

## Research & policy updates

DfE has published another stream of reports and guidance over recent weeks including:

- findings from the [evaluation of the first year of the national rollout of 30 hours free childcare](#) and a report on the [childcare and early years survey of parents 2017 follow-up survey](#). The findings from the former were drawn from 12 LAs, four months after the roll out of the 30 hours and so reflect early experiences. It notes concerns about variable, and sometimes low, levels of resource available for LAs to support the roll-out of the 30 hours, e.g. reaching all groups of parents. It reports the impact on providers (39% reporting an increased profit/surplus compared to 16% reporting an increase) and on parents (some increase in the number of parents working or the number of hours worked, and a positive impact on family finances), while noting that parents reported on limitations on flexibility of hours available, and on charges.
- [guidance for local authorities](#) wishing to evaluate the 30 hours offer at local level
- [research into take up of the various funded early years entitlements](#) which found sufficiency issues, especially in relation to the 2-year-old offer and to provision in London. It noted that parental choices had an impact, sometimes based on perceptions and choices, but also affected by constraints on what was available, and that take up could be improved by better support for families of children of EAL and SEND, but that some families would continue to exercise their choice not to take up the offer.
- A new research report on [Regional differences in attainment in the early years](#) has found that despite increasing regional inequality in the proportion of children reaching a good level of development at the end of reception year between 2007 and 2015, "the nature of regional early years attainment gaps is highly context specific, with no single factor promising to close the gaps across the country" and relates largely to socio-economic and demographic factors.
- the latest report from the SEED study on the [impact of early education on educational outcomes at age 4](#) continues to show that early education has beneficial outcomes for children, particularly non-verbal and socio-emotional outcomes. There was a correlation between increased hours in early education and improved cognitive and socio-emotional development.
- [information about England's participation in the International Early Learning Study \(IELS\)](#) - the so-called "Baby PISA" OECD-led study which is being piloted by England, the US and Lithuania.

- A career progress map and case studies of [Early Years careers pathways](#)
- Membership of the [T-level panel](#) for education and childcare. The tender for an exclusive license to deliver the T-qualification is underway, with a deadline for awarding bodies to apply by 26 October.
- Updates to [Keeping Children Safe in Education](#) and to the guidance about [staff disqualified under the Childcare Act 2006](#)

DfE have also announced a [capital fund of £30m for new nursery provision in primary schools](#) with particular emphasis on helping to close the disadvantage gap. We have asked them why this is not available to maintained nursery schools.

The Health and Social Care Committee has launched an [inquiry into the early years of a child's life](#) and is calling for local authorities and CCGs to submit evidence on their provision.

Ofsted is [calling for early years experts](#) to join its Early Years Pedagogy and Practice forum. The deadline for expressions of interest is 28 September. We'd welcome feedback from any Early Education members who get involved.

Education Policy Institute (EPI) and the Early Intervention Foundation (EIF) have published two reports examining the key features of quality in early years childcare provision that have the greatest potential to maximise child outcomes. The reports focus on [structural quality](#) (EPI) and [process quality](#) (EIF). They have also published a [blog outlining the key findings](#).

The Education Endowment Foundation (EEF) has published [Preparing for literacy: Improving communication, language and literacy in the early years](#) offering "seven practical evidence-based recommendations" focused on the needs of 3- to 5-year-olds. (A helpful summary version is available via the Bristol Document Summary Service if you have access to this service, eg via membership of the Chartered College of Teaching)

London Councils have issued a report [Hidden Value: A report exploring the role and future of maintained nursery schools in London](#)

### **New publication - Musical Development Matters**

We're delighted to have published [Musical Development Matters](#) by Nicola Burke, in partnership with Youth Music, part of the legacy of the Tri-Music Together project. Copies can be downloaded for free or ordered in print copy (member price £6.40 per copy), and further online resources are available.

### **Early Education CPD**

We've published a full [programme of training courses](#) and - new for 2018-19 - Community of Practice twilight sessions. Book early and make multiple bookings for the best deals.

Local branches are also starting to add details of [upcoming branch events](#) - more details coming soon.

For in-house and bespoke options, our [team of Associates](#) are available to book, and happy to tailor CPD to your needs and budget.