



# Changing Lines Through Childcare

**Please wait.**  
**The webinar is starting  
at 9.30am or shortly  
afterwards**



# Changing Lines Through Childcare

**A national webinar to  
raise awareness and  
motivate families to  
use their two-year-old  
entitlements**

## We will share and cover:

- The benefits of childcare.
- Clear and up to date information about the two-year-old entitlement and other forms of childcare support.
- Messaging to use with all parents/carers.
- Things we can all realistically build into our roles to help.

# Agenda

**9.30 start:** context and background, eligibility and engaging families

**11.15 break:** for 10 minutes

**11.25 second half:** parent journeys, SEND and getting the message across, Q&A

**12.30 finish:** evaluation and resources

## Childcare changes lives

Supports children to grow, develop and learn, whilst preparing for school.

Helps us reach children earlier and identify if they have any unmet needs.

Enables parents to make choices in economic, employment and training.

# Why do we have the entitlements and what difference do they make...

“Findings indicate that more hours spent in formal and informal ECEC between ages two and four has benefits for child cognitive and socio-emotional development at age four... Increased time spent in ECEC in both PVI and maintained settings was associated with cognitive benefits, and ECEC received in PVI settings was also associated with socio- emotional benefits.”

Study of Early Education and Development (SEED). Impact Study on Early Education Use and Child Outcomes up to age four years. Research Report September 2018



## Why do we have the entitlements and what difference do they make...

“The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during those early years, starting in the womb, has lifelong effects on many aspects of health and wellbeing, from obesity, heart disease and mental health, to educational and economic achievement... later interventions, although important, are considerably less effective if they have not had good early foundations.”

Fair Society, Healthy Lives The Marmot Review (LGA 2010)



## Before we start

Rate yourself out of 10 for your confidence in supporting families with the two-year-old entitlement.

1 = not at all confident. 10 = very confident.

**Make a note for later.**



## True or false?

1. All two-year-olds get 15 hours funded pre-school learning each week?
2. The two-year-old entitlement is new.
3. Take-up is high and outstripping supply of places.
4. It is only available in nurseries.

## Early years and childcare in a nutshell.

- Home-based childminders
- Pre-school groups, day nurseries,
- Nursery classes, nursery schools, reception units
- Out of school childcare



# What is the two-year-old entitlement?

- Least advantaged children in families receiving non-work related benefits and in low income employment.
- At greatest risk of falling behind their peers before they start school.
- Let's get them into 15 hours pre-school learning a week for up to a year earlier to help mitigate that risk.

# The two-year-old entitlement

- Up to 15 hours a week/38 weeks/570 hours pa
- Benefits: Income Support; income-based Jobseeker's Allowance (JSA); income-related Employment and Support Allowance (ESA); Universal Credit - if total family income from work of less than £15,400 a year after tax; tax credits and you have an annual income of under £16,190 before tax; the guaranteed element of State Pension Credit; support through part 6 of the Immigration and Asylum Act; the Working Tax Credit 4-week run on (the payment when stop qualifying for Working Tax Credit).

More information

[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

hempsall's

# The two-year-old entitlement

## Also, if any of the following apply:

- they're looked after by a local council
- they have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- they receive Disability Living Allowance
- They have left care under a special guardianship order, child arrangements order or adoption order

More information

[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

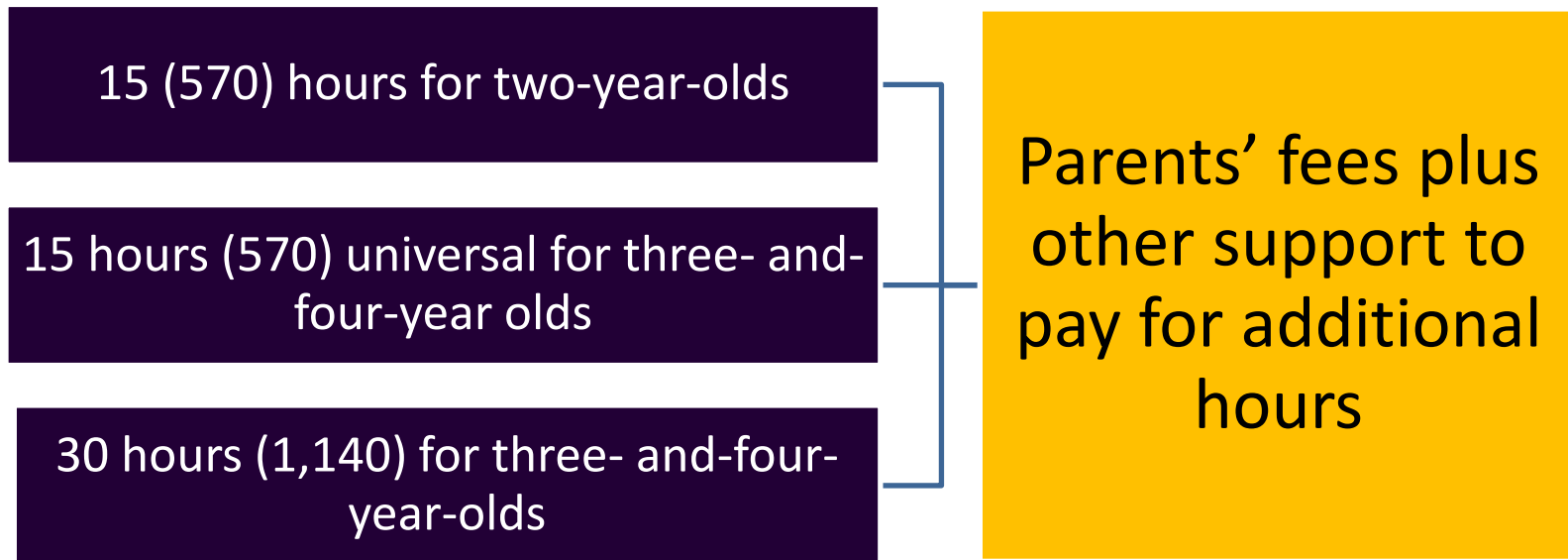
hempsall's

# Understanding the two-year-old entitlement: How it fits with other entitlements



More information  
[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

# Understanding the two-year-old entitlement: How it fits with paid for childcare.



# Reducing the amount parents pay directly for childcare

- Tax free childcare
- Universal credit for childcare
- Support for parents studying
- Employer voucher schemes
- More information [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)





## Tax-Free Childcare

GET  
UP TO  
**£2000**  
PER CHILD



Age  
**0-11**  
or 16 if disabled

- For **working families**, including the self-employed, **in the UK**
- With **children under 12** (or **under 17 if disabled**)
- For every £8 you pay in, the government will add an extra £2, **up to £2,000 per child per year**

Is it for me? 

 **Childcare Calculator** 

Get an **estimate** of how much help you can get with Tax-Free Childcare and other offers.

 **Apply now** 

## Tax credits for childcare

Age

0-15

or 16 if disabled

- For working families, **in the UK**
- With **children under 16** (or **under 17 if disabled**)
- 70% of childcare costs, up to a cap

Is it for me? 

## Universal Credit for childcare

Age


0-15

- For working families claiming Universal Credit, **in England, Scotland and Wales**
- With **children under 16**
- 85% of eligible childcare costs, up to a cap

Is it for me? 

## Support while you study

- Weekly payments from Care to Learn if you're at school or sixth-form college
- Help through your college if you're in further education
- A weekly grant if you're in full-time higher education

Is it for me? 

# Additional funding: SEND

- Tax Free Childcare: 0-16 years for disabled children
- Disability Access Fund (DAF): For three- and four-year-olds in receipt of Disability Living Allowance. The early years provider can receive £615.00 per child, per year.
- Special Educational Needs Inclusion Fund (SENIF): Support for early years providers to meet the needs of individual children with SEND.

# Finding out more

- All the information from government about what is funded and how to access it [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)
- Parents can use an online interactive quick calculation here:  
<https://www.gov.uk/childcare-calculator>



# Parent Champions

## Parents and childcare



# Why do parents love childcare?



- Allows you to spend time with younger siblings
- A chance to work part-time or start looking for work
- Time to spend volunteering and/or training
- A chance to attend appointments
- An opportunity to have some time to yourself!





# Why do parents love childcare?

- Children get to make friends
- Learn new things, like sharing or taking turns
- Children get to do messy play – without having to clear up at home!
- Can improve children's speech, language and communication
- Helps prepare children for the move into school





# Parent Champions

- Parent Champions are parent volunteers who give a few hours a week to talk to other parents about free early education entitlements, particularly the free 2 year old offer and the 30 hours offer.
- The Parent Champions programme supports parents who miss out on vital information about how to access local family services.
- Parent volunteers are so passionate, they want to spread the word!

# Why the Parent Champions approach works



- Based on research which shows parents are more likely to trust other parents when it comes to choosing childcare.
- Relies on rapport and sharing personal experiences
- Time and space for parents to be honest about their doubts
- Barriers to using childcare can be difficult to overcome and it helps to hear about it from different people
- They can reach families more likely to miss out



# Impact

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323 Parent Champions  
volunteering



20,000  
conversations  
with families



6500 children in  
in early years  
education



# Why don't families use childcare?

**It will make me a bad parent**

People will think  
I'm lazy

I'm his parent – it's  
my job to look  
after him

Childcare is bad  
for children

# Why don't families use childcare?



## Information

Childcare is really expensive

There aren't any places available at the nursery I like

I thought it was only for nurseries, not childminders

Childcare is only for working parents



# Why don't families use childcare?

## Cultural barriers

My family won't approve

I don't know anyone who uses childcare

In my culture, extended family help look after each others' children, not nurseries



# Why don't families use childcare?

**Childcare is fine, but it's not right for my child**

**My child is too young for childcare**

**My child gets upset when I'm not there**

**My child has SEND – childcare would not be able to support her**





# What changes parents minds?

- Recognising barriers are real and legitimate – it is a difficult decision for parents
- Focusing on the benefits for the child
- Seeing childcare as part of the education system
- Personal stories
- Reliable information
- Understanding what happens at childcare
- Knowing childcare workers are professional, qualified experts
- Feeling like using childcare is normal, acceptable, and even good!



# Tips for talking to parents about childcare

- Take time to understand individual barriers
- Know your limits – and where you can signpost to for more information
- Personal stories work
- ‘Early education’ might be better than ‘childcare’
- Use the messages that resonate with you

|   |  |  |
|---|--|--|
| <p><b>BAME communities</b></p> <p>Reports of higher risk of infection and higher rates of serious disease or risk factors.</p>                            | <p><b>Employment changes</b></p> <p>Redundancy, reduced or different hours, new jobs, new lower or higher income levels, change of location of work.</p>           | <p><b>Familial care</b></p> <p>Changes to parental childcare arrangements, availability of grandparents or extended family, shielding etc.</p> |
| <p><b>Anxiety</b></p> <p>Feelings of apprehension and nervousness around coming out of lockdown, wellbeing issues.</p>                                    | <p><b>Reduced capacity</b></p> <p>Impact on staffing levels – two-year-olds require more resource (ratios) and relative income.</p>                                | <p><b>Changes of eligibility</b></p> <p>Families could fall in and out of eligibility for two-year-olds as a result of employment changes.</p> |
| <p><b>Impact on children</b></p> <p>Providers reporting concern about COVID-19 restrictions on children’s personal, social and emotional development.</p> | <p><b>Quality of provision and access to support</b></p> <p>Providers redesigning their business models and changing abilities and motivators to offer places.</p> | <p><b>Reduced outreach</b></p> <p>Physical outreach from family-facing professionals has changed and been reduced.</p>                         |

# Impacts of the pandemic

# How do we put a framework on engaging families for 2021?

- Timing is everything
- Trusted message-givers are vital
- From idea to take-up: The parent journey needs to be barrier free
- What works and some ideas and asks

# What could you do?



I'm an Early Years / Childcare Worker and I can change lines through childcare by ...



I'm a Social Worker and I can change lines through childcare by ...

# What difference could childcare make to the families you work with?

**Our role in influencing decisions**

**The personal verses the professional**





# Changing Lines Through Childcare

**We are on a break!  
10 minutes**



Department  
for Work &  
Pensions

# Julie Abbott

[Julie.abbott@dwp.gov.com](mailto:Julie.abbott@dwp.gov.com)

Senior National Account Manager and Childcare Lead  
Department for Work and Pensions



# My Role

- Engage and build relationships with key external experts that can support DWP in building knowledge around childcare provision.
- Work with these organisations to Identify information and resources that will support Work Coach knowledge development.
- Or develop new resources where gaps are identified.
- Promote these resources to Work Coaches so that they have access to material that will help them advise their customers about how to choose the right provision for their children and access funding.

# The Role Of the Work Coach

- Work Coaches support people into work by helping them identify their key job skills, improve their CV, perfect their interview technique and gain better job seeking skills.
- In addition they work with the individual to identify any barriers or challenges that may be preventing them from entering employment.
- Work Coaches use their judgement to help the individual address these issues and tailor coaching and advice accordingly.
- For some parents, childcare may be a barrier. They may lack confidence in entrusting the care of their children to a stranger. They may not be aware of the range of childcare options available to them or have concerns about funding.
- Using information provided by expert partners the Work Coach is able to help the parent navigate these concerns and remove the barrier.

# DWP Structure

| Group                 | Districts |
|-----------------------|-----------|
| Central Midlands      | 3         |
| London & Essex        | 5         |
| NE Midlands           | 4         |
| North Central England | 3         |
| North East England    | 3         |
| North West England    | 3         |
| South East England    | 4         |
| South West England    | 3         |
|                       |           |
| 8                     | 28        |

# Every District Has a Childcare Champion

## The Role of the Childcare Champion

- Gather insight from Work Coaches around knowledge gaps and barriers and support them in addressing these needs
- Quality assure resources being developed
- Take receipt of new information/resources and land with Work Coaches
- Build local relationships with appropriate external partners
- Arrange/support events for parents in partnership with external partners

# Examples of Best Practice

JCP Claimant sessions have been held in Children's Centres. Lone Parents with pre-school age children are offered an appointment at a Children's Centre with a Work Coach to discuss their options of starting work or study.

JCP led Jobsfairs for parents have been supported by childcare partners. Allowing participants to get career and childcare advice at the same time.

Jobcentre colleagues around the country keep up a regular request for Childcare: Ready to Choose booklet. They use this to support conversations with parents.

Childcare information session being delivered by PACEY are taking place around the country to upskill Work Coaches.

# One Size Does Not “fit all”

- The Childcare Champion is not a full time role. It is an “add on” to the day job. The amount of time they can spend on the childcare agenda will vary depending on the structure and available resource in the District they belong to.
- The Childcare Champion may be a Work Coach, Employer Adviser or Partnership Manager.
- The Childcare Champion may be the person building relationships with external partners or they may have a purely internal focus.
- All Districts also have a Partnership Manager and it may be this person who is working with external partners such as the Local Authority on the Childcare agenda.

However, If you are an external partner wanting to build a relationship with your local DWP District - the Childcare Champion would be a good starting point. They will be able to point you in the right direction. Hemsalls have been provide with a full list of Childcare Champions.

Caption in Arial 12pt and only one line

# Improving uptake of the two-year offer: role of the health visiting service

Changing lives through childcare  
Hempsall webinar for the Department for Education  
*Tuesday 9<sup>th</sup> February 2021*

**Alison Morton**

Acting Executive Director, Institute of Health Visiting

# Key messages from the Institute of Health Visiting

## Presentation key messages:

- What is a health visitor and what do they do? opportunities and challenges
- How can we improve outcomes for children?
  - ✓ evidence- based interventions AND
  - ✓ universal “safety-net” to elicit hidden need/ broker engagement
- Why a “Whole system” approach is needed to improve uptake of the 2-year offer and the contribution of the health visiting service



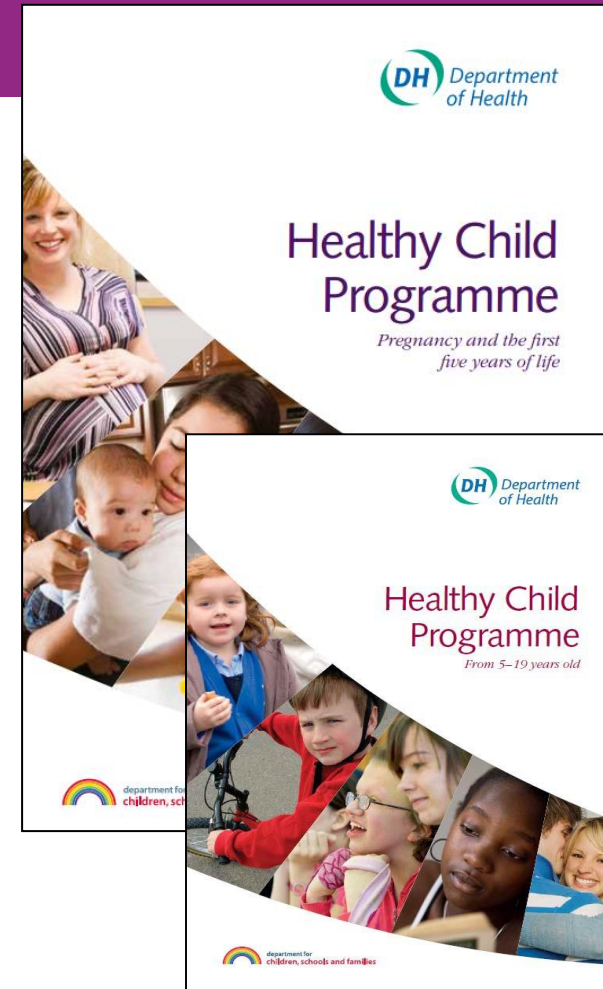


# A “Best Start in Life” for all children...?



# What is the Healthy Child Programme?

- The Healthy Child Programme aims to ensure that every child has the best start in life.
- It is the universal evidence-based prevention and early intervention programme.
- Local Authorities have responsibility for commissioning the HCP.
- The delivery of the Healthy Child Programme 0-5 is led by health visitors in partnership with midwives, GPs, children centres and other universal and specialist services
- It includes: child health surveillance, screening, health reviews, immunisations and health promotion.
- The Healthy Child Programme was [last updated in 2009](#) and the evidence underpinning it was [refreshed in 2015](#).
- The Early Intervention Foundation (2018) [What Works to Enhance the Effectiveness of the Healthy Child Programme: An evidence update](#)



## Opportunities

Health visitors are a highly skilled workforce equipped to address numerous government priorities for children and families



Early years lay the foundation for lifelong health and wellbeing



Investment in early childhood is a smart investment – the greater the investment, the greater the return



Inequalities are not inevitable. Early interventions make a difference



Health

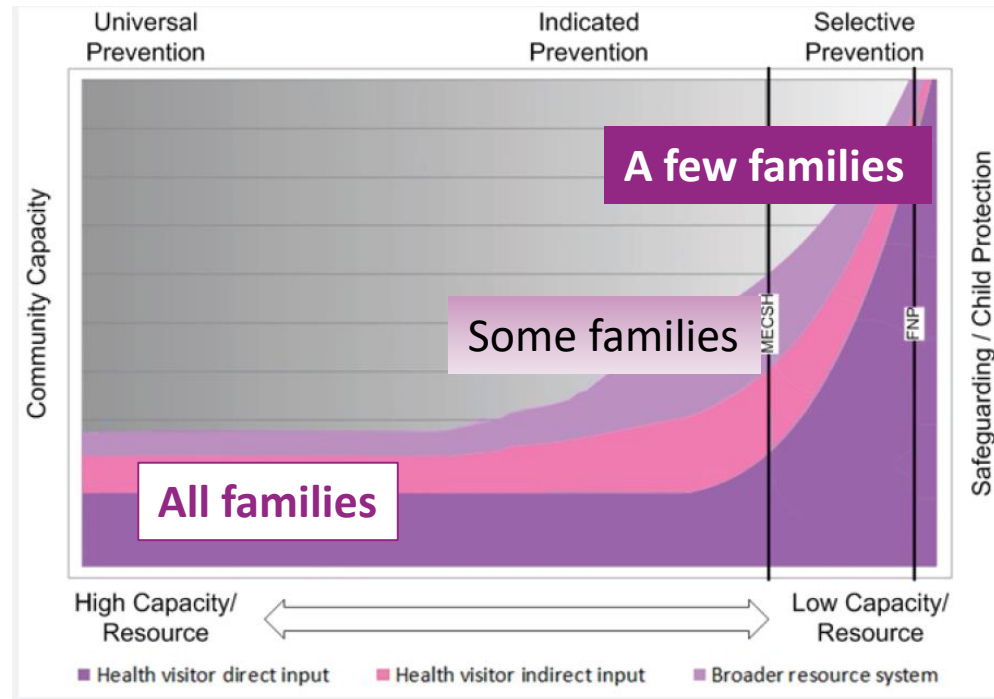
Social

Educational

# Vulnerability – adult and child

©Institute of Health Visiting 2020

# Half full or half empty?



## Challenges



Widening inequalities and poor state of child health and wellbeing



Unidentified need – “invisible children”



Public health grant cuts



Workforce challenges – training, recruitment, retention



Unwarranted variation in quality of health visiting services



Role drift from preventative public health



Perverse system incentives to “tick the box, but miss the point”



The cost of failing to intervene early is enormous

Variation in HV service, based on where families live, rather than their level of need

Percentage of children who received a 12 month review by the time they turned 15 months

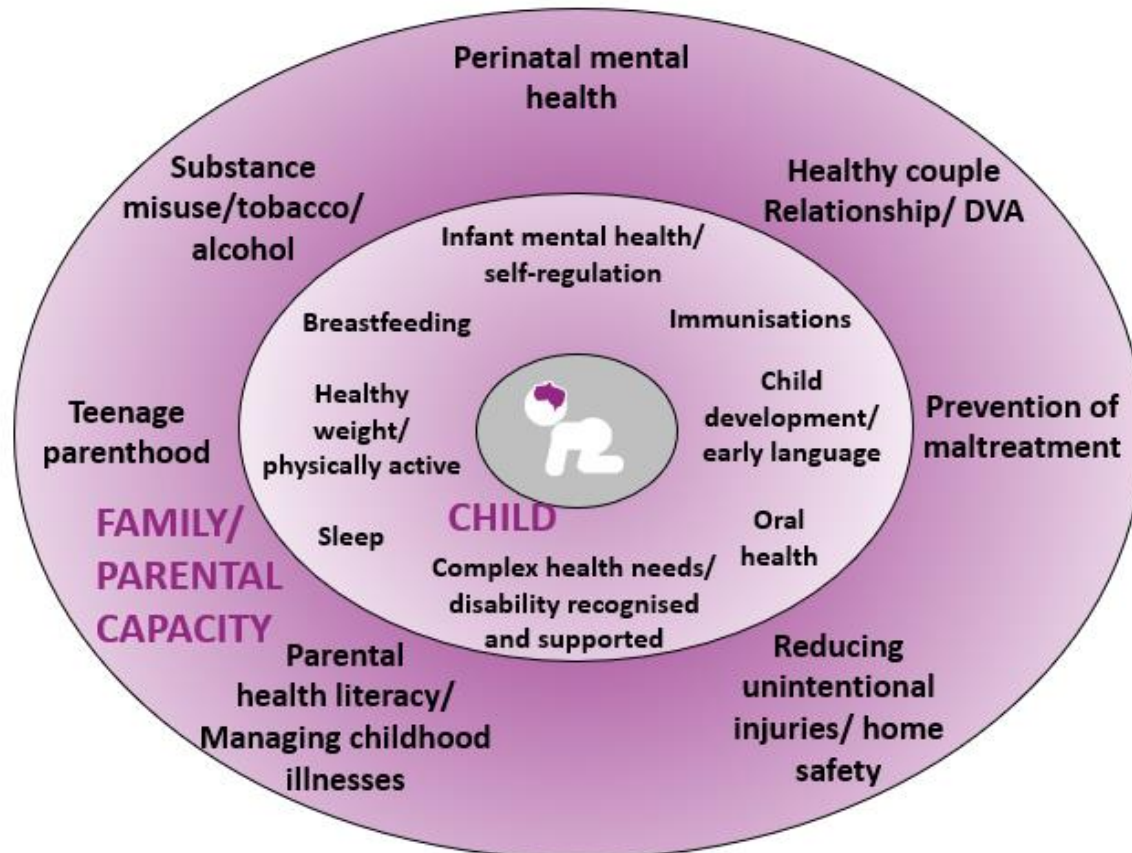


## The Prevention Green Paper

*“we can prevent problems from arising in the first place, rather than dealing with the consequences”*



# What is a health visitor and what do they do: contribution in a whole system approach



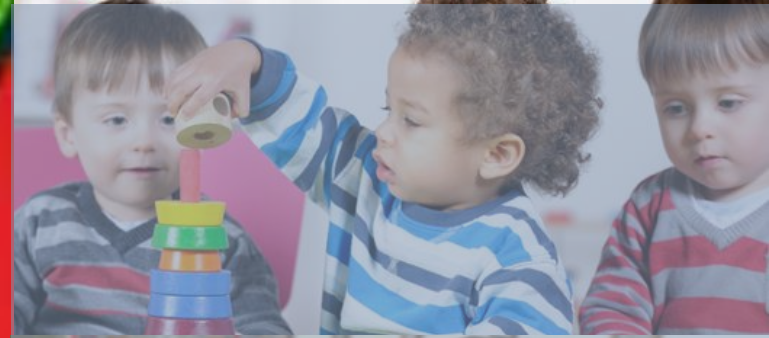
© Institute of Health Visiting



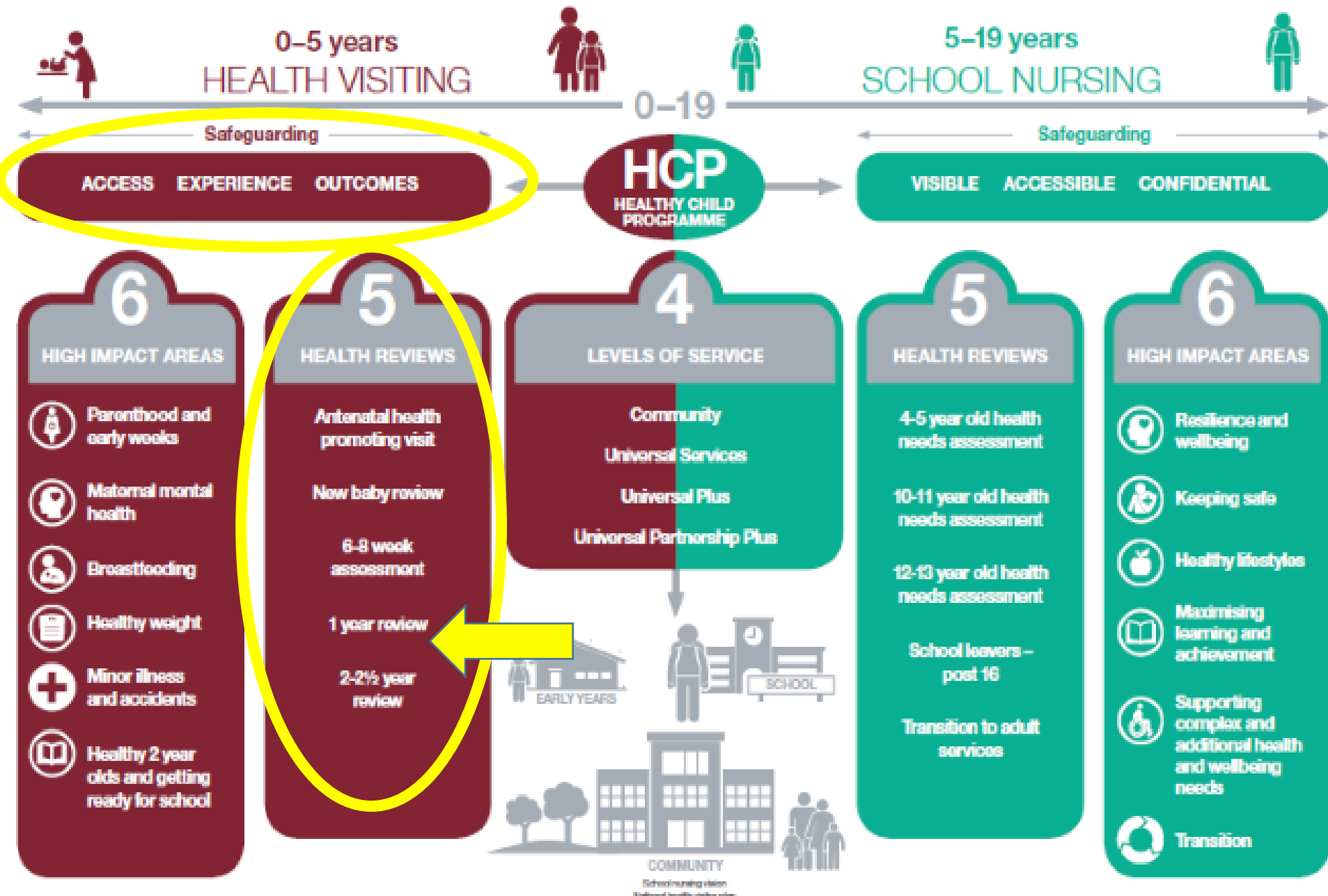
# Does the 2-year offer make a difference?

Improved  
outcomes

2-year  
offer  
Case  
study



# Healthy Child Programme: The 4-5-6 approach for health visiting and school nursing



# The 2-year offer

Early  
identification

Engaging  
families-  
recruitment/  
retention

Intervention

Safety net for  
all children

## The health visitor's contribution

- **Early identification of eligible families:**
  - Ideally at the 1 year review
  - 2-2.5 years is too late to ensure uptake of the full offer from the start
- **Signposting to information/ eligibility criteria**
- **Brokering engagement and uptake (local contacts/ multi-agency approach):**
  - Equity of access for vulnerable children with complex needs and disabilities (EHC Plan/ DLA), LAC/ care leavers and for asylum
- **Safety-net for vulnerable children:**
  - Attrition – stop children falling through the gaps between services
  - HVs universal reach is the “glue” for early years support
- **Future opportunities- Use of digital/ data and analytics to “flag” children who may be eligible:**
  - HV use of digital/ data and analytics needs strengthening
  - Local variation in interoperability





# Thank you

## Contact details:

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# Changing Lines Through Childcare

**Any questions?**

# What could you do?



I'm an Early Years / Childcare Worker and I can change lines through childcare by ...



I'm a Social Worker and I can change lines through childcare by ...

# What could you do?

- Be positive and excited about the entitlements
- Motivate people to find out more and engage
- Keep up to date with local provision and the local authority early years team/information service
- Value all types of childcare provider (including childminding), and how they match up to the different needs of families
- Use different messages for different families
- Know the local processes and help
- Carry and give away information



# What could you do?

- Help parents get online and find out more at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)
- Help parents work out the costs using the calculator <https://www.gov.uk/childcare-calculator>
- Help parents apply
- Remind them to reconfirm
- Promote other sources of support e.g. Tax Free Childcare, and for children with SEND
- Connect parents to childcare providers



# What could you do?

- Put information and links in your literature, newsletters, and/or on your website for example <https://www.pacey.org.uk/news-and-views/news/online-resources-to-support-two-year-olds/>
- Discuss in team meetings
- Hold a training session, invite a speaker such as the LA early years team or a local childcare provider
- Signpost parents to children's centres or similar services, where they exist
- Include the entitlements in family plans



# We all have a role to play, childcare...

supports children to grow, develop and learn, whilst preparing for school.

helps us reach children earlier and identify if they have any unmet needs.

enables parents to make choices in economic, employment and training.





# Changing Lines Through Childcare

**Questions and comments and evaluation**

<https://hempalls.onlinesurveys.ac.uk/cltc-national-take-up-webinar-9-february-2021>