

Havering Best Start in Life Action Plan - Draft

Better Support for Families

Action	Evidence Base / Successful Model	Timeline	Lead Responsibility	Milestones/Indicators
Launch and embed Best Start Family Hubs, ensuring access across all wards, integrating health, education, SEND, and parenting support.	DfE Family Hubs model (Manchester and Leeds). Offering infant feeding, mental health, and SEND support.	Year 1: Launch; Year 2: Expand; Year 3: Embed and evaluate.	Early Years Planning Lead, Family Hub Manager; SEND Manager	Hubs operational in all wards by end of Year 2; annual engagement reports.
Targeted outreach and marketing for underrepresented families (including SEND, global majority, EAL, young parents).	Leeds Family Hub: targeted campaigns, QR codes, social media.	Year 1: Design; Years 2–3: Deliver and refine.	Early Years Marketing Officer, SEND Manager	Increased engagement from priority groups; annual campaign impact review.
Update marketing materials and rebranding with BSIL logo	Rebranding and stakeholder engagement.	Year 1	Early Years Marketing Officer	All materials updated with BSIL logo by end of Year 1.
Strengthen escalation and complaints procedures for non-compliance with statutory guidance.	Manchester Family Hub: clear escalation routes, legal advice.	Year 1: Develop process; Year 2: Implement; Year 3: Monitor and improve.	Early Years Planning Lead, Legal Team	Complaints resolved within statutory timescales; annual compliance audit.
Enhance home learning environment support through structured home visits and resources to support parents with	Sure Start model: home visits, parent	Year 2: Recruit staff; Years 2–3: Deliver programme.	Early Years QA Manager, Children’s	% of families receiving home visits;

learning activities in line with 3-Year QA Delivery Plan (attached below).	workshops. Proposed dedicated post for home learning environment.		Centre Lead, Early Years QA Manager	improvement in GLD for targeted children.
Integrate SEND support into family services, including regular assessment and tailored interventions.	Herefordshire SEND case study: multi-agency assessment.	Years 1–3: Ongoing, with annual review.	Early Years SEND Manager, Area SENCos; SEND Advisors	Timely EHCPs; increased SEND family satisfaction; reduction in inappropriate offers.
Embed parental voice and co-production in all services.	Example: Herefordshire plan requiring 100% EH assessments to include the child’s voice.	Year 1: Framework; Years 2–3: Implementation and review.	Early Years QA Manager, Early Help Lead, Parent Engagement Officer	Evidence of parental input in all service plans; annual feedback reports.
Roll out oral health and nutrition programmes.	Example: Toothbrushing schemes and weaning workshops from Herefordshire implementation plan.	Year 1: Pilot; Years 2–3: Full rollout.	Public Health Lead, Early Years QA Manager	Number of families engaged; reduction in dental decay rates among under-5s.

More Accessible Early Education and Childcare

Action	Evidence Base / Successful Model	Timeline	Lead Responsibility	Milestones/Indicators
Ensure sufficient, high-quality, flexible childcare places to meet expanded entitlements.	DfE statutory guidance; Manchester and Leeds Family Hubs.	Year 1: Map provision; Years 2–3: Expand and review.	School Organisation Manager, Early Years Planning Lead	
Support provider compliance with DfE charging and transparency policies; review and update agreements.	Manchester Family Hub: compliance template, provider support.	Year 1: Finalise addendum; Year 2: Roll out; Year 3: Monitor.	Early Years Planning Lead, Legal Team	100% providers compliant; annual audit of charging policies.
Targeted interventions for disadvantaged families (e.g., two-year funding, pupil premium, SEND).	Sure Start and Leeds Family Hub: targeted funding, outreach.	Years 1–3: Ongoing, with annual review.	Early Years QA Manager, Early Years Planning Lead, SEND Manager	Uptake of funding by disadvantaged families; GLD gap narrows annually.
Collaborate with after-school clubs, holiday provisions, and community partners to expand flexible childcare options.	Leeds Family Hub: partnership agreements, expanded provision.	Year 2: Partnership agreements; Years 2–3: Delivery.	School Organisation Manager, Community Partners	Number of new places created; parent satisfaction surveys.
Monitor and report on take-up of childcare places and areas of concern using ward-level data.	Leeds Family Hub: data dashboards, targeted action plans.	Years 1–3: Quarterly reporting.	Early Years Planning Lead, Data Analyst	Data dashboard published quarterly; action plans for areas of concern.
Increase uptake of 2-year-old disadvantage entitlement.	Example: Local authority plans targeting FSM families with outreach campaigns.	Year 1: Outreach design; Years 2–3: Implementation and review.	Early Years QA Manager, Outreach Coordinator, EY Marketing Officer	Increase in % of eligible families accessing entitlement; annual uptake report.

Develop flexible childcare models.	Example: Bradford's Better Start programme using community venues for wraparound care.	Year 1: Pilot; Years 2–3: Scale up.	School Organisation Manager, Senior Early Years Officer; Community Partners	Number of flexible models implemented; parent satisfaction surveys.
Create integrated data dashboards for sufficiency planning.	Example: Nesta's support for local authorities to use predictive analytics.	Year 1: Design; Year 2: Launch; Year 3: Refine.	Data Analyst, Early Years Planning Lead	Dashboard operational; improved forecasting accuracy; annual review.

Improving Quality in Early Years Including Reception

Action	Evidence Base / Successful Model	Timeline	Lead Responsibility	Milestones/Indicators
Deliver regular QA visits, focusing on disadvantaged children, pupil premium funding, and interpretation/use of EYFSP data.	Brookside School case study: regular QA visits, staff coaching.	Years 1–3: Termly visits.	Early Years QA Manager, QA Team	% settings visited; improvement in GLD for disadvantaged children.
Implement evidence-based programmes (e.g., Early Years Talk Boost, Nuffield Early Language Intervention, Maths Champions).	EEF case studies: intensive practitioner support, planned curriculum.	Year 1: Expand pilots; Years 2–3: Full rollout.	Early Years QA Manager, Early Years SEND Manager, Programme Leads, SEND Advisors	Programme reach; measured progress in language/maths outcomes.
Provide training on new Ofsted inspection framework, inclusion, and supporting disadvantaged children.	Introduce new sessions on the DfE guidance and Ofsted framework updates New Inspection Framework, focusing on accurate self-assessment aligned with the new Ofsted Toolkit.	Year 1: Develop; Years 2–3: Deliver	Early Years QA Manager/Training Coordinator	Uptake of training provided; impact on children/families and improvement in GLD for disadvantaged children.
Continue with EYFSP Assessment meetings, focusing on new and inexperienced EY teachers, setting expectations for use of data.	Local QA strategy: supports consistency and confidence in EYFSP judgements.	Years 1–3: Ongoing	Early Years QA Manager	Number of meetings held; feedback from teachers
Incentivise participation in Healthy Early Years London programme to enhance physical literacy and motor skills.	Havering: programme relaunch, incentives.	Year 1: Identify budget allocation for proposals. Year 2: Launch incentives;	Early Years QA Manager, Public Health Lead	% settings participating; improvement in

		Years 2–3: Monitor uptake.		physical development indicators.
Disseminate new nutrition standards and deliver safeguarding/health training (allergies, choking, anaphylaxis).	Leeds Family Hub: nutrition standards, health training.	Year 1: Disseminate; Years 2–3: Ongoing training.	Early Years QA Manager, Public Health Lead	% providers compliant; reduction in health incidents.
Deliver a range of interventions to progress towards GLD targets (75.8% by 2028); <ul style="list-style-type: none"> - Pair schools for peer learning - Identify high-performing schools and share effective practice - Signpost school leaders to reception improvement offer on the RISE reception website 	DfE strategy: GLD target; annual reporting.	Year 1: Baseline; Years 2–3: Annual milestones and review.	Early Years QA Manager, Data Analyst Lead	Annual GLD data published; progress tracked against milestones.
Support the sector to recruit and retain qualified early years teachers and more qualified EY professionals with incentives.	Example: £4,500 bonus for teachers in high-need areas.	Year 1: Develop incentive and training offer scheme; Years 2–3: Implement and monitor.	Early Years QA Manager; Local training provider (Havering Adult College etc)	Number of teachers and higher level EY professionals trained, recruited and retained; annual workforce report.
Strengthen oversight and QA systems.	Example: New inspection cycle every 4 years and early inspections for new settings.	Year 1: Align QA systems; Years 2–3: Monitor and refine.	Early Years QA Manager	Improved inspection outcomes; compliance with new cycle.
Introduce a selection of training on the different areas under the new Ofsted framework, prioritising working with vulnerable families and inclusion.	Ofsted framework priorities; local inclusion strategy.	Year 1: Develop; Years 2–3: Deliver	Early Years QA Manager, Inclusion Lead	% staff trained; improved Ofsted outcomes

Devise a self-evaluation audit tool aligned with the new Ofsted inspection framework toolkit, for PVI Managers to use.	Local QA improvement plan.	Year 1: Design; Year 2: Implement	Early Years QA Manager	Tool distributed; % PVIs completing audits
Introduce professional discussion about interventions and outcomes for PP children in EY settings during QA visits.	Local QA visit framework.	Years 1–3: Ongoing	Early Years QA Manager	Number of discussions recorded to confirm volume of activity; main points and recommendations recorded and collated to inform impact on PP outcomes
Identify areas where most disadvantaged two-year-olds attend and provide Early Talk Boost training to staff in targeted areas.	EEF evidence-based intervention.	Year 1: Identify areas and available budget; Year 2: Train staff; Year 3: Monitor	SEND Early Years Manager; Early Years Planning Lead; Early Years QA Manager	Number of staff trained; child progress data
Purchase delivery resources and implement 3x per week intervention for 10 weeks for 3–4 children in targeted PVIs. Monitor progress and QA.	Talk Boost implementation guidance.	Year 1: Identify available budget; Years 2–3: Implement and monitor	SEND Early Years Manager; Early Years QA Manager, PVI Managers	Intervention delivered; progress reports