 No of Providers	2021 No of Places	2022 No of Providers	2022 No of Places
PDN	54	4248	54	3850	56	3921	55	3802
Childminder	254	762	224	736	211	696	188	715
Playgroup/ Pre-School	16	610	16	598	17	622	16	496
Out of School	84	1781	92	2762	94	2959	96	3572
School Nursery	66	2418	65	2668	64	2597	63	2355
Independent School	1	14	1	14	1	14	1	13
Totals	475	9833	438	10628	443	10809	418	10953

Across the borough, the total number of childcare places available is largely unchanged from the previous year. The childcare market is evolving continually and this year we have recorded provision that has adapted to demand by reducing their places either by a reduction in place numbers or the temporary closure of rooms. Most have indicated this is mainly due to lower demand and can be increased if there is a change. Despite these changes, the data highlights that overall the number of places across the borough remains similar to the previous year, which will impact positively for parental choice for childcare.

The number of childminder places where no data is provided is an estimated number based on each childminder having the capacity to take three children under the age of 5 (as per Ofsted guidance) so this will depend on how many under 5 children childminders elect to take.

See **Appendix 2** – Maps highlighting Group Provision, Out of School Clubs and Childminders

4.3 Demand for Childcare

During 2021, the Families Information Service (FIS) received a total of 5821 enquiries of various types. Of these 655 were enquiries where full details were taken. A further breakdown confirmed that a large proportion of these full enquiries initiated, related to childcare, nursery education or 2 year funded places, totaling 95.57% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 24% approx. of this type of enquiry related to childcare, nursery education and 2 year funded places or from childcare providers. The number of enquiries relating to early help increased substantially during 2021 with an increase of 17% to 67% of this type of call. This follows the amalgamation of Early Help Access Point together with Families Information Service.

Many parents search online and Tameside provides an 'Online Childcare Finder'. Statistics inform that during the period between January to December 2021 there were 3,816 searches for childcare on the Families Information Service Online service, which is a 5.59% increase from the previous year in 2020.

This can be accessed from the following web link: <https://www.tameside.gov.uk/childcarefinder>

The Tameside website also provides access to a Service Information Directory, which is a much wider online search function providing, parents with information on services for children, young people and their parents/carers e.g.

- Activities
- Children Centre Activities
- SEND – Special Educational Needs and Disabilities
- Parenting
- Youth Clubs
- Toddler Groups and more

This site can be found by accessing the following link <https://www.tameside.gov.uk/Tameside-Service-Information-Directory>

4.4 Parental Questionnaires

During the period of January to December 2021, the Families Information Service routinely contacted parents who had made an enquiry for childcare to establish data about their search and ascertain any issues or barriers to finding the type of childcare they were seeking.

During this period, 60 parents were contacted and all (100%) provided feedback, which is very positive.

Of the 60 contacted 100% were successful in finding childcare:

59	Found their 1 st Choice
1	Found an alternative but were happy with their choice

Of the 60 contacted, the following responded to their preference for the type of childcare sourced:

33	Looking for a Group Provider e.g. Private Day Nursery/Pre School Playgroup
2	Looking for a Childminder

25	Were Looking for a Private Day Nursery or a Childminder
4	Looking for 15 Hours Free Early Education

Of the 60, the following responded to the preference for the amount of childcare required

2	Looking for Full Time Childcare
9	Looking for Part Time Childcare
49	Looking for just their free early years hours

Of the 60 contacted, the following indicated their overall experience in finding childcare:

57	Found the experience positive
1	Found the experience Negative
2	Had a mixed response

Of the 60 contacted, they were all asked what the main factor in choosing childcare was:

28	Indicated Location
15	Indicated they had used the provision before
7	Indicated the Excellent reputation of the provision/ Word of Mouth
1	Indicated their 1 st Choice was full
4	Based on the Visit/Environment
1	Based on the Ofsted rating
1	Parent is a member of staff
3	Child already attending prior to receipt of free hours

Of the 60 contacted, they were all asked if they felt the costs were reasonable

31	Indicated zero costs as they were accessing their free hours
23	Felt the costs were reasonable
3	Felt the costs were not reasonable
2	Did not respond
1	Didn't know

Parental Comments on their Chosen childcare

"Everything about the nursery is really good"

"The nursery is brilliant"

"My childminder is wonderful"

"Speech and Language, since attending is really improving"

"This is the best nursery for my daughter"

"My child has settled in well and enjoys her time there"

"Before starting my child had funny eating habits and would only eat puddings, I asked the nursery for help and it seems to be working, he enjoys going and it's better for him"

"Mum has noticed their child is developing more since accessing their free early education"

"My son loves it and has developed more both socially and emotionally"

Child Comments

3 different types of childcare were contacted to ask for what children think of their childcare/nursery

"I like playing at nursery and sitting on the carpet when my teacher reads a story"

"I like playing with my friends and watching what plant I grow"

"I like the painting, play dough and playing with the cars"

The follow up calls for feedback to the initial enquiries for childcare provided a positive update as all enquiries had been able to source childcare, which also supports the data to indicate that there appears to be sufficient childcare within the borough.

Location and reputation of childcare are the main reasons parents choose their provision, whilst cost is important it is not the main factor in a parent's decision making.

The quotes provided by parents about their chosen childcare highlight a positive experience for their children whilst attending and many have indicated how it is helping their child develop and become ready for school.

4.5 Free Places for Three and Four Year Old Children

In Tameside, according to Department for Education national statistical release data, (provided to all local authorities in 2022 from data sourced from the January census) and comparing to population data, 95% of 3 and 4 year olds are taking up some or all of their free early education funding. This is a 2% increase on the previous year and hopefully if this trend continues we may achieve the pre pandemic levels of take up, of approx. 98%.

Year	2015	2016	2017	2018	2019	2020	2021	2022
Percentage	98%	99%	99%	98%	98%	95%	93%	95%

Take up for 2-year funding saw a decrease during both 2020 and 2021 however, during 2022 there has been a 2% increase in take up which also reflects the underlying work by teams within the council to encourage families to take up this offer. The decrease can be attributed to the impact of the pandemic as most North West local authorities had shown a decrease in take up during 2021. To ensure that this trend is reversed there has been increased activity to assist families to apply and seek a place for their child and participation for summer 2022 shows a slight increase on the previous term, which is encouraging. Despite some loss of provision and changes to places, there are no reported issues with families having difficulties accessing places and there appears to be plenty of choice and opportunity for parents to take up the offer.

Percentage of 2 year old children benefitting from funded early education places by local authority								
All providers - Percentage of population								
Year	2015	2016	2017	2018	2019	2020	2021	2022
Percentage	59%	73%	85%	85%	77%	77%	71%	77%

See **Appendix 3** - Map of Childcare providers delivering free Early Education Funding.

4.6 Free Places for Two Year Old Children

The complete eligibility criteria for 2 years olds who are entitled to a free 15-hour early education and childcare place can be found on the following page: <https://www.tameside.gov.uk/surestart/childcare/2yearoldfunding>

Target numbers for potentially eligible 2 year olds from the DfE target lists remained relatively static up to autumn 2021 when the target number was 1215. However, in summer 2022 it has decreased to 1099. A detailed assessment of the number of two-year places was collated during summer 2022 to inform on the number of two-year places available within the borough and to identify any further gaps.

In Tameside, we generally have a good take up of places, which are monitored term on term. The level of applications for 2 year funding was negatively impacted during the national lockdown, however following the reopening of the early years sector we are now seeing an increase in applications and take up is starting to improve. Take up during summer 2022 increased to 83% compared to summer 2021 which was 80%.

The information provided to collate this information was based on the following data sets:

- Potentially eligible families identified by the DFE during June 2022 by ward
- Total number of vacancies – Supplied from all providers delivering free early education (summer 2022)
- Total number of 2 year olds attending provision by ward area (summer 2022)

Across all wards, 18 out of the 19 wards were reporting vacancies at the time of the sufficiency data collection. The following wards indicated a shortfall in places, (assuming every family on the list was to take up a place), however in some of these wards the shortfall was minimal:

- Ashton Hurst
- Ashton St Peters
- Ashton Waterloo
- Denton South
- Droylsden West
- Stalybridge North

The eligible family data was collated, analysed and mapped according to their postal address, and additional data was added to pinpoint group provision and childminders delivering free early education to show location in relation to potentially eligible families.

Consideration was given to other provision located in bordering wards that were also within a reasonable walking distance (approx. half mile radius) to ascertain sufficiency of 2-year-old provision.

Ashton Hurst – this area is showing 62% take up of places, which is a decrease of 2% on the previous year with a small deficit of places. There is provision in this area that is operating at lower capacity than its capable of, therefore should demand increase there is scope for places to increase subject to staffing. Data is also highlighting that there were available places within a half-mile radius in Ashton St Michaels.

Ashton St Peters – this area is showing 76% take up. We have lost one group provider within this ward, which is also impacting on the number of places. However, data highlights that 3 existing providers are not operating at full capacity and have scope to increase capacity by re-opening

rooms again, subject to demand. The data also highlights place availability in Dukinfield, which for some families is within a half-mile radius.

Ashton Waterloo – this area is showing take up at 48% which is a substantial decrease on the previous year, however there has been a closure of one group provider in this ward which is affecting places. This area will require further monitoring, however the data confirms that two of the existing group providers has capacity to take further children subject to demand and there are surplus places in the St Michaels ward, that some families in this ward could access.

Denton South – This area is showing a take up of 51% however there were reported vacancies. We are also aware of a nursery that is undergoing refurbishment so were not operating at full capacity at the time of data collection which also impacted on availability of places. Once completed we anticipate this will plug any current shortfall in this area.

Droylsden West – this area is showing a 28% take up of places, which is an increase on the previous year of 25%. Data also highlights that currently many families living in this ward are accessing provision in Droylsden East ward which if analysed collectively improves the overall take up of families who live in Droylsden West to 72%. It also highlighted that there were still further places available in Droylsden East.

Whilst take up of families living in this ward is low, the data is showing that families are moving to a neighbouring ward to take up a place, this area will continue to be monitored.

Stalybridge North – this area is showing 21% take up of places, which is a sharp decrease on the previous year at 44%. At the time of reporting 1 of the larger group settings in this area was temporarily restricted for free entitlement due to its Ofsted rating which has impacted substantially on places. In addition, one of the group providers has closed a room due to lower demand and another had temporarily restricted numbers due to the nursery undergoing refurbishment. This area will continue to be monitored as from the 2-year analysis; there were no reported vacancies in this area. This area borders Dukinfield/Stalybridge, which had surplus places within walking distance for some families.

Further analysis was obtained to ascertain how families were taking up their places across Tameside and whether they chose provision located in their home ward or elsewhere in the borough. This data highlights that during the summer term, which is the busiest of the three, it indicates 80% take up of 2-year places at the time of the data collection.

On average 55% of families took up a 2-year place within the ward in which they live, whereas 41% travelled to a neighbouring ward. The remainder, which is around 4%, is families who reside outside of Tameside but have chosen to take their 2-year place here.

See **Appendix 4** – Analysis of 2 Year Free Places and Take up

Further Action – 2 Year Place Creation

The data for 2022 is highlighting some reductions to places by a small number of providers with the main reason due to lower demand, but a small number of providers have indicated an issue recruiting quality staff, which prevents them expanding the places to usual capacity. This has been highlighted as a national issue and has been raised at both national and regional level.

The birth rate for the first half of 2022 is highlighting similar projected birth levels as in 2020 and 2021, which confirms a further year of births at anticipated lower levels; the birth rate is also predicted to remain at lower levels for the next few years.

In light of a predicted lower birth rate, which is one of the biggest factors for demand for early years and childcare places, this is a key consideration in the decision making for place creation. With a lower demand for places, adding new places into the market place could adversely impact on the sustainability of existing provision. Therefore, further place creation will not be considered at this time but will be carefully monitored. It is also predicted that during 2023, providers will start to feel the full effects of the lower birth rate of 2020, which may further impact demand for childcare.

4.7 30 Hours Free Childcare

Since 1 September 2017, parents/carers that qualify are entitled to a further 15 hours of free early education per week or a maximum of 570 hours per year, giving them up to 30 hours free early education per week over a maximum of 38 weeks. To apply parents/carers must apply directly to Her Majesty's Revenues and Customs (HMRC) and renew their eligibility regularly as per their renewal dates. Further information can be located on the HMRC website <https://www.childcarechoices.gov.uk/>

During the pandemic, the number of families taking up some or all of their additional entitlement via their private, voluntary or independent provider or via their school nursery decreased slightly. However, take up of places during summer 2022 increased to more or less the same levels as in summer 2020. Continued monitoring of take up and available places will continue.

No's of Families taking all or part of their Extended Entitlement (30 Hours)									
2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
Term	Take Up	Term	Take up	Term	Take Up	Term	Take Up	Term	Take Up
Autumn 2017	1123	Autumn 2018	1251	Autumn 2019	1307	Autumn 2020	1242	Autumn 2021	1282
Spring 2018	1465	Spring 2019	1651	Spring 2020	1760	Spring 2021	1649	Spring 2022	1719
Summer 2018	1742	Summer 2019	1938	Summer 2020	1996	Summer 2021	1971	Summer 2022	1992

The majority of all group providers and childminders on the directory are registered to deliver the offer, and 50 of the 63 primary schools with a nursery, are also delivering the offer or registered to deliver the offer.

From Autumn 2020, we noted a slight downward trend in take up of 30 Hours, which again could be the impact of the pandemic and a reduction of parental eligibility. However since autumn 2021 levels have increased again over the academic year and during Summer 2022 levels of take up were back to the higher levels noted in Summer 2020, this will be monitored over the next 12 months to assess any changes to this trend. After analysis of the data provided during summer 2022, approximately half of all families (52.24%) taking up their offer sourced provision within their home ward, 41.08% took up a place in another Tameside ward and approximately 6.68% of families taking up a place came from outside of Tameside.

This makes it difficult to plan for the sufficiency of places as potentially families are sourcing provision, which is convenient for either extended family, on routes into work or as a preference for a particular provider. (See **Appendix 5**)

The analysis during summer 2022 highlighted a total of 373 vacancies for universal 15-hour entitlement, with recorded vacancies in all wards of Tameside except 1. For the 30 hours or the extended part of the entitlement there were a total of 374 vacancies, again with recorded vacancies in all wards, however there are three areas where the level of vacancies was minimal and this will continue to be monitored. (See **Appendix 5**)

Further Action

There is no detailed statistical data available on qualifying numbers of families for 30 hours, so careful termly monitoring will be needed to see where and how families are taking up their place. In addition, as this offer is predominantly aimed at working parents/carers, it is difficult to monitor how far parents are travelling from home to a provider e.g. they may source childcare near work or extended family. Information from the 2022 sufficiency data collection indicates that more families took up a place within their home ward (approx. 3%) which is also a positive indicator.

The number of recorded vacancies across the whole sector has decreased from the previous year. However, while the number of providers and possibly places have decreased or been removed due to closures, some of the reduction can be attributed to an increased take up of the extended entitlement during 2021-22.

Based on vacancy data available during summer 2022, it appears that there are sufficient places available, and no action is needed at present other than continued monitoring of places, take up and vacancies.

4.8 Childcare for Children Aged 5-11 and During School Holidays

In Tameside at the time of analysis, there were 96 Out of School clubs, (includes holiday clubs) and an approximate increase of 613 places, which appears to have increased dramatically from the previous year. This is largely due to an improved data collection and where provision has reopened within a number of schools, possibly due to leadership changes or following temporary closures during the pandemic.

Full and Part Time places for age 4 upwards

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas the vacancies were minimal e.g. Hyde Newton, however Hyde Godley was showing availability of places.

The data also highlighted vacancies available for this age range in all wards within the borough of both full and part time places for children to attend during the school holidays. The exception to this is Droylsden West, where there were no vacancies however; there were both full and part time places in Droylsden East.

Full Time and Part Time places for 8 year olds and over

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas, vacancies were lower e.g. Hyde Werneth, however the data is highlighting availability of places in both other Hyde wards.

The data also highlighted both full and part time places were available for school holiday clubs for this age range, however in some areas the vacancies were minimal e.g. Audenshaw, Longdendale and all wards in the Hyde area. The exception to this is Droylsden West where there were no vacancies but there was availability of places in Droylsden East.

Out of School clubs were adversely affected by the pandemic however overall the total number of places reported had increased.

At the time of analysis, there were no major gaps in provision however places will continue to be monitored. (See **Appendix 6**)

4.9 **Childcare for Disabled Children and Children with Special Educational Needs (SEND)**

The Early Years Quality Improvement Team provides training and support to childcare settings to enable them to offer inclusive childcare provision. All Early Years Childcare providers are able to access SENCO surgeries where they receive guidance to effectively deliver the SEN Code of Practice.

Childcare providers are able to support children with Special Educational Needs and/or Disabilities (SEND) and there has been increased parental confidence that Early Years providers are able to meet the needs of children with SEND.

Data provided from the Census 2021 highlights that 19.90% of residents in the borough are identified as Disabled under the Equality Act. (At the time of publication data was not available from Census 2021 to identify the percentage of children.)

	Total: All usual residents		Disabled under the Equality Act: Day-to-day activities limited a lot		Disabled under the Equality Act: Day-to-day activities limited a little		Not disabled under the Equality Act	
	Number	%	Number	%	Number	%	Number	%
Tameside	231,071	100.0	21,138	9.1	25,071	10.8	184,862	80.0
East	59,868	100.0	5,358	8.9	6,685	11.2	47,825	79.9
North	50,600	100.0	4,941	9.7	5,311	10.5	40,348	79.7
South	50,217	100.0	4,520	9.0	5,542	11.1	40,155	79.9
West	70,382	100.0	6,319	9.0	7,530	10.8	56,533	80.2

(Source: Census 2021)

Since July 2017, there has been a dedicated Special Educational Needs Caseworker available for early years. They work closely with the Early Years Quality Officers and Early Years Settings, including those in the maintained, non-maintained and Private Voluntary and Independent Sector.

Three Dedicated Early Years Quality Officers (EYQO) have a focus on SEND in Early Years provision across the borough. The EYQO will ensure the highest quality of care and education is offered to meet children’s needs. They support the Tameside SEND process, making sure all early years’ practitioners are collecting relevant information to ensure smooth transitions to the most appropriate educational setting for children with SEND.

All Early Years Childcare providers are able to access additional support for children with identified disabilities and special education needs, by means of the:

- Disability Access Fund
- SEN Inclusion Fund

Both measures are intended to enable Early Years providers to promote equal access to opportunities and resources for children in early years whom have an identified SEND.

4.10 Quality of Childcare

The DfE identify within current statutory guidance that they would like the outcome for all children to be able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children, leading to better outcomes.

Legislation was agreed and Ofsted is now the sole arbiter of quality for delivery of Early Education Funding, which has resulted in a changed role for Local Authorities. In response to this, the following table provides a breakdown of all the key types of providers according to their Ofsted rating (data collated as at summer 2022):

Group Settings and Independent Schools	Data Collated Summer 2019		Data Collated Summer 2020		Data Collated Summer 2021		Data Collated Summer 2022	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	1	1.41	0	0	0	0	1	1.39
Requires Improvement	2	2.82	0	0	0	0	2	2.78
Good	51	71.83	54	76.1	52	70.27	51	70.83
Outstanding	12	16.90	9	12.7	9	12.16	7	9.72
Not Yet Graded	5	7.04	7	9.8	13	17.56	11	15.28
Meets Standards	-		1	1.4	0	0	0	0

There are 61 group providers in total with approximately 80.55% rated as good or outstanding, which is a slight decrease on the previous year. The number of providers who are awaiting their first inspection has decreased to 15.28%, which does reduce the percentage of those good or outstanding. The number of settings rated inadequate or requires improvement has increased which could be attributed to the pause in Ofsted inspections since the pandemic and also the new requirements of the EYFS (Early Years Foundation Stage).

Out of School Clubs	Data Collated Summer 2019		Data Collated Summer 2020		Data Collated Summer 2021		Data Collated Summer 2022	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	0	0	0	0	1	1.04
Requires Improvement	3	3.57	1	1.09	1	1.10	2	2.08
Good	58	69.05	61	66.30	66	72.53	65	67.71
Outstanding	12	14.29	10	10.87	8	8.79	9	9.38
Await 1 st Inspection	9	10.71	16	17.39	13	12.09	14	14.58
Met	2	2.38	4	4.35	5	4.39	5	5.21
Other					1	1.10	0	0

There are 96 Out of School Clubs with 77.09% rated as good or outstanding, which is a decrease on the previous year. In addition, 14.58% are awaiting their first inspection. Therefore, if those awaiting their first inspection were excluded, the total achieving good or outstanding is actually 90.24%.

Childminders	Data Collated Summer 2019		Data Collated Summer 2020		Data Collated Summer 2021		Data Collated Summer 2022	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	6	2.36	7	3.14	5	2.37	7	3.72
Requires Improvement	7	2.76	6	2.7	6	2.84	3	1.60
Good	164	64.57	145	65.02	132	62.56	125	66.49
Outstanding	15	5.90	13	5.83	12	5.69	8	4.26
Awaiting Inspection	36	14.17	30	13.45	37	17.54	29	15.42
Met	26	10.24	22	9.86	19	9.00	16	8.51

(Included in Inadequate are 5 childminders classed as not met e.g. require actions)

In total, there are 188 childminders within the borough, which is a further decrease on the previous year. Of these, 133 or 70.75% of the childminders are rated as good or outstanding. 45 childminders have not yet been inspected, or are classed as 'Met'. Therefore, if those awaiting inspection are excluded, the total achieving a good or outstanding result is actually 93.00%, which is the same as the previous year.

Schools with a Nursery Class	Data Collated Summer 2022	
	Actual	Percentage %
Inadequate	1	1.59
Requires Improvement	3	4.76
Good	53	84.12
Outstanding	5	7.94
Yet to be Inspected	1	1.59

In total, there are 63 primary schools within the borough that have a nursery class and provide early education, of these 92.06% are rated good or outstanding, with only 1 school awaiting inspection which if excluded, the total achieving a good or outstanding result is actually 93.54%.

Of the 63 schools, 50 or, 79.36% are currently offering the 30 hours free childcare for 3/4 year olds and a further school is planning to offer it from September 2022, which once available will increase the number of schools offering 30 hours to 51 or 80.95%.

4.11 Affordability of Childcare

Childcare costs vary from area to area within the borough and from type to type, however the tables below illustrate typical average childcare costs in Tameside collated during summer 2022 based on a full time attendance e.g. 50 hours of care per week and 25 hours:

Average cost for group providers offering up to 50 hours per week

Under twos per week attending 50 Hours	£219
Under twos per week attending 25 Hours	£128
Aged 2 plus per week attending 50 hours	£219
Aged 2 plus per week attending 25 Hours	£126

- The most expensive rate for under two's for 25 hours was £145
- The cheapest rate for under two's for 25 hours was £105
- The most expensive rate for aged 2 plus for 25 hours was £150
- The cheapest rate for aged 2 plus for 25 hours was £90
- The most expensive rate for under two's for 50 hours was £260
- The cheapest rate for under two's for 50 hours was £190
- The most expensive rate for aged 2 plus for 50 hours was £275
- The cheapest rate for aged 2 plus for 50 hours was £173

Childminders - The typical average weekly costs for a childminder in the area:

Under twos per week attending 50 Hours	£188
Under twos per week attending 25 Hours	£98
Aged 2 plus per week attending 50 hours	£188
Aged 2 plus per week attending 25 Hours	£98

Out of School provision can be offered at various providers however typical costs include:

Out of school club typical average weekly for a place for 15 hours per week	£73.00
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The data highlights that childcare costs within the borough has increased in most age ranges which maybe reflective of the increased costs for childcare providers to run their businesses and also pay their staff e.g. increased pension and national insurance contributions, plus increases to the national minimum wage in April 2022.

5. CONCLUSION

Since 2011, when the last full 3-year Childcare Sufficiency Assessment was conducted, the market has been assessed annually in line with the new statutory duty. At the time of the last full assessment in 2011, this reported there was adequate childcare at the times when most people needed it, with the majority using childcare for the working day over Monday to Friday.

During 2022 the initial indicators highlight the childcare market in Tameside has remained relatively stable, there has been a reduction in the number of places at Private Day Nurseries Pre-Schools/Playgroups and School Nurseries however, the number of places within Out of School Clubs has increased. From the data and anecdotal information received from providers on the reductions, a reduced demand for places is an overarching factor. A small number of provision reported issues with recruiting experienced staff with desired levels of qualification as another factor. Most have confirmed that as demand increases again for places they can reopen rooms that have been closed or can staff accordingly for an increased level of demand. Whilst there is generally place reductions in 3 of the 5 childcare types, because of the predicted lower birth rate for the next few years, providers are adapting to meet these lower levels of demand for childcare. The childcare market in Tameside is constantly evolving and at the time of reporting data, a further nursery opened in autumn 2022 and there was also a proposal for a further new nursery in one of the areas highlighted as having reduced places due to a closure.

Overall, the number of childcare places available across the borough has increased which impacts positively on parental choice.

The number of families that were potentially eligible for a 2 year place at the time of the data collection (summer 2022) has decreased which impacts on demand. The data shows an increase in take up, which could be attributed to growing confidence with families to return to formal childcare after the height of the pandemic and as we moved out of restrictions.

Further analysis of two-year provision highlighted a number of areas to monitor. All areas will be reviewed but because of the predicted and sustained lower birth rate, no further action for capital projects is required at this time.

Providers who have reduced their places in identified wards due to demand, have indicated that they can increase their 2 year places as the need for places grows. Any corresponding increase for places should influence the market, with providers responding to meet any increased childcare need.

Analysis of the sufficiency of two-year places and the take up of the free entitlement for three and four year olds will remain under review. The DfE statistical release 2022 indicates that take up of 3 and 4 year olds is 95% in comparison to the total 3 and 4 year population; this is considered a high take up and is evident across the borough at maintained, private, voluntary and independent providers.

Changes are noted within the childcare market but other than the areas identified for further monitoring for 2-year places; no major identified gaps in provision have been highlighted.

On further investigation, most families in these areas can be served by neighbouring wards with vacancies. There were 2 areas specifically identified for monitoring, Droylsden West and Stalybridge North. In Droylsden West most family's needs were served in the nearest ward which was Droylsden East which, also had vacancies. Stalybridge North's places will increase once a newly purchased nursery is refurbished and reopens any temporarily restricted places. At the time of publication, another nursery in this area closed for business and a new provider is now being sourced due to the need to provide places in this area. Both areas will continue to be monitored.

Not all sectors of childcare providers responded to the request to provide data, which prevents a full assessment of the sufficiency of childcare places in all areas. Without any other anecdotal information to highlight any specific gaps in provision for childminders, we have been unable to fully assess sufficiency of all places, but conclude from the vacancies available from those that did submit that there is still sufficient provision.

The current escalating costs for energy is also a concern as to how it will impact the childcare sector, government announcements for support for businesses and also those who work from home will be welcome, however this is still an area for concern and the longer term impact on the sector. Some businesses may need to increase fees further for parents or will cease to trade due to sustainability. Both may have a detrimental effect on the sector as the loss of childcare providers will reduce choice and availability and some parents may be priced out of the cost to afford formal childcare.

30 Hours Free childcare

The roll out of 30 hours free childcare is now in its sixth year and at this point, there are no reported issues with parents experiencing insufficient provision. Approximately 80% of the boroughs

primary schools with a nursery offer 30 hours, which provide much-needed additional places. At the time of data collection which was during the busiest reported term, (summer) there were vacancies for 30 hours in all areas of the borough. This will be continually monitored and reported upon annually.

Impact of Covid 19

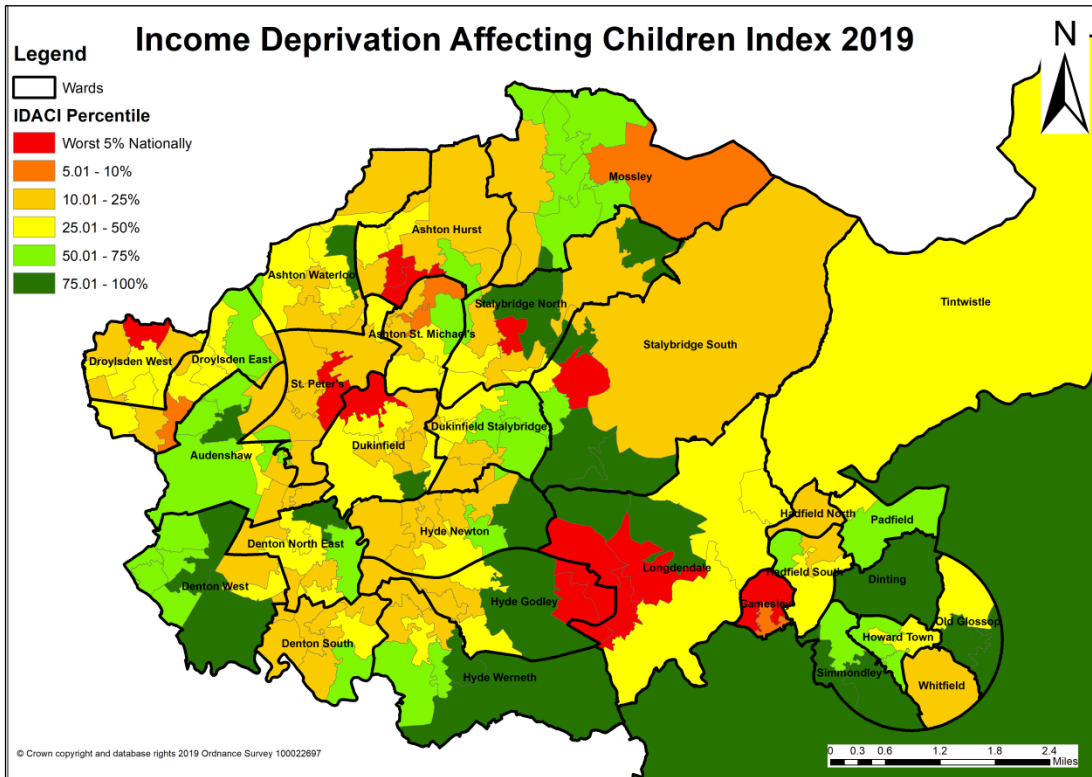
During the data collection period in summer 2022, the increase in take up for both 2 year places and for 3 and 4 year olds was very encouraging. The main factor anticipated to affect the childcare market moving forward is the sustained lower birth rate; however, it is hard to predict any future impact of Covid 19 and also how the change in working patterns and arrangements will affect the market in the future.

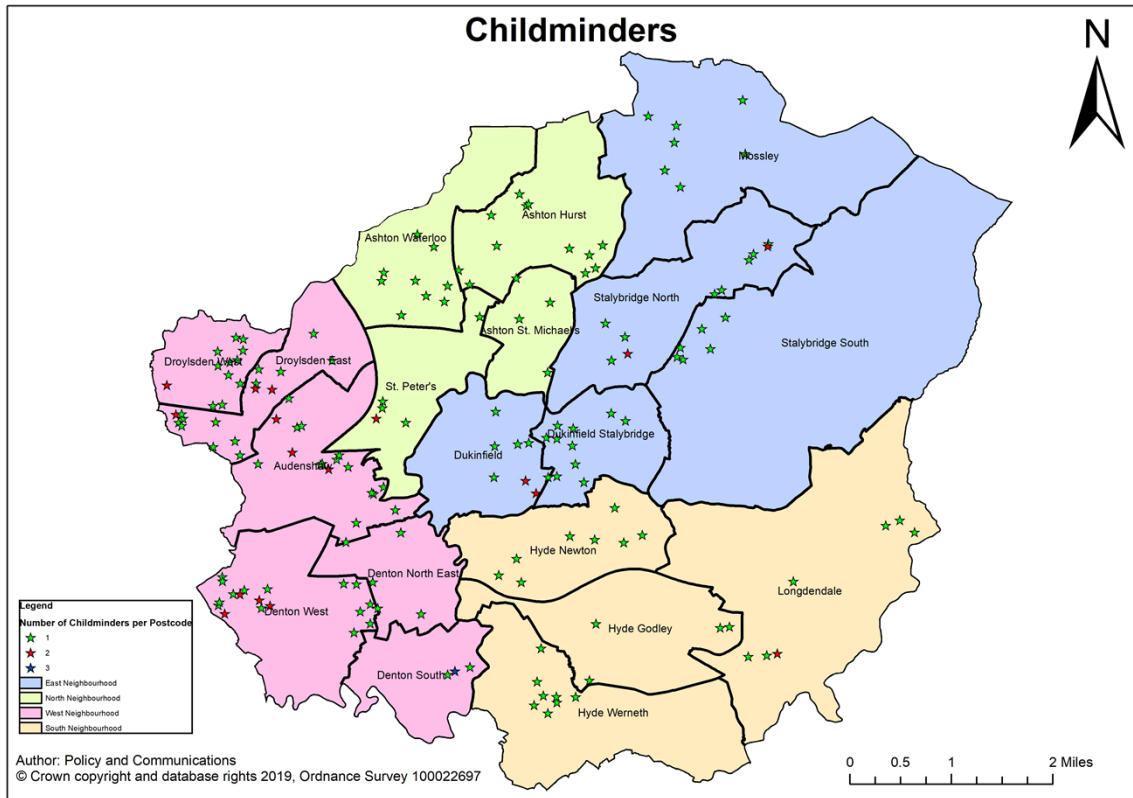
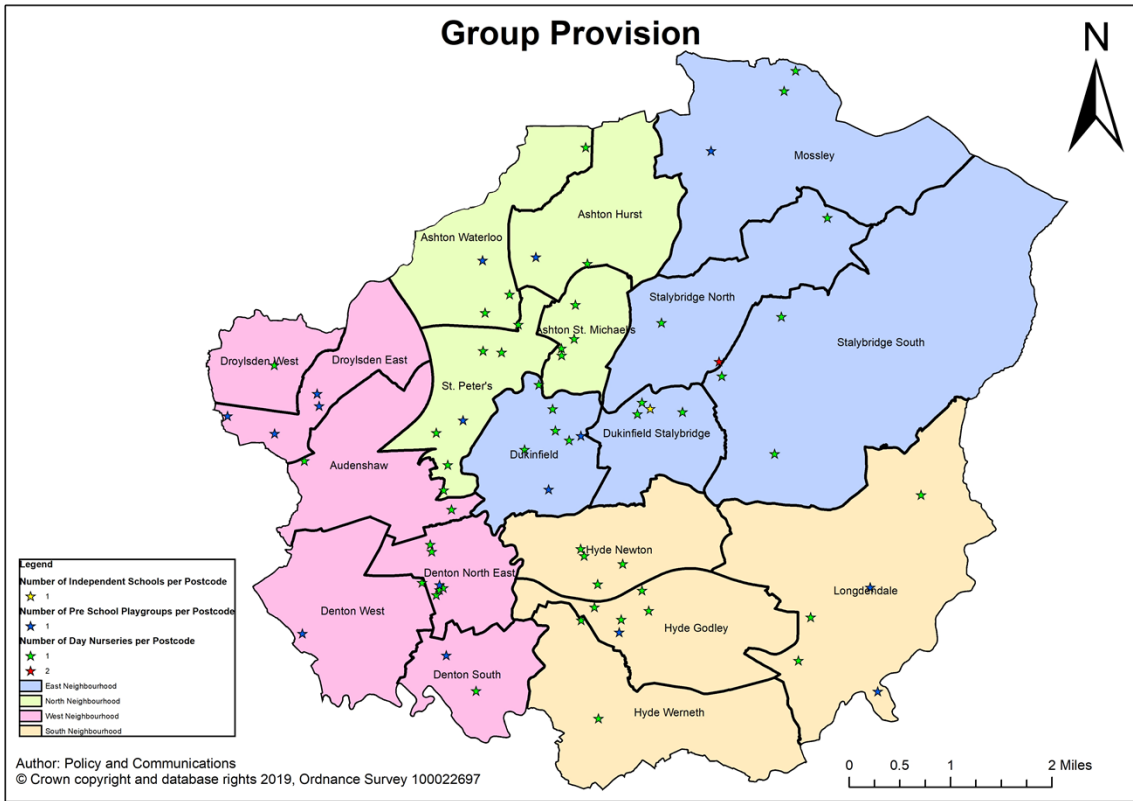
The impact of the pandemic may have a longer-term effect on the childcare market and will require continued monitoring.

6. RECOMMENDATIONS

The 2022 annual report did not highlight any major gaps in the borough that require action at this point. However, to ensure sufficiency the following recommendations are suggested:

1. To monitor the birth rate and inform childcare providers of the lower birth levels, to enable them to plan ahead for the eventualities of a potential reduced need for formal childcare
2. Continue to monitor the number of 2-year places across the borough to address any required action for any identified gaps. To follow up on the actions identified which will inform any future place creation required
3. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available

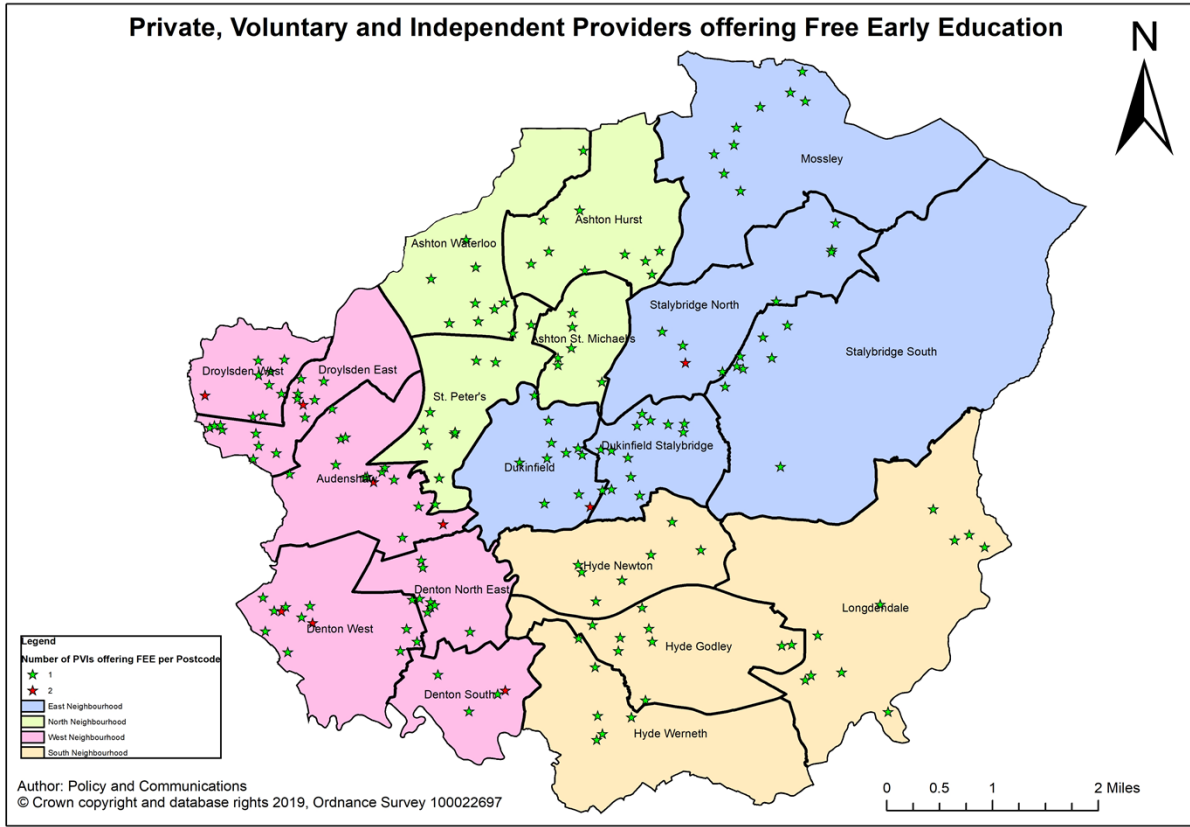




Out of School Clubs



APPENDIX 3 - (FEE- Free Early Education)



ANALYSIS OF 2 YEAR FREE PLACES AND TAKE UP – SUMMER 22

Ward	April DfE target list for Summer 2022	2 Year Olds in a place during Summer 2022	Percentage in a place %	Those who attend provision in their home ward	Those who attend a place from another ward in TMBC	Those who attend from outside of the borough	Maximum Number of FEF Vacancies for 2 Years	Total places	Families attending outside their home ward but within TMBC %	Inward Migration %
Ashton Hurst	68	42	62%	27	13	2	11	53	31%	5%
Ashton St Michaels	82	84	102%	38	45	1	40	124	54%	1%
Ashton St Peters	122	93	76%	62	27	4	5	98	29%	4%
Ashton Waterloo	58	28	48%	23	5	0	4	32	18%	0%
	330	247	75%	150	90	7	60	307	36%	3%
Audenshaw	40	28	70%	16	8	4	8	36	29%	14%
	40	28	70%	16	8	4	8	36	29%	14%
Denton North East	34	67	197%	24	43	0	22	89	64%	0%
Denton South	53	27	51%	24	3	0	14	41	11%	0%
Denton West	25	18	72%	5	9	4	16	34	50%	22%
	112	112	100%	53	55	4	52	164	49%	4%
Droylsden East	42	62	148%	24	31	7	8	70	50%	11%
Droylsden West	47	13	28%	5	5	3	1	14	38%	23%
	89	75	84%	29	36	10	9	84	48%	13%
Dukinfield	72	107	149%	56	49	2	49	156	46%	2%
Dukinfield / Stalybridge	33	42	127%	10	31	1	29	71	74%	2%
	105	149	142%	66	80	3	78	227	54%	2%
Hyde Godley	78	51	65%	30	21	0	60	111	41%	0%
Hyde Newton	80	58	73%	43	14	1	28	86	24%	2%
Hyde Werneth	47	34	72%	23	10	1	11	45	29%	3%
	205	143	70%	96	45	2	99	242	31%	1%
Longdendale	53	55	104%	36	14	5	54	109	25%	9%
	53	55	104%	36	14	5	54	109	25%	9%
Mossley	39	22	56%	18	3	1	16	38	14%	5%
	39	22	56%	18	3	1	16	38	14%	5%
Stalybridge North	81	17	21%	9	8	0	0	17	47%	0%
Stalybridge South	36	29	81%	12	17	0	6	35	59%	0%
	117	46	39%	21	25	0	6	52	54%	0%
Totals	1090	877	80%	485	356	36	382	1259	41%	4%

(Includes data provided by Private, Voluntary and Independent Early Years Providers)

APPENDIX 5

ANALYSIS OF 3/4 YEAR FREE PLACES AND TAKE UP OF UNIVERSAL AND EXTENDED ENTITLEMENT – SUMMER 2022

Ward	3/4 Year Olds in a Universal place during Summer 2022	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of FEF Vacancies for 3/4 Years Universal	Total Universal Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	218	131	75	12	6	224	34.40%	5.50%
Ashton St Michaels	322	179	131	12	28	350	40.68%	3.73%
Ashton St Peters	379	204	158	17	14	393	41.69%	4.49%
Ashton Waterloo	155	114	40	1	7	162	25.81%	0.65%
1074	628	404	42	55	1129	37.62%	3.91%	
Audenshaw	241	121	101	19	19	260	41.91%	7.88%
241	121	101	19	19	260	41.91%	7.88%	
Denton North East	243	110	118	15	28	271	48.56%	6.17%
Denton South	112	83	28	1	13	125	25.00%	0.89%
Denton West	163	73	57	33	25	188	34.97%	20.25%
518	266	203	49	66	584	39.19%	9.46%	
Droylsden East	262	123	116	23	15	277	44.27%	8.78%
Droylsden West	128	85	34	9	1	129	26.56%	7.03%
390	208	150	32	16	406	38.46%	8.21%	
Dukinfield	312	188	119	5	38	350	38.14%	1.60%
Dukinfield / Stalybridge	188	77	109	2	15	203	57.98%	1.06%
500	265	228	7	53	553	45.60%	1.40%	
Hyde Godley	280	163	112	5	63	343	40.00%	1.79%
Hyde Newton	263	187	73	3	9	272	27.76%	1.14%
Hyde Werneth	170	110	52	8	15	185	30.59%	4.71%
713	460	237	16	87	800	33.24%	2.24%	
Longdendale	153	93	45	15	35	188	29.41%	9.80%
153	93	45	15	35	188	29.41%	9.80%	
Mossley	213	166	21	26	33	246	9.86%	12.21%
213	166	21	26	33	246	9.86%	12.21%	
Stalybridge North	159	106	53	0	0	159	33.33%	0.00%
Stalybridge South	141	88	48	5	9	150	34.04%	3.55%
300	194	101	5	9	309	33.67%	1.67%	
4102	2401	1490	211	373	4475	36.32%	5.14%	

Ward	3/4 Year Olds in a Universal place during Summer 2022	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2022	3/4 Year Olds in a Extended place during Summer 2022	Children Attending for Extended hours in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of Extended Vacancies for 3/4 Years	Total Extended Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	218	74	76	41	29	6	3	79	38.16%	7.89%
Ashton St Michaels	322	140	141	61	71	9	48	189	50.35%	6.38%
Ashton St Peters	379	151	152	43	98	11	5	157	64.47%	7.24%
Ashton Waterloo	155	57	58	40	18	0	13	71	31.03%	0.00%
1074	422	427	185	216	26	69	496	50.59%	6.09%	
Audenshaw	241	141	150	73	64	13	35	185	42.67%	8.67%
241	141	150	73	64	13	35	185	42.67%	8.67%	
Denton North East	243	123	129	49	72	8	11	140	55.81%	6.20%
Denton South	112	44	45	27	18	0	10	55	40.00%	0.00%
Denton West	163	82	89	50	24	15	10	99	26.97%	16.85%
518	249	263	126	114	23	31	294	43.35%	8.75%	
Droylsden East	262	125	131	51	66	14	22	153	50.38%	10.69%
Droylsden West	128	61	63	38	20	5	8	71	31.75%	7.94%
390	186	194	89	86	19	30	224	44.33%	9.79%	
Dukinfield	312	148	150	81	65	4	44	194	43.33%	2.67%
Dukinfield / Stalybridge	188	94	98	35	62	1	15	113	63.27%	1.02%
500	242	248	116	127	5	59	307	51.21%	2.02%	
Hyde Godley	280	110	113	58	50	5	52	165	44.25%	4.42%
Hyde Newton	263	139	145	99	44	2	6	151	30.34%	1.38%
Hyde Werneth	170	75	78	47	24	7	15	93	30.77%	8.97%
713	324	336	204	118	14	73	409	35.12%	4.17%	
Longdendale	153	51	57	30	18	9	22	79	31.58%	15.79%
153	51	57	30	18	9	22	79	31.58%	15.79%	
Mossley	213	145	152	116	14	22	24	176	9.21%	14.47%
213	145	152	116	14	22	24	176	9.21%	14.47%	
Stalybridge North	159	77	78	43	35	0	2	80	44.87%	0.00%
Stalybridge South	141	86	86	58	26	2	29	115	30.23%	2.33%
300	163	164	101	61	2	31	195	37.20%	1.22%	
4102	1923	1991	1040	818	133	374	2365	41.08%	6.68%	

(Includes data provided by Schools and Private, Voluntary and Independent Early Years Providers)

ANALYSIS OF OUT OF SCHOOL PROVISION – SUMMER 2022

2022		Before and After School				Holiday Club			
		Places		Vacancies		Places		Vacancies	
Area	Ward	Number of Providers	Maximum Number of Places 4 Yrs and over	Maximum Number of Before School Vacancies 4 Yrs and over	Maximum Number of After School Vacancies 4 Yrs and over	Number of Providers	Maximum Number of Places 4 Yrs and over	Maximum Number of Full Time Vacancies 4 Yrs and over	Maximum Number of Part Time Vacancies 4 Yrs and over
Ashton under Lyne	Ashton Hurst	11	200	53	52	8	69	5	0
	Ashton St Michaels	8	247	72	20	3	47	35	24
	Ashton St Peters	10	170	8	1	7	176	41	22
	Ashton Waterloo	9	142	69	8	6	59	19	29
Sub totals		38	759	202	81	24	351	100	75
Audenshaw	Audenshaw	17	224	37	39	11	69	23	0
Sub totals		17	224	37	39	11	69	23	0
Denton	Denton North East	9	180	58	59	8	220	23	24
	Denton South	8	171	46	29	5	91	11	19
	Denton West	16	220	28	29	11	121	29	8
Sub totals		33	571	132	117	24	432	63	51
Droylsden	Droylsden East	14	231	47	44	12	88	6	3
	Droylsden West	10	141	27	32	7	54	22	40
Sub totals		24	372	74	76	19	142	28	43
Dukinfield	Dukinfield	9	134	42	45	6	92	34	15
	Dukinfield / Stalybridge	16	239	79	52	13	160	74	48
Sub totals		25	373	121	97	19	252	108	63
Hyde	Hyde Godley	10	324	78	24	7	102	17	0
	Hyde Newton	5	118	28	13	4	82	8	4
	Hyde Werneth	7	111	21	24	7	125	36	13
Sub totals		22	553	127	61	18	309	61	17
Longdendale/Hattersley	Longdendale	8	179	20	20	6	104	18	7
Sub totals		8	179	20	20	6	104	18	7
Mossley	Mossley	10	298	62	39	7	104	32	30
Sub totals		10	298	62	39	7	104	32	30
Stalybridge	Stalybridge North	9	150	40	32	9	290	60	30
	Stalybridge South	10	246	177	32	5	55	6	4
Sub totals		19	396	217	64	14	345	66	34
Grand Totals 2022		196	3725	992	594	142	2108	499	320
Grand Totals 2021		211	3826	1308	952	140	1473	478	169
% change from previous year		-7%	-3%	-24%	-38%	1%	43%	4%	89%

(Includes data provided by Schools and Private, Voluntary and Independent Early Years Provider)