

Welcome and introduction to C4EO Early Years Knowledge Workshop



Dear God -
Please put a -
nother Holiday
between Christmas
and Easter.
There is nothing good
in there now.
Ginny

Welcome

1. C4EO - about us
2. Our contribution to improving outcomes in the early years
3. How we will work: key products and services
4. Aims and logistics for today



About us: the why

- The Social Exclusion Task Force recognised a need to disseminate evidence of ‘what works’ to improve outcomes.
- Focusing particularly on addressing the disparity in outcomes for some children.
- Announced in the Children’s Plan.



About us: the how

- Identifying and collating knowledge about effective practice (ie. ‘what works’).
- Disseminating this knowledge to those who can make a difference.
- Offering tailored support to Children’s Trusts to help them use this knowledge (and generate new learning).



About us: the what

- Seven DCSF-determined themes:
 - Early Years
 - Disability
 - Vulnerable Children
 - Parents, Carers and Families
 - Youth
 - Schools and Communities
 - Child Poverty *



About us: the who

Core partners



Strategic partners



Delivery partners



C4EO for the sector
from the sector

About us: the where

- Virtual – no expensive physical structure.
- Small administrative base at NCB, London.
- Working across England through the 9 regions and with local Children's Trusts.



About us: the when

- The Centre is funded for 3 years (until end of March 2011).
- The Early Years theme runs until March 2010.



About us: what we are not

NOT ...	BUT ARE ...
A Field Force	An improvement support resource invited in (or not)
Focusing on the front-line	Concerned with strategic, system-level change
Duplicating the work of others	Filling gaps and adding value
Conducting primary research	Except in 2 disability areas



About us: final words

- ‘For the sector, from the sector’.
- Register for regular email updates at www.C4EO.org.uk
- ‘A world class, collaborative Centre that contributes to a step-change in outcomes for children and young people, especially those who are most vulnerable’.



Logistics

- Programme.
- Delegates.
- Packs.
- Group discussions.
- Housekeeping.



Our contribution to improving outcomes in the early years



“If disadvantaged children are given first call on early childhood services, if those services are of sufficiently high quality, and if services also reach out to communities with parenting support, then countries undergoing the child care transition have a rare opportunity to mitigate the effects of poverty and disadvantage on the futures of many millions of children.”

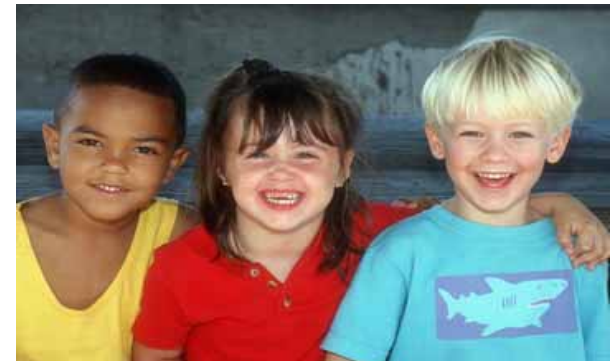
UNICEF, The child care transition, Innocenti Report Card 8, 2008
www.childwellbeing.org.uk/documents/Report-card-8.pdf

The priorities

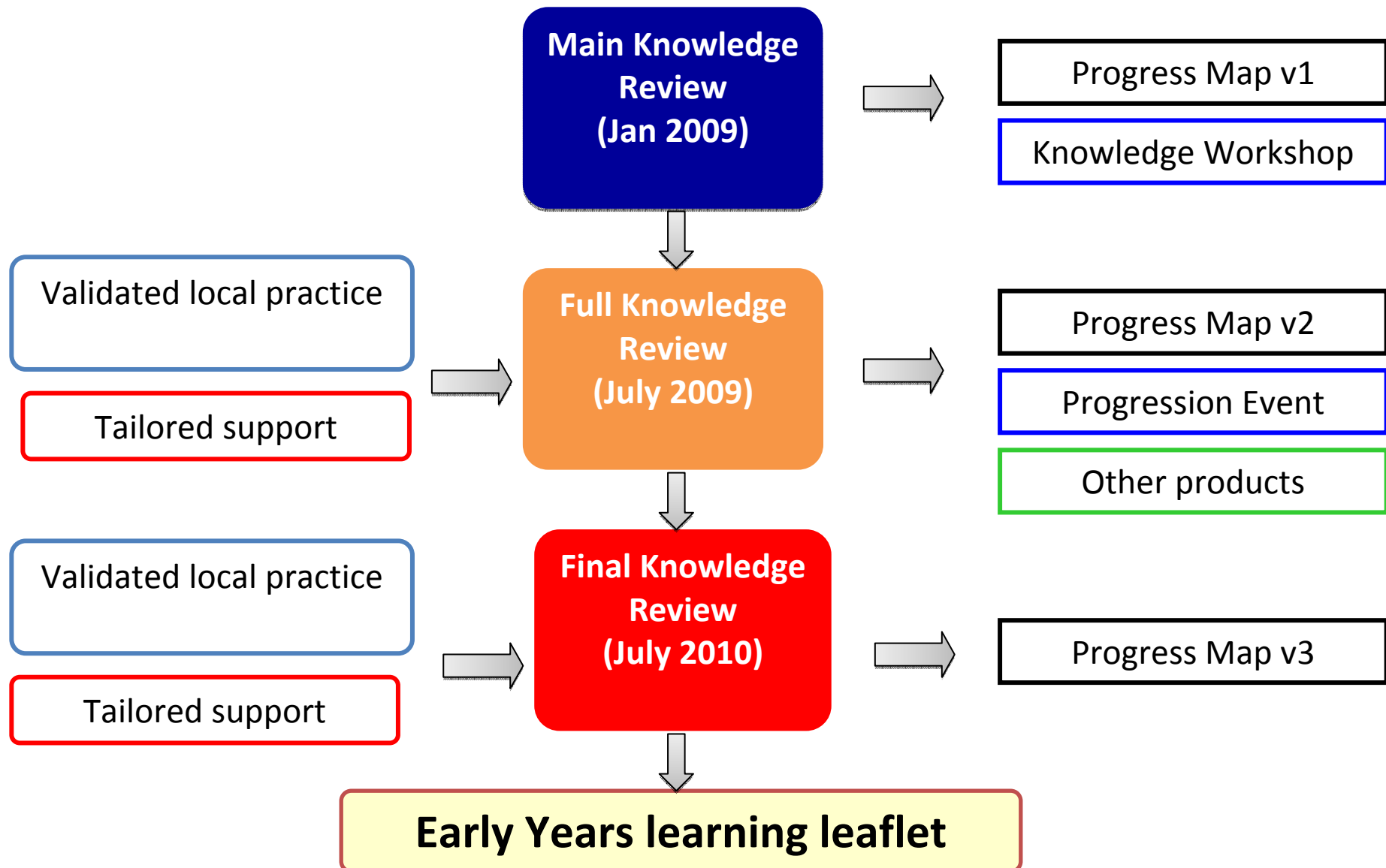
- **Narrowing the gap in outcomes** for young children through effective practices in the early years.
- Improving children's attainment through a better quality of **family-based support for early learning.**
- Improving development outcomes for children through **effective practice in integrating early years services.**

Leadership

- The Early Years theme is led by Sue Owen (Early Childhood Unit, NCB)
- Assisted by a Theme Advisory Group.



Development of knowledge



Building capacity

- A core role for the Centre.
- Tailored support from ‘Sector Specialists’ from the region (accredited and trained).
- ‘Menu’ of possible support assignments.
- Requests now welcome.
- On-line Community of Practice.



Today's aims

1. What **data** can tell us about EY outcomes.
2. What **research** suggests we can do to make a difference to outcomes in the early years.
3. The key **challenges and issues** involved in putting this knowledge into practice.
4. Share examples of **effective local practice**.
5. Introduce new **resources and approaches**.
6. Learn about the practical **support available** from C4EO.

“As it is has become clear that disadvantage becomes established in the earliest years of life, so it has become necessary to focus our concern on what happens in those early months and years. It is here that action can be taken that will enable all children to become all that they can be. And it is here, if at all, that the self-perpetuating cycle of disadvantage will be broken.”

UNICEF, The child care transition, Innocenti Report Card 8, 2008

www.childwellbeing.org.uk/documents/Report-card-8.pdf

Questions?

