Reflections -
Think of a child in your setting
How are you meeting that child’s needs? E.g interventions?
How are you measuring the impact of these interventions (provision for that child)?
How are you spending any allocated funding?
Background to Provision Mapping project

• With the introduction of the SEND Code of practice (September 2014), schools have been developing and using provision maps to evidence the effectiveness of interventions and the financial impact.
• The Provision mapping project group were tasked with the development of an early years provision map.
• Enhanced SENCo’s from a range of settings, across county were invited to join the group:
  ➢ Alison Starmer – Little Wiggles @ Millway
  ➢ Emma Barnsley – Happy Faces Daycare, Daventry
  ➢ Emma Mares – Oakey Dokey Childcare, Corby
  ➢ Charlotte Eggleton – Little Wiggles @ Upton, Northampton
  ➢ Julia Mann – Gloucester Nursery School
  ➢ Jo Putman – Croyland Nursery School
  ➢ Lucy Ditchburn – Samuels Christian Nursery, Northampton
  ➢ Lorraine Morrissey and Alesha Lewis – Acorn Childcare UK
  ➢ Pippa Jowett - Little Fishes Pre-school, Brackley
What is a provision map?

• A way of recording and evidencing the difference your interventions are contributing to a child’s progress

• A way of evidencing whether your financial spend is making a difference

• A way of reflecting on your practice and provision
Benefits to the:

• Child –
  More focused, individualised support
  Enhances their development
  Improving outcomes/narrow any achievement gap

• Family –
  Strengthen relationships with whole family- parental involvement and engagement in learning
  Enhance home learning

• Setting –
  Tool to evidence reflective practice – as part of inspection process
  Enhances practice and provision – contributes to continual development

Why bother?
Who?

- Who is involved?
  This is a working management tool, there are active contributions from all practitioners (key people)

- Who might be involved in it?
  Start small and grow....
  However, you need to show how you are narrowing the gap for vulnerable groups of children

  “Where children’s starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. Any gaps between the attainment of groups, including those for whom the setting receives additional funding, are closing”

  Early Years Inspection Handbook, page 45, outcomes for children, Good (2) judgement
Who?

- Early Years Pupil Premium (EYPP)
- Looked after children (LAC)
- SEND (may have sub groups)
- Medical needs/disabilities
- EAL
- Summer born
- White British boys
- Funded 2 year olds
- Children in need/child protection - level 4
- Thresholds and Pathways – level 2/3 (EHA/CAF)
### Provision Mapping

**Elsa - Dob: 21/08/2011**

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<th>Year</th>
<th>Term Age (MB)</th>
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Start Date: Jan 2014
Suggested core elements for a provision map

- Name
- Gender
- Age
- Date of birth
- Identified vulnerable groups e.g. EYPP, LAC
- Identified areas of need e.g. speech and language
- Attendance (could be a linked document)
- Frequency of attendance e.g. hours attended
- Provision – interventions
- Impact
- Evaluation of impact
- Financial cost
Desirable elements of a provision map

• Key group
• Involvements e.g. outside professionals, in house support
• Diagnosis (if any)
• Ethnicity
• EAL – home language
• Detail of expenditure e.g. meetings, resources
• Time line – could show when interventions start/end
• Visual demonstration of impact e.g. RAG rating
When to complete...

- **Time**: To set this up will take time initially – you need to plan in time for the development of the provision map.

- **Frequency**: baseline - termly reviews, could fit in with cohort tracking and/or other management tools.

- **Personnel**: Utilise any people within your setting/management team. Involve all....
Provision Mapping process.

Outcomes for Children
When considering aspirational outcomes for children reflect upon:
- What does it give the child?
- What does it do for the child?
- What does it make possible for the child?

Intervention
When planning interventions you could consider the following reflective questions:
- Is it child specific?
- Is it group based?
- What resources are required (specialist equipment, adaptations to provision and enrichment opportunities)?
- How much will it cost the setting?
- Where will the funding come from?
- Have we considered staff deployment?
- Do we need to arrange training for staff?

Reflective evaluation
- Did the intervention work?
- How successful was it for each child or group as a whole?
- Would we use it again?
- Was it financially viable?
- What adaptations do we need to make?
- How can we evidence the evaluation?

Review of impact
- Did it help the child progress?
- Did it enhance their development?
- Did it help the child move towards their identified outcome?
- How effective has the intervention been for improving children's outcomes?
Impact from Provision Mapping Project

Parent: It has given me a greater insight into how my child develops

Practitioner: Enhanced practice due to increased understanding of why we have planned interventions and the impact

Senior management team: Whole team have an overview of your provision. Shared understanding and ethos

Manager: Useful visual tool for managers to monitor the effectiveness of interventions and enhance practitioner’s understanding

Nursery: A secondary benefit of the provision mapping tool was to show and demonstrate our outstanding practice in line with the Early Years inspection framework to an Ofsted inspector.