

CSA Services from Hempsall's



Meeting the Childcare Act (2016) Childcare Sufficiency Duty

Assessing local childcare supply, need, demand and preferences. Childcare sufficiency assessments to meet statutory duties and inform ways in which local authorities can better support children's and families' outcomes.

hempsall's

We've been working to provide equal chances, challenge disadvantage and promote best practice in services for children and families since 1999

Services from Hempsall's for:

- Effective childcare sufficiency assessment
- Consultations with stakeholders
- Analysis and interpretation of data
- Childcare market management strategy

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Winners of the 2020 SME-News Best Preschool Education & Childcare Training Consultancy, UK Enterprise Awards.

Corporate LiveWire Global Awards: Childcare Training Consultancy of the Year 2020.

Registered and accredited by ISO 9001:2015.

Foreword

Accessible and affordable childcare supports families to work or train, and good quality pre-school experience supports children's cognitive and emotional development, aiding transition between home and school, improving school readiness¹, and supporting social mobility.

There is a large and growing body of evidence demonstrating the lasting impact of good quality early years childcare, and the savings in future expenditure that can be made by investing in children aged under five years old (e.g. Field 2010)². In 2008, a Joseph Rowntree Trust report concluded appropriate childcare could move between a sixth and a half of children out of poverty. A 2012 DfE research report³ evidenced learning or education starting at an early age had a direct impact on the attainment of children. Other studies have found a quality pre-school experience can boost children's all-round development and is particularly beneficial for least advantaged children, which has been the basis of funding least advantaged two-year-olds for 15 hours per week since 2013.

Good quality early years education is regarded as the corner stone of social mobility. The Government plan 'Unlocking Talent; Fulfilling Potential' (December 2017) aimed to recognise opportunity is not equally spread across the country and is based on equal opportunity starting with education⁴. The Plan outlines four key ambitions: close the word gap in early years; close the attainment gap in school while continuing to raise standards for all; high quality post-16 education chances for all young people; and everyone achieving their full potential in rewarding careers.

James Hemsall OBE

Director

¹ Effective Pre-school Education, Institute of Education (2004)

² Field (2010) 'The Foundation Years – preventing poor children becoming poor adults': <http://webarchive.nationalarchives.gov.uk/20110120090128/http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf> Accessed July 2018

³ DfE (2012) 'Achievement of Children in the Early Years Foundation Stage Profile': <https://www.gov.uk/government/publications/achievement-of-children-in-the-early-years-foundation-stage-profile> Accessed August 2018

⁴ Social Mobility Action Plan: Delivering Equality of Opportunity through Education <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2017-12-14/HCWS347/> Accessed July 2018

1 Introducing Hemsall's and childcare sufficiency

For over 20 years we have been a leading independent provider of childcare and early years research, training, development work, provider business support, and consultancy. We work with everyone working with children, young people and families. Our specialism is to combine our early years, childcare, and children's centres sector experience at all levels with sound research skills. We have been providing such research since the first childcare audits in 1998, and the childcare sufficiency assessments from 2006.

2 National leaders in childcare sufficiency for over 20 years

We have advised and supported a large number of LAs on their childcare sufficiency and childcare market management strategies. This has been through national Department for Education (DfE) support and challenge. Regional Government, and Local Government Association (LGA) contracts, including:

- DfE EYDCP advisers (1998-2000)
- DfE Regional Government Office sufficiency duty advisers (2007-2010)
- DfE Achieving Two Year Olds (2012-2016)
- DfE Childcare Works (2016-2020)
- LGA webinar and action learning sets: sufficiency and sustainability (2020)

When the **National Childcare Strategy** was launched in 1998, local authorities were required to establish Early Years Development and Childcare Partnerships (EYDCPs). They were tasked with bringing all local stakeholders together to jointly create a plan and undertake a Childcare Audit for the first time. At this time (1998-2000), James Hemsall, Director, was funded by DfE to provide support and advice to 15 LAs across the country so they could meet these new government expectations.

After The Childcare Act (2006), DfE funded a national **Childcare Implementation Programme**. Hemsall's was commissioned to develop tools and resources for the upcoming CSAs and to trial them in some LA areas. These soon became the gold-standard templates used nationally for CSAs by most LAs. For the three years after that, Hemsall's was funded by DfE and commissioned by six of the nine regional government offices to support LAs to meet their new childcare sufficiency duties. As support and challenge consultants we facilitated childcare regional networks, provided training and guidelines of best practice for CSAs, and we reviewed CSAs and provided suggested improvement plans. All with the aim of achieving high quality and impactful childcare sufficiency assessment and planning.

When 15 hours of early learning for least advantaged two-year-olds was launched nationally in 2012, Hemsall's became the DfE support and challenge contractor: **Achieving Two Year Olds (A2YO)**. This programme saw almost 250,000 children placed in provision each week.

Our role included national data collection, sufficiency measurement, need and demand planning, risk and change management and information sharing. We provided childcare sufficiency training, assessment, best practice workshops, tool-kits and targeted interventions.

After that, 30 hours childcare was introduced for three- and four-year-olds of working families. Following the success of A2YO, DfE commissioned Hemsall's project '**Childcare Works**' to be their delivery partner, providing support and challenge for LAs. This programme, similar in many ways to A2YO included: targeted work on CSAs, in-depth workshops on common challenges, specialised training and information development. We helped LAs develop their CSAs through coaching and mentoring, and direct input where capacity was needed.

In 2020, we have been working with the **Local Government Association (LGA)** by delivering a series of webinars and action learning sets on childcare sufficiency assessment and sustainability. These workshops are for LAs and take into consideration the effects and impact of the COVID-19 pandemic on the sector and the LA childcare market management role.

3 Direct commissions from local authorities

Since 2000, we have received direct commissions from local authorities to complete childcare audits (up to 2006) and CSAs (2007-present). We have delivered very many full CSAs and parts of several others, recent examples include:

- 2020: Barnsley
- 2019: Barnsley, Coventry, Lewisham, Lincolnshire, and Swindon
- 2018: Barnsley, Bournemouth, Greenwich, Reading, Telford and Wrekin, Warrington, and Warwickshire
- 2017: Lincolnshire, Nottinghamshire, Reading, and Walsall
- 2016: Haringey, NE Lincolnshire, Nottinghamshire, and Walsall

Reading said:

"It was a pleasure to work with Barbara, the quality of work was excellent and met expectations... met all expectations... kept to deadlines, produced the required work in a timely process, meeting the timeline set... Good project planning and discussions around the project's requirements and outcomes throughout. ...good insight on Reading's childcare market, and used her expertise working alongside council staff to create a robust sufficiency report for Reading.

Content of work

Excellent

<i>Performance of staff</i>	<i>Excellent</i>
<i>Communication</i>	<i>Excellent</i>
<i>Project management</i>	<i>Excellent</i>
<i>Quality of written work/report</i>	<i>Excellent"</i>

4 Our approach and values

Throughout this work our approach is to work in partnership with you, to complement internal staff resources and teams to add value to your childcare research and market management requirements.

We will work hard to establish positive and long-term relationships with you to support choices to deliver such tasks internally or through our services in the future. The outcome will therefore be a CSA you fully understand and engage with, that will have a long-lasting legacy. That means our CSAs do not sit on a shelf, they connect with how the LA develops strategy, creates plans and delivers for local children and families and the childcare and early years sector.

5 Key staff (CVs and references are available)

James Hemsall OBE – James has been the Director of Hemsall’s since 1999, leading a team of up to 40 trainers, researchers, development officers and consultants in early years, childcare and children’s centres. James is a qualified teacher (QTLS), a fellow of the Society of Education and Training, a member of the British Association for Counselling and Psychotherapy, and holds MAs in the Ethics of Social Welfare, and Psychodynamic Counselling and Psychotherapy. He works on national strategy and the leadership of DfE support and challenge programmes, drawing on his experience across the public, voluntary and private sectors in childcare and early years (out of school, preschool, play and children’s centres). James would assume the role of contract manager, strategy, team leader and would have overall responsibility for delivery of the contract.

Barbara Wilson - Barbara has managed Hemsall’s research since 2000, leading and project managing all research and evaluation projects. Barbara holds an MSc in Social Research Methods. Her primary areas of work are with local authorities supporting a range of research and evaluation needs across a wide range of policy and development areas within early years, childcare and sure start children’s centres. She is a leading and respected specialist in the area of childcare sufficiency assessment, taking the lead role in this area within the national A2YO and Childcare Works programmes with DfE, and with Hemsall’s work with the Local Government Association (recent projects include researching the use of EYPP and SENIF, and webinars and action learning sets for sustainable sufficiency). Barbara

has project managed all Hemsall's CSAs, related activities and research and would assume the role of project manager and lead researcher.

Jo Pringle - Jo has acted as Strategic Consultant at Hemsall's for over 10 years, leading childcare places development and change strategy. She is the go-to specialist across the country for childcare market management, remodelling and sustainability strategies for local authorities. She supports schools, providers and local authorities through the facilitation of knowledge and information sharing workshops, training, and one-to-one support. She specialises in early years and childcare strategies, business support and sufficiency, with a strong background in managing all aspects of early education and pre-school learning for a local authority and in the public and voluntary sectors. Jo would assume the role of internal challenge and recommendation development, including proposals to inform strategic decisions in particular relating to future early years and childcare policy and sustainability.

Academic research panel

To support our work and provide external challenge and rigour, we have an established academic research panel. The panel is available to us for advice, and quality assurance as and when we need it. The members include nationally recognised experts in the sector:

- Centre for Research in Early Childhood, Sean Delaney (Asst Director), Prof. Christine Pascal and Prof. Tony Bertram.
- University of Brighton, Dr Jools Page, Senior Lecturer (Early Years).
- Sheffield Hallam University, Dr Sally Pearce, Strategic Lead for Early Years for South Yorkshire Futures.
- University of Sheffield, Nathan Archer.
- DeMontfort University, Pip Cornelius, Teacher Fellow, Senior Lecturer Phonetics and Phonology.

6 Why do local authorities need to complete a childcare sufficiency assessment?

The Childcare Act (2006), Children and Families Act (2014) and The Childcare Act (2016)

The Childcare Act (2006) required local authorities in England to ensure a sufficiency of childcare for working parents, parents studying or training, and for disabled children.

The duty placed on local authorities to produce a detailed CSA every three years (section 11 of the Childcare Act 2006) was repealed in the Children and Families Act (2014). However, a duty to produce an annual assessment of sufficiency is still in force under section 6 of the act. The **annual sufficiency report** should focus upon the availability and sufficiency of childcare in the area. This information should be made **available to parents and elected members**.

To meet section 6 duties local authorities need to collect and publish information on the supply of provision and demand for childcare in their area. Statutory guidance provides clear indication of what must be included in the annual review, and what should be included.

The duties in the act (section 6) also required local authorities to shape and support the development of childcare in their area in order to make it flexible, sustainable and responsive to the needs of the community. This role is described as a ‘market management’ function, supporting the early years and childcare sector to meet the needs of parents, children and young people, parents and stakeholders. This is of particular importance in also securing the duty to provide early learning and childcare for two to four-year-olds (universal entitlement for all three- and four-year-olds, least advantaged two-year-olds, 30 hours for three- and four-year-olds of working families, and paid-for childcare).

To best meet the statutory duties we recommend:

Full CSA every three years	Annual refresh report
<p>A deep-dive forward thinking assessment should be undertaken every three years. This enables the LA to invest in a detailed and comprehensive analysis and to use evidence to drive longer-term strategy. It should include all elements of a thorough assessment, especially including wide-ranging stakeholder consultation.</p>	<p>Annual refreshes allow the LA to meet its legal duty. They also act as useful temperature-taking processes to highlight and understand emerging issues. They should include targeted elements appropriate to the stage of the local market’s development and challenges.</p>

7 The core purpose of assessing childcare sufficiency

In basic terms, a CSA is an analysis of the **supply** of the type, location and availability of childcare for all children aged 0-14 years old (and up to 18 years old for disabled children). The analysis also includes a measurement of current and expected future demand.

Demand can be measured through direct consultation with parents and carers, early years and childcare providers, employers and agencies. It should include desk research and trend analysis, taking into account economic activity, vulnerable children, birth rates, employment patterns and new housing. Such socio-economic data will highlight **need** and eligibility rates and patterns for targeted early years and childcare entitlements including two-year-olds and 30 hours.

It is becoming much more important at this stage to identify shifts in parental **preferences** for childcare use, especially within a COVID-19 context. Preferences are highly dynamic and impactful upon the market.

Once collected, supply and demand data should be augmented with specialist input to **identify gaps and risks** and identify key issues to inform strategic planning so the local authority can ensure their Childcare Act (2016) sufficiency duty is met. It is these that should inform the development, creation and sustainability of future **supply** strategy.

All these elements are co-dependent and inform each other in a continuous cycle of research, action and review, as shown in figure one.

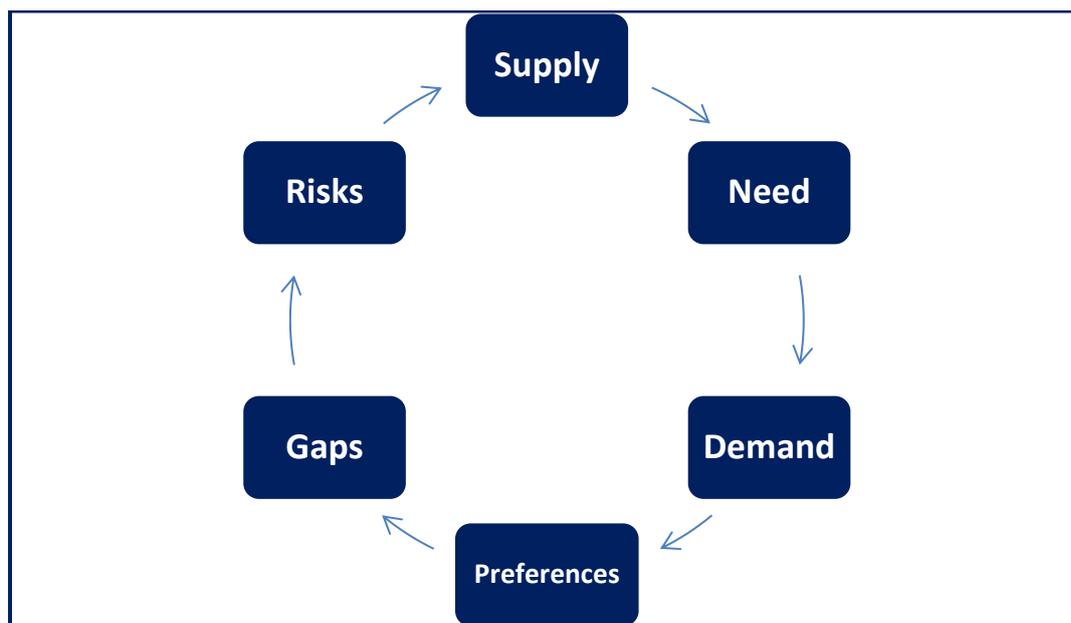


Figure 1. The Childcare Sufficiency Cycle, Hemsall's (2018)

8 Considering the CSA within a COVID-19 context

Whilst the Childcare Act duties around childcare sufficiency remain, we are clearly in a very different place right now. The childcare market is in a dynamic state of flux and it is not known when, or even if, the market will return to 'normal' in the next few months or years. There has never been a better time or a greater need to assess childcare sufficiency.

We need to respond to this new challenge by changing the way we think about childcare sufficiency, and how we collect data for it, and report to meet statutory duties. Sufficiency assessment needs to be responsive to changing dynamics of supply, demand and the preferences of providers and parents alike for delivery and use of childcare.

At this point, given what we know and expect, we think autumn term will have low but slowly growing demand for all age ranges. All types of childcare and early years will change and will destabilise unprepared and rigid providers, including those who have real barriers preventing them from change e.g. premises, small-scale markets such as rural and disadvantaged areas (figure two). The key will be supporting sustainability and change.

<p>Health and safety of the workforce, parents, families, and children. Physical and mental health and wellbeing.</p>	<p>Demand from families for paid-for childcare, and for funded entitlements. Parental confidence, and changes in employment patterns and household routines.</p>	<p>Availability of workforce ability and willingness (impacted by school and childcare availability for own children, health, household needs, family economics, employment offer, and anxiety).</p>
<p>Finances and funding income levels from Govt. inc. COVID-19 financial support and funded entitlements. Paid-for childcare. Increased costs of delivery.</p>	<p>PPE ability to source and need and preferences of use (DfE, workforce and parents) within an early years context.</p>	<p>Premises control of and access to own or shared premises e.g. community buildings or school sites. Being able to adapt to new requirements.</p>
<p>Groups in need meeting the needs of vulnerable children and the children of keyworkers, helping children's wellbeing, supporting families.</p>	<p>Service delivery the impact on previous models of delivery and the design and delivery of emerging new ones. Balancing workforce deployment and costs.</p>	<p>Children's cohorts managing groups of children, including children moving around settings/schools and changing setting(s).</p>

Figure 2: Factors affecting provider supply post COVID-19, Hemsall's (2020)

The patterns of need, demand and preferences will change reflecting families' changing working patterns and rising unemployment levels (figure three), before and after the end of the Coronavirus Job Retention Scheme (CJRS – furloughing).

<p>Health & safety/PPE views about their children's health and safety and how children attending childcare affects their own households.</p>	<p>Employment changes redundancy, reduced or different hours, new jobs, new lower or higher income levels, change of location of work.</p>	<p>Ability to pay reduced or increased ability to pay for childcare.</p>
<p>Anxiety feelings of apprehension and nervousness around coming out of lockdown, wellbeing issues.</p>	<p>Single setting wanting to use only one setting to reduce H&S risk, or for more convenience, as a result of guidance, or to fit new needs.</p>	<p>Changes of eligibility families could fall in and out of eligibility for two-year-olds and 30 hours funding.</p>
<p>Vulnerability families and children becoming vulnerable where they were not before.</p>	<p>Household routines work and life changes, e.g. working from home, reduced commute times, new beginnings and ends to the day.</p>	<p>Change of mind switching from wanting a group setting or home-based setting and vice versa, or opting for informal or familial care.</p>

Figure 3: Factors affecting parental preferences in a post COVID-19 market, Hemsall's (2020)

Even though DfE has confirmed funding for providers open for service, per the levels identified in the January 2020 census, the Spring term is an unknown and will require additional assessment and planning.

For the foreseeable future, we are recommending a rolling sufficiency assessment process. **Termly provider snap-surveys** will help test and track trends and actual patterns of delivery and use. The market is so unpredictable it simply is not enough to rely upon asking providers and parents about their business behaviours or family behaviours. We recommend a process that helps monitor trends in what is happening to support various hypothesis testing. And linking this to strategic childcare market management thinking and planning.

9 How we can help

We offer a wide-range of CSA related services. They range from a full CSA through to developing strategic planning support.

A full three-year CSA	A deep-dive forward thinking assessment should be undertaken every three years. This enables the LA to invest in a detailed and comprehensive analysis and to use evidence to drive longer-term strategy. It should include all elements of a thorough assessment, especially including wide-ranging stakeholder consultation.
An annual refresh	Annual refreshes allow the LA to meet its legal duty. They also act as useful temperature-taking processes to highlight and understand emerging issues. They should include targeted elements appropriate to the stage of the local market’s development and challenges.
Consultancy support and strategy	You might choose to undertake the CSA yourself, but would value a supportive and available critical friend. Someone there at project design, or to turn to if things are proving challenging or need an objective view. Or a consultant to support the process of analysis and reporting and making sense of research funding and how they link to strategy development and action planning. We can help.
Team training and support	Your team might benefit from some training and workshop support. We can create and deliver training

	for you on research ethics, methods and processes, CSA design and delivery.
Project management support	We can work alongside you to help the smooth running of your CSA project, taking a support and challenge role throughout its delivery and development.
Targeted focus groups	We can organise, facilitate, note, and report on focus groups with a variety of stakeholder groups, including: senior leadership, employers/agencies, partner organisations, early years and childcare providers in mixed or separate groups, parents/carers, SEND, BAME, and community groups. These can be delivered online and when circumstances allow, in person.
Provider surveys	There is already a significant burden upon providers for information requests. We can design and deploy surveys that providers are motivated to complete and form part of your coherent engagement strategy. Technology really helps with this, by creating efficiencies and easy-to-complete formats through secure online surveys. This way we can achieve good response rates. Currently, we are recommending regular short surveys as the market is so volatile.
Parent and family consultations (online, telephone surveys, focus groups and interviews)	We have delivered a wide range of parent consultation. The largest was a telephone survey of 1,000 parents. Nowadays, online surveys are very popular and cost-effective, and we offer these as well using secure Online Surveys software. Online surveys don't reach everyone, and so they are best augmented with targeted community outreach so families are not disadvantaged.
Employer, partner and stakeholder interviews	Sometimes, assessments need and benefit from targeted and impactful interviews of key stakeholders. These can act as information gathering for the assessment, but also can offer in-roads to strategy development, and relationship and resource building. We have a team with the experience and seniority to help your assessment and wider objectives in this way.
Children's and young people's consultations (surveys and special projects)	The voice of the child and young person is an essential part of practice and so it should be in assessment. The views of the end user are vital in informing the local

	<p>authority’s wider strategies for quality, inclusivity and equality for example. We use focus groups, interviews and activity-based approaches. One example is our children’s storytelling programme with ‘Max the Magic Cat’. Our puppet visits groups of young children in schools and settings and asks about use of childcare and collects ideas for the future.</p>
<p>Workforce consultations (online surveys, focus groups and interviews)</p>	<p>Many thousands of people work in the sector, across a wide range of roles. Their voice is equally as important as lead practitioners or proprietors. By reaching all parts of the workforce, we can inform business, sufficiency, sustainability, quality, training and qualifications, recruitment and retention, and remodelling strategies.</p>
<p>Advice on analysis and childcare market management planning (support, training and group meeting or workshop facilitation)</p>	<p>The most important and crucial stage of any childcare sufficiency assessment is the analysis and interpretation of collected data. It is at this stage when gaps and risks should be identified. This process should be open to internal and external challenge. We can help at this stage of your CSA. Then, the action planning begins, we can offer one-to-one consultancy, meeting facilitation and whole team training to support this process in an inclusive and locally appropriate way.</p>

10 A bespoke proposal

We don’t believe an off the shelf proposal is enough to meet local needs. The best sufficiency solutions are developed together with our team and tailored to local needs.

A typical route through project delivery

Project initiation

At the start of the project we would organise an **initial meeting** (online) to work through the project in detail with your nominated contract manager(s). The meeting will identify:

- information sources
- data availability and methods
- any gap areas

We will create a **detailed implementation action plan** for your approval which will outline: the agreed roles; key contacts; the project communication plan; project management reporting including client contact; and agreed regular reporting deadlines.

Project management

Throughout the work we will maintain **personal contact** with your project manager. Regular project management reporting and/or meetings will be determined at the project plan stage. Reporting may be verbal or written, according to your preferences.

Desk-based research

Desk research provides a context and background to ensure that assessment of childcare takes account of future trends, including employment, population, housing and regeneration. Desk research using held data, presented in a user friendly and accessible format would provide:

- population demographics and trend data including information on the population demographics of geographical locations across the local authority area, including population migration and growth
- an assessment of employment and economic development trends that may affect childcare needs e.g. neighbourhood renewal
- an exploration of developments likely to affect childcare needs (e.g. housing and employment developments etc.)
- an assessment of the effect of any developments and/or initiatives on future demand for childcare (including policy and legislative changes, e.g. Tax-Free Childcare, 30 hours childcare, new statutory guidance etc.)

Findings from desk research

Findings, including population forecasts, regeneration, employment market changes etc. and changes to policy impacting on childcare demand and use would inform an assessment of future sufficiency considerations and issues.

Supply assessment

We would work with your held data e.g. Family Information Service (FIS) to access details of registered provision (across all types), including places capacity and vacancy data, to provide an **initial assessment of supply** across the council and at sub-locality level. **Held data will be analysed and assessed** to provide a baseline (theoretical place capacity) against which changes can be reported. It will be interesting and valuable for us to appraise the information regularly collected through the LA's contact with providers such as calls to identify places available and vacant, occupancy and training and business support needs analysis. An important judgement is theoretical capacity compared to actual capacity and ability to deliver.

Quality of provision

Quality is a key indicator of childcare sufficiency, and therefore is an important consideration and would be included in the supply assessment, comparing current quality as inspected by Ofsted, to previous years to show the direction of travel and intervention support needs.

Surveying providers

We strongly recommend a new method of **snapshot survey of all registered provision (both registers)** following the impact of COVID-19. This we believe is worth completing **each term** over a period of at least one year. This would be in the form of a short online questionnaire. The audit would be focused on 'taking the temperature' of the sector against key priorities so the LA can develop a deep understanding of:

- The number of places available (operating place capacity).
- Changes to place availability including hours, types of places (paid-for, universal, two-year-olds, 30 hours), and models of delivery.
- Relative demand for places – the occurring trends, differences and preferences.
- Business health and sustainability in the current, medium and long-terms.

Tasks include: Draft communications with providers to highlight the importance of the audit. Distribute audit survey to providers, monitor response levels and update re: response rate. Check responses against the initial supply assessment to check data quality. Contact non-responding providers and those where supplied data requires clarification, to request information. Contact all non-responding providers up to four times by email. Analyse and report findings. Report at sub-locality level. Collate available data re: quality of provision (annual assessment).

Take-up of the early learning entitlements

The CSA should include an assessment of take-up of the early years entitlements for 2, 3 and 4 year olds (universal, two-year-olds and 30 hours childcare). Take-up would be benchmarked against national and regional delivery.

Demand assessment

In the midst of the COVID-19 pandemic, demand for early years and childcare was limited by the Government's response to limit the spread of the virus. All schools and childcare settings closed to all but children of key workers and vulnerable children. As of July 2020, many settings and schools have re-opened but demand for childcare is reported to be low. This may be as a result of parental concerns around safety, changing employment, providers not being fully re-opened, or a number of related issues. We would undertake a trend analysis of held data resulting from the LAs place take-up contact surveys of providers, to identify possible direction of travel for demand, need and preferences.

Traditionally demand is assessed by means of direct consultation with parents via questionnaire surveys and focus group discussions. These methods are still sound but need to be used differently. We recommend establishing **reference groups**: such as employers' organisations; parents/carers representatives and; early years and childcare providers; local authority officers. Groups would meet (virtually) at a minimum of once a term to explore how COVID-19 has impacted and is likely to impact on employment in the future (redundancies, changes in working hours).

- From parents – how demand for early years and childcare has changed, why, and what might change again in the future.
- From employers' organisations – the impact of COVID-19 on employment locally; any issues raised by staff around childcare.
- From providers – how has demand and preferences changed? What does demand look like now, and for the following term. What strategies are in place to support the business through the challenges? New models and shifts in delivery patterns.
- From local authority officers – market management analysis, brokerage caseloads, business sustainability and quality concerns.

Facilitate the meetings, produce meeting reports and assess findings in relation to the local authority's sufficiency duty.

Identifying risks and gaps

A good CSA at this stage should take a risk assessment and assumption-based approach. It should identify what are the risks, and the probability of those risks occurring. This should be based on what has been found, and shared in consultations and analysed expertly by local stakeholders and through our independent and external challenge. The findings can be applied to a range of assumptions and possible margins of error. Then, the control and mitigation factors that the LA can put in place (as far as is reasonably practicable) can be identified.

Producing a draft and final findings report

All elements would be brought together into a draft key findings report, for comment and feedback. This report would **meet the requirements of the sufficiency assessment duty**, estimating supply of registered provision for childcare aged 0-14 years old (up to 18 years old for children with additional needs), including an assessment of quality of provision, and take-up of the early years entitlements. It will contain data presented in tables and charts, narrative and interpretation.

The report will drill down to agreed locality level. We will also develop a strategic overview of sufficiency with recommendations for childcare market management.

Importantly, the findings from the research would feed into strategic planning and market management strategies. At this stage we will have a final report you will have signed off ready for publication.

11 Price list

No project is the same and neither are all costings. There are many variables, things like the number of early years and childcare providers, the size of parental surveys, and the frequency of reference or focus groups.

An example:

Ref:	Task area	Consultancy days	Administration days	Cost per item
1	Project initiation and management	2	0	£1,440
2	Planning, challenge and strategy workshops 2 x two-hour online workshops x two staff (one senior specialist facilitator and one note-taker and report writer). Facilitated around semi-structured questions, the sessions will explore recent experiences, trends and identified themes. The sessions will be noted, thematically analysed and reported.	4	0	£2,880
3	Desk research	2	0	£1,440
4	Supply assessment – inc. provider snapshot survey (autumn term)	4	8	£4,200
5	Producing a findings report, risk assessment and market management strategy. This	3	0	£2,160

	standalone report will contain desk research findings, findings and analysis of the provider strategy, reports of the workshops, and a key findings and recommendations section. All data will be shown as appendices to the report.			
6	Contingency	4	0	£2,880
	Estimate	19	8	£15,000

Rates:

Consultancy rate £720

Administration rate £165

A day = 7.5 hours, charged pro-rata

Rates quoted exclude VAT and venue hire or travel.

More extensive childcare sufficiency assessments c.£20,000-£25,000

We also suggest adjustments in some activity areas according to local needs and we can expand size and reach of inputs (e.g. larger number of interviews, groups and repeats of provider surveys).

We are more than happy to discuss these estimates and to develop something that is ideal for your local needs.

12 Contact details:

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