

Equality Impact and Needs Analysis (EINA) Template

Directorate:	Education, Children's and Cultural Services
Service Area:	Early Years & Childcare Service
Name of service/ function/ policy/ being assessed:	Early Years & Children's Centres
Officer leading on assessment:	Rachel Turner, Interim Head of Early Years and Children's Centres
Other staff involved:	Ian Sutton Children's Centres Strategy and Development Manager, & Jane Knight, Business Support Manager

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. **Briefly describe the service/ function/ policy:**

Children's centres offer universal and targeted support to families with young children through quality programmes and activities. The Early Years team provides support to early years providers (childcare and education 0 – 5) to ensure that provision is inclusive and of the highest quality. This includes part time and day care nurseries and reception classes in the private, voluntary and independent sector. The Early Years service also administers the Nursery Education Grant, completes the yearly census. The Family Information Service is responsible for providing advice and guidance for services relating to families through outreach in children centres, website, email and phone for children and young people aged 0 -20, or 25 where the young person has additional needs. One of the principle roles for the Family Information Service is to secure funded places in settings and with accredited child minders for 2, 3 and 4 year olds.

2. **Why is the equality impact and needs analysis being undertaken?**

To ensure that services are inclusive, of the highest quality and meet the needs of families and young children identified through various monitoring processes.

3. **Has this service/ function/ policy undertaken a screening for relevance?**

If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.

If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:

The following areas were identified as having high relevance - age, sex, race, disability, pregnancy and maternity are met. These areas were identified as having medium relevance – religion, belief marriage and civil partnership.

4. **What sources of information have been used in the preparation of this equality impact and needs analysis?** For example, this could include equalities monitoring information, performance data, consultation feedback or needs assessment. Please provide the details in the table below:

<i>Information source</i>	<i>Description and outline of the information source</i>
Early Years Foundation Stage Profile results	End of academic year, results inform training and support.
Quindrat Needs Analysis	Demographic make up of quindrats and identified needs informs children centre services commissioned centrally and locally.
Children Centre attendance records	Numbers of families attending and postcodes ensures that services are attractive to families and that targeted families are accessing those services.
Census	Information used to ensure that there is good take up of funded NEG places and to secure funds for following year.
Children Centre feedback from users	Used to inform children centre managers of improvements needed and where .

ANALYSING IMPACT, NEEDS AND EFFECTS

It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined (see further [Guidance on RIO](#)).

5. **Key questions to consider:**

- a. **What does the data tell you about the groups identified as relevant to the area being assessed?**
- b. **What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/ policy on the protected characteristic groups, where assessed as relevant to area being examined?**

Other questions to consider:

- How well are diverse needs met?
- Have any differences in access to services/functions been identified for any group?
- Has the area identified any disadvantages experienced by groups, which need to be addressed?
- Have there been any complaints about a failure to receive an appropriate and fair service?
- Is there any other evidence of differential impact or different outcomes which needs to be addressed?

- Is there any evidence that participation in areas of public life is disproportionately low for any particular relevant protected characteristic group?
- Have the needs of disabled people been identified and addressed where these are different from the needs of non-disabled people?
- Have you identified any need to tackle prejudice or promote understanding between different relevant protected characteristic groups?

Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

<i>Protected Group</i>	<i>Findings</i>
Age	During the period 2011/12, 34% of children 0 -1 registered at our children centres, this was the highest percentage recorded. Families attend the centre for midwife, health visitor appointments. This percentage falls gradually to 6% by age 4. We offer a range of universal and targeted services and sessions for children and their families through our children's centres (approximately 50 different initiatives). For example in Kew, Mortlake, Barnes and East Sheen adults can attend a 6 week course All About You to support increased self esteem and develop skills to return to work or training. There is also a targeted 12 week Move with Me course (0-11) for parents and children, increasing attachment, engagement and promoting exercise.
Disability	In previous years, data showed low numbers of children with additional needs accessing universal services in our children centres. Findings have shown that some families find it hard to attend activities with other families, particularly when they have had a recent diagnosis. In 2012 two Children Centre Plus sites opened, Tangle Park and Windham Croft. These centres offer Sparkle Time, these are specialist drop-ins for children with additional needs. The Portage Parents Support Group also operates from our centres, where parents and carers receive Portage support and 2 hours of supported play. Children centres also run Singing Hands – MAKATON signing and singing sessions.
Gender (Sex)	We currently do not record attendance figures by gender. We do however run courses that are particularly designed to encourage fathers to engage with their children. For example, in Kew, Mortlake, Barnes and East Sheen we are running Dads Go Wild, encouraging dads with 0 -5 year olds to explore nature and join in outdoor activities with our Play Rangers. Across the quindrants the Fatherhood Institute has been centrally commissioned to provide three courses for fathers, Hit the Ground Crawling, Raising Happy Children and Staying Connected for separated families.
Gender reassignment & sexual orientation	We do not currently report on this.

*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	We do not currently collect this information and do not target any services in relation to this.
Pregnancy and maternity	5% of children centre registrations in 2011/12 were by expectant mothers. Midwives run pre-natal checks from our centres and there are a range of other services to support particular groups of expectant parents e.g. Young Parents Groups and our Speech and Language Therapy team run a session for expectant parents encouraging communication from early pregnancy.
Race/ethnicity	65% of children registered at the children's centres are white. 19% of registration forms show 'not known/given'. We are currently revising the registration form to increase returns for some of the information. We are aware that some groups are less willing to attend the centres, e.g. families from the Edgar Road estate in Heathfield. Outreach Workers target the addresses there with information and run some sessions from the site. Work to engage vulnerable families is ongoing. We run a range of sessions across our centres to target particular groups e.g. ESOI language courses. We also run classes that celebrate and encourage diversity through everyday activities e.g. Bollykidz, Bollywood dance sessions for children and Healthy Cooks which promotes healthy eating and uses a range of ingredients from other cultures.
Religion and belief including non-belief	We do not currently report on this.
Sexual orientation	We do not currently report on this.

6. Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty? If so, how will these data gaps be addressed?

<i>Gaps in data</i>	<i>Action to deal with this</i>
Religion and belief, including non-belief; marriage and civil partnership; and gender	Not applicable.

SUMMARY OF THE KEY FINDINGS

7. Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*

- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

There is a need to address data collection and reporting on key areas as described above. Children centres remain open to all groups and individuals and there are no cases of unlawful discrimination. There is however a need to identify where there are gaps in attendance so that we can take steps to address these. Provider questionnaires are currently being devised to gather evidence on barriers to attendance.

CONSULTATION ON THE KEY FINDINGS

8. What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?

Rachel Turner/ Ian Sutton to work with Policy and Performance and children's centre managers to improve data collection and reporting in order to ensure we are reaching target families. The results of the provider questionnaires, discussed in section 7, will be examined to improve services. We have also reviewed our local commissioning procedures to ensure that the process is robust and fully meets the needs of the local community. This EINA will be shared with the ECCS Equalities Working Group and reviewed; the findings will then be shared with the staff in our team.

ACTION PLANNING

9. What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?

Issue identified	Planned action	Lead officer	Completion Date
Awaiting completion of EY Strategy	Review findings – Rachel Turner/ Rob Henderson	Ayesha Jessa	September 2012
Awaiting completion of EY Review	Review findings – Rachel Turner/ Rob Henderson	Suzanne Payne	December 2012
Gaps in data collection	Work with P & P to address gaps in data collection	Rachel Turner	August 2012

MONITORING AND REVIEW

10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.

Actions to be added to business, service and team plans. Work with Policy and Performance is underway to ensure that services are monitored and reviewed accordingly.

PUBLISHING THE COMPLETED ANALYSIS

11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council's website. Please provide details below:

Approved by	ECCS Equalities Working Group
Date of approval	3 October 2012
Date of publication	

DECISION-MAKING PROCESS

12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?

- If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.**
- Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:**

N/A.
