

# EXECUTIVE COUNCIL

## CONFIDENTIAL

**Title of Report:** Early Years Childcare Strategy

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**Report of:** Director of Education

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### 1.0 Purpose

The purpose of this paper is to present the Falkland Islands Early Years Childcare Strategy 2014-2016 and seek agreement to implement the recommendations including the proposed 2 year strategy.

### 2.0 Recommendations

That the Executive Council adopts the report and approves the strategy and action plan in Appendix 3.

### 3.0 Additional Budgetary Implications

None

### 4.0 Background

- 4.1 There is no regulation of childcare services in the Falkland Islands. This means anyone can open and run a service and would not be accountable for setting or maintaining any standards whatsoever.
- 4.2 Early childhood experiences impact immensely on a person's outcomes later in life. Research recognises that adversity in childhood has negative implications later in life. Therefore a preventive rather than a reactive strategy is recommended and endorsement will improve outcomes for children.
- 4.3 A proven method of reducing adversity in childhood is early intervention. In the Falkland Islands this means many things, from updating laws to devising and implementing policies and improving practices. In the context of nurseries it means enabling the provision of quality childcare service.
- 4.4 Recent safeguarding incidents have raised concerns over procedures (or lack of procedures) in nurseries. These concerns have been difficult to address due to the lack of regulation or ability to hold service providers legally to account. Rightly or wrongly, the absence of a transparent way of dealing with these incidents has left community

members to draw their own conclusions about the importance placed on child safeguarding in the Falkland Islands.

**4.5** The Lucy Faithful report (July 2013) Chapter 6 Section 6.2 Health and Education Recommendation (B) states: *‘Urgent thought should be given to how the nursery and child minding sectors can be regulated, to provide minimum standards and a requirement for staff to be subject to criminal record checks.’*

**4.6** In response to the Lucy Faithful report a temporary position was established as ‘Nursery Liaison Officer’. The post was temporary due to available finances rather than any question about the requirement for the post. Timing has been fortuitous in that the successful post holder was resident and her qualifications and previous experience equip her perfectly to take on this challenging role. Furthermore, she is more than capable of seeing the project through this crucial development and planning stage.

## **5.0 Financial Implications**

No additional budget required as resources have been included as part of the annual budget submission

## **6.0 Legal Implications**

There are no legal implications.

## **7.0 Human Resources Implications**

None for the purposes of this paper.

# **Falkland Islands Childcare Report March 2014**

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Report on the current provision within the Falkland Islands and recommendations for the future.

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## **1. Introduction**

**1.1.** The Falkland Islands has a strong work ethic and virtually no unemployment, a fact which islanders are rightfully proud of. With such a strong working population there is a need for a large proportion of children to be cared for outside the family home.

**1.2,** There are four official Nurseries in Stanley which offer childcare, fulltime, part time and as wrap-around-care (around the school day). This service is available to children of all ages to suit the needs of their parents' working day. Reliable high quality childcare is a necessity, nursery closures would have a negative effect on the community and the economy via its workforce. In fact the high demand for childcare would easily absorb the opening of other provisions. Without the nurseries, families in the Falkland Islands would be forced to make compromises with regards to their employment and/or the safe care of their children.

**1.3,** These facts do not override the needs of children, which are considered paramount, as indicated by the Falkland Islands commitment to United Nations Convention on the Rights of the Child 1989 ratified in 1994. Further supported by the Falkland Islands recent commitment to bring about improvements to ordinances related to children and creation of the new role Children's Champion.

**1.4,** Though the nurseries care for children of all ages, their practice has the greatest impact on children in their early years, 0-5. This is because they spend more time within the settings than school aged children and because this is the stage of life children lay foundations for the rest of their lives.

**1.5,** It is universally understood that a child's early years, 0-5 offer a unique window where parents, carers, teachers and a community are able to support the foundations of conceptual learning and physical development, enabling children to embed habits and attitudes, with a strong sense of pride in themselves their family and community. In short this essential phase of life is where the resilience and skills for reaching full potential are secured. If this phase is damaged or missed there is not the opportunity to catch up or replicate what was lost, this phase of life adds the optimum value to all future experiences. The concept of reaching full potential is particularly pertinent to a small community, these children represent the future of the Falkland Islands.

**1.6,** In October 2013 the Lucy Faithfull Report and local concern for practices within the Nurseries of Stanley became the catalyst for the temporary role of Nursery Liaison Officer (NLO). The main objective of the role has been to 'develop an understanding of local practice, in order to improve provisions for the youngest and most vulnerable children in our community' and a secondary Objective to 'consider the plausibility of Nursery self-regulation'.

**1.7,** Given both the Falkland Islands' need for childcare, the commitment to its children, and the understanding of the need for childcare to be up to international standards this report outlines the current state of play with the nurseries alongside future recommendations.

**1.8,** Internationally there are innumerable models, theories and approaches to childcare many of which are proven to be effective, however as there is no particular model or framework adopted in the Falkland Islands this report is mindful not to judge or compare the establishments with in any framework. Alternatively it reflects on international, theoretical best practice with the aspiration to support the Falkland Islands to develop its own high quality community driven practices.

**1.9,** There is an acceptance throughout the report that the challenges are two fold, keeping open the much needed provision, and adding quality to the experience of childhood in order to best meet children's, families' and the Islands' needs. This report is not about casting blame on nursery proprietors or practitioner, it's about supporting collective improvement across the service, therefore in the interests of confidentiality and continued confidence in government support unless necessary the report will refer to the nurseries collectively.

## **2. The Falkland Islands Perspective**

**2.1,** It is evident from working with a cross section of society that not only includes the Nurseries, but families both islanders and migrant workers, professionals across the public service, and politicians that there is a strong passion for community values and quality of life. There are difficulties translating these values to the nurseries, not because there is a lack of desire, but a lack of specialist knowledge of the area.

**2.2,** It is a common belief in the Falkland Islands that children have a better quality of life when compared to childhood internationally. That the freedom afforded children benefits their daily lives and their futures. This is folklore, and though this notion should not be discouraged it should be understood that it is an ideal the community would like to be true. There is no evidence that childhood in the Falklands is better than any other country in the world. If that Folklore is to become reality, a good start point would be to develop a true understanding of children and their childhood in the Falkland Islands.

**2.3,** The current nursery provision has evolved out of need for childcare. The lack of specialist Nursery sector knowledge on the Island has meant that the standard of childcare is not equivalent to that of other developed countries, or indeed other developed small islands. Without specialist understanding and knowledge it is difficult to identify the need for, or to action change.

**2.4,** When there has been specialist knowledge on the Islands in the past it has been used to develop improved practices, however the improved practice is not sustainable. Focussing expert knowledge to improve current practice with the nurseries in isolation has only been successful in bringing about short term change. Once the specialist is no longer available the nurseries have neither the support or knowledge to maintain the changes. Specialist knowledge should be used to support the nurseries to develop professional understanding and practice through training and guidance. Systems need to be in place for a continuation of professional development and joint understanding across the children's services.

**2.5,** Nurseries state there has often been an almost enforcing attitude with regard to UK statutory requirements and legislation from professionals. It would be far more beneficial to develop best Island practice based on the nurseries' and community's knowledge of the cultural sensitivities of the islands together with a specialist's knowledge of universal best practice. This would develop a true Falkland Islands nursery sector of which practitioners and community could have full ownership of, and be proud to develop. This sense of pride and ownership would ultimately transpire as sustainability, because the systems in place would be designed to meet the needs of this community.

**2.6,** The responsibility for this change lies not only with the nurseries and education but the wider community. There is a general need to educate the wider community of the value of Early Years and the need for quality childcare.

### **3. The Nurseries**

**3.1,** One positive of the nurseries that cannot be overlooked while scrutinising their practice, is they provide an essential service, for little in the way of reward.

**3.2,** Nurseries in Stanley, are run as businesses, the main objective of which is to make a profit. At between £2.00 and £2.50 per hour or £80-£100 for an average working week, childcare is to most families expensive. However profit margins are slim, high rents coupled with difficulty securing payment from some families makes balancing the books a challenge for proprietors.

**3.3,** There is one nursery registered as a charity, this status improves the financial outlook of this setting however the practices within the setting do not further set it apart from the other nurseries. There is no evidence to suggest that this nursery out performs the others and indeed there are examples of better provision on the island.

**3.4,** The greatest tool the nurseries have in bringing about improvements to their service is their understanding for the need for improvement. It was expected at the start of the NLO role that nurseries would be reluctant to the idea of outside support. This has simply not been the case, the nursery workforce wants change to their current practice, they are excited about the prospects of working with others to develop excellent practice of which they can be proud, All of the nurseries have fully engaged with the role and all of the nurseries are showing improvements in their daily practice.

**3.5,** All of the Nurseries have specific and individual strengths, however one nursery's provision stands out as the Islands' better practice. Though they have many development points, they understand this and are positive, that with guidance, they will improve their practice so that it will become comparable to good world practice. Once achieved this nursery would be well placed to support the development of systems across the nurseries, through shared practice, they will need support to get to that point. This support is currently ongoing and the nursery is progressing well on this aim.

**3.6,** All of the Nurseries need to be supported in harnessing their strengths and sharing good practice, they also need to develop the professional outlook of a continuous policy for improvement.

**3.7,** A priority of the NLO role has been identifying strengths and development needs of the nurseries, supporting them to confidently begin to share good practice with one another. This was considered impossible at the beginning of the post due to the highly competitive nature of their businesses. All of the Nurseries are open to the idea of beginning to work together.

**3.8,** Over a period of months, of carefully working with the Nurseries to develop their understanding of current practice, the need for practices to improve, and their trust in the role of NLO to support that change, all of the nurseries are now wholly on board and seeking any support that will improve their practice and develop their settings, in fact many practitioners are eager to lead change.

### **4. Multi-Agency Working and Building Relations**

**4.1,** The Falkland Islands are currently developing their safeguarding and child protection practices around the UK multi-agency model 'Working Together to Safeguard Children (WTSC) 2013'. The underlying principle of this work is to develop systems in which all organisations that work with children and families, communicate and work together to promote the best interest of all children. It

is comprehensively understood and reiterated via WTSC 2013 that early promotion of welfare, and early intervention with child concerns is more effective than later remedial work.

**4.2,** Practitioners in Nursery settings are essential in the promotion of welfare, and to the prompt detection of abuse and neglect, because they have day to day contact with both the children and those who care for them. Nurseries have a crucial role in effective multi-agency working, however nursery practitioners in Stanley do not have the confidence in their own professional practices to fully engage with the other services related to children. The other services such as Education and Health share this concern, there are difficulties for these services to engage on a professional level because the nursery practitioners are not yet professionalised.

**4.3,** An essential aspect of work of the NLO has been developing strong, supportive, working relations with each of the nurseries, also to support their working relations with other agencies. The importance of this aspect of the work cannot be overestimated. If nurseries are to become active members of the multi-agency team they will need the support of the Dept. of Education and Dept. of Health and Social Service to gain and maintain professional skills.

## **5. Safeguarding**

**5.1,** Safeguarding and Welfare standards vary across the four settings however none could yet be considered best practice. Settings are unable to take all the necessary steps to keep children safe because they don't have a clear understanding of their roles in safe guarding. This situation is improving with all the nurseries attendance on the recent island wide safe guarding training, which highlighted the need for further training and tailored support for each setting which is eagerly awaited.

**5.2,** There is no legal or business need for safeguarding practices or policies and there is a cost involved. It is a credit to the nurseries that they are embracing the challenge of this task, regardless of the costs.

**5.3,** None of the nurseries have what would typically be considered good child:staff ratios, on one visit a ratio of over 20 children to 1 adult was observed, with some of the children under a year old and some children with special needs. This is an extreme example and most setting strive for safe ratios however safe ratios needs to become standard practice if the safety of children is to be maintained.

**5.4,** The lack of qualifications, training, appraisals, supervisions or even basic induction, impact on the practitioners' ability to safeguard children satisfactorily. All of these elements are currently being addressed with the support of the NLO.

## **6. The Nursery Workforce, Training, Skills Education and Experience**

**6.1,** The Staff at the nurseries typically work long hours, some staff work from 7:30 to 17:30 with no real breaks. The pay is from £5.25 per hour for staff to £6.00 per hour for managers. There is no real incentive to gain qualification or training as there is little reward in progression. However all the staff without exception demonstrated a real desire for advice and training, though pointing out barriers such as cost, time and availability of opportunity

**6.2,** With such low wages and lack of opportunity there is no incentive for staff to self-fund training. Some managers also cited a reluctance to invest in staff, due to a concern around staff retention.

There is a founded belief that once staff have improved their employability through training and qualifications they move on to more financially beneficial posts for example, often as Learning Support Assistants. Within the nursery sector many of the practitioners that enjoy the work aspire to work in school.

**6.3,** Training and qualifications vary; one extreme example is a setting where none of the staff have any related qualification or training and only very limited work experience. Another example some staff that are qualified to level 3 and have had training in a range of applicable disciplines. This training is in most cases coincidental and has come from experience of working in government organisations such as Health or Education, where they have also been exposed to best practice. The increased quality in the provision in the particular setting is evident.

**6.4,** Notably the lack of qualifications and training has not seemed to affect business with both the most and least qualified nurseries well attended. The question must be asked as to what parents look for when choosing childcare? Are parents well enough informed about the needs of their children to make the choice? Is the demand for childcare so great that parent have to accept any service on offer? There is scope to develop a better understanding here, supporting parents to make good choices about childcare and their children's best interests supports not only nursery improvement but an improvement to Island life.

**6.5,** Worldwide Nursery workers are respected, educated professionals; this can be replicated in the Falkland Islands. In accepting this there needs to be structures that encourage the workforce to continually develop and enhance their knowledge, skills and understanding within the work they do. Thus enabling confidence in their practices and in engaging and working with professionals such as health visitors, teachers and social workers. There needs to be a career path with the ability for progression.

**6.6,** The difficulties of educating and training nursery staff are complex, it is not as easy as putting on a few evening classes. In order to train a specialist workforce you need to have specialist knowledge, this is not readily available. In order to identify and address training need there has to be a sound related knowledge base. There is further difficulty in accessing basic training, such as paediatric first aid on the island before specialist training is even considered. It would make sense if when specialist trainers or advisors are available on the island their skills are maximised and there are structures in place to do this.

**6.7,** In the future the situation regarding training is likely to become further exacerbated. The opportunities for children or young adults who would like to work with children are limited and an apprenticeship scheme would be reliant on work placements in settings that would reinforce the current practice. The wages could never incentivise well qualified workforce, which ideally would be the ultimate aim. Efforts should be made to resolve these issues at least before the next generation of care providers is affected.

**6.8,** The well attended 'Childcare Training' Steering Group dedicated to resolving these issues is making steady progress. Along with the support of the nurseries 'The Falkland Island Early Years Annual Award 2014' (Appendix 1 and 2) has been set up and is awaiting its official launch in April. The award scheme provides a framework for the identification of training needs alongside a system for rewarding achievement. If publicised correctly it should also serve as a means of public education on the needs and work of the childcare sector. It is ambitiously hope that the Award Scheme if administered appropriately could be adapted to be a self-regulatory system. The first year of its administration should be considered as a trial, and openly adapted to meet the Island's demands.

## **7. Regulation and Legislation**

**7.1,** Concern over children's wellbeing can give rise to a knee jerk reaction to form statutory requirements of nurseries. Legislating nurseries at this time would be futile. There is not enough understanding of what supportive productive legislation would look like, there is no systems on the Islands to support or police the legislations. The legislation would be untenable, either some nurseries would be forced to close, or the legislation would be ignored. For law to have meaning there has to be the will for enforcement.

**7.2,** Far more urgency should be placed on the need for realistic and sustainable systems to be developed to ensure the needs of the children in the Falkland Islands are being met whilst they are cared for outside their homes. In order for those systems to be effective they must have the support of the nursery workforce, families, the community and government. If those systems raise and maintain standards then it is entirely plausible that legislation is unnecessary, however if the sector is unable to bring about the changes needed for nurseries to meet the needs of children in their care then it would be sensible to revisit legislation as an option.

## **8. Conclusion and Recommendations**

**8.1,** The Falkland Islands are unique, which gives scope for a unique community driven childcare solution, it also presents many hurdles in pursuit of that goal. There needs to be a further injection of specialist support and knowledge in order that the ongoing work is sustained to a point where the island is self-sufficient in providing high quality childcare. This objective though aspirational is plausible with a well-motivated nursery workforce, specialist sector knowledge, a strong professional support network via FIG and improve community awareness. Certainly any work undertaken to realise that aim would ultimately be of benefit to the Island and its children.

**8.2,** The Falkland Islands nurseries should continue the work begun over the last few months and further develop nursery practices until such a point that they become and remain comparable with those of other developed small islands. There is a vast Early Years International network that can be tapped in to in support of this goal.

**8.3,** The nurseries should continue to work together to develop their practice, this shared practice should promote consistency of quality across the service.

**8.4,** The nurseries should continue to work with and develop relations with the other children's services on the Island.

**8.5,** Opportunities for shared professional practice, training and education of the nursery workforce should be actively sought.

**8.6,** The Falkland Island Government should develop islands wide understanding of children's lives and how this impacts on the future of this unique and special island. Camp should not be overlooked in this process.

**8.7,** The Falkland Islands should adopt a 2 year strategy (appendix 3) This strategy is a flexible working document, with room for discussion and improvement.

**8.8,** The Falkland Islands should employ a suitable person to oversee the implementation of the strategy. That person should have extensive nursery and Early Years sector experience and should be qualified to degree level or above, likely candidates might hold Early Years Professional Status or be qualified Early Years Teachers and should have experience of implementing change in a multi-agency environment.

Appendix 1. Falkland Islands Award Scheme

Appendix 2. Information leaflet

Appendix 3. Falkland Islands Two Year Strategy

### Bronze award

- All staff have enhanced police checks and staff suitability is risk assessed
- Staff attended Government approved safeguarding training level 1 and 2
- 50% of staff have at least level 1 childcare qualification
- All staff have, paediatric first aid (in date)
- Use of acceptable accident logging and reporting
- Basic Food Hygiene certificate
- Health and Safety training and practice that address issues e.g no smoking/ sunscreen
- Regular Risk assessment/standards check
- Behaviour management policy and practice
- Suitable liability insurance

### Silver award

- Bronze award
- Policy and procedures for safeguarding/ including a setting lead practitioner for safeguarding/ specific in house training for the policy.
- 50% of staff have at least level 2 childcare qualification
- Use of the key person system
- Appropriate ratios (1/5))
- Promotion of healthy Living
- Inclusion policy and inclusive practice
- Evidence of planning that is displayed in such a way that parents can access it
- Clear use of a play base curriculum both indoors and out
- Understanding of the development and application of the knowledge to planning

### Gold standard

- Bronze award
- Silver award
- Well planned and resourced learning environment
- 50% of staff have at least level 3 childcare qualification
- Ratios equivalent to the EYFS
- Strong working links with IJS, Police, health, social services
- Use of learning journals
- In house staff training
- Supervisions and appraisals
- Individual Training action plans.

# Falkland Islands Early Years and Childcare Award

Settings with the Bronze Award have demonstrated;

Suitable people look after children, the staff in this setting have police checks and the suitability of staff has been risk assessed.

Staff are able to manage safeguarding and child protection concerns, because they annually attend government approved safeguarding training.

Health and safety of children is a priority, for example there is no smoking and sun cream is used whilst playing outside. Staff minimise risks to children through the use of regular risk assessments, approved training in health and safety and food hygiene.

Staff have the ability to deal with an accident on the premises, because they attend Paediatric first aid training. There are accident logging and reporting procedures in place that ensure parents are informed of an accident and staff are able to minimise the risk of a similar accident in the future.

Staff are able to manage individual children's needs, having knowledge of special needs, specifically knowledge relating to children in their care. With an effective behaviour management policy modelled, children in the setting understand how they need to behave.

A desire to employ knowledgeable qualified staff who are developing the skills they need to become good childcare practitioners. 50% of the staff in this setting hold a relevant level 1 qualification.

Insurance is fit for purpose.

Settings with the Silver Award have demonstrated;

They are bronze Award holders.

They prioritize safeguarding and child protection, staff are able to support children within the setting, because a Lead Practitioner has been appointed and provides the staff training on setting policy and procedure dedicated to safeguarding and child protection.

With a play based curriculum inside and outside staff are able to understand, plan for and meet the needs of individual children. The setting supports this quality childcare environment with use of the key worker system.

With ratios of at least 1 member of staff to every 5 children staff are able to promote the good health and wellbeing of children because practices in the setting promote a healthy lifestyle and children's key workers are knowledgeable about the needs of individual children within their group.

A dedication to providing staff with the skills to become good childcare practitioners. 50% of staff hold a level 2 qualification and the skills of those staff are regularly used to support the development and progression of other members of staff.

Settings with the Gold Award have demonstrated;

They are bronze and Silver Award holders.

They offer children a rich fulfilling and nurturing play based learning environment both indoors and outside, Setting challenges which children are able to access freely, alongside the occasional adult led activities. Supporting the development of both creative and critical thinking whilst nurturing a positive attitude to learning.

Staff work with parents and children to plan the environment so that it best meets the needs of all the families who use the service. The use of learning Journals tracks children's progress, informs planning and ensures parental involvement.

Staff liaises with other professionals such as speech and Language, Social Services, training agencies and the Police. Supporting and anticipating children's needs both in the setting and within the community, sharing good practices across agencies to develop best practices for the children in their care.

Staffs professional development is supported through the system of regular supervisions and appraisals. This environment fosters the development of staff skills, 50% of staff have a relevant level 3 qualification and 100% of staff have training action plans.

## Goals

Over the next two years to encourage industry- led and consumer championed self regulation of early years childcare with aim of encouraging constancy and improvement of standards in care and educational attainment of children and the long term social and economic benefit to Falkland islands'

To be achieved through the following goals and action plan

- Support the development of sustainable professional practice within the Early Years Childcare Sector.
- Test, refine and embed the model for self-regulation (Award system).
- Raise community awareness of the value and benefits of high quality Early Years provision.
- Create an educated, motivated and sustainable nursery workforce, contributing to stakeholder confidence in the nurseries.
- Embed Safeguarding and Child Protection understanding, policy and practice, enabling the nurseries to take on fully their role in protecting the children in their care, both in the setting and in a multi-agency scenario.
- Promote multi-agency working, joint vision and a professional support network, in relation to the Early Years sector
- Assist the improvement of business opportunities for those that invest in Early Years/ childcare, by exploring suitable alternative business models and revenue streams.
- Develop a whole sector, government and community understanding of the issues at play regarding regulation and legislation.

Projects	Rationale	Responsibilities	Time Frame
<b>Awards Scheme</b> <i>The award scheme is a multi-agency venture. Driven initially by the Nurseries and their desire to develop their own practice, it has taken on board the advice guidance and knowledge of all other stakeholders. It is anticipated that the scheme will not only recognise and reward good practice it will in essence be the framework for self- regulation.</i>	<ol style="list-style-type: none"> <li>1. The award scheme could be treated as an action research project/ straw man proposal for self-regulation.</li> <li>2. Practice and time is likely to show both strengths and weaknesses in the scheme that will need to be addressed if it is to be successful in the long term.</li> <li>3. Raising public awareness of the sectors' strengths and the development needs, through positive reinforcement.</li> <li>4. Gives a direct channel for the efforts of supporting professional bodies such as The Education Department, Training Centre, Health and Social Services.</li> <li>5. Provides a community sensitive model for childcare.</li> <li>6. Promotes multi agency working.</li> </ol>	<p><u>Multi-agency</u> including Education, Social Services, Health and nurseries.</p> <p><u>Early Years Coordinator</u> Overview, Advice, guidance and support.</p> <p><u>Nursery workforce</u> to actively engage</p>	<ul style="list-style-type: none"> <li>• Currently working with the training centre and others to ensure the training is all ready to go.</li> <li>• April 2014 – Launch</li> <li>• April-October 2014 – intensive training with nurseries</li> <li>• November 2014 - First anticipated Bronze award</li> <li>• January 2015– review of system and continuation of program</li> <li>• April 2015 – First anticipated Silver award/s</li> <li>• October 2015 – first anticipated Gold</li> <li>• November 2015 – Overall review of systems and recommendations regarding the long term benefit to the Islands</li> </ul>
<b>Nurseries Co-operative/ Alliance</b> <i>Work with the owners and managers of the Nurseries to develop a cooperative. A professional body and steering group. This would be a forum in which the nurseries could develop their own practices and policies.</i>	<ol style="list-style-type: none"> <li>1. Promote a common vision and understanding of the role of nurseries and their value to the Falkland Islands.</li> <li>2. Reduces isolation encouraging working together, becoming a support network and a vehicle for change.</li> <li>3. Fosters and reinforces good professional practice</li> <li>4. Cost effective use of resources such as equipment, staff and training.</li> <li>5. Builds in the possibility of there being a self-regulatory body</li> <li>6. Enables other professionals to engage with the nurseries in a meaningful time effective manner</li> </ol>	<p><u>Early years coordinator</u> Advice, guidance and support.</p> <p><u>Nursery workforce</u> to actively engage</p>	<ul style="list-style-type: none"> <li>▪ Mid April 2014 –initial meeting</li> <li>▪ June 2014-regular panel and chair</li> <li>▪ Oct 2014- demonstrating they are beginning to develop working relations</li> <li>▪ Jan-2015- fully functioning cooperative</li> <li>▪ Feb-2015 introduced to the role of self-regulator</li> <li>▪ April-2015 becoming familiar with the role</li> </ul>

### Appendix 3

<p><b>Shared Professional development program</b></p> <p><i>It is understood that as a small island community there is limited opportunity to share professional experience. The programme would work to developing professional links both at home and overseas in order to enhance the skill base and professional practice of all involved. Actively seeking opportunities to develop skills and knowledge. Creating links with a range of experts in the field.</i></p>	<ol style="list-style-type: none"> <li>1. Generates a culture for professional development and shared practice.</li> <li>2. Introduces new concepts, ideas, and opportunities that without the programme would not readily present themselves.</li> <li>3. Promotes the values of working together and a multi-agency community.</li> <li>4. Fosters an understanding of the international Early Years Sector, offering practitioners a bench mark for practice.</li> <li>5. Gives Early Years practitioners confidence to be part of the children's workforce.</li> </ol>	<p>Fully <u>Multi-agency</u> including Education, Social Services, Health and nurseries .</p> <p><u>Early Years Coordinator</u> Overview, Advice, guidance and support.</p> <p><u>Nursery workforce</u> to actively engage</p> <p>Shackleton Project</p>	<ul style="list-style-type: none"> <li>▪ Ongoing programme with the intention to provide opportunities as and when they arise.</li> <li>▪ April/May2014- research and contact potential beneficial links.</li> <li>▪ May-August 2014 coordinate responses</li> <li>▪ Rolling program</li> </ul>
<p><b>Specialist knowledge base (training to train)</b></p> <p><i>Whilst working through the process of professional development it is likely that practitioners will show strengths or special interests in specific areas such as ; working with children with special needs, practical health and safety, planning for learning or accounting. In this event it is hoped that those practitioner can further develop the skill so they themselves are able to train. Working with the training centre to identify the training to suit.</i></p>	<ol style="list-style-type: none"> <li>1. Benefits of sharing professional practice.</li> <li>2. A sense of professional pride.</li> <li>3. Encourages motivational and aspirational behaviours.</li> <li>4. Cost effective.</li> <li>5. Time effective.</li> <li>6. Possible revenue stream.</li> </ol>	<p><u>Multi-agency</u> including Education, Social Services, Health and nurseries .</p> <p><u>Training centre</u> Specialist Knowledge and advice</p> <p><u>Early Years Coordinator</u> Overview, Advice, guidance and support.</p> <p><u>Nursery workforce</u> to actively engage</p>	<p>Ongoing</p>

### Appendix 3

<p><b>Joined up educational solutions</b>  <i>(Early years and Childcare working group)</i>  <i>This group is set up to support the training needs of the nursery/ Early Years workforce in Stanley. Through the group the need for the promotion of careers related to Early Years work in child care, education and health has been clearly identified. The work of the group will be further developed to secure structures in our educational institutions to better meet the islands needs in these professions.</i></p>	<ol style="list-style-type: none"> <li>1. Development of a sustainable, educated multi skilled workforce.</li> <li>2. Encourages qualified professionals back to the island.</li> <li>3. Creates a strong focused cycle of education, meeting identified island needs.</li> <li>4. Raises awareness of the importance of professionalism in the early years.</li> <li>5. Cost effective, helps to alleviate the heavy burden of contract work, with regard to supporting the nurseries via Health, Social Services and Education.</li> </ol>	<p><u>Fully Multi-agency</u> including Education, Social Services, Health and nurseries .</p> <p><u>Training Centre</u> for specialist advice.</p> <p><u>FICS</u> for work related to careers and options choices.</p> <p><u>Early Years Coordinator</u> Overview, Advice, guidance and support.</p> <p><u>Nursery workforce</u> to actively engage</p>	<ul style="list-style-type: none"> <li>▪ Ongoing</li> <li>▪ April 9 2014 the nurseries representing early years at the careers fair.</li> </ul>
<p><b>Island 0-5 Agenda/ Policy</b>  <i>A document which clearly demonstrates the whole Islands commitment to children 0-5 (Pre full time education). The policy document would have the main intention of supporting the development and sustainability of future projects and interventions, whilst promoting the best interest of the child, family, and wider community. It is envisaged that this document not become a platform for control, but a full representation of the community values which can be</i></p>	<ol style="list-style-type: none"> <li>1. Confirms all stakeholders' values, perceptions, requirements and ambitions for children 0-5.</li> <li>2. Promotes joint thinking in the planning and application of services for the under 5s.</li> <li>3. Supports local influence on childhood experience, overriding the temptation to enforce models of early years not adapted to the needs of the island.</li> <li>4. Offers a framework from which policy and law makers can be guided as to the islands stance in relation to early years, preventing ambiguity and supporting informed and objective decision making.</li> <li>5. Gives a clear message to stakeholders of the way the Falkland Islands value childhood and how we understand the impact of</li> </ol>	<p><u>All Stakeholders</u> Children, parents, professionals, community groups, government departments, MLAs.</p> <p><u>Early Years Coordinator</u> Overview, advice, guidance and support.</p>	<ul style="list-style-type: none"> <li>▪ Currently the principles are being discussed in the Early Excellence Steering group.</li> <li>▪ April-June 2014 research stakeholder views.</li> <li>▪ June-September produce a discussion/draft policy.</li> </ul>

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<i>used to support decision making, policy and practice with in the early years sector.</i>	<p>influences in children 0-5.</p> <p>6. An Island policy would be less prohibitive than a related law, guiding islanders to form desirable practices rather than enforcing behaviour.</p>		
<p><b>Camp</b>  <i>There are 17 Preschool children out in camp. Their needs must also be addressed within this process. At this time there is no comprehensive understanding of the issues at play here. The basis of any initial work would be to engage with children, families, community and professionals to fully understand how best we include these children.</i></p>	<p>1. It is likely that the service or support needs of the children and families in camp differ from those in town, given the uniqueness of the situation it would be good practice to fully understand the situation before offering advice or guidance.</p>	<p><u>Early Years Coordinator</u>  Engagement and action plan for the future needs</p> <p><u>Rural Development Strategy Coordinator,</u> Advice, specialist knowledge.</p>	July 2014 onwards
<p><b>Community Awareness</b>  <i>Starting to work with other community and government agencies to ensure children 0-5 are well represented. Such as the libraries, PWD (play spaces), Jellytots, shops, cafes and the museum. Considering how these services can be easily adapted and managed so that they meet the needs of the youngest children in the community.</i>  <i>Raising Awareness of the value of early childhood by well</i></p>	<p>1. When children are well represented in their community, they are more likely to develop a strong sense of value and belonging in that community.</p> <p>2. Empowers and educates adults to the needs of children in a positive manner.</p> <p>3. Enhanced and new provision of children's services outside of nursery, school or childcare settings i.e. leisure and recreational family facilities</p> <p>4. Shares FIG's plans and limitations so that the community understands the direction childcare in the Falkland Islands is headed and can see that the plans address the community need</p>	<u>Early Years Coordinator</u>	July 2014 on wards

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<i>publicising successes in this area.</i>	5. Creates an appetite for sustainable change. 6. Demonstrates to the International community the strong values the Falkland islands have for its children.		
<b>Progress Reporting</b>	Keeping all stakeholders informed of progress and developments	<u>Early Years Coordinator</u>	April 2014 full report Aug 2014 update Dec 2014 update April 2015 full report Aug 2015 update Dec 2015 / including strategy for 2016-18