



Llywodraeth Cymru
Welsh Government

Flying Start Performance Data Monitoring

This document provides information and advice to Local Authorities on performance data monitoring and the recording of appropriate expenditure for the Flying Start programme. If you have any queries, please email Flying Start at flying.start@wales.gsi.gov.uk clearly stating *Flying Start Performance Data Monitoring*.

Scrutiny and Development of the Flying Start programme

The Flying Start programme and its expansion will be the subject of intensive scrutiny as the programme develops over the coming years, and there will be particular need to demonstrate that the programme is evidencing effective interventions to support children's development. The scrutiny function is about:

- challenging, debating and providing ideas for improvement that will contribute to the continuing development of Flying Start policy;
- proactive management of performance;
- monitoring of progress against priorities; and
- holding decision-makers (both local authorities and Welsh Government) to account.

Performance Monitoring Arrangements

The local authority shall monitor the progress of each project across the full range of the Flying Start entitlement as set out in the local authority's annual Flying Start plan to ensure that:

- targets are being met and to time;
- the grant is being spent as agreed and that financial controls are adequate;
- that the local authority's management is satisfactory, and complies with the terms and conditions of the Flying Start grant; and
- there are early warnings of performance falling short of expectations.

Performance management is about using information about performance to make things better than they would otherwise have been. This happens at all stages of the performance monitoring cycle:

- Analysis – a shared understanding, firmly based on relevant and robust evidence, of current performance and the main issues to tackle for an area.
- Planning – agreeing priorities, aligning objectives, understanding the starting point or baseline, building a shared agreement of where we need to get to (outcomes, indicators and targets), assigning clear accountability for delivery to partnerships and individuals, appraising the options and agreeing the action plan, allocating resources and actions, assessing risk and equality impacts.
- Delivery – turning the plan into reality, making sure actions happen as intended, that they have the desired effect, ensuring that partners and individuals responsible for delivery have the capacity, knowledge and skills to deliver the plan and that issues and risk are managed as they arise to keep the plan on track. Ensuring that good quality monitoring data and complementary sources of intelligence are available and shared to help assess progress.
- Performance – regularly reviewing progress, forming an accurate and timely assessment of performance from data and other intelligence and sharing this in an open and accessible way with partners and other stakeholders, understanding and learning from what works and what doesn't, and why, and what needs to be improved, ensuring that agreed improvement actions happen.

There are hard and soft aspects of performance management. The 'hard' elements include project and programme management methodologies, performance monitoring and reporting systems, but it is the 'soft' elements that can make or break a performance management framework. These cover the culture, behaviours and environment which either constrain or enable effective performance management to become embedded across a partnership, and include:

- Clear accountability, roles, and responsibilities for partnerships, organisations and individuals - an agreed framework, consistently applied;
- Strong leadership, commitment, and decisive action – the need to schedule better conversations about performance, asking the right questions and using information to inform decisions and actions;
- Using the feedback from robust performance information – to deliver improved analysis and reporting and to manage performance; and
- Creating a performance culture and supporting environment – developing a constructive, honest, open approach with an environment that helps this happen

Good performance management is underpinned by robust, effective, shared and understood delivery plans, with systems in place to support improvement, and good quality, accessible monitoring data.

Having the plans in place, delivering these and knowing how we are performing is only part of the picture. Good performance management is a way of continually thinking, questioning, challenging what we are doing and the whether we are having the impact we thought we would, and taking action to improve things where we are not. It's also about celebrating success and sharing learning about what works.

Submission of Performance Monitoring Spreadsheets

You should submit a performance monitoring profile for activities funded by Flying Start to the Flying Start Account Manager for your local authority. Below is an illustrative list of dates for the submission of the spreadsheets. The spreadsheets should be submitted on a termly basis for terms 1 and 2, along with your termly expenditure claim forms. The spreadsheet for term 3 will be submitted after the 3 term expenditure claim form.

Term	Period	Performance Monitoring Profile deadline	Notes
1	1 April 2015 to 31 August 2015	18 September 2015	Performance monitoring return to be submitted with payment claim. Payment claim to show actual expenditure up to 31 August 2013 and estimated expenditure for remainder of the financial year.
2	1 September 2015 to 31 December 2015	22 January 2016	Performance monitoring return to be submitted with payment claim. Payment claim to show actual expenditure up to 31 December 2013 and estimated expenditure for remainder of the financial year.
3	1 January 2015 to 31 March 2015	15 April 2016	Performance monitoring return for the period to be submitted by 15 April 2016. Payment claim to be submitted by 26 February 2015 and to show actual expenditure up to 31 January 2016 and estimated expenditure for the remainder of the financial year.

Payment for Terms 1 and 2 will not be released until the relevant termly monitoring spreadsheet has been correctly completed and submitted to the Flying Start Account Manager for your local authority.

The performance monitoring profile must be signed by the local authority Flying Start coordinator (see governance arrangements – Flying Start Financial Management Guidance) as verification of the fact that the report is an accurate representation of progress. The local authority shall monitor the progress of each project or other activity under the grant scheme to ensure that:

- it continues to be carried on in accordance with approved purposes;
- expenditure under this grant scheme continues to be spent in accordance with any agreement it has entered into;
- financial controls for the project or activity are adequate and that it is satisfactorily managed;
- it does not call into question any of the terms and conditions of the Flying Start grant scheme; and
- it has early warning of cases where performance of the activity or project may not, in light of these terms, be satisfactory.

Performance Monitoring Workbook and Spreadsheet

The Welsh Government is committed to monitoring the reach of the Flying Start programme across the core entitlement of the Flying Start programme:

- Quality part-time childcare for all 2-3 year olds in Flying Start areas;
- Enhanced Health Visiting Service with 1:110 caseloads;
- Parenting programmes and support;
- Speech, language and communication (previously referred to as speech, language and communication / language and play).

To complete the monitoring form, you will need to

- identify the target (cap) number (existing and new) of children in your local authority area, and
- of this target (cap) figure, you will need to maintain a record for each child which includes the following information:
 - No of children in ethnic minority families
 - No of children where Welsh is the first language
 - No of children in families where English or Welsh are not the first language
 - No of children of teenage parents
 - No of children of first time parents
 - No of children of disabled parents
 - No of children with a disability

To ensure that the Flying Start programme is targeting those families who are the hardest to engage, the Flying Start health visitor will assess, as part of the individual family care plan, each Flying Start child/family within the target (cap) number of children according to their particular level of vulnerability – low, medium and high risk. The target (cap) number (existing and new) of children in your local authority area will therefore also be subcategorised by:

- No of low risk
- No of medium risk
- No of high risk

With regard to health visitor caseloads of 1:110, the low, medium and high risk subcategories can be used to measure workload not just visits.

Childcare

For audit and local performance monitoring purposes, the local authority will need to maintain records for each of their childcare settings which should include the name of setting and record the type of setting, e.g.

- Childminder
- Full day care
- Creche
- Sessional provider

The above information is not required to be submitted on the termly submitted childcare performance data return, but it is essential to the local authority's performance monitoring of their childcare provision.

Completing the Monitoring Form

The monitoring form is an Excel workbook (attached at Schedule 1 to this Annex) which includes a series of worksheets for you to complete each term. Each of these separate worksheets is referenced below under a bold heading.

Throughout the worksheets there are blue shaded cells which require data entry, along with cells that are pre-calculated (and shaded greyed) – these pre-calculated grey boxes will automatically update as you enter data elsewhere within the workbook.

Guidance for Summary Sheet for Flying Start (Worksheet 1)

Budgeted expenditure profiles

See form and separate guidance – Schedule 1A and 1B of the Flying Start Financial Management Guidance document.

Expenditure claim

Please supply the actual expenditure against each of the following lines:

- health visitors and health professionals staff costs;
- childcare staff costs;
- childcare contract costs;
- parenting groups staff costs;
- parenting groups contract costs;
- speech, language and communication staff costs;
- speech, language and communication contract costs;
- Flying Start Core Team staff costs; and
- running costs, overheads and support services charged to Flying Start.

The figures for the health visitors and health professional staff costs; childcare staff costs and contract costs; parenting staff costs and contract costs; and speech, language and communication staff costs and contract costs are read directly through from the separate health, childcare and parenting etc. pages within the form, and the base data should be entered on those pages.

The running costs, overheads and support services will be formulaically recharged to the individual services within Flying Start, pro-rata to the staff costs, and while this is a simplification, it should help ensure comparability across local authorities and between provider types within each local authority in estimating the total costs of each individual service without overburdening the data supply process. It should be noted that these figures will only have any meaning when the expenditure data is complete.

If any local authority wishes to provide an actual breakdown of running costs, overheads and support services to the individual Flying Start services, please contact the Flying Start team and we will provide a slightly modified form which allows for this to happen.

Staff costs should include:

- gross salaries and wages including all bonuses and allowances (including travel and subsistence);
- employers' contributions to National Insurance; and
- superannuation;

Within the health and childcare pages of the form, staff costs should be broken down into the types of staff as requested.

Contract costs should be recorded as aggregate of each of the separate private and voluntary sector contracts awarded in delivering either childcare services, parenting groups or speech, language and communication groups, and could include hiring services from other parties, including crèche facilities in the case of parenting courses for example.

In the case of childcare contracts costs, please include the consequential revenue costs associated with any preliminary work carried out in respect of capital projects. This is referred to elsewhere as “Development Funding for Capital Projects” and this enables local authorities to use up to £10,000 of their existing revenue funding to carry out the design and development work for capital projects. Please note that prior approval has to be sought from the Flying Start capital team before the development work can be carried out and you should add a note into the yellow box alongside the relevant block to outline the expenditure amounts and sites involved, which can then be double checked against the approvals given.

Running costs, overheads and support services will include items such as:

- training costs;
- premises costs, including the related servicing such as heating, lighting, cleaning, repairs and maintenance;
- equipment costs;
- transport costs including vehicle hire (although travel and subsistence should be part of staff costs); and
- an appropriate share of central services such as human resources, legal, finance and information technology.

The staff costs against the individual Flying Start service lines should **not** include any expenditure in respect of:

- the Flying Start Core Team, which should be recorded in the separate line for this purpose;
- running costs, overheads and support services which should be recorded in the separate line for this purpose; or
- administration costs which apply to the Flying Start Service as a whole, such as promotional material, or licensing costs, which should also be included in the running costs, overheads and support services line.

Please record costs net of any income generated and attributed to the Flying Start service, for example fees generated by the Flying Start programme from hiring out a premises that is normally used to deliver Flying Start services.

Please include the costs of delivering outreach services against each relevant line.

Please record family support staff provision against the parenting lines.

Note that for certain professionals, e.g. speech and language therapists, there are lines for recording expenditure against both health visiting and childcare, and it is also possible to record under speech, language and communication, reflecting the different ways the Flying Start programme might be managed in

different local authorities. As a general rule and where possible, please apportion these costs between the services according to the levels of support provided to each, and where this is not possible, please record against the service according to the way in which the programme is managed.

A separate block for recording claimed expenditure against the Language and Play grant (that is being administered alongside Flying Start funding from 2015-16) is included at the end of the page. This firstly requests a breakdown of expenditure into an approximate allocation of the amounts spent on Flying Start services and on generic services. This can be done on the basis of activity (e.g. in terms of places funded or courses run) by the Language and Play grant should be included in the first of these two lines.

A second breakdown into that spent on staff costs (see definition above) and other costs is also required. Note that significant variations from budgeted expenditure are not expected and will form part of the validation on receipt of the data.

Validations applied to the expenditure data

Data that does not pass the validations highlighted below will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

- The running costs, overheads and support services line is expected to be less than 10% of the total expenditure on staff in each term.
- The total reported expenditure in each term is compared to the budget profile and significant differences will be subject to further scrutiny.
- The reported expenditure in the year-to-date for each line is compared to the budgeted expenditure for that line, and is expected to be within 10 percentage points of a pro-rata share based on the number of months in each term. For example, term 1, which runs from April to August inclusive, is 5 months in length, or around 42% of the year. Thus the reported expenditure on health visitors and health professional staff for term 1 is expected to be in a range that is between 32% and 52% of the budgeted expenditure for the year. Data that is outside these limits will be subject to further scrutiny.

Health Visitors Staffing and Caseload (Worksheet 2)

Data that does not pass automatic validation will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

Health costs incurred in delivering Flying Start services

Please first refer to the expenditure [guidance](#) earlier in this document for further guidance, including a description of how running costs are allocated to individual services.

This is broken down into two elements – costs incurred by the local authority and those costs incurred by the LHB. Please note that the latter should reflect the contribution made by the LHB to the health costs of the Flying Start programme (see below), and that the LA costs should be shown **net** of these amounts. Only this **net** cost to the LA will be taken forward to the expenditure claim on the summary sheet at the front of the workbook.

Each set of costs should be broken down into the staff costs (see earlier for definition of staff costs) for the different health professionals employed to deliver health outcomes for Flying Start children and their families in each term. Exclude the cost of similar professionals delivering against other outcomes for children/families.

As detailed in the Flying Start strategic guidance document, LHBs will be expected to contribute that proportion of the budget which reflects the proportion of the generic health visiting caseload being transferred to Flying Start health visitors. Flying Start should only be paying for the additional workforce required to deliver the expansion at the 1:110 ratio. This reflects that Flying Start is additional to existing provision and not a substitute for the same.

Hours worked and full-time equivalents (FTEs) of all LA and LHB health staff

This section derives the number of full-time equivalents from the hours entered using conversion factors in the control sheet which differ over the terms as they are not of uniform length. Hours worked are used rather than a count of individual staff members to ensure the volume of service delivered is captured net of any illness as well as accounting for assumed holiday/days off.

Note that FTEs are calculated in this way for the sole reason of creating a comparator with expenditure that is consistent across all authorities. The derived FTEs will only be an approximation to the figures each authority might hold in respect of staffing records and minor differences in these figures should not cause concern.

Please break down hours worked according to the same staff categories used in the expenditure block (i.e. for all staff delivering health outcomes), entering part hours as decimals not as if a time format is applied. Therefore 127 hours and 24 minutes should be entered as 127.4, and not 127.24.

Across all authorities, the full time equivalents will be derived using a consistent week length of 37.5 hours alongside term lengths to take account of leave and bank holidays (these are assumed to be 18 weeks, 15 weeks and 11 weeks respectively). This approximation assumes holiday entitlements are similar for all staff and evenly spaced over the year, and although this may not be true in practice, it is generally true that staff are paid uniformly over the year, regardless of when their holidays are taken, so that any comparison of FTEs calculated in this way with expenditure will be broadly consistent.

Please include hours spent on training related to the Flying Start service.

Note that during 2015, we will be looking at means of recording non health funded staff delivering other aspects from 2016-17 onwards. This may lead to changes in the list of staff recorded here in future.

Caseload

This should count the number of Flying Start children under the age of 4 on the caseload as at the **end** of each term. Include children who have entered the programme as a result of phased expansions to the Flying Start areas from 1 April 2013 onwards and also include any outreach activity.

The figure supplied will be compared to the cap number of children and also 110 multiplied by the total full time equivalent health visitors. Both will be expected to be within a 10% tolerance and where this is not the case please provide an explanation in the box provided. The number is also broken down into the risk categories of high, medium and low and also into those groups of identified children, e.g. those from ethnic minority families, first time parents (based on the mother if different for mother and father); teenage parents (see end for definition) etc; and finally, the gender of the child.

This does not include those children who are yet to be born and those children who are aged 4 years and older – both of which are recorded separately at the end of the page.

Validations also check that the number of children not yet assessed by risk does not derive as negative and that this quantity is less than 10% of the caseload. An explanation will be required if this latter validation is not met.

Note that column totals are not relevant to the breakdown into identified groups of children as some children will apply to multiple categories and the list will not necessarily be exhaustive of all caseload anyway.

Please also complete the box that describes the assessment tool used in your authority. For those who have not moved to the new Family Resilience Assessment instrument (FRAI), by 1/1/2016, a comment should please be added to the yellow comments box to explain why.

Health Visitors – Children receiving services and face to face contacts (Worksheet 3)

Data that does not pass automatic validation will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

Individual children receiving Health Visitor Flying Start services in the year

In order to monitor beneficiaries of Flying Start services it is assumed that every child will be seen by a Flying Start health visitor at least once in **each** of their four years in the Flying Start programme. Include children seen who have entered the programme as a result of phased expansions to the Flying Start areas from 1 April 2013 onwards.

Also include children receiving such services in outreach areas.

In this way we can use the count of children seen by health visitors in each year as an estimate of the total number of beneficiaries of Flying Start in that year. It is important to note that this figure should be recorded cumulatively, and will increase through the year, with the figure entered in term 1 being that for term 1, the figure entered in term 2 being the total for terms 1 and 2 and the figure recorded in term 3 being the total for the whole year. Each child should be counted once only, following their first contact with the health visitor in that year.

A validation will be applied which allows an approximate variation around the cap, according to the percentages – based on an expectation that the profile of first visits in the year will be biased towards earlier terms, with children counted later in the year mainly being those new to the programme.

In order to gauge movement into the Flying Start area, please also supply numbers within this wider count which represent new births or transfers into the area. If a Flying Start child moves out of the Flying Start area, but then back in, count only once.

Please note that the new births and transfers in should include movement into the expansion areas as well as the original areas. However, please do not treat the expansion itself as a transfer in this respect.

Please record the number of face-to-face contacts by Health visitors with children in each term as well as separate counts of face to face contacts by each of:

- the wider health team; and
- other staff employed by Flying Start,

separating out visits made in the home in each case. **Include** contacts relevant to the child even where the child is not present, apart from ante-natal midwifery and other visits (see **exclusions** below), although **include post-natal Flying Start midwifery** contacts as part of the wider health team counts.

For the purposes of this section of the form, the wider health team is to be defined as those staff with a professional health or social care registration (from for example: Association of Educational Psychologists; British Dietetic Association; British Psychological Society; Care Council for Wales; Nursing and Midwifery Council; Association of Educational Psychologists; Royal College of Speech and Language Therapists; British Association of Occupational Therapists; or any other bodies registered with the Health Care Professions Council) and also **funded by Flying Start**. It will include staff who are:

- non-case holding health managers;
- dieticians;
- mid wives;
- clinical psychologists;
- educational psychologists;
- speech and language therapists;
- social workers;
- occupational therapists; or
- any other health or care professionals

Community nursery nurses should also be included as part of the wider health team, but because they do not have a professional registration, please also include those nursery nurses with one of the following qualifications:

- NNEB;
- Diploma in childcare and education (DCE) awarded by CACHE and the HNC in childcare and education (Scotland);
- Level 3 BTEC National Diploma in Early Years (EDEXEL);
- NVQ Level 3 in early years and education (NVQEYE);
- NVQ Level 3 in Childcare and education (NVQCE) City and guilds, CACHE, EDEXEL and the OU; or
- Level 3 in children's care learning and development (CCLD).

Please note that these qualifications are only to be used for identifying whether community nursery nurses are to be included in the definition of the wider health team and that any other staff holding these particular qualifications are to be EXCLUDED from the definition.

The definition of the wider health team excludes any unregistered staff, i.e. those who are not fully qualified and those assistants working to a health professional in delivering services, whose contacts should be recorded in the separate box for other staff.

Note this box for other staff is optional for 2015-16 as it is recognised some authorities will not be able to provide this information. Because of this, the data will not be published in the 2016 Statistical Release, but where it is provided it may be used to provide context to a figure reported against the wider health team, for example in the case of an outlier in respect of wider health team contacts per child. A mechanism for reporting the staff involved in this “other staff” category is being developed for 2016-17, and this will contribute to more detailed guidance for the related contacts, ahead of mandatory recording in 2016-17.

Please ***include*** any contacts with health visitors, the wider health team or other staff resulting from the delivery of enhanced targeted packages of one-to-one support (defined below) for which additional information is required below in respect of targeted health, parenting and speech, language and communication interventions.

Except in the cases where a joint visit is merely a convenience, and there are two separate purposes effectively equating to two independent contacts which could have happened separately, a joint visit made (such as for lone-working reasons or making introductions) should be recorded as ***one contact only***. Please ensure it is recorded in internal systems once only based on the primary reason for the contact, and reflect that in the relevant box in this form.

Please ***include*** any contacts relating to outreach provision.

Please ***exclude*** any contacts arising from ante-natal midwifery and other visits (which should be counted separately in the section below), and also any contacts relating to children aged over 4.

Please ***exclude*** any contacts relating to childcare in the childcare setting, or contacts from any group based provision, even if that is targeted support.

Please see the full definition of face to face contacts at the end of this document.

Validation checks that the number of visits in the home is less than the total number of face-to-face contacts.

For health visitor face to face contacts only, please record the number of contacts broken down by category of risk to the child – high, medium and low and not yet assessed, and also broken down into those groups of identified children, e.g. those from ethnic minority families, first time parents (based on the mother if different for mother and father); teenage parents (see end for definition) etc; and finally, the gender of the child. Please categorise the visit

by the risk to the child at the time of the visit where possible, but where this is not feasible, apply the risk at the time of the most recent assessment.

Once again a validation will be employed to check that the number of contacts with children who were not yet risk-assessed is less than 10% of the total, and does not derive as negative. An explanation will be required if the former condition is not met.

Ante-natal contacts

Please **include** ante-natal contacts with a **dedicated** Flying Start midwife in the 'midwifery ante-natal contacts' line, only where the contact has been initiated on behalf of the unborn child, following a notification of the pregnancy being received to the Flying Start management information system.

Please **include** other ante-natal contacts, for example with a health visitor or other professional, on the 'health visitor ante-natal contacts' or 'other ante-natal contacts' line as relevant, where the contact has been initiated on behalf of the unborn child following a notification of the pregnancy being received to the Flying Start management information system, or where an assessment of the unborn child is made alongside a visit to an existing (born) Flying Start child aged under 4.

Exclude post-natal contacts with a Flying Start midwife, which should be recorded as part of the wider health contacts above, and also **exclude** any contacts with a midwife who is part of the generic midwife service and not employed directly by Flying Start.

Please **exclude** any contacts with an unborn child which are incidental to a contact with an existing (born) Flying Start child aged under 4 where no assessment of that unborn child is carried out (for example where a pregnancy might be in early stages and not yet notified to the Flying Start management information system).

Targeted enhanced distinct packages of support delivered on a one-to-one basis ending in the term (previously referred to as bespoke)

This part of the form has changed in the light of the review of speech, language and communication services. To support this, the form has been re-organised to align all targeted activity in one place (that is recording targeted delivery from health interventions alongside those for speech, language and communication and parenting interventions), which is anticipated will increase consistency of recording and remove potential double counting of activity.

In this context, targeted enhanced distinct packages of support are defined as planned, time bound series of sessions and delivered on a one-to-one basis, and identified as a requirement via a specific referral (or delegation within the team) from within the Flying Start programme. Separate lines are provided to record the interventions according to the primary reason for the targeted one-to-one provision, for example where speech and language development is the

main reason for the support, this should be recorded against speech, language and communication, while an intervention to help overcome a broader health issue should be recorded against the health line.

An enhanced package of support should be counted as a single package in cases where it is delivered to two (or more) parents or a wider family unit.

Usually such a package will last for a minimum of four dedicated sessions to a relevant family unit, delivered in the home or elsewhere.

For each package of support that ends in the term, please record the following data:

- the number of packages of enhanced support arranged that ended in the term;
- the number of these packages that were partially delivered, which is defined as 50% or more sessions completed (including those who completed 75% or more sessions);
- the number of these packages that were mainly delivered, which is defined as 75% or more sessions completed (including those who completed 100% of sessions); and
- the number of these packages that were fully delivered, defined as 100% of sessions completed.

For each line, also record the number of packages of enhanced support that led to positive distance travelled (as measured by a standardised tool).

If a family unit or child receives two or more packages of care, but only a single distance travelled assessment is made, please apply the distance travelled assessment to each of the packages of care. If two or more standardised distance travelled tools are used for a family unit or child for a particular package of care, please record distance travelled according to the assessment which relates to the issue of greatest need to that family unit or child.

Include any outreach provision.

Exclude individual contacts that relate to the provision of regular Flying Start services, such as a visit by the wider health team which is **not** as a result of a specific referral (or delegation within the team).

Exclude any one-to-one catch up sessions in respect of formal or informal structured group courses, which should be recorded later as part of the data for those courses in the speech, language and communication and parenting aspect of the form.

Please note that the face-to-face contacts with health visitors, the wider health team or other Flying Start staff that arise in delivering these packages of support should also be counted in the section above in the relevant place (depending on which staff are involved).

Finally note that what is being referred to here as “**targeted** enhanced distinct packages of support” was referred to as “**bespoke** enhanced distinct packages of support” in the 2014-15 data collection.

Child developmental assessments (Worksheets 4 and 5)

This part of the form has been significantly redeveloped for 2013-14 to address some known issues, and the need for data for the phased expansion of Flying Start areas from 1 April 2013 to be separated out to support continuity of the data for the original areas, and to allow comparisons to be drawn between original and expansion areas.

Where previously the data for those aged 2 and 3 was on the same worksheet, there is now a worksheet for those aged 2 (worksheet 4) and one for those aged 3 (worksheet 5).

Data that does not pass automatic validation will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

Worksheet 4

For children in original Flying Start areas, i.e. those in place as of 31 March 2013, and for any outreach activity relating to the pre-April 2013 programme, please provide the number of children eligible for assessment in the term as

- the number of children already in the area who reach their second birthday in that term; plus
- the number of children who transferred into the area and were either:
 - already age 2 at the date of transfer and not yet assessed, with a birthday earlier in the term, or
 - who were less than 2 at the date of transfer and will reach the age of 2 before the end of the term.

Where it is not possible to explicitly identify outreach activity that commenced pre or post 1 April 2013, please allocate it to either the existing or expansion elements of the form according to a best estimate of whether most of it is pre or post 1 April 2013 activity.

Please then enter the number of children actually assessed, which should be broken down according to the age of the child at the time of the assessment, recording the number of children assessed early (children aged < 23 months), the number of children assessed on-time (children aged between 23 and 25 months inclusive), and the number of children assessed late (children aged > 25 months).

It is recognised that some children will be assessed in the term immediately preceding or following the term in which they reach their second birthday, and so the number of children assessed will not necessarily be a subset of the number eligible. Nevertheless in the case of the pre-expansion areas the two quantities are expected to be close, especially over a year, and so in each term, a validation is applied to the number assessed to check that it is within 20% of the number eligible.

The sum of the number of children assessed in each of the three age groups then represents the total number of children assessed in the period. However, **for only those assessments relating to children aged 23-25 months**, the number assessed should be broken down into the number at or exceeding developmental norms (**which should be taken to be the 24 month standard**); the number below, but within one age interval of the developmental norm; and the number more than one age interval below the norm (generally requiring additional support).

The latter quantity is derived automatically by the form as the difference between the total number of children assessed and the first two quantities.

The information relating to the number of assessments and the numbers meeting or exceeding developmental norms and also the number within one age interval of the developmental norm can be obtained from the separate spreadsheet used to supply the individual assessment results to the contractors providing the service. By limiting the data entered to that spreadsheet for tests taking place in the term of interest and for the area of interest (i.e. original or expansion areas), then the final worksheet will automatically calculate the information required. This information can then be transferred directly to the monitoring workbook, or in the case of existing systems which automatically generate these results, the contractor spreadsheet should be used to check those results.

The above should always include assessments carried out in conjunction with childcare settings, as well as those carried out directly by the Health visitor in the home or otherwise.

The information in respect of the phased expansions to the Flying Start areas from 1 April 2013 onwards is to be recorded in a similar way. For children living in these expansion areas, and for any outreach activity relating to the wider programme post 1 April 2013, please provide the number of children eligible for assessment in the term as

- the number of children already in the area aged less than age 2 at the date of expansion but who then reach their second birthday during the term;
- the number of children already in the area who were already age 2 at the date of expansion and not yet assessed, with a birthday earlier in the term; plus
- the number of children who transferred into the area and were either:
 - already age 2 at the date of transfer and not yet assessed, with a birthday earlier in the term, or
 - who were less than 2 at the date of transfer and will reach the age of 2 before the end of the term.

Where it is not possible to explicitly identify outreach activity that commenced pre or post 1 April 2013, please allocate it to either the existing or expansion elements of the form according to a best estimate of whether most of it is pre or post 1 April 2013 activity.

Again please then enter the number of children actually assessed, which should again be broken down according to the age of the child at the time of the assessment, recording the number of children assessed early (children aged < 23 months), the number of children assessed on-time (children aged between 23 and 25 months inclusive), and the number of children assessed late (children aged > 25 months).

In this context the 23 month boundary is to be interpreted as an age of exactly 23 months (i.e. 23 months and 0 days), while the 25 month boundary is to be interpreted as an age of exactly 25 months (i.e. 25 months and 0 days).

It is recognised that some children will be assessed in the term immediately preceding or following the term in which they reach their second birthday, and so the number of children assessed will not necessarily be a subset of the number eligible. In the case of the April 2013 expansion areas it is recognised that there may be some delay in actually carrying out the assessments immediately following expansion and so the validation applied to the number assessed in relation to the number eligible is more relaxed than it is for the pre-expansion areas.

Again the sum of the number of children assessed in each of the three age groups then represents the total number of children assessed in the period. However, ***for only those assessments relating to children aged 23-25 months***, the number assessed should be broken down into the number at or exceeding developmental norms (***which should be taken to be the 24 month standard***); the number below, but within one age interval of the developmental norm; and the number more than one age interval below the norm (generally requiring additional support).

The latter quantity is derived automatically by the form as the difference between the total number of children assessed and the first two quantities.

Again the separate spreadsheet mentioned above for supplying individual assessment results to the contractors should be used to support the provision of these data.

Again, the above should always include assessments carried out in conjunction with childcare settings, as well as those carried out directly by the Health visitor in the home or otherwise.

Note also a validation is applied around an expected range for the total number of children eligible across both the pre-expansion and expansion areas, which is calculated as between 20% and 30% of the caseload over the year (i.e. an approximate estimate of those aged either 2) broken down by term, dependent on the length of that term.

Validations are also set to check in both the pre-expansion and expansion areas that the numbers of children more than one age interval below the norm do not derive as negative.

Worksheet 5

Please note that the guidance for the age 3 assessments is exactly the same as for the age 2 assessments, with the addition of 12 months to each of the age boundaries stated above.

Notes

- **Recording the numbers eligible for assessment**

For each of the four aspects (i.e. both age milestones for both original and expansion areas) covered on worksheets 4 and 5, the system should be queried to count all the Flying Start children who fall into the required categories as set out above, and this should be reported in the first line.

- **Counting assessments and recording the results**

As a separate query from counting the numbers eligible, the system will need to be interrogated to analyse the assessments actually made in the period for each of the four aspects (i.e. both age milestones for both original and expansion areas)

These data should be recorded in the second line, breaking down the assessments by the age of child according to the sub-divisions around both age milestones (i.e. <23/35 months, 23-25/35-37 months inclusive, and >25/37 months). Please try to exclude any children who have already been marked as eligible in respect of a different area (for example if they lived in both a pre-expansion area and an expansion area in the same relevant term).

In terms of reporting the outcome of assessments a further query will need to be applied, looking only at those children who fall into the 23-25/35-37 months age brackets.

The scores for these children should be compared to the standards for 24/36 months for each of the seven skill areas, counting those whose scores are at least at the minimum for that standard in ***all of the seven areas***, to provide the result for the number of children at or exceeding the developmental norm.

To then count all those ***within one age band below*** the developmental norm, first compare the scores of the children to the standards for 18/30 months for each of the seven skill areas, and count the number of children whose scores are at least at the minimum for that standard in ***all of the seven areas***, and then subtract off those calculated as at or exceeding the developmental norm above.

Note that all of the counts relating to the assessments made and the associated results are automatically generated by the spreadsheet used to provide individual assessment results to the contractors. By entering the data for the relevant tests to the main data entry template on that spreadsheet, the information will automatically be calculated on the final worksheet. Please be careful to only include the tests relevant to the calculation in each case, as per the guidance given above.

- **Relationship between aggregate statistics and individual assessment**

The guidance set out here is designed to develop an aggregate statistical measure across all assessments that can be reliably compared across all local authorities. This should have no bearing on how an assessment of an individual child is made, which should continue to be based on professional judgement following the guidance specifically relating to the assessment tool.

So for example, although a developmental age within one age interval is probably not important in terms of identifying development delay or abnormality in the individual child, it is still useful to understand, in aggregate, how many children are one age interval below the norm, and how this may change over time.

It is therefore necessary to apply a system to the scores from the individual assessments, rather than applying a system which affects the way individual assessment scores are stored. The spreadsheet used to provide individual assessment data to the contractors does the former and it is strongly advised that it is used for the purpose of providing the information required here (or at least the functionality within it is replicated in the Flying Start information management system).

Childcare staffing and offers (Worksheet 6)

Data that does not pass automatic validation will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

Childcare costs by type of provider

Please first refer to the expenditure [guidance](#) earlier in this document for further guidance, including a description of how running costs are allocated to individual services.

In the case of local authority childcare provision, where possible the costs should be broken down into the staff costs for local authority childcare settings and administrative staff (see earlier for definition of staff costs). If these services are paid for by means of contract charges to local authority providers and these costs are not separable, please use the relevant line to record the aggregate of the separate contracts awarded to local authority providers in delivering the childcare services in the term in question, adjusting as appropriate for term length.

In the case of childcare services provided / delivered by the private and voluntary sectors, please record the aggregate of each of the separate private and voluntary sector contracts awarded in delivering the childcare services in the term in question, adjusting as appropriate for term length.

Also record the costs incurred by the local authority for the professional support to the childcare service as a whole, breaking these down by the type of professional employed to deliver childcare related outcomes for Flying Start children and their families. Exclude the cost of similar professionals delivering against other outcomes for children/families.

Staff qualification levels at start of period

For each of the settings in the local authority, private and voluntary sectors, record the number of settings; the number of childcare leaders qualified to level 4 / 5; the number of staff broken down by their qualification level; and finally the number of supernumerary staff across those settings. Please record the position in respect of staff in post at the **start** of each term.

Childcare offers and take up

This part of the form has been redeveloped for 2013-14 to address some known issues. Please note that you should only record those **newly** eligible and **newly** offered childcare in each period. Also, only record those in childcare due to their age entitlement (i.e. being aged between 2 and 3) and do not record childcare for special circumstances, e.g. for children in need.

In each term, record the number of children who become eligible for childcare in that term. This will be derived as the sum of those children in the programme who reach age 2 in the period, plus those who transfer in to the area who are already of the appropriate age, and eligible for an offer of childcare. This should therefore exclude any children included in a count for a previous term.

To take account of the phased expansion of the Flying Start areas from 1 April 2013, separate boxes have been created to record the counts of children eligible for different specific reasons.

In respect of the original Flying Start areas, i.e. those in place as of 31 March 2013, and for any outreach activity relating to the pre-April 2013 programme, two boxes are included to separately record:

- the number of children already living in the original Flying Start area who then reach their second birthday during the period in question; and
- the number of children who transfer into the original Flying Start area and are already of applicable age at the date of transfer, and are eligible for childcare and not receiving it already.

In respect of the Flying Start expansion areas, i.e. those part of the phased expansion starting on 1 April 2013, and for any outreach activity relating to the wider programme post 1 April 2013, three boxes are included to separately record:

- the number of children already living in the Flying Start expansion area aged less than 2 at the date of expansion but who then reach their second birthday during the period in question;
- the number of children already living in the Flying Start expansion area who are already of applicable age at the date of the expansion, and are eligible for childcare and not receiving it already; and
- the number of children who transfer into the Flying Start expansion area after the date of expansion who are already of applicable age at the date of transfer, and are eligible for childcare and not receiving it already.

Where it is not possible to explicitly identify outreach activity that commenced pre or post 1 April 2013, please allocate it to either the existing or expansion elements of the form according to a best estimate of whether most of it is pre or post 1 April 2013 activity.

Please try to exclude any children who have already been marked as eligible in respect of a different area (for example if they lived in both a pre-expansion area and an expansion area in the same relevant term).

It is recognised that some children may be very close to their third birthday at the point of expansion and it is not be considered worth making an offer for say just four weeks or less, in which case the child should not be considered eligible.

Validations are applied to ensure that the numbers transferring in to each of the areas are less than 20% of the numbers who are already in each of the areas. In addition, a validation is applied around an expected range for the number of children eligible for childcare in total (i.e. the sum of the five quantities above), which is calculated as between 20% and 30% of the caseload over the year (i.e. an approximate estimate of those aged 2) broken down by term, dependent on the length of that term.

Any data not meeting these criteria should be explained in the comments box.

For both children in the original Flying Start areas and the expansion areas, please record the numbers of those eligible children who are **newly** offered either a full or reduced offer of childcare in that term in one or more of the settings delivering childcare services in your local authority

These numbers should relate to the offer made (whether full or reduced) and not influenced by whether the offer was taken up or not, so that for example, if a full offer is made, but only a reduced offer is taken up, please record as a full offer made. Also if a reduced offer is originally made and then is subsequently changed to a full offer in that term, please record as a full offer, or vice versa.

A full offer is defined in the Flying Start guidance as 5 sessions per week of 2.5 hours each, over 39 weeks, although there is some also scope for flexibility built in to the guidance. Thus:

- related to the termly offer, if a full or reduced weekly offer is made for anything less than three full terms, it should be recorded as a reduced offer, with the only exception being where a child moves into the area after their second birthday - in such cases, a full offer should be recorded if a full weekly offer (see below) applies to the whole of the period up to the end of the term of the child's third birthday; and
- related to the weekly offer and to account for the flexibility in the guidance, provided 12.5 hours is delivered per week (for a full 39 weeks) in either **four** or **five** sessions per week, it should be considered as a **full weekly offer** and recorded as a full offer if it also passes the termly test as set out above.

Note that this explicitly excludes any childcare provision covering less than four sessions per week, for example one full and one half day of childcare totalling 12.5 hours, which is not considered to be in the spirit of the guidance (and should be classed as a reduced offer).

Further in respect of take up on an offer, it should only be recorded as full if the whole of any full offer as made is taken up. If either less weekly sessions, shorter individual sessions, or less weeks (e.g. a late start to the provision) are taken up, this should be recorded as a reduced offer taken up. The only exception to this is where a child is expected to move out of the area sometime after the child's second birthday but takes up the full offer ahead of that move. In such cases, this should be recorded as a full offer taken up.

The numbers of offers made are expected to be within 10% of the numbers of eligible children in each term (recognising that some offers to children who turn age 2 around the term boundaries might be made at the start of the following term, particularly for expansion areas), and validations are applied to check this is the case. Any variation on this should be explained in the comments boxes.

Note that data are being asked for separately for the original Flying Start areas and the expansion areas to provide continuity with the earlier data and to understand how eligibility and offers made vary between the original and expansion areas.

Separately record the numbers of children who take up offers (in each of the sectors), recording whether each takes up either the full or reduced offer. In the case of a child taking up a reduced offer, following a full offer being made to him or her, please record as a reduced offer taken up. Validations will be applied to ensure the numbers of children taking up full offers do not exceed the total numbers of full offers, and also that the sum of children taking up full and reduced offers does not exceed the total numbers of full and reduced offers. ***Take up should be interpreted via reference to whether the offer is accepted or otherwise, not via reference to whether the child subsequently attends childcare, which will not be known until the following term.***

In cases where take up is not known until the subsequent term for any reason, please reflect the take-up in the term in which the offer was made. If necessary, please revise figures for earlier terms when supplying data for terms 2 or 3 to accommodate this.

Note in cases where children start their childcare provision in the actual term of their second birthday (and not the term after as is usually the case), please ensure that offers made to those children (and subsequent take up) still refer to the term of the second birthday, and not the term prior to this. An example would be children starting on the **day** after their second birthday to ensure full Flying Start childcare provision in cases where school is provided from the day after the third birthday.

Please also note that these data should not be affected by the presence of the childcare pilots starting in September 2014. Any child receiving/taking up his/her childcare offer early, or for longer, should still be counted as having received/taken up that offer in the term of their second birthday, regardless of whether the offer starts earlier or ends later. Only data on the attendance at childcare will be affected by this (see later).

The numbers of offers made should also be broken down by groups of identified children, e.g. those from ethnic minority families, first time parents etc; and also gender, with offers to boys deriving as the difference between total offers made and those made to girls.

Preference of language provision in childcare setting

Record the number of children whose parents have specifically requested childcare in either Welsh or English medium and separately how many of these requests led to offers in that language preference. Please **exclude** those children where a specific language request has not been made, but **include** children where the specific question has been explicitly asked by the local authority.

Also please ensure these numbers relate to requests made on behalf of **newly** eligible children and not any children already in the childcare system prior to the start of the term. Data provided in 2012-13 indicated that, in some instances, these numbers were reported in respect of **all** the children in Flying Start childcare services.

Please see the definitions at the end of this document.

Childcare attendance and unused sessions (Worksheet 7)

Data that does not pass automatic validation will be indicated by the presence of a red cross after the data have been entered. Such data will be subject to further scrutiny but please note there is also an opportunity to add explanations for any apparent discrepancies in the yellow comments boxes.

Attendance and unused sessions

For each of the sectors delivering childcare services, please provide aggregate totals over all the settings in those sectors for the following:

- the maximum sessions available;
- the numbers of these sessions actually attended; and
- the sessions unused due to each of
 - authorised; and
 - unauthorised absence.

The number of unfilled sessions will then be derived as the balance of maximum sessions available and those attended or missed.

The maximum sessions should be the total number contracted for and funded, not just those offered. Thus if a setting which can provide 20 places is contracted for and funded, but only 16 places are required and taken up, the maximum sessions available should be calculated on the basis of the 20 places.

Further, if a setting allows for more places than are actually contracted for and funded, please exclude the excess sessions that these extra places would support from the calculation of maximum sessions available.

A justifiable absence where the parent/carer has informed an authorised representative of the setting on the day/s of the absence/s, or prior to the absence taking place is classed as authorised. Examples of justifiable reasons for absence include:

- child illness;
- a child's medical or dental appointment;
- a family bereavement;
- a religious observance or traveller absence; or
- an agreed holiday.

Any absence from a childcare setting, i.e. where the child has not attended and the parent / carer has not informed the authorised representative of the setting either on the day/s of the absence/s, or prior to the absence taking place, is classed as unauthorised. Unauthorised absences should also include absences where the reason given is not justifiable (see previous paragraph).

Where a place has been allocated to a child (i.e. offered and accepted) but that child has not yet attended for the first time, please record under sessions unused due to unauthorised absence, until that point that the child either attends, or the process to cancel the offer is complete. Please exclude from the absence lines any sessions after such an offer has been cancelled **until the place is re-allocated** - this will then be included in the calculation of the number of unfilled sessions.

Where a child has been offered a place, but the offer has been declined, then this should also be excluded from **both** the absence lines **until the place is re-allocated** – again this will then be included in the calculation of the number of unfilled sessions.

Similarly where a child has been offered a full place, but the offer is only taken up on a part basis for the initial weeks, then this should NOT be recorded as any form of absence. Instead, if the place is contracted for, then the full place should be included in the maximum sessions available, so that the part unused place for these initial weeks then forms part of the calculation of the number of unfilled sessions. Alternatively, if the setting only charges for the part place for these initial weeks, the sessions should NOT be recorded in the maximum sessions available, and will NOT then feature in the calculation of unused sessions either.

Separate figures should also be provided for the total number of sessions reallocated (by sector) over that term, including those allocated to outreach provision.

Note this is the only place on the form where the childcare pilots starting in September 2014 should have an impact on the data. Any additional use of childcare sessions or re-allocation of places should be reflected in these data under the sessions attended line. Generally this item will increase as a result of successful pilot activity, with a commensurate reduction in the lines for the unused sessions (or sessions missed due to absence following the re-allocation of a place to another child who does attend).

Finally, the figures for sessions attended should also be broken down by groups of identified children, e.g. those from ethnic minority families, first time parents etc; and also gender.

Additional parenting and speech, language and communication : costs by type of provider and staff qualification levels (worksheet 8)

Costs by type of provider (parenting)

Staff costs: In the case of local authority parenting provision, the staff costs should be provided for the **additional** staff associated with providing parenting provision, over and above that recorded under the health visiting and childcare elements of the form. This should include all professional support costs as well as staff involved in course delivery (see earlier for definition of staff costs).

Running costs: Please first refer to the expenditure guidance earlier in this document for further guidance, including a description of how running costs are allocated to individual services.

If parenting services are paid for by means of contract charges to local authority providers and these costs are not separable into the staff and running cost elements, please use the relevant line to record the aggregate of the separate contracts awarded to local authority providers in delivering the services in the term in question, adjusting as appropriate for term length.

In the case of services provided / delivered by the private and voluntary sectors, please record the aggregate of each of the separate private and voluntary sector contracts awarded in delivering the services in the term in question, adjusting as appropriate for term length.

Include the cost of any staff or contracts involved in providing crèche facilities to support the parenting courses.

Include the costs of any outreach provision.

Exclude the cost of any staff or contracts wholly paid for by other parts of the programme or delivering against non-Flying Start outcomes for children/families.

Costs by type of provider (speech, language and communication)

Apply the same guidance as that for costs of additional parenting provision in respect of additional speech, language and communication services not covered elsewhere.

Staff qualification levels at start of period (*to be supplied from 2016-17 onwards only*)

For the staff involved in the **additional** provision of parenting and speech, language and communication services **only**, that is those covered by the costs above, please record the number of staff qualified in the National Occupational Standards (NOS) “Work with Parents” City and Guilds qualification¹ **or equivalent (equivalencies will hopefully be provided in time for the 2016-17 collection)** in each of the local authority, private and voluntary sectors at each of the following levels:

- levels 4 and above;
- level 3;
- level 2; and
- either not qualified or qualified below level 2.

Please record the position in respect of the staff in post at the **start** of term.

Parenting and speech, language and communication : formal and informal structured group-based courses (worksheet 9)

Places on formal structured group-based courses ending in the term

Formal structured courses are defined as those with a structured curriculum and a set start and end date, and listed at the end of this guidance, **and from 2015-16 this list includes two formal speech, language and communication courses. They will be provided universally** and closed to new entrants once started. **Include** all such courses regardless of whether they are paid for from the parenting / speech, language and communication budget or the health budget within Flying Start.

A place is defined as one allocated to an individual parental figure. If two (or more) parental figures are allocated a place on a course, this should be recorded as two (or more) places. Any children attending with a parent for any reason (e.g. and placed into a supporting crèche) should **not** be counted as a place.

¹ <http://www.cityandguilds.com/Courses-and-Qualifications/children/children-and-young-people/3599-work-with-parents>

For those formal courses listed in the form that have ***ended in the term***, please provide the following data:

- the number of places made available on all such courses that ended in term, defined as the aggregate maximum occupancy over those courses and including any course places that were planned for and allocated staff, and then subsequently cancelled without being run during the term;
- the number who were enrolled on these courses either via a home visit or an introductory session ('session zero'), including any over-enrolment to cover potential non-take-up; and
- the number of places made available on these courses that were eventually taken up, defined as the number for which the place was attended at the first session.

Do not include cancelled courses included in an initial plan that were never staffed.

For each line, please also record the number within those places taken up, those subject to 50% or more of the sessions attended, those subject to 75% or more of the sessions attended (which should also be included in the 50% measure), those which resulted in an accredited qualification, and those for which the distance travelled between initial and evaluation assessments was measured as positive, based on a standardised tool (a suggested list of which is included at the end of this guidance).

If a parent attends two or more courses, but only a single distance travelled assessment is made, please apply the distance travelled assessment to each of the courses. If two or more standardised distance travelled tools are used for a parent for a particular course or courses, please record distance travelled according to the assessment which relates to the issue of greatest need to that parent.

If any one-to-one catch up sessions are provided, treat them as normal attendance in completing this information. Do not record in the one-to-one aspect on the following worksheet.

In the case of qualifications, if accreditation is not confirmed at the point of completion of the form, please use the number of submissions for accreditation as an estimate, noting that in terms 2 and 3, previous terms figures can be amended in the light of accreditation not being officially awarded.

Include any outreach provision.

Places on informal structured group-based courses ending in the term

Informal structured courses are defined as those with a structured curriculum, and a set start and end date, meeting the criteria as set out at the end of this guidance. They will be generally be provided universally, but may include some targeted support delivered on a group basis, and will be closed to new entrants once started. **Include** all such courses regardless of whether they are paid for from the parenting / speech, language and communication budget or the health budget within Flying Start.

As above, a place is defined as one allocated to an individual parental figure. If two (or more) parental figures are allocated a place on a course, this should be recorded as two (or more) places. Any children attending with a parent for any reason (e.g. and placed into a supporting crèche) should **not** be counted as a place.

For each of the following:

- structured Language and Play or Number and Play (LAP/NAP) provision funded by Flying Start;
 - other structured speech, language and communication (which will generally be targeted support delivered on a group basis); and
 - the **aggregate** over all other informal structured courses;
- please provide the following data for courses that have **ended in each term**:

- the number of places made available on all such courses that ended in term, defined as the aggregate maximum occupancy over those courses and including any course places that were planned for and allocated staff, and then subsequently cancelled without being run during the term;
- the number who were enrolled on these courses either via a home visit or an introductory session ('session zero'), including any over-enrolment to cover potential non-take-up; and
- the numbers of places made available that were eventually taken up, defined as the number for which the place was attended at the first session.

For each line, please also record the number within those places taken up, those subject to 50% or more of the sessions attended, those subject to 75% or more of the sessions attended (which should also be included in the 50% measure), those which resulted in an accredited qualification (excluding Language and Play or Number and Play), and those for which the distance travelled between initial and evaluation assessments, based on a standardised tool, was measured as positive. A suggested list of standardised tools is included at the end of this guidance.

If a parent attends two or more courses, but only a single distance travelled assessment is made, please apply the distance travelled assessment to each of the courses. If two or more standardised distance travelled tools are used for a parent for a particular course or courses, please record distance travelled according to the assessment which relates to the issue of greatest need to that parent.

If any one-to-one catch up sessions are used, treat them as normal attendance in completing this information. Do not record in the one-to-one provision lines on the earlier worksheet.

Include any outreach provision.

Include any provision made in these universal courses which supplements targeted support to particular children or their families.

Exclude any LAP/NAP or other speech, language and communication sessions delivered on a **drop-in basis** (i.e. where there is no formal start or end date to the sessions). Such activity should be picked up under the drop-in section on the following worksheet.

Exclude any sessions given to Flying Start children but funded by the separate Language and Play grant which is being administered alongside Flying Start grant from 2015-16. This activity should be recorded separately in the additional block added to the end of the form for this purpose.

Additional parenting and speech, language and communication : one-to-one and drop-in support (worksheet 10)

Targeted enhanced distinct packages of support delivered on a one-to-one basis ending in the term (previously referred to as bespoke)

Please note that from 2015-16, these data are recorded as part of the extended block of similar data in the health part of the form

This part of the form has changed in the light of the review of speech, language and communication services. To support this, the form has been re-organised to align all targeted one-to-one activity in one place (that is recording targeted delivery from health interventions alongside those for speech, language and communication and parenting), which is expected to increase consistency of recording and remove potential double counting of activity. Thus from 2015-16, these data are now recorded as part of the extended block of similar data earlier in the form, **and although the data recorded in that part of the form are automatically repeated here, this is purely for ease of reference, and the data can only be entered in the earlier part of the form.**

Parent-sessions delivered on an informal drop-in basis during the term

These groups relate to parenting and speech, language and communication services that are not covered by the definition of a structured course in the previous worksheet. **Include** all such courses regardless of whether they are paid for from the parenting / speech, language and communication budget or the health budget within Flying Start.

This part of the form is therefore aimed at capturing information about the number of parent-sessions delivered on an informal drop-in basis, where although there may be a curriculum set, a start and end date will not be set, nor will the group be closed after it has 'started.'

Typically this will include drop-in/engagement groups. Language and Play/Number and Play or other speech, language and communication parent-sessions delivered on this basis (i.e. not to a set timetable) should be recorded separately in the relevant lines, with all other parent-sessions being recorded in aggregate on the third line.

Language and Play grant activity (worksheet 11)

This grant is being administered alongside Flying Start grant funding from 2015-16. Any activity associated with this Language and Play grant should be recorded here, even if it is provided to families in Flying Start, and will be forwarded to account managers. It won't be included in activity data presented in the statistical release.

Data on structured courses and drop-in sessions that are funded by this grant should be recorded on this page of the form, separating out activity in respect of families in the Flying Start programme and those outside of the programme, referred to as the generic service.

Structured courses funded by the Language and Play grant

As in the previous parts of the form, a place on a structured course is defined as one allocated to an individual parental figure. If two (or more) parental figures are allocated a place on a course, this should be recorded as two (or more) places. Any children attending with a parent for any reason (e.g. and placed into a supporting crèche) should **not** be counted as a place.

For each line, which breaks down the course places between those provided to families in Flying Start and those provided to non-Flying Start families, please provide the following data for courses that have **ended in each term**:

- the number of places made available on all such courses that ended in term, defined as the aggregate maximum occupancy over those courses and including any course places that were planned for and allocated staff, and then subsequently cancelled without being run during the term;
- the number who were enrolled on these courses either via a home visit or an introductory session ('session zero'), including any over-enrolment to cover potential non-take-up; and
- the numbers of places made available that were eventually taken up, defined as the number for which the place was attended at the first session.

For each line, please also record the number within those places taken up, those subject to 50% or more of the sessions attended, those subject to 75% or more of the sessions attended (which should also be included in the 50%

measure), those which resulted in an accredited qualification (excluding Language and Play or Number and Play), and those for which the distance travelled between initial and evaluation assessments, based on a standardised tool, was measured as positive. A suggested list of standardised tools is included at the end of this guidance.

If a parent attends two or more courses, but only a single distance travelled assessment is made, please apply the distance travelled assessment to each of the courses. If two or more standardised distance travelled tools are used for a parent for a particular course or courses, please record distance travelled according to the assessment which relates to the issue of greatest need to that parent.

If any one-to-one catch up sessions are provided, treat them as normal attendance in completing this information.

Include any additional Flying Start outreach activity funded by the Language and Play grant in the first of the two lines.

Exclude any sessions delivered on a **drop-in basis** (i.e. where there is no formal start or end date to the sessions). Such activity should be picked up under the drop-in section below.

Parent-sessions delivered on drop-in basis during the term funded by the Language and Play grant

In recording, the numbers of parent-sessions provided in this context, please define a single parent-session as an attendance at an informal drop-in group made by a single parental figure. So for each informal drop-in group session delivered, count the number of attendees at each and add these numbers up over all the group sessions delivered in the term to give the total number of parent-sessions. Note if two (or more) parental figures of a child turn up to a drop-in group session, please record as two (or more) parent-sessions delivered and if the same parent attends two (or more) different group sessions, then please record as two (or more) parent-sessions.

Please record sessions attended by families in Flying Start separately to those attended by non-Flying Start families in the two lines provided. Include any additional Flying Start outreach activity funded by the Language and Play grant in the first of the two lines.

Please **exclude** any children accompanying parents attending drop-in group sessions.

DEFINITIONS

Definition: Disability

Disability of either the child or parent(s) should be generally based on information collected when the child is registered for the Flying Start programme. Wider definitions follow.

The Disability Discrimination Act (1995) defines a person as having a disability 'if he/she has a physical or mental impairment which has a substantial and/or long term effect on his/her ability to carry out normal day to day activities'.

In terms of disability definitions the following is provided in the most recent Children in Need Census stats release:

<http://wales.gov.uk/statistics-and-research/wales-children-need-census/?lang=en>, which states the following:

"Disability Discrimination Act 2005 – [Disability Discrimination Act 2005](#) defines a disabled person as a person with a "physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." The condition must have lasted or be likely to last at least 12 months in order to be counted as a disability.

Equality Act 2010 - [Equality Act 2010](#) has replaced much of the Disability Discrimination Acts (DDA) but the guidance is still applicable and covers categories of disability with examples."

The categories of disability used in the data collection for this release are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing and eye sight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

Also see:

http://www.equalityhumanrights.com/uploaded_files/guidance_on_matters_to_be_taken_into_account_in_determining_questions_relating_to_the_definition_of_disability.pdf

Definition: Minority Ethnic

The Commission for Racial Equality use the term 'ethnic minority' as an umbrella term, covering all the characteristics of a 'racial group', as well as the religious and cultural bonds that are seen as defining Muslims, Rastafarians and other groups that may not have formal protection under the Race Relations Act.

Someone who is said to belong to an 'ethnic minority' is therefore anyone who would tick any box other than 'White British' box in response to an ethnicity question on a census form.

Definition: Teenage parent(s)

A teenager will be defined as a parent/carer under the age of 20 when first participating in Flying Start. This should be based on information collected at registration and relates to the age of the parent on the date of birth of the child. In the case where both parents are actively involved and only one parent was aged less than 20 at the time of the child's birth, please determine teenage parenthood according to the main carer's age.

Definition: Face-to-face contact

The official definition, as provided by the Welsh Government Knowledge and Analytical Services is:

A "face-to-face **contact**" is defined as:

- (i) a face-to-face meeting with a person registered for health care as part of a professional advice and support programme, including contacts instigated by a service user seeking advice or
- (ii) a face-to-face meeting with a person registered for health care at which care is given; care may take the form of direct treatment or the provision of advice etc.

Where the face-to-face meeting is with a person's proxy (eg a relative who is looking after a child) it is also to be counted as a contact.

Include contacts relevant to the child even where the child is not present, including ante-natal visits, which should be now be recorded in the relevant section on the form.

Generally, a contact will be pre-arranged but in exceptional circumstances a "contrived" casual meeting may result in a substantial amount of advice or support being given - such meetings should be counted as contacts if planned or diarised and then subsequently recorded by the professional.

This definition of 'contacts' does not count telephone calls or group health promotion sessions. For example, if a carer and a FS child attend a baby health clinic then this is not counted here. However, if the carer then requests individual advice from a Health Visitor while at the baby clinic then this is regarded as a contact.

Count each contact with a child **OR** their parent / carer. **If both child and parent are seen together, this is to count as 1 contact.** If one parent with 2 FS eligible children is seen then this counts as 2 contacts as we are concerned with the contact with the child, be it direct or via their parent.

E.g. During Term 1 the health visitor visited 3 families during the period

Family A with 1 FS child received 5 contacts

Family B with 2 FS children received 7 contacts (= 14 contacts as benefitted 2 FS children)

Family C with 1 FS child received 3 contacts

So in total there were 22 contacts in the term.

Only Flying Start children should be counted. Non-Flying Start siblings who benefit from advice / support should not be included in these figures.

All health visitor face-to-face contacts should be recorded by category of risk to child – high, medium or low.

Definition: Welsh and English medium

- **Welsh medium** - Welsh is the language of the setting. Welsh is the language of all activities, and is the language of communication with all children and young people. It is also the language of the setting's administration. The setting communicates with parents either in Welsh or in both Welsh and English according to parental preference
- **English medium** - English is the language of the setting. English is the language of all activities, and is the language of communication with all children and young people. It is also the language of the setting's administration. The setting communicates with parents in English.

List of structured formal parenting and speech, language and communication courses

A list of structured formal parenting and speech, language and communication courses follows.

- Incredible Years: Parent and Babies Programme
- Incredible Years: Parents and Toddlers Programme
- Triple P: Standard
Include both toddlerhood and pre-school elements
- Triple P: Stepping Stones
Include both toddlerhood and pre-school elements
- Parents Plus Early Years Programme (PPEY)
Include both toddlerhood and pre-school elements
- Parenting Positively
- Incredible Years: School Readiness Programme
- Family Links Nurturing Programme (FLNP)
- Incredible Years: Pre-school BASIC Parent Programme
- Solihull Approach Parenting Group
Include pre-school elements only
- Handling Children's Behaviour
- ELKLAN: Let's Talk with your Baby
- ELKLAN: Let's Talk with the Under-Fives
- Hanen - You Make the Difference
- Kaleidoscope Play and Learn
- Parents Early Education Partnership (PEEP)
- Parents as Teachers
- Playing and Learning Strategies (PALS)

Criteria for structured informal parenting and speech, language and communication courses

The criteria for structured informal parenting and speech, language and communication courses are as follows.

- meet the core purpose as outlined below;
- identify who the intervention is intended for;
- identify what the goal of the intervention is and what the intervention is expected to achieve - these should fit with the core purpose of the FS parenting Annex (e.g. strengthening parenting capacity);
- be underpinned by a theory or rationale as to why the intervention is likely to achieve its intended goal;
- have a learning session plan and suggested mode of delivery;
- be delivered by suitably qualified, trained or competent staff; and
- collect feedback from parents (verbal or written) to gain an assessment of whether the intervention achieved its aim/objective.

The core purpose of the parenting strand is about working with parents of children under 4 years old to strengthen parenting capacity and reduce risks, as outlined in the Common Assessment Framework, covering:

- basic care;
- ensuring safety;
- emotional warmth;
- stimulation;
- guidance and boundaries; and
- stability.

Support for mothers, fathers and carers should be provided that will:

- enhance parenting skills;
- improve parent–child relationships and parent-parent relationships;
- strengthen parents’ understanding and develop positive attitudes;
- increase parents’ confidence in their parenting role; and
- increase parents’ confidence and skills in providing a positive home learning environment.

List of suggested tools for evaluation of parenting courses

A list of suggested tools for the evaluation of parenting courses follows:

- Karitane Parenting Confidence Scale
- Warwick and Edinburgh Mental Wellbeing Scale (WEMWS)
- Beck Depression Inventory (BDI)
- Arnold O’Leary Parenting Scale
- The Parenting Daily Hassles Scale
- Rosenberg Self-Esteem Scale
- Parenting Stress Index
- Strengths and Difficulties Questionnaire (SDQ)
- Parenting Sense of Competence Scale
- Tool to Measure Parenting Self-Efficacy (TOPSE)
- Pianta’s Child Parent Relationship Scale (CPRS)
- Depression, Anxiety and Stress Scales (DASS21 the shortened version)
- Parent evaluation (smiley faces) as included in Solihull Approach Parenting Group facilitators pack
- The Outcomes Star

Some of these courses will also be relevant to speech, language and communication and some of the informal courses run by local authorities. This list will be augmented as the review of speech, language and communication progresses. In the meantime, please contact colleagues in the Welsh Government to discuss the applicability of any tools in use that are not on the list above.