1140 Hours Evaluation

Appendix 3

12th September 2023

The Evaluating and Reporting Team within the West Partnership are conducting an evaluation of the recent increase in funded early learning and childcare (ELC). This study aims to explore the impact of this policy for children's outcomes across the region.

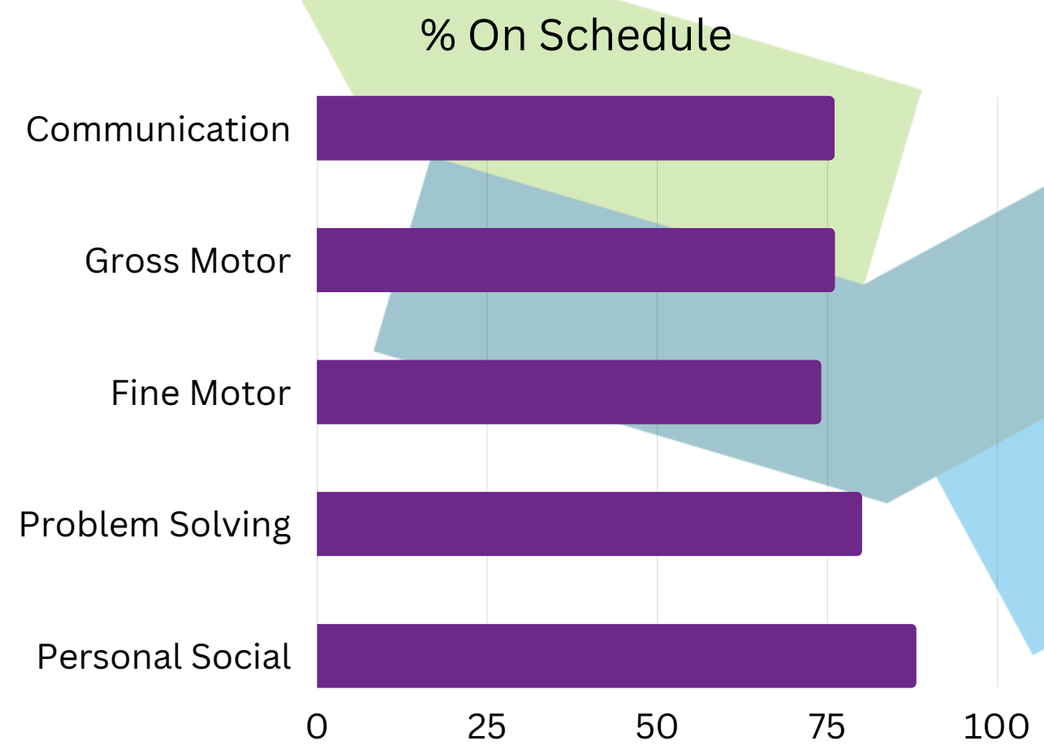
97 nurseries across the West Partnership have been participating in a range of research methods to gain a wider understanding of the impact of 1140. This includes:

- **The Ages and Stages Questionnaire**
- **Interviews and Focus Groups**
- **Surveys**
- **Child-led Tours**

Measuring Children's Outcomes

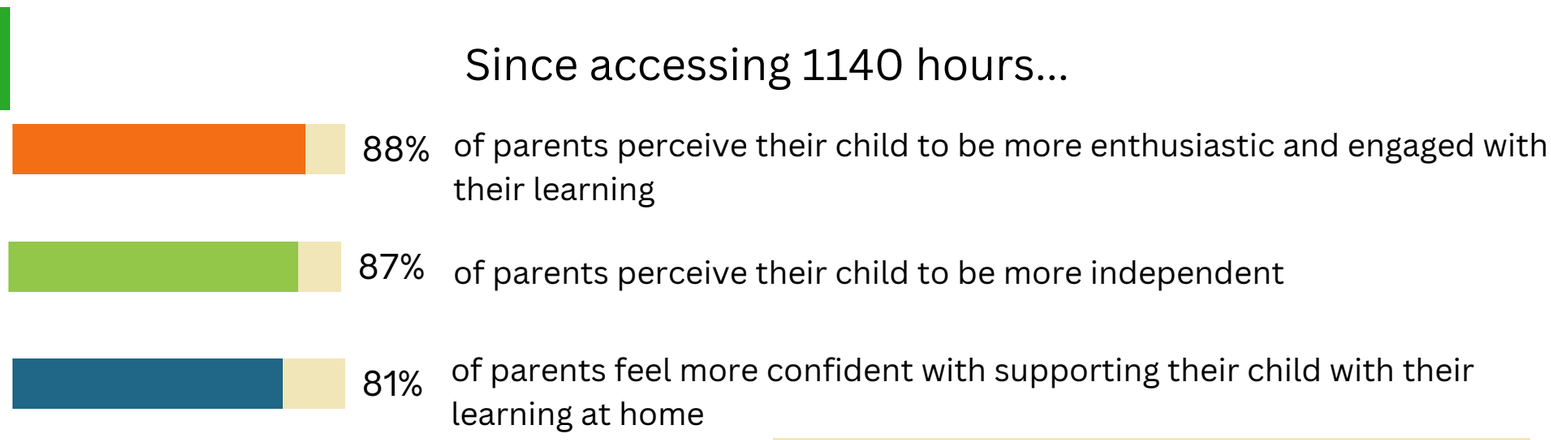
Nurseries have been completing the Ages and Stages Questionnaire (ASQ) with children in their setting as they turn four years of age. This questionnaire provides a snapshot of where a child sits across different domains, which can be compared with the average scores for their age group.

The current findings show that the majority of children are meeting their developmental milestones, with 74% to 88% of children being on schedule across each domain. However, time spent accessing 1140 did not have an effect on these outcomes, making it difficult to identify if these findings are a result of 1140. These findings may change as we continue to build a larger sample over time.



Parent and Practitioner Views

Parents and practitioners completed online surveys, and participated in interviews and focus groups to understand their perceptions of 1140 hours.



Many parents and practitioners spoke of the increased opportunities for children to socialise and interact with their peers through the extended entitlement:
'I am grateful for the opportunity for our child to spend additional time in the company of other children, building both skills and confidence in social situations which were very restricted over the course of the pandemic.' **Parent, South Lanarkshire**

The increased hours have enabled practitioners to develop stronger relationships with the children they support, and better understand their needs and interests:
'It has allowed staff to track children's learning better and see what age and stage of development the children are at, it also gives staff and children better bonding time and gives staff better information of home life and where they need more support.' **Early Years Officer, Glasgow City**

With greater expectations placed on practitioners, staff highlighted the need for greater awareness of their work and the importance of ELC amongst parents and the wider community:
'A lot of people think its an easy job, and I think across even parents and other professionals, we need to raise our professionalism, and show that it's a worthwhile job, and all of the benefits and the hard work and dedication that staff put in to attract more people into the profession.' **Equity and Excellence Lead, East Dunbartonshire**

Child-led Tours

To ensure children's views were included in our analysis, child-led tours have taken place in nurseries across the West Partnership. This is an innovative approach where children can take control of the session, to talk about what this time in nursery means for them.
Children who have participated so far have discussed how much they enjoy the variety of experiences available in their nursery setting, and demonstrate a sense of belonging amongst their peers and staff.