

Families in the Foundation Years

Evidence Pack

Families in the Foundation Years Evidence Pack

References and research links for
Families in the Foundation Years
July 2011



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Introduction

This evidence pack underpins the Government's vision set out in the overall Families in the Foundation Years policy statement. The Department for Education and the Department of Health are committed to developing evidence-based policy. A wide range of robust evidence sources have informed the development of the policy statement, and those which have been most influential are referenced within this evidence pack. We hope that it will be useful for local commissioners of services for children and families in the foundation years

Where a particular body of evidence is key to understanding a policy within our overall vision for families in the foundation years we have included a slide on it in this pack.

Other resources and links to help mothers, fathers and all those who care for babies and young children in their foundation years can be found in 4Children's companion website.
<http://foundationyears.org.uk>

Commissioners, local leaders and professionals working with families can find further information in Supporting Families in the Foundation Years.
www.education.gov.uk/familiesinthefoundationyears

Summary

Critical factors during the early years

Children's health. Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being.

Marmot, M. (2010)

Good maternal mental health. Overall children of mothers with mental ill health are five times more likely to have mental health problems themselves, resulting in both emotional and behavioural difficulties.

Meltzer, H. et al. (2003)

Parenting style. Effective warm authoritative parenting gives children confidence, a sense of well-being and self worth. It also stimulates brain development and the capacity to learn.

Utting, D. (2009)

Learning activities. The home learning environment has a greater influence on a child's intellectual and social development than parental occupation, education or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.

Melhuish, E., Sylva, K., Sammons, P. et al. (2008)

High quality early education. Attending a high or medium quality pre-school has a lasting effect in promoting or sustaining better social/behavioural outcomes, in terms of increased 'self-regulation', higher 'pro-social' behaviour and lower 'anti-social' behaviour levels at age 11.

Siraj-Blatchford, I. et al. (2011)

The early years of a child's life are critically important

They are important in their own right, and as the foundation of success at school, in making friends and relationships and for all adult life.

We have found overwhelming evidence that children's life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life.

Field, F. (December 2010)

A child's experiences during their early years provide the essential foundations for life. Their development during this period influences their basic learning, educational attainment, economic participation and health.

Dyson, A. et al (2009) cited in Tickell, C. (2011)

Different parts of the brain develop in different sensitive windows of time. The estimated prime window for emotional development is up to 18 months, by which time the foundation of this has been shaped by the way in which the prime carer interacts with the child. Emotional development takes place throughout childhood, and there is a further reorganisation during early adolescence.

Allen, G. (2010)

FURTHER READING

Field, F. (December 2010) *The Foundation Years: preventing poor children becoming poor adults. The report of the Independent Review on Poverty and Life Chances.*

Dyson, A et al. (2009) *Childhood development, education and health inequalities*, Report of task group, Submission to the Marmot Review.

Tickell, C. (2011) *The Early Years: Foundations for Life, Health and Learning*, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government

Allen, G. (2011) *Early Intervention: The Next Steps.*

Our Vision for the Foundation Years



OUR VISION FOR THE FOUNDATION YEARS

The Government knows that high quality health services, early education, and care for young children and their families make a real difference

Healthy early childhood development strongly influences many aspects of well-being, such as obesity/stunting, mental health, heart disease... What happens to the child in the early years is critical for the child's developmental trajectory throughout the life course.

Dyson, A. et al. (2009)

High quality pre-schooling is related to better intellectual and social/behavioural development for children. The beneficial effects of pre-school remain evident to the age of 11 years.

Sylva, K.. et al. (2008).

Parents and families remain important influences throughout childhood, but the influence of schools, friends and peers and the wider community becomes increasingly significant as children grow older.

Sutton, C. et al. (2004)

FURTHER READING

Dyson A., Hertzman C., Roberts H., Tunstill J., and Vaghri Z. (2009) *Childhood development, education and health inequalities*. Report of task group. *Submission to the Marmot Review*.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford I., and Taggart, B. (2008). 'Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11). Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11)'. DCSF Research Report 061

Sutton, C., Utting, D., and Farrington, D., (Eds), (2004), *Support from the Start – Working with young children and their families to reduce the risks of crime and anti-social behaviour* London: DfES

<https://www.education.gov.uk/publications/eOrderingDownload/RB524.doc>

Department of Health, White Paper *Healthy lives, healthy people: our strategy for public health in England*, 30 November 2010

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_121941

Kennedy, I. (September 2010) Report to the UK Government. *Getting it right for children and young people Overcoming cultural barriers in the NHS so as to meet their needs*

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families - in addition to having increased free early education for all three and four year olds to 15 hours a week from September 2010 - **the Government will offer two year olds from disadvantaged backgrounds the free entitlement to 15 hours early education by 2013**

The importance of the quality of the early education and childcare received is highlighted by both EPPE evidence and evidence from the Two Year Old Early Education Pilot. These studies show how important it is for children to be attending early education and childcare that is of good quality if it is to have a significant effect on their cognitive development and attainment.

Evidence from the 2 year pilot of free childcare showed that where children attended higher quality settings, there was a positive impact on language ability, and on their parent-child relationship.

44% of parents thought that it had helped improve their child's speech and/or English language.

Parents felt they had gained a better understanding of their children as individuals and also of different child development stages. Some parents believed that their parenting skills and their relationships with their children had improved since their child had started attending the pilot setting. The ability to provide a more stimulating learning environment at home was also attributed to the experience of using the pilot setting.

Smith, R. (2009)

FURTHER READING

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford I. and Taggart, B. (2008) '*Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11). Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11)*'.

DCSF Research Report 061 <http://www.ioe.ac.uk/newsEvents/16439.html>

Smith, R. et al. (2009) *Early Education Pilot for Two Year Old Children Evaluation*. DCSF Research Report 134.

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families **the Government will slim down the framework for early years settings (the Early Years Foundation Stage), with a stronger focus on the three prime areas which are most essential for children's learning and development**

Best practice in learning and development is an essential part of high quality provision.

Rarticulating the areas of learning and development to highlight the centrality of personal, social and emotional development, communication and language and physical development is supported by a review of recent research (Angelou et al 2009) and is intended to better describe the nature of children's fundamental development in interconnected domains.

Tickell, C. (2011)

Personal, social and emotional development. Early personal, social and emotional development has a central impact on later wellbeing, learning, achievement and economic circumstances.

Communication, language and literacy. Babies demonstrate from birth abilities and interest in communication and depend on interactions with others in order to become confident and effective language users.

Physical development. Children engage with the world, supporting all their learning, through movement and physical sensations.

Tickell, C. (2011)

FURTHER READING

Tickell, C. (2011) *The Early Years: Foundations for Life, Health and Learning*. An Independent Report on the Early Years Foundation Stage to Her Majesty's Government,

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families the **Government will recruit 4,200 more health visitors over the next four years, so that all families can benefit from regular support from a health visitor**

Health visitors will look at the overall needs of families with young children in the area.

Supporting parents with parenting programmes has a positive impact on both parents' and children's wellbeing and mental health. The Healthy Child Programme also includes breastfeeding support and a range of proven preventive services.

Department of Health (2009)

The experiences of one parent highlighted the personal value of Sure Start and the multi-disciplinary efforts being made by staff: *"I was at my wits end with my second (child) - he has had real problems with his behaviour. I have lost track of the times I have had to go through the whole rigmarole with about eight different people. Then this Sure Start health visitor appears – and found a whole load of things to help me, which she knew about or got from the other staff. I think there might have been a social worker somewhere...what a relief not to have to keep saying the same thing to them all."*

Tunstill, J. et al. (2005)

FURTHER READING

Department of Health (2009) *Healthy Child Programme: pregnancy and the first five years of life*

Department of Health (2010) *Healthy Lives, Healthy People: Our strategy for public health in England*. London. HMSO.

Hall and Elliman (2006) *Health for All Children*. Fourth Edition. Oxford Press

Tunstill, J et al. (2005) *Implementing Sure Start local programmes: An integrated overview of the first four years*, November 2005; NESS Research Report 10; DfES; HMSO

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families **the Government will double the number of teenage mothers and their children who can benefit from the Family Nurse Partnership**

FNP (or NFP as it is known in US) is a US programme with a strong evidence base which we are testing in England. It is widely regarded as the most effective early childhood home visiting programme with the US. Evidence from the United States shows:

For the family:

- Improvements in women's antenatal health and behaviours
- Reductions in children's injuries, child abuse and neglect
- Fewer subsequent pregnancies and greater intervals between births
- Increases in fathers' involvement
- Increases in maternal employment and reductions in welfare dependency
- Better parenting

For the child's development:

- Improved cognitive development, school readiness and academic achievement
- Improved emotional and behavioural development
- Reduced involvement in crime and anti-social behaviour later in life
- Reduced early substance use initiation

Department of Health (2011)

FURTHER READING

Department of Health (2011) *The Evidence Base for Family Nurse Partnership* <http://fnp.dh.gov.uk/category/evidence-research/>
MacMillan, H.L., Wathen, C.N., Barlow, J., Fergusson, D., Leventhal, J.M., and Taussig, N. (2009) *Interventions to prevent child maltreatment and associated impairment*. *Lancet* 373: 250-266

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families **the Government will introduce a new system of flexible parental leave from 2015**

Male working full-time and the female working part-time is now the family arrangement found most frequently in the UK.

Lewis, J. et al. (2008)

Mothers still devote more time to childcare than fathers, but more fathers are involved in childcare now and are spending more time on it than they used to — by as much as 200 per cent between 1974 and 2000.

Gray, A. (2006)

Fathers wanted to spend more time with their children and both fathers and mothers wanted to share work and childcare... 44 per cent of fathers in this major study thought they spent too little time with their children and half thought they spent too much time at work.

Ellison, G. et al. (2009)

The numbers of working mothers has increased substantially over the last sixty years, in 1951, about one in every six mothers was in employment; by 2008 this had risen to four in six.

Hansen, K. et al. (2006)

FURTHER READING

Lewis, J. et al. (2008). *Patterns of paid and unpaid work in Western Europe: gender, commodification, preferences and the implications for policy*. *Journal of European and Social Policy*, 18(1), 21-37.

Gray, A., (2006) *The time economy of parenting*. *Sociological Research*, 11(3). www.socresonline.org.uk/11/3/gray.html.

O'Brien, M., (2005) *Sharing caring: bringing fathers into the frame*. Equal Opportunities Commission.

Ellison, G. et al. (2009) *Work and care: a study of modern parents*. Equality and Human Rights Commission Research report: 15.

Hansen K. et al. (2006) *Childcare and mothers' employment: approaching the millennium*. *National Institute Economic Review*, 195(1), 84-102.

Ellison, G. et al. (2009) *Work and care: a study of modern parents*. Equality and Human Rights Commission Research

OUR VISION FOR THE FOUNDATION YEARS

As part of a coherent framework of services for families **the Government will retain a network of Sure Start Children's Centres, open to all families but focused on those in greatest need**

Evidence from the National Evaluation of Sure Start has demonstrated that the availability of high quality health services, early years education and support through the Sure Start Programme has resulted in families in Sure Start areas experiencing better child health, parenting, home learning environments and life satisfaction than families in non-Sure Start areas.

Melhuish, E. et al. (2010)

The Sure Start programme as a whole is one of the most innovative and ambitious Government initiatives of the past two decades..., in many areas it has successfully cut through the silos that so often bedevil public service delivery. Children's Centres are a substantial investment with a sound rationale, and it is vital that this investment is allowed to bear fruit over the long term.

Select Committee for Children, Schools and Families report on children's centres (2010)

FURTHER READING

Melhuish, E. et al. (2010) *The Impact of Sure Start Local Programmes on Five Year Olds and Their Families*, November 2010, NESS Research Report 28; DCSF; HMSO.

Select Committee for Children, Schools and Families report on children's centres 2010

Pinney, A. (2007) *A Better Start: Children and Families with Special Needs and Disabilities in Sure Start Local Programmes*, March 2007. NESS Report 19. DfES HMSO

Tunstall, J. et al. (2005) *Implementing Sure Start local programmes: An integrated overview of the first four years*, November 2005; NESS Research Report 10; DfES; HMSO.

Anning, A. (2007) *Understanding Variations in Effectiveness amongst Sure Start Local Programmes*, June 2007. NESS Report 24; DfES HMSO

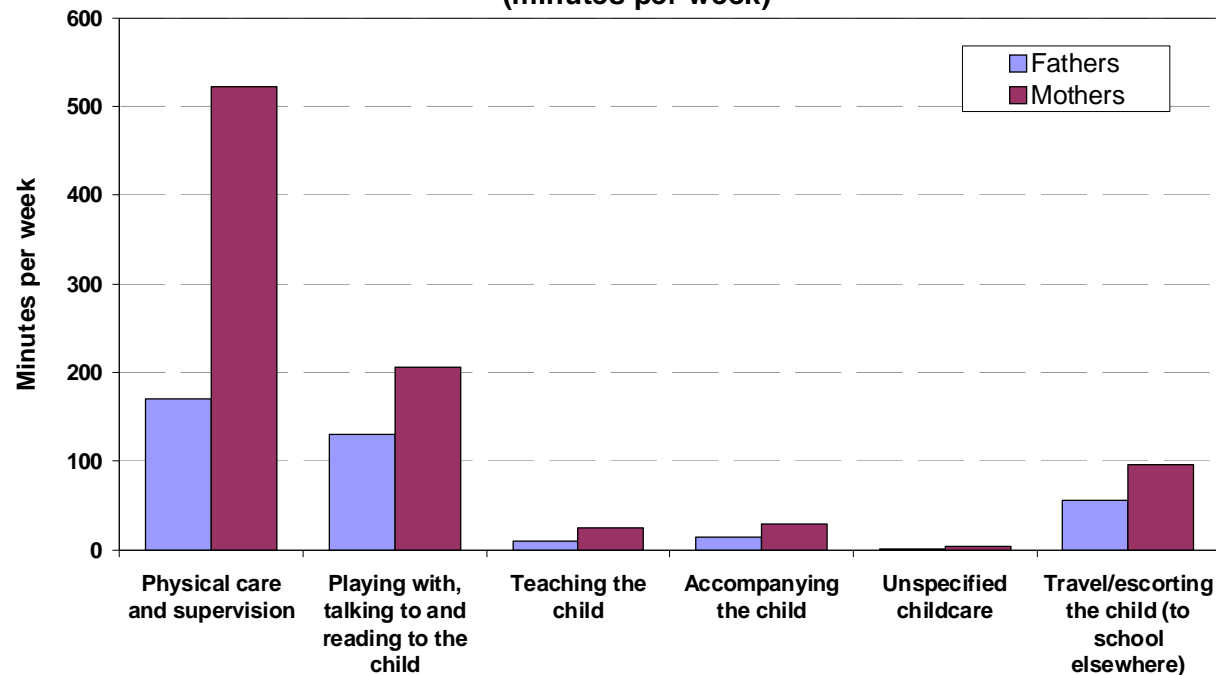
Williams, F. and Churchill, H. (2006) *Empowering Parents in Sure Start Local programmes*.

OUR VISION FOR THE FOUNDATION YEARS

The realities of modern family life mean that services and professionals need to engage with both parents

The nature of the parenting partnership is changing to reflect the realities and aspirations of both mothers and fathers to share earring and caring roles more equally.

Components of childcare time for parents of children under 12
(minutes per week)



Source: Gray, A, 2006

Components of childcare time

FURTHER READING

Gray, A. (2006). *The time economy of parenting*. *Sociological Research*, 11(3). www.socresonline.org.uk/11/3/gray.html.

O'Brien, M. (2005). *Sharing caring: bringing fathers into the frame*. Equal Opportunities Commission.

Ellison, G. et al. (2009). *Work and care: a study of modern parents*. Equality and Human Rights Commission Research report: 15.

What Research Tells Us



WHAT RESEARCH TELLS US

There is a growing body of evidence that supports what most parents know by instinct

Key evidence sources include:

Effective Pre-school, Primary and Secondary Education (EPPSE)

A major longitudinal study of a national sample of young children's development.

National Evaluation of Sure Start (NESS)

The evaluation studies the effectiveness of Sure Start Programmes in England.

Evaluation of 2-year-olds

An evaluation to assess the impact of the early education pilot for disadvantaged two year old children

Avon Longitudinal Study of Parents and Children (ALSPAC)

A long-term health research project following the health of more than 14,000 mothers who enrolled during pregnancy in 1991 and 1992, and development of their children.

Millennium Cohort Study (MCS)

A longitudinal research project following the lives of around 19,000 children born in the UK in 2000/1, through their early childhood years and plans to follow them into adulthood.

Childcare and Early Years Survey of Parents

A regular survey of parents providing information on parents' childcare arrangements and their views of particular childcare providers and childcare provision in general.

WHAT RESEARCH TELLS US

Critical factors during the early years: children's health

A child's health is strongly influenced by parents', especially mothers', health and their behaviours. Smoking and nutrition in pregnancy, breastfeeding and immunisations are key predictors of children's health in later life.

Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being, educational achievement and economic status.

Marmot, M. (2010)

There is a strong association between breastfeeding and cognitive outcomes; ... breastfeeding for four weeks has a positive and significant effect on test scores... Thus, interventions which increase breastfeeding rates may improve not only children's health, but also their cognitive skill.
ISER (2010)

Research suggests that a child's tastes and eating habits are formed early in life with consequences for child health and obesity and for attainment.

Cooke et al cited in Sorhaindho & Feinstein (2006) and Feinstein et al. (2008)

FURTHER READING

Marmot, M. (2010) p.60 *Fair Society, Healthy Lives: Strategic Review of Health Inequalities in England post 2010*.

Jefferis B J M H., Power C. and Hertzman C. (2002) *Birth weight, childhood socioeconomic environment, and cognitive development in the 1958 British birth cohort study*. *BMJ* 325:305.

Health Survey for England, 2009. DH <http://www.ic.nhs.uk/statistics-and-data-collections/health-and-lifestyles-related-surveys/health-survey-for-england>

The Effect of Breastfeeding on Children's Cognitive Development ISER 2010 <http://www.iser.essex.ac.uk/publications/working-papers/iser/2010-40.pdf>

Gutman et al. (2009) *Nurturing parenting Capability using the ALSPAC dataset*

Cooke et al in Sorhaindho & Feinstein (2006) *Relationship between child nutrition and school outcomes*.

Feinstein et al. (2008) *Dietary patterns related to attainment: the importance of early eating patterns*.

World Health Organisation Regional office for Europe, Health for all database. Data from 2001 <http://data.euro.who.int/hfad/>

HM Government *Our Health and Wellbeing Today* (2010)

WHAT RESEARCH TELLS US

Critical factors during the early years: good maternal mental health

Mothers' mental health is significantly associated with child development outcomes, particularly social, behavioural and emotional development.

By age four, children who experienced prolonged (repeated) exposure to a mother with mental health problems were particularly likely to have poor behavioural, emotional and social outcomes. At the point when they are about to start formal education, these early deficits may affect their transition to school and their subsequent development and attainment.

Growing Up In Scotland: Maternal mental health and its impact on child behaviour and development (2010)

Overall children of mothers with mental ill-health are five times more likely to have mental health problems themselves, resulting in both emotional and behavioural difficulties (1). Parental mental illness (including substance abuse) particularly in the mother is also associated with: poor birth outcomes (2), increased risk of sudden infant death (3) and increased mortality in offspring (4).

FURTHER READING

Growing Up In Scotland: Maternal mental health and its impact on child behaviour and development (2010)

<http://www.scotland.gov.uk/Publications/2010/04/26102536/2>

Anda RF., Felitti VJ., Walker J., Whitfield CL., Bremner JD., Perry BD., Dube SR and Giles WH. (2006) *The enduring effects of abuse and related adverse experiences in childhood: a convergence of evidence from neurobiology and epidemiology*. *European Archives of Psychiatry and Clinical Neuroscience* 256: 174-86.

(1) Meltzer, H. et al. (2003) *The mental health of young people looked after by local authorities in England: summary report*, London:

(2) King-Hele S. et al. *Risk of still birth and neonatal death linked with maternal mental illness: a national cohort study*. *Archives of Disease in Childhood Fetal and Neonatal Edition* 2009; 94 F105-F110

(3) Wenn RT. et al. *Influence of environmental factors in higher risk of sudden infant death syndrome linked with parental mental illness*. *Archives of General Psychiatry* 2010; 67: 69-77

(4) Webb RT. et al. (2006) *Mortality risk among offspring of Psychiatric inpatients: a population based follow up to early adulthood*. *American Journal of Psychiatry*; 163: 2170-7

Department of Health (February 2011) *No health without mental health: a cross-government mental health outcomes strategy for people of all ages* http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_123766

WHAT RESEARCH TELLS US

Critical factors during the early years: parenting style

Children do better when they have a close and positive relationship with their parents, and mothers and fathers work together to provide warm, authoritative, responsive, positive, and sensitive parenting.

Warm, authoritative and responsive parenting is important in developing good behaviour and preventing children developing behaviour problems.

Sutton, C. et al. (Eds), (2004),

Effective warm authoritative parenting gives children confidence, a sense of well-being and self worth. It also stimulates brain development and the capacity to learn. Parents who develop 'open, participative communication, problem-centred coping, confidence and flexibility' tend to manage stress well and help their families to do the same.

In contrast, harsh, negative or inconsistent discipline, lack of emotional warmth or supervision and parental conflict all increase the risk that children will develop emotional and behavioural problems that can lead to anti-social behaviour, substance misuse and crime.

Utting, D. (2009)

FURTHER READING

Sutton, C., Utting, D., and Farrington, D., (Eds), (2004), *Support from the Start – Working with young children and their families to reduce the risks of crime and anti-social behaviour*. London: DfES

Utting, D. (2009) *Parenting services: Assessing and Meeting The Need for Parenting Support Services*, London: Family and Parenting Institute literature review

WHAT RESEARCH TELLS US

Critical factors during the early years: learning activities

The things that parents help children to do at home are key predictors of future development and readiness for school.

Parental involvement in a child's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The home learning environment (HLE) is a measure of the extent to which parents take part in learning activities with their children. These include:

Reading to children

Playing with letters and numbers

Teaching children nursery rhymes and songs

Painting and drawing

Taking children to the library

Taking children on visits

Arranging for children to play with their friends at home.

The HLE has a greater influence on a child's intellectual and social development than parental occupation, education or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.

Parent involvement in home learning activities makes an important difference to children's attainment (and social behaviour) at age 3 years through to the age of 11.

Sylva, K. et al. (2008)

FURTHER READING

Melhuish, E., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2001) *Technical paper 7: social/behavioural and cognitive development at 3–4 years in relation to family background* (The Effective Provision of Pre-School Education (EPPE) Project), London: DfEE National Literacy trust (2007)

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford I. and Taggart, B. (2008) 'Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11). *Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11)*'. DCSF Research Report 061 <http://www.ioe.ac.uk/newsEvents/16439.html>

WHAT RESEARCH TELLS US

Critical factors during the early years: high quality early education

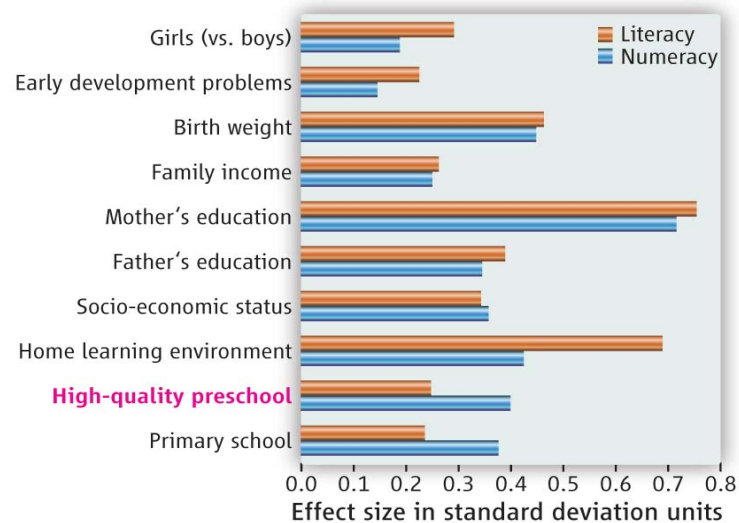
Making a difference to children's achievement in the early years is crucial.

It is higher-quality preschools that produce greater long-term benefits. In England, a study that controlled for background influences showed that, by age 11, children who attended high-quality preschools significantly outperformed those who had not attended preschool on literacy and numeracy tests.

Melhuish, E. (2011)

The effect of attending a high-quality preschool on a child's literacy and numeracy at age 11 can equal or surpass that of other factors, including primary school quality and early developmental problems.

P. Sammons, K. Sylva, E. Melhuish, I. Siraj-Blatchford, B. Taggart, S. Hunt, (2008)



FURTHER READING

Melhuish, E., (July 2011) *Preschool Matters*, Science vol 333

Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., Hunt, S. (2008) *Influences on Children's Attainment and Progress in Key Stage 2: Cognitive outcomes in Year 6* (Department for Children, Schools, and Families, London.

DfE Schools Analysis and Research Division: *Achievement of Children in the Early Years Foundations Stage Profile* (Sep 2010)

<http://www.education.gov.uk/publications/RSG/publicationDetail/Page1/DFE-RR034>

DfE internal analysis: *Foundation Stage Profile (2005) to Key Stage 1 (2007)*:

<http://www.parliament.uk/deposits/depositedpapers/2008/DEP2008-1634.doc>

Preparing for Parenthood



PREPARING FOR PARENTHOOD

Mothers and fathers can choose antenatal groups to help them learn and feel ready for the arrival of their child

Antenatal groups can help to prepare for the baby's birth, looking after a new baby, and how to support their development.

International reviews of evidence support the use of a range of parenting interventions which start during the antenatal period and continue through infancy and early childhood.

Barlow, J. et al. (2007)

Group-based antenatal programmes that include topics on couple relationships, co-parenting, gender issues and father involvement, parenting skills, bonding and attachment and problem-solving skills are associated with improved maternal well-being and with both parents' confidence and satisfaction with the couple and mother-infant/father-infant relationships.

There is also evidence that group based and participative ante-natal education can help manage and reduce maternal anxiety and depression during pregnancy and early childhood leading to improved coping, more partner support and better birth experience.

Schrader McMillan et al. (2009)

FURTHER READING

Barlow, J. et al. (2007) *Family and Parenting Support in Sure Start Local Programmes*, July 2007, NESS Research Report 23; DfES; HMSO.

Schrader McMillan et al. (2009) "A review of the evidence of antenatal education". University of Warwick

Cowan, C. P. & Cowan, P. A. (2000). *When partners become parents: The big life change for couples*. Mahwah, NJ: Lawrence Erlbaum Associates

Barlow & Redshaw, University of Warwick/University of Oxford (2009) *Birth and Beyond: A Review of the Evidence about Antenatal Education*.

Schrader McMillan., http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_110371.pdf

Barlow, Coe, Redshaw & Underdown, University of Warwick/University of Oxford (2009) *Birth and Beyond: Stakeholder perceptions of current antenatal education provision in England*. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_109831.pdf

PREPARING FOR PARENTHOOD

The Government wants to see parents being given more choice about where to give birth

This may be at home, in a midwifery unit or birth centre, or in a hospital with advice from their midwife or doctor helping them decide what may be best for their own and their baby's health.

Research shows that whilst 80% of women are pleased with the care they get when they have a baby they would prefer more choice about the type of care they receive and about where to have their baby.

Department of Health (Dec 2005)

More recent evidence on women's experiences of maternity services showed that in 2010, the majority of women (83%) at the start of their pregnancy were given a choice of where they could give birth. Of the women who were given a choice of where to give birth (i.e. low risk pregnancies), the majority (74%) were given the choice of a home birth. Additionally, most women (89%) were provided with enough information from the midwife or doctor to help them make the decision on where to give birth.

Care Quality Commission (2010) and Maternity Services Survey (2010).

FURTHER READING

Department of Health *Maternity Services Survey* (Dec 2005)

Department of Health (2010) *Parents' views on the maternity journey and early parenthood*

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_125891

Care Quality Commission (2010) *Maternity Services Survey 2010*.

<http://www.cqc.org.uk/aboutcqc/howwedoit/involvingpeoplewhouseservices/patientsurveys/maternityservices.cfm>

PREPARING FOR PARENTHOOD

The Government is doubling the number of families who can benefit from the Family Nurse Partnership, to support young mothers and fathers who may need extra help

There are more than 6,000 families currently benefitting from the FNP programme and this is set to increase to 13,000 (at any one time) by 2015.

We are currently carrying out a randomised controlled trial in England to build the English evidence base in accordance with the US programme model.

Early evidence from England shows a high quality replication of the programme with 87% enrolment, fathers engaged and low rates of attrition from the programme. It also suggests that the potential for positive impacts is promising, with early evidence of reductions in smoking during pregnancy, high rates of breastfeeding initiation and levels of child development in line with national norms – for a group who usually fare much worse.

Department of Health (2011)

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Helping Babies to Develop



HELPING BABIES TO DEVELOP

The Government wants all parents to feel confident in helping their child to develop from the very first months onwards

Scientists are telling us more and more about brain development, and about the importance of early development for how well children flourish and achieve in later learning.

In the early life period, interactions and experiences determine whether a child's brain architecture provides a strong or a weak foundation for their future health, wellbeing and development.

OECD (2007)

It is not just the learning environment which is important. Studies are now beginning to link exposure to prolonged "toxic" stress – such as that caused by abuse, or extreme poverty – with changes to the architecture of the brain.

OECD (2007)

The early years are an important period for children to develop secure emotional attachment. Exposure to high levels of stress caused by abusive or extremely neglectful relationships with carers can produce "relatively permanent" changes in the brain's neural circuitry and lay poor foundations for future emotional and behavioural development.

Roisman, G. et al. (2009)

FURTHER READING

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Brain Development and the Role of Experience in the Early Years (2009)

OECD (2007) *Understanding the Brain: The Birth of a Learning Science*

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National Scientific Council on the Developing Child (2005) *Excessive Stress Disrupts the Architecture of the Developing Brain.* Working Paper No. 3., Summer 2005

HELPING BABIES TO DEVELOP

The Government recognises the great value of fun and play during the foundation years

These sorts of local activities increase families' sense of wellbeing and give young children an early opportunity to make new friends and play together.

Children's learning also depends on play and exploration. Longitudinal studies show how play enables children to develop flexibility of thought, and to build confidence to explore new possibilities. Research also found that through play, children learn to see problems from different viewpoints, helping them to develop a generally positive and creative attitude to learning.

Tickell, C. (2011)

As part of the review of EYFS children across settings talked about their enjoyment of play-based experiences, ranging from physical activities to favourite play areas and resources, as well as more complex play. Children talked about enjoying 'pretend play', but also 'real world' experiences, for example, cooking, shopping, arranging flowers and caring for pets. These experiences matched many aspects of the EYFS Areas of Learning & Development.

Garrick, R. et al. (2010)

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Garrick, R., Bath, C., Dunn, K., Maconochie, H., Willis, B. and Wolstenholme, C. (2010) *Children's experience of the Early Years Foundation Stage*. DFE Research Report RR071.

HELPING BABIES TO DEVELOP

The Government wants children's centres to continue to offer a wide range of opportunities as children grow, providing a welcoming place for families and communities

The 2008 Sure Start Children's Centre Survey of Parents found that levels of satisfaction with children's centres were very high with 92% of all users saying they were satisfied (68% were very satisfied).

TNS Social (Feb 2009)

In their early learning experiences, children were getting more support for speech and language and emotional development and extra opportunities for physical and literacy development.

Anning, A. et al. (2005)

A survey of parent users of children's centres in 2007 found the level of satisfaction with the individual services was very high. Almost all respondents were very or fairly satisfied with the services they had received, and it was rare for someone to indicate they were dissatisfied.

Learning and socialising were seen as the main benefits to children of attending the children's centre. In terms of parents themselves, meeting other parents and have more time (for either work or other things) were the main benefits.

Ridley-Moy, K. (2007)

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Anning, A., Chesworth, E. and Spurling, L. (2005) *The Quality of Early Learning, Play and Childcare in SSLPs*, November 2005; NESS Research Report 09; DfES; HMSO.

<http://www.ness.bbk.ac.uk/implementation/documents/1187.pdf>

Ridley-Moy, K. (2007) *Sure Start Children's Centres Parental Satisfaction Survey*. DCSF Research report RW108.

HELPING BABIES TO DEVELOP

Children's centres can give families extra help when they need it

Evidence from NESS demonstrates the importance of multi-agency team working and cutting across services boundaries. Operating an integrated programme of support was central to the effectiveness in working with children and families with special needs and disabilities.

Pinney, A. (2007)

Findings from the National Evaluation of Sure Start found that overall, where there were observable differences between the high and low performing programmes, they were consistent with the belief that areas providing good parenting support were achieving better parenting outcomes. Good practice included: focussing on the relationship between parent and child; modelling of good relationships by staff between themselves and parents; using a theoretical model to underpin the way staff work with parents to achieve change; providing at least one-evidence based, standardised parenting programme; and supporting parenting actively from pregnancy to encourage parents to think about their relationship with the developing baby.

Barlow, J. et al. (2007)

FURTHER READING

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<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=NESS/2007/FR/023&>

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Encouraging Independence



ENCOURAGING INDEPENDENCE

As babies become toddlers, the role of parents in helping their children to develop and to learn changes

What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.

Siraj-Blatchford I. and Siraj-Blatchford, J. (2010)

A recent ALSPAC study confirmed that children's home communication environments influence their language development. The number of books available to the child, frequency of visits to the library, parents teaching a range of activities, the number of toys available and attendance at pre-school are all important predictors of children's vocabulary at 2 years. Children's understanding and use of language at the age of two years predicts how well they perform on school entry assessments including reading, maths and writing.

Roulstone, S. et al. (2011)

The EPPE results also indicate that programmes which directly promote activities for parents and children to engage in together are likely to be most beneficial for young children.

Sylva, K. et al (2004).

FURTHER READING

Roulstone, S. et al. (2011) *The Role of Language in Children's Early Educational Outcomes*, Department for Education, Research Report DFE-RR134

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004) *Effective Provision of Pre-School Education (EPPE) Project: Findings from the pre-school period*. London: DfES.

Siraj-Blatchford, I. and Siraj-Blatchford, J. (2010). *Narrowing the gap in outcomes for young children through effective practices in the early years* Centre for Excellence and Outcomes in Children and Young People (C4EO).p18

ENCOURAGING INDEPENDENCE

The Government wants more families to be able to benefit from parenting advice and support, with high quality parenting classes becoming widely available

Parents who attend good parenting classes find they can be life changing ... and prevent problems developing later on.

Research consistently suggests that parenting support which is based on sound scientific principles, consistently delivered by appropriately trained and supervised practitioners, can reduce risk factors in families, improve outcomes for children, young people and their parents and reduces the burden of cost these families place on local services and wider society.

A growing body of research has shown that early family/parent training can result in measurable reductions in youth crime, antisocial and delinquent behaviour, child maltreatment, school failure and child and adolescent mental health problems.

Moran, P. et al (2004)

The Effective Pre-school and Primary Education (EPPE) study indicates that encouraging active parenting strategies among parents in disadvantaged communities can help promote young children's cognitive progress as well as positive social/behavioural outcomes.

Sylva, K. et al. (2008)

FURTHER READING

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Moran, P., Ghate, D., and Van der Merwe, A., (2004) *What Works in Parenting Support? A Review of the International Evidence*, London: DfES
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DCSF Research Report 061 <http://www.ioe.ac.uk/newsEvents/16439.html>

ENCOURAGING INDEPENDENCE

A strong relationship between parents makes a big difference to a child

A review of evidence by Coleman and Glenn in 2009 suggests a growing appreciation of the need to strengthen couple relationships and how these relationships affect the well-being of infants, children and adults. Supporting the couple relationship is also essential in fostering effective parenting.

Coleman and Glenn (2009)

A number of evidence sources found that children raised by parents reporting high relationship quality and satisfaction tend to have high levels of wellbeing.

Cummings and Davies (1994), Reynolds et al. (2001), Hetherington and Kelly (2002), Hawthorne et al. (2003) cited in Coleman and Glenn (2009)

Studies also identify a number of protective factors which minimise the effects of children's adjustment to family breakdown, including competent and warm parenting, parents' good mental health, low parental conflict, cooperative parenting post separation and social support.

Mooney, A. et al. (2009)

Intense destructive conflict between parents has been shown to be more detrimental to children than the event of separation itself.

Coleman and Glenn (2009)

A survey of school children found that family conflict had the strongest association with child unhappiness, and simple measures of how families were getting along were able to explain 20% of the variation in children's subjective well-being.

Rees, G. et al. (2011)

FURTHER READING

Coleman, L. and Glenn, F. (2009) *When Couples Part, Understanding the consequences for adults and children, One Plus One.*

Rees, G. et al. (2011) *Understanding Children's Wellbeing, Children's Society.*

Hetherington, E.M. and Stanley-Hagan, M. (1999). *The adjustment of children with divorced parents: a risk and resiliency perspective. Journal of Child Psychology and Psychiatry*, 40, 129-140,

Mooney, A., Oliver, C., and Smith, M. (2009) *Impact of Family Breakdown on Children's Well-being: Evidence Review.* London: DCSF.

ENCOURAGING INDEPENDENCE

The evidence about the impact of high quality early education on children's development is very strong, particularly for children from disadvantaged backgrounds

Attending a high or medium quality pre-school has a lasting effect in promoting or sustaining better social/behavioural outcomes, in terms of increased 'self-regulation', higher 'pro-social' behaviour and lower 'anti-social' behaviour levels at age 11.

EPPE concludes that pre-school quality is a significant predictor of later Key Stage 2 performance in both English and Mathematics. Disadvantaged pupils benefit significantly from good quality preschool experiences. For example, in the case of Mathematics (but not English) high multiple disadvantaged pupils who attended high quality pre-schools had significantly greater attainment than high multiple disadvantaged pupils who did not attend pre-school.

Siraj-Blatchford, I. et al. (2011)

These findings in England are borne out internationally.

[In France] Preschool also appeared to reduce socioeconomic inequalities, as children from less advantaged backgrounds benefited more than those from more advantaged backgrounds.

In Switzerland, the impact of preschool expansion was associated with improved intergenerational educational mobility, with children from disadvantaged backgrounds benefiting most.

Melhuish, E. (2011)

FURTHER READING

Siraj-Blatchford, I. et al. (2011), *Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study*, Department for Education, Research Report DFE-RR128

Smith, R. et al. (2009) *Early Education Pilot for Two Year Old Children Evaluation*. DCSF Research Report 134.

Melhuish, E. (July 2011) *Preschool Matters*, Science vol 333

ENCOURAGING INDEPENDENCE

The Government will require all nurseries, pre-schools and childminders to give mothers and fathers a short written summary of their child's progress at around the age of two, from September 2012

A child's development score at just 22 months can serve as an accurate predictor of educational outcomes when they are 26.

Allen, G. (2011)

Analysis of data from the Avon Longitudinal Study of Parents and Children (ALSPAC) confirmed that children's understanding and use of language at the age of two years predicts how well they perform on school entry assessments including reading, maths and writing.

Roulstone, S. et al (June 2011)

Through their early contacts with mothers and fathers, Health Visitors have a unique opportunity to guide parents as they gain confidence in their parenting role.

Department of Health (2009)

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Allen, G. (2011) *Early Intervention: The Next Steps*.

Stratham, J. and Smith, M. (2010). *Issues in Earlier Intervention: identifying and supporting children with additional needs*. Thomas Coram Research Unit, Institute of Education, University of London. DCSF RB205

Roulstone, S. et al. (2011) *Investigating The Role of Language in Children's Early Educational Outcomes*. DCSF Research report 134
Healthy Child Programme: pregnancy and the first five years of life (DH, 2009)

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Barlow, J. (2008) **Health-led Parenting Interventions in Pregnancy and Early Years**. DCSF Research Report DCSF-RW070

Department of Health (2010) *Healthy Lives, Healthy People: Our strategy for public health in England*. London. HMSO.

ENCOURAGING INDEPENDENCE

The Government is simplifying and strengthening the systems to identify whether a child has a disability or special education needs and provide extra help as early as possible so that they have the very best chance to succeed

Children thought to have SEND are usually first identified by teachers or staff in early years settings, health practitioners such as health visitors, school nurses, paediatricians and GPs, or brought to the attention of practitioners by parents with concerns that there might be a problem.

Lewis, J. et al. (2010),

Early identification means recognising a child's difficulty quickly: both as early as possible in his or her life and as soon as possible after the difficulty becomes apparent. If a child receives the right help early on, he or she has a better chance of tackling problems, communicating well and making progress.

Bercow, J. (2008)

It is reported that early detection and intervention would alter development learning trajectories for children with SEN, with consequent benefits through the life courses.

Goswami, U. (2008)

There is increasing evidence that targeted early interventions can lead to improved child outcomes and that appropriate support for parents can enhance the effect of interventions.

Lewis, J. et al. (2010)

FURTHER READING

Lewis, J., Mooney, A., Brady, L-M, Gill, C., Henshall, A., Willmott, N., Owen, C., Evans, K. & Statham, J. (2010), *Special Educational Needs and Disability: Understanding local variation in prevalence, service provision and support* DCSF RR211

Bercow, J. (2008) *A review of services for children and young people with speech, language and communication needs*. Nottingham: DCSF

Rose, J. (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF

Goswami, U. (2008). *Learning Difficulties: Future Challenges. A paper prepared as part of the Foresight Review on Mental Capital*.

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ENCOURAGING INDEPENDENCE

For children with disabilities or more complex health needs, the Early Support Programme can offer the joined up support that families need

For children with complex needs, Early Support promotes a collaborative approach, one that is more responsive to the child's and the family's needs.

Lamb, B. (2009)

In 2009 the Lamb Enquiry *Special Educational Needs and Parental Confidence* reported that Early Support was widely welcomed by parents for its family-centred, multi-agency approach and the support of a key worker.

Identification and assessment should involve parents and children and young people themselves and build on the person centred approach developed through Early Support.

The Early Support Programme, which involves team around the child working, dedicated materials and resources, as well as key worker provision for some appears to have had some success. The national evaluation identified that it has had demonstrable positive effects on the quality of service provision, the wellbeing of families and the appropriate support and development of disabled children.

Young, A., et al. (2006)

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Young, A., Temple, B., Davies, L., Parkinson, G., Bolton, J., Milborrow, W., Hutcheson, G. and Davis, A. (2006): University of Manchester in association with the University of Central Lancashire (2006) *Early Support: An Evaluation of Phase 3 of Early Support*. London: DfES

Enjoying Early Education



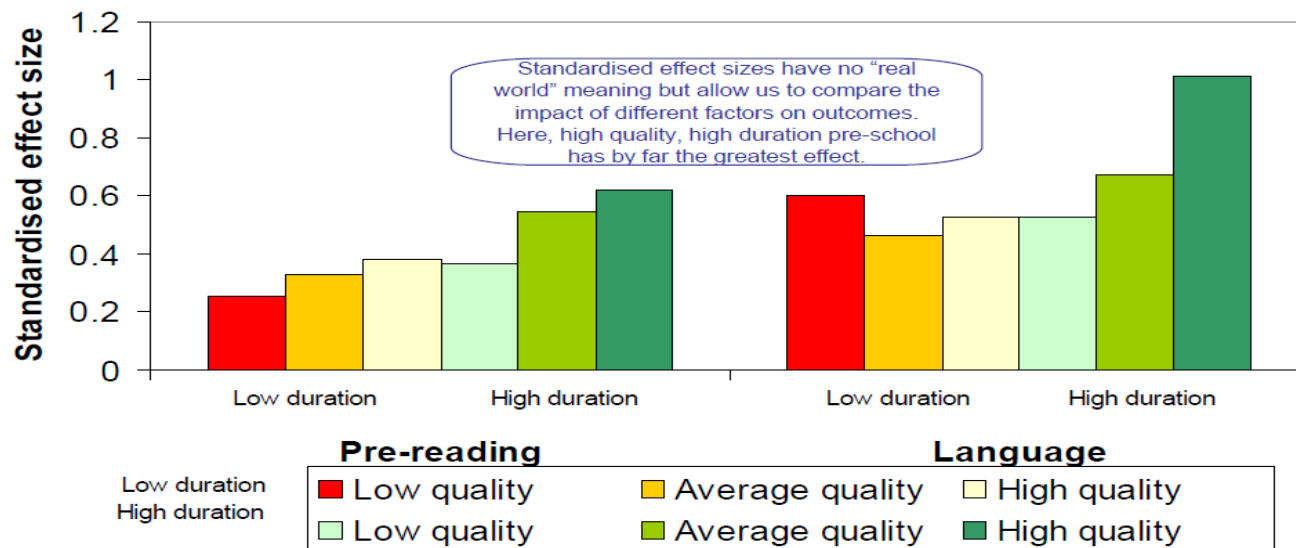
ENJOYING EARLY EDUCATION

**Early education is an essential element of all children's development.
All three and four year olds are entitled to 15 hours of free early
education each week**

Pre-school shows a significant positive effect on early cognitive outcomes for all levels of quality and duration (in years) compared with none. Overall, having longer pre-school experience has greater benefit on literacy outcomes, whatever the quality, but differences in quality make more of a difference than longer time.

It is the combination of high quality and longer time in provision that has the clearest effect size. For outcomes at older ages the effect of longer time in pre-school washes out but the quality effect remains strong.

Sylva, K. et al. (2004)



All - Sylva et al 2004 The Effective Provision of Pre-School Education (EPPE) project final report

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ENJOYING EARLY EDUCATION

The Government wants to make it easier for mothers and fathers to choose the best quality early education

The importance of parental involvement and partnership in their child's early learning and care is reflected internationally. For example, in Finland parents are recognised as pedagogical partners and involved in their child's development. Parents have a valued role in making sure that services respond to their child's interests and needs – an approach that parents greatly appreciate. In New Zealand, family and community form an integral part of the early childhood curriculum, and parents expressed a high level of satisfaction with early years provision and with opportunities for participation in parent-led services.

Tickell, C. (2011)

Research has shown that to have lasting impact on children's outcomes, early years services and childcare provision must be of high quality, and is particularly important for children from disadvantaged backgrounds.

The two biggest factors for parents when choosing pre-school providers were related to quality. The provider's reputation was the most cited factor, followed by concern with the care given, for example, whether providers were affectionate or well trained. Staff characteristics was the most important value when choosing a provider.

Smith, R. et al. (2010)

FURTHER READING

Tickell, C. (2011) *The Early Years: Foundations for Life, Health and Learning*, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government, 1.9 pg 6 citing refs 27, 28 and 29)

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Mitchell, L. (2008) *Assessment practices and aspects of curriculum in early childhood education*. Wellington: NZCER.

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Smith, R. et al. (2010) *Childcare and Early Years Survey of Parents 2009*. DfE London.

ENJOYING EARLY EDUCATION

The key person at the nursery or pre-school, or the childminder, should be experienced in all aspects of child development

Professionals help children to develop and learn through play, as well as keeping them safe and helping them to have fun.

Where children do not enjoy a strong home learning environment, a good quality early years setting can compensate. Such settings are characterised by skilled practitioners working with parents and carers, offering support to improve the quality of home learning, and thus helping to improve children's progress and their relationships with parents and carers. The EYFS has played a role in these improvements, with some settings using it to engage with parents and carers – for example, by completing and getting feedback on learning journeys and journals.

Tickell, C. (2011)

Having trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the curriculum leader) had the greatest impact on quality, and was linked specifically with better outcomes in pre-reading and social development at age 5.

Sylva, K. et al. (2004)

FURTHER READING

Tickell, C. (2011) *The Early Years: Foundations for Life, Health and Learning*, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government.

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Evangelou, M., Sylva, K. and Kyriacou, M. (2009) *Early Years Learning and Development – Literature Review*. London: DCSF.

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Joining Reception Class

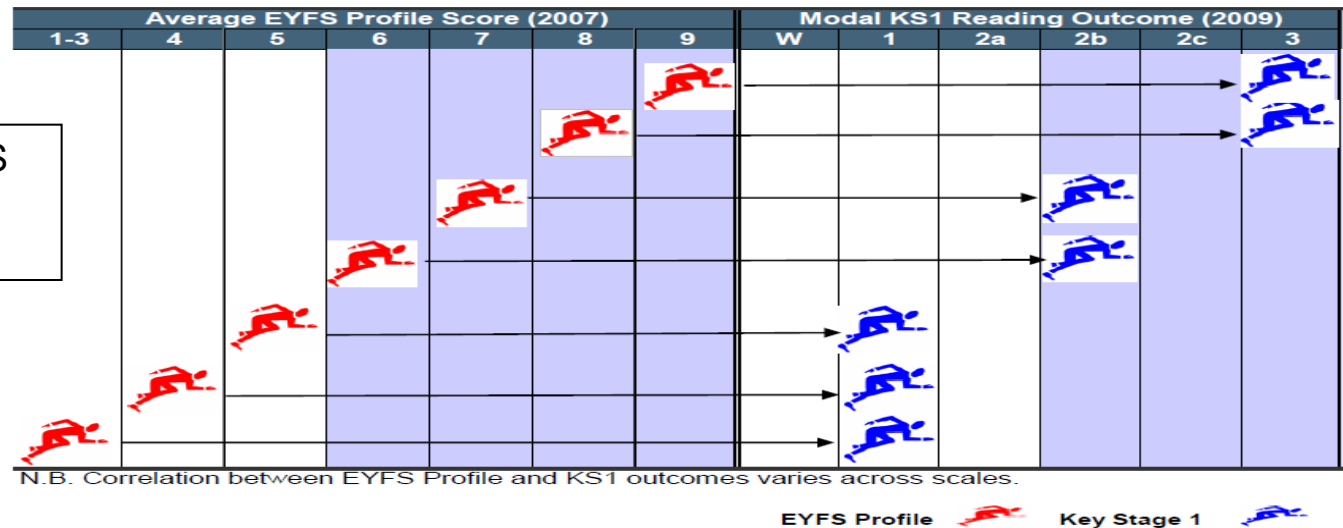


JOINING RECEPTION CLASS

Making a good start in the first year of primary school, known as reception class, is critical in enabling children to do well and enjoy their later years at school

94% of children who achieve a good level of development at age 5 go on to achieve the expected levels for reading at Key Stage 1, and they are 5 times more likely to achieve the highest level. Pupils who start off in the bottom 20% of attainment at age 5 are six times more likely to be in the bottom 20% at Key Stage 1 compared to their peers.

DfE: internal analysis (2008)



FURTHER READING

Achievement of Children in the Early Years Foundations Stage Profile (Sep 2010)

<http://www.education.gov.uk/publications/RSG/publicationDetail/Page1/DFE-RR034>

DfE internal analysis: Foundation Stage Profile (2005) to Key Stage 1 (2007):

<http://www.parliament.uk/deposits/depositedpapers/2008/DEP2008-1634.doc>

Dyson. A., Hertzman. C., Roberts. H., Tunstill. J. and Vaghri. Z. (2009) *Childhood development, education and health inequalities*. Report of task group. Submission to the Marmot Review.

JOINING RECEPTION CLASS

By the end of their foundation years, children should be equipped for life and ready for the next stage of school

The Government wants children to be healthy, sociable, curious, happy, active and able to make the most of opportunities available to them.

By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve.

In essence, it delivers school ready, life ready, and child ready members of society.

Allen, G. (2011)

The evidence shows that high quality early years interventions provide lasting and significant long-term effects on young children's development.

Barnett, S. (2008)

Investment and interventions in the early years are generally more cost effective in improving outcomes than investments and interventions later in life. Particularly those preventive programmes aimed at disadvantaged children.

Doyle, O. et al. (2007)

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