



# **London Borough of Waltham Forest**

## **Childcare Sufficiency Assessment (CSA)**

**Spring Term  
Jan to Mar 2021**

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## **Executive Summary**

### **1.1 Executive Summary**

The early years' sector has experienced an incredibly challenging year supporting the children and families of Waltham Forest during the COVID-19 pandemic.

Government guidance in March 2020 advised that early year's settings should remain open only for children of critical workers and vulnerable children, however this changed in June 2020 when they were asked to be open for all children.

In spring 2021, when another national lockdown was announced, and schools once again restricted attendance and most other sectors remained closed, early years providers were asked to remain open for all children.

The early years providers of Waltham Forest have proved themselves to be resilient, dedicated and adaptable by continuing to provide safe early years education and childcare despite many challenges, caring for children, both in the setting, and providing remote support for those that needed or chose to stay at home.

Although childcare providers were able to receive financial support through the Government's Coronavirus Job Retention Scheme (CJRS) and Self-Employment Income Support Scheme (SEISS), these schemes ended on 30<sup>th</sup> September 2021. As this support ends there is concern over longer term sustainability.

Despite providers clearly communicating their COVID safety measures, and a marketing campaign led by the Council, to encourage the take up of early years places, take up remained lower than usual. As a result, many have seen a reduction in their income.

The reasons for parental reluctance to return to childcare were varied but included:

- parental confidence in the safety of their child and of the wider family
- the furlough scheme still being in place for parents, negating the need for childcare or reduced salaries, creating an inability to pay for childcare
- changes in working arrangements (e.g., working from home) or employment status, resulting in no need for childcare or inability to pay for childcare
- the proximity to the summer holidays, when older children in the family would be off school, resulting in parents preferring to wait until September to start their child in nursery.

No settings in Waltham Forest were permanently closed due to the Covid pandemic.

At the point of this sufficiency assessment being published, the full impact of the Covid 19 pandemic has not been realised across Waltham Forest's early years and childcare provision.

The demand for places moving forward is yet unknown with regards to the ongoing pandemic, population levels, levels of employment, changes to working patterns (e.g., ratio of home vs office-based working), economic recovery etc. Therefore, the early years sector will need to remain flexible and respond to future changes in demand. There is also a risk that financial pressures could cause some providers to close, which could potentially create shortages in some areas.

Families that reside in the borough have a good choice of different types of high quality provision. However, there are some wards where provision is not currently available in the locality of residents' home addresses, in line with our ambition to create 15 minute neighbourhoods.

The number of Ofsted registered places in the Borough have increased by 426 during the period between May 2017 and May 2021.

Levels of provision fluctuate regularly, but as at 31st March 2021<sup>1</sup> there were 348 providers offering 7997 full time equivalent early years and childcare places.

Whilst there is still an overall place gap of approximately 322 places across all age ranges and wards in the borough, most of this deficit is in relation to provision for under 3's.

Whilst there are some wards with high numbers of deficit places, in some instances these are offset by a surplus of places in neighbouring wards.

There are plans in place to create approximately 480 additional places over the next 6 years, with 237 due for completion within the next 3 years.

In January 2021, 96% of children taking up their FEEE place attend a Good or Outstanding Ofsted rated provider which is 1 percentage point above London and 2 percentage points above England.

In January 2021, 76% of 3 & 4 year-olds were taking up their universal FEEE place, which was 4 percentage points below London and 12 percentage points below England.

In January 2021, 18.8% of 3 & 4 year-olds were taking up their extended working family FEEE place, which was 2.9 percentage points above London and 5.2 percentage points below England

In January 2021, 44% of 2-year-olds were taking up their FEEE place, which was 6 percentage points below London and 18 percentage points below England.

Finding enough free early education provision for two-year-olds and increasing take up of these places has been challenging due to difficulties in securing suitable premises and funding rates received from the Government to deliver them, in many instances, not being sufficient to cover the cost of delivering a place. However, during 2021 numbers have started to increase. It remains a high priority for us to work collaboratively across Council departments and the early

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<sup>1</sup> Source: Survey carried out of settings by Waltham Forest Early Years Team

years sector to address this and increase take up further for as many children as possible to benefit from this offer.

Overall, the quality of provision in Waltham Forest is good, with 94% of providers achieving a 'Good' or 'Outstanding' Ofsted inspection outcome, which is broadly in line with London and statistical neighbour averages, and slightly below national averages.

The lower levels of take up of childcare places in early years education are strongly associated with perceptions about its quality, with some of the existing vacancies in early years settings being viewed as of lower quality. Addressing the quality of the environment as well as parental perceptions about quality, would address some of the supply issues for under-fives childcare.

Waltham Forest's Early Years Foundation Stage Profile (EYFSP) data 2019<sup>2</sup> showed that children's levels of development in Waltham Forest at the end of the EYFS are higher than London and England across most measures.

There are a higher % of pre-Reception age children in Waltham Forest with learning & developmental delay/ Special Educational Needs or a Disability (SEND), being identified and supported to take up their FEEE place, without the need for an EHCP, than in London and England.

A number of providers have raised concerns about their ability to recruit staff, particularly qualified early years professionals. This can result in providers being unable to consistently offer the number of places they are registered to provide.

## **1.2 Factors affecting the availability of provision**

Families that reside in the borough have a good choice of different types of high quality provision. The table at 4.2 shows a breakdown at ward level of the proportion of places by each provider type, compared to the population of 0-4 year olds in each ward. Only 2 of the 20 wards within our borough, (Endlebury and Cathall) do not have a full daycare provider located within the ward. Similarly, there are 4 wards without a PVI term-time only provider. However, in 3 of these wards, the number of school nursery places is above the average, which mitigates the lack of term-time only places in the PVI sector.

Finding enough free early education provision for two-year-olds and increasing take up of these places has been challenging due to difficulties in securing suitable premises and funding rates received from the Government to deliver them, in many instances, not being sufficient to cover the cost of delivering a place. However, during 2021 numbers have started to increase. It remains a high priority for us to work collaboratively across Council departments and the early years sector to address this and increase take up further for as many children as possible to benefit from this offer.

As the demand for full daycare places for 2-year olds is high, this has an impact on the availability of part-time FEEE places for 2-year-olds in full-daycare

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<sup>2</sup> <https://data.london.gov.uk/dataset/early-years-foundation-stage-profile-assessment-results>

settings. As a result, the majority of FEEE places for 2-year olds need to be provided by PVI sector term-time providers and school nursery classes. However, the availability of places in this sector is not sufficient to meet demand in a number of wards.

Some providers are reluctant to provide these places as the unit cost to provide them is higher than for 3- and 4-year-olds (due to lower adult:child ratios for 2 year olds as opposed to 3 and 4 years olds). Also, the funding levels provided by the government to fund these places is, in many cases, not sufficient to cover the full cost of delivering a place. This is particularly true for schools.

Where some families have older siblings attending school, they would prefer to take up their child's 2-year-old FEEE place at the same school. However, there are not enough 2-year-old FEEE places being delivered in schools currently to meet all families' preferences.

More families that take up full daycare places are likely to travel outside of the ward in which they reside to access their place. Those who only take up their part-time FEEE place need their provision to be in the locality of their home address.

We are aware that there are an increasing number of Nannies operating in the Borough, but as Nannies do not have to register with Ofsted, we do not have an accurate record of the numbers operating in the borough, or the numbers and ages of the children that they care for. Therefore, they have not been included in this CSA summary, which is likely to have slightly inflated the number of deficit places, particularly for under 2's.

There are certain wards that evidence a large surplus of places. This is generally where there are major tube or mainline stations (e.g., Chingford Green, Markhouse, Leyton & Leytonstone), as some families, particularly working families requiring full day-care, will choose to take up childcare in the vicinity of their departure station rather than the ward of their residence.

The lower levels of take up of childcare places in early years education are strongly associated with perceptions about its quality, with some of the existing vacancies in early years settings being viewed as of lower quality. Some of these perceptions are linked to the suitability of the premises that the childcare is offered from, although the quality of the early education and care is good. Addressing the quality of the environment as well as parental perceptions about quality, would address some of the supply issues for under-fives childcare.

Historically, the provision of early education and childcare places has not been embedded in the Council's regeneration and planning strategies. This has now been addressed. However, as new building developments can take several years from inception to completion, it is likely to be a few years until we see significant benefit from this.

A number of providers have raised concerns about their ability to recruit staff, particularly qualified early years professionals. This can result in a provider being unable to consistently offer the number of places they are registered to provide. The recruitment situation is particularly challenging for the PVI sector as they are

unable, in a number of instances, to compete with the pay terms and conditions offered for similar positions within schools.

### 1.3 Actions to address sufficiency issues

To ensure overall childcare sufficiency and increase take up of FEEE places, we will:

Work collaboratively across the Council to deliver our **commitment to ensure there are sufficient early years and childcare premises.**

This is set out in the following documents:

1. Waltham Forest Local Plan (LP1)
2. Infrastructure Delivery Plan (IDP)
3. Strategic Asset Management Plan
4. Capital Strategy
5. Planning Obligations Supplementary Planning Document adopted May 2017

Ensure that early years and childcare premises are **considered as part of every housing and regeneration project**, as well as every primary school expansion.

Ensure that all Council **owned property** that becomes available at the end of a lease term, is vacant or is identified for disposal, is **considered as a site** for early years and childcare.

**Embed clear processes** within **Planning & Regeneration** to ensure that the Early Years and Childcare service is **consulted in regard to all existing and future developments**, in order to identify potential opportunities to create new purpose built nursery provision or potential expansion of our existing provision in areas of need.

Review our **revenue place creation grant** to agree grant funding available in identified areas of need. This will be used to create additional places by working in partnership with existing DfE registered schools and Ofsted registered providers to encourage them to expand their provision in areas where there are lower levels of deficit places.

Ensure that **new build childcare provision is based on a 50+ place nursery** provision with access to outdoor provision, to ensure quality and financial sustainability.

Create new purpose built nursery provision by **working in partnership with any organisations that want to purchase or build new nursery provision** in wards where there are high levels of deficit places.

Ensure that new early years and childcare **provision is considered as part of any new regeneration or housing project** by way of new build nurseries, or appropriate **section 106 or Community Infrastructure Levy (CIL) contributions** are sought to support the funding of construction of new premises or adaption or expansion of existing premises.

Develop and deliver a **recruitment campaign** to encourage more childminders and nannies to register to provide places for under 2's.

Ensure appropriate training and employment opportunities are available and encourage individuals to take them up as part of a recruitment campaign run by our **Adult Learning and Skills Service who will promote early years as a profession.**

Encourage **school nursery classes and term-time Ofsted registered providers to consider providing FEEE places for 2-year-olds** in areas where there is a deficit of places.

Work with **schools to explore opportunities to lease/rent space within their school** site to an external PVI sector provider to deliver places to address a deficit place.

Work with providers of 3 & 4 year-old places in areas where there is a surplus of places, to suggest that they consider **revising their business model** to deliver full day-care for under 3's or FEEE places for 2-year-olds where there is a deficit.

Continue to work with colleagues across Children and Family Centres, Early Help, Health, Housing, Adult Learning services and the PVI sector to ensure **that all families are aware of their entitlement to a FEEE place** and the benefits to their family of taking up a place and are encouraged and supported to take it up.

Continue to work with the **Government to request fairer funding rates** for the provision of FEEE places which cover the actual cost of delivering a place, and particularly for 2-year-olds, in order to **support the recruitment and retention of staff** and encourage more providers to offer them.

Recruit **parent champions** who have benefited from taking up their child's FEEE place to **share their positive experiences and encourage others to do the same.**

Continue to work with providers to offer **sustainable yet affordable childcare.**

## **2 Background**

### **2.1 Local Authority Statutory Duties relating to sufficiency of early years and childcare places**

The Childcare Act (2006) requires Local Authorities in England to ensure sufficient childcare, where reasonably practicable, for working parents and those parents studying or training for employment. Sufficient childcare should be available for children aged 0-14 years old, and up to 18 years old for disabled children and children with additional needs.

The Act also requires Local Authorities to secure free early years and childcare provision for qualifying children as part of the [Governments free early education & childcare offer](#) which provides:

- A universal entitlement of up to 570 hours of free early education & childcare per year for all 3 and 4 year old's



- An extended entitlement of an additional 570 hours of free early education & childcare per year for 3- and 4-year-olds per year for eligible working families.
- An entitlement of up to 570 funded hours of free early education & childcare per year for the most disadvantaged eligible 2-year old's

In Waltham Forest we refer to the Government's free early education and childcare offer as the Free Early Education Entitlement (FEEE) and will be referred to as such throughout this document.

Local Authorities are also required to report annually to elected Council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents. The production of this CSA allows us to meet this duty and aims to identify whether there is sufficient childcare to ensure parents are able to access their child's free early education entitlement and/or work because childcare places are available, accessible and affordable and that they are delivered flexibly in a range of high-quality providers.

In line with this statutory duty, as part of this CSA, we have assessed information about the current and projected supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision. This work is undertaken by gathering data on the number of places available, take up of places and population.

Where it is identified that there may be insufficient places, an action plan will be developed to mitigate this.

We use this information to plan our work to support the local childcare market and to target specific areas so that appropriate plans are put in place to ensure that supply matches demand as far as possible. This information is also used to respond to planning, regeneration and housing development enquiries in order to secure provider contributions for the development of new additional early years and childcare places.

These duties are set out in part A and B of the [Early education and childcare statutory guidance for local authorities](#)

## **2.2 The Impact of the COVID-19 Pandemic on Childcare Provision**

2020 has been dominated by the COVID 19 pandemic. The pandemic has had a huge impact on the childcare sector across the country, including Waltham Forest. In March 2020 the country went into lockdown to try and prevent the spread of the virus. While many businesses closed, childcare providers were asked to remain open to care for vulnerable children and the children of designated key workers, if possible.

Parents who weren't key workers were expected to care for their children at home. Many parents, furloughed from their normal employment, were able to do this. Others, particularly those who found themselves working from home for the first time, often struggled to balance work and childcare.

Initially, around 100 of the 350 providers operating in Waltham Forest remained open to provide care for about 300 children who met the key worker or vulnerable child criteria. Most of the settings that closed were childminders that had no demand from parents or smaller settings where predicted low numbers meant that it wasn't financially viable to remain open.

We continued to monitor attendance initially for children of critical workers and subsequently for a wider audience. We have listed average attendance between April 2020 and March 2021 for 0-4yr olds in the table below. Row 1 of the table shows average attendance during the initial lockdown. Row 2 of the table shows average attendance during the summer when provision was available to wider groups and Row 3 of the table shows average attendance from September and covers attendance during the second lockdown.

Row	Time period	Average attendance in PVI setting (inc. Childminders)	Average attendance in schools	Total
1	April 2020 – May 2020	250	294	544
2	June 2020 – August 2020	2157	354	2508
3	September 2020 – December 2020	4193	1803	5996
	January 2021 – March 2021	3705	1173	4878

In an early release to the [21st annual Childcare Survey](#), Coram Family and Childcare have found that childcare usage had dropped in the vast majority of Local Authority areas in light of the COVID-19 pandemic. Many also reported a drop in the supply of childcare, with a third seeing an increase in permanent closures of childcare settings compared to last year.

Although childcare providers were able to receive financial support through the Government's Coronavirus Job Retention Scheme (CJRS), Self-Employment Income Support Scheme (SEISS), these schemes ended on 30<sup>th</sup> September 2021. As this support ends there is concern over longer term sustainability.

At the point of this sufficiency assessment being published, the full impact of the Covid 19 pandemic has not been realised across Waltham Forest's early years and childcare provision. The demand for places moving forward is yet unknown with regards to the ongoing pandemic, population levels, levels of employment, changes to working patterns (e.g., home and office based working), economic recovery etc., therefore the early years sector will need to remain flexible and respond to future changes in demand. There is also a risk that financial pressures could cause some providers to close which could potentially create shortages in some areas.

No settings in Waltham Forest were permanently closed due to the Covid pandemic.

The impact of the pandemic on how we live creates an everchanging situation with regards to short- and long-term early years and childcare requirements. We

will continue to both monitor supply and demand and work with providers to ensure sufficient childcare places are available.

## 2.3 Our Childcare Sufficiency Assessment 2020

The information contained in this CSA relates to information relating to availability of places available during spring term 2021 (Jan 2021-March 2021), it is therefore a ‘snapshot’ of place availability that was correct at that time.

The place gap analysis has been based on the current demand for places up to 2022 using the Greater London Authority (GLA) population projections at ward level as well as places available and demand in each ward, as at March 2021. A full CSA will be completed again in the summer term 2022 which will review demand up to 2025, at which point the longer-term impact of Covid-19 should be clearer.

Early years childcare delivered by Ofsted registered private, voluntary and independent sector providers<sup>3</sup>, fluctuates regarding supply and demand, more so than a school. This has been exasperated by the current pandemic. It is important to note that as the number of Ofsted registered childcare providers increase and decrease on a regular basis due to settings opening and closing, and school nursery class and Ofsted registered childcare providers increasing and decreasing the numbers and types of places that they provide in response to demand, **any organisations or individuals who are considering opening new early years or childcare provision in the Borough should contact the Early Years, Childcare and Business Development Service to obtain an accurate picture of sufficiency at the time of their enquiry to inform their business planning.**

It is important for us to reflect on any changes in the sector and what this might mean for children and families. The pandemic has been a challenging time for everyone, and childcare professionals are no exception. It’s difficult to say how much of the change in the number of childcare providers is because of the effects of the pandemic, but we’re still hearing about how providers are being negatively impacted by closures due to self-isolation rules, rising costs and workforce issues.

## 3 Key findings

### 3.1 Summary Gap Analysis at Ward Level

The table below provides a high-level summary of the numbers of surplus and deficit places for each age cohort and provision type across each ward in the borough.

Key to table	
Sufficient or a surplus of places	
Higher level of deficiency of places (that could signify the need for a new 50+ place nursery)	
Lower deficiency of places (that could be met via expansion of existing provision)	

<sup>3</sup> Full Daycare, Preschools, Independent Nursery Schools and Childminders

WARD	A Under 2's places gap	B 2-year old's places gap for term- time FEEE places	C 2-year old's full daycare places gap – full daycare/working families	D 3- & 4- year old's places gap	E TOTAL PLACES GAP PER WARD
<b>CHINGFORD</b>					
Chingford Green	4	-6	18	32	49
Endlebury	-47	15	-41	-74	-146
Valley	-34	-37	3	-45	-112
Larkswood	7	43	-1	21	71
Hatch Lane	-29	-24	-13	112	45
Hale End & Highams Park	-59	3	-53	-35	-144
<b>CHINGFORD SUB-TOTAL</b>	<b>-157</b>	<b>-6</b>	<b>-86</b>	<b>12</b>	<b>-237</b>
<b>WALTHAMSTOW</b>					
Higham Hill	3	-11	-5	-7	-20
Chapel End	-11	52	-4	20	56
William Morris	-16	-16	-18	14	-37
Wood Street	-52	21	-31	43	-19
Hoe Street	-17	-4	16	-48	-52
High Street	-13	-21	-18	11	-41
Markhouse	-2	-13	7	115	106
<b>WALTHAMSTOW SUB-TOTAL</b>	<b>-110</b>	<b>9</b>	<b>-53</b>	<b>148</b>	<b>-7</b>
<b>LEYTON &amp; LEYTONSTONE</b>					
Lea Bridge	-71	-28	-56	-97	-253
Leyton	15	-17	35	68	102
Grove Green	-42	-11	-35	-86	-173
Forest	-6	-13	1	8	-9
Leytonstone	61	17	73	101	251
Cathall	-35	22	-32	42	-3
Cann Hall	-41	-7	5	49	7
<b>LEYTON &amp; LEYTONSTONE SUB-TOTAL</b>	<b>-118</b>	<b>-36</b>	<b>-9</b>	<b>84</b>	<b>-78</b>
<b>Totals</b>	<b>-385</b>	<b>-33</b>	<b>-148</b>	<b>243</b>	<b>-322</b>

Whilst there is still an overall place gap of approximately 322 places across all age ranges and wards in the borough, most of this deficit is in relation to provision for under 3's.

Whilst there are some wards with high numbers of deficit places, in some instances these are offset by a surplus of places in neighbouring wards.

There are plans in place to create approximately 480 additional places over the next 6 years, with 237 due for completion within the next 3 years. This will address some of the identified deficits, as not all the new developments are in the areas of highest need or the type of provision that is required. This is particularly true for places for under 2's and FEEE places for 2-year-olds.

#### **4 Free Early Education Entitlement (FEEE) for 2,3- & 4-year-olds**

Some children are entitled to free childcare, funded by the government.<sup>4</sup>

In Waltham Forest we refer to the Government's free early education and childcare offer as the Free Early Education Entitlement (FEEE) and will be referred to as such throughout this document.

Free Early Education is available for all children aged three or four years. It constitutes a part time place (15 hours a week) accessible over a minimum of 38 weeks a year (although can be 'stretched' to be available in the school holidays where providers can offer this) and is free to the parent at the point of delivery until they start reception class in school.

An extended entitlement of 30 hours is available where both parents are working, or lone parent families where that parent is working. Eligible families are entitled to 30 hours per week until they start reception class in school.

Children aged 2 whose families receive certain benefits (low income and in-work related benefits), or those who meet additional non-economic criteria, are entitled to 15 hours per week. Nationally, about 40% of 2-year-olds are entitled to this offer, but the proportion varies by area. In Waltham Forest approximately 33% of all 2-year-olds are entitled to funded early education. This equates to around 1200 children per year in 2020.

Parents do not have to use all the hours of their funded entitlement. They may choose to split them between providers. With the agreement of their provider, parents may also spread them across the year – for example, rather than taking 15 hours for 38 weeks a year they could take just under 12 hours for 48 weeks a year.

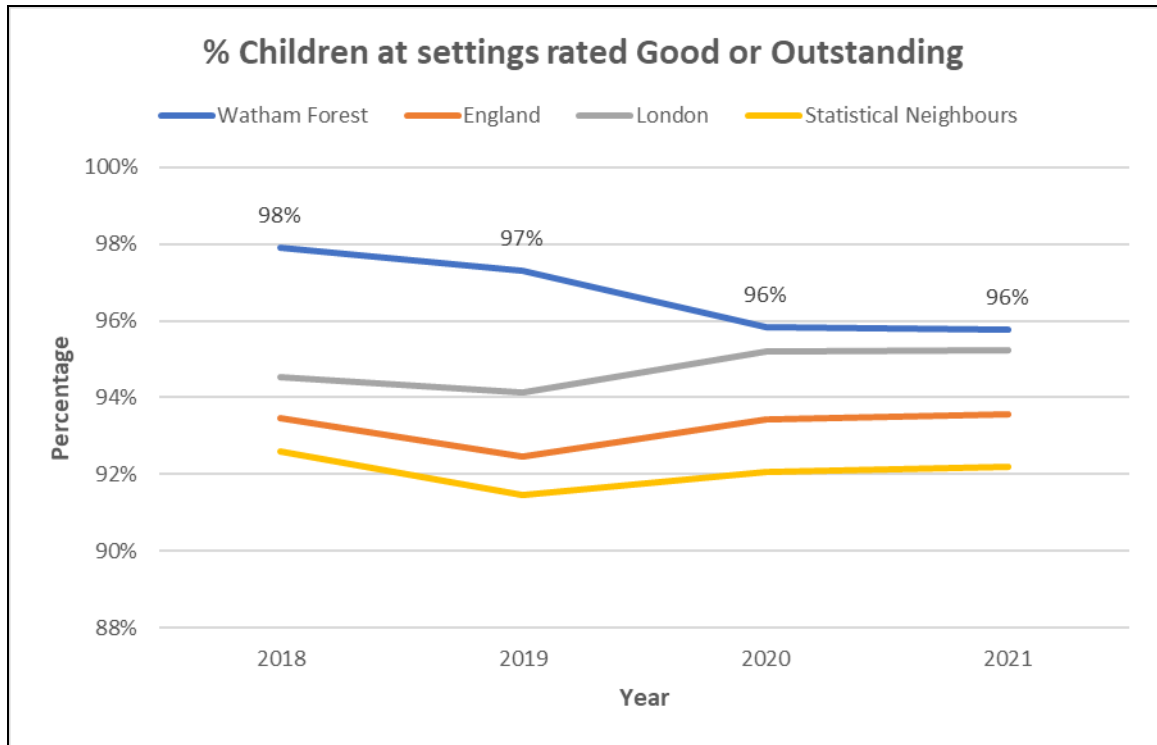
FEEE places, can only be provided by DfE registered schools and Ofsted registered provision, all of which deliver the full EYFS curriculum.

DfE data regarding the take up of FEEE places in Waltham Forest at the Jan 2021 census showed that:

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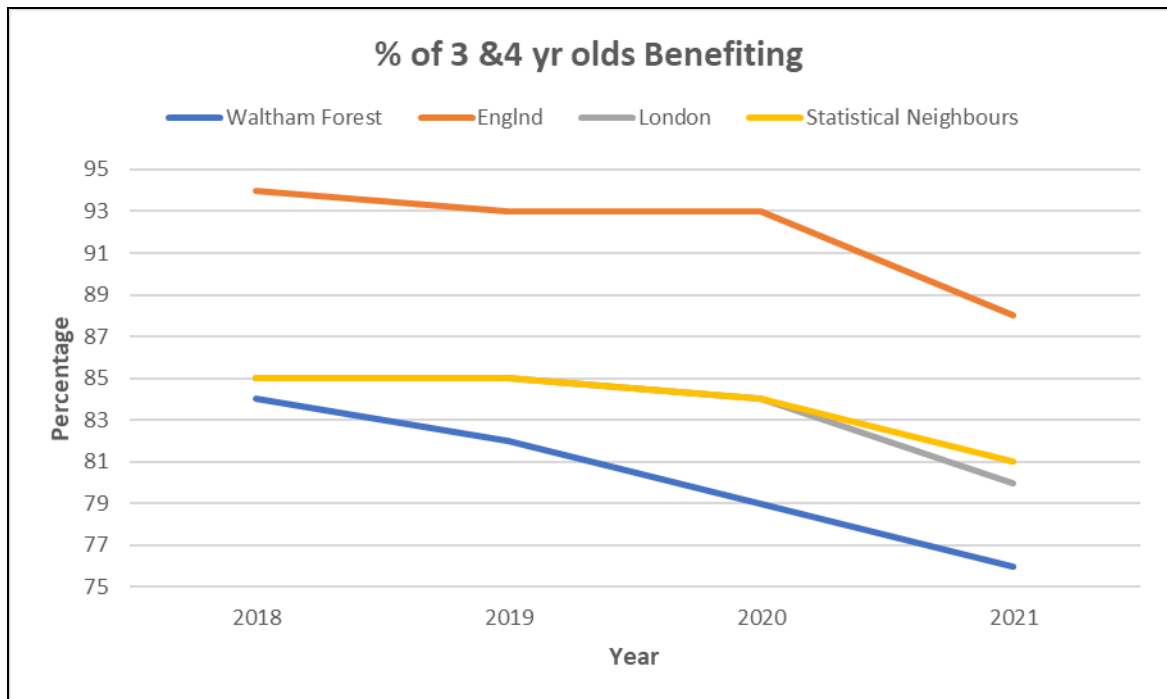
<sup>4</sup> <https://www.walthamforest.gov.uk/service-categories/childcare-and-early-years>

## % Children at settings rated Good or Outstanding



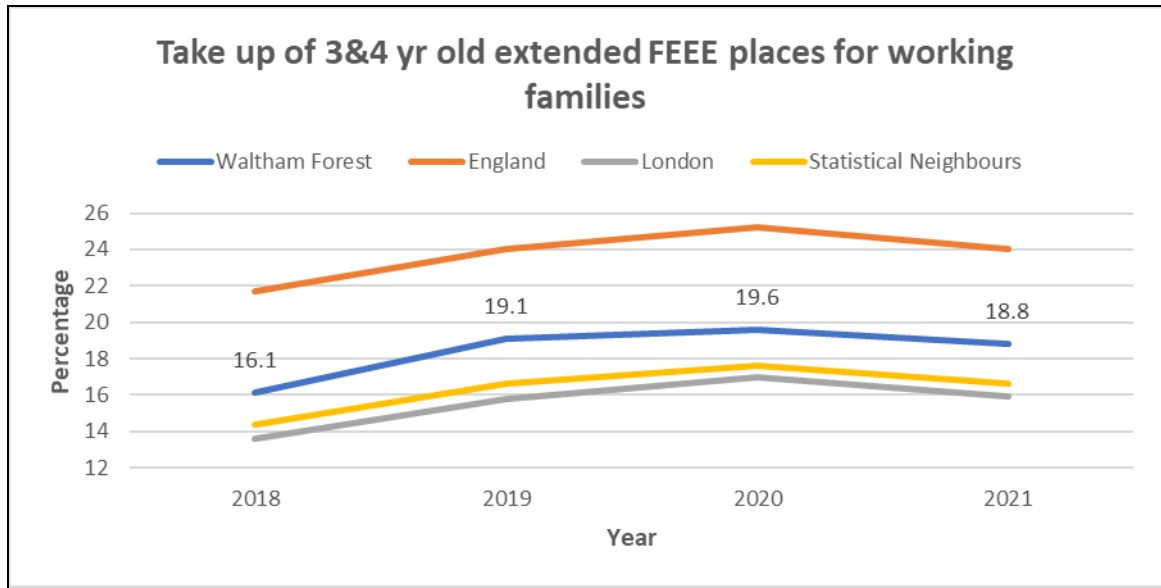
96% of children taking up their FEEE place attend a Good or Outstanding Ofsted rated provider which is 1 percentage point above London and 2 percentage points above England

## Take up of 3- & 4-year-old universal FEEE places



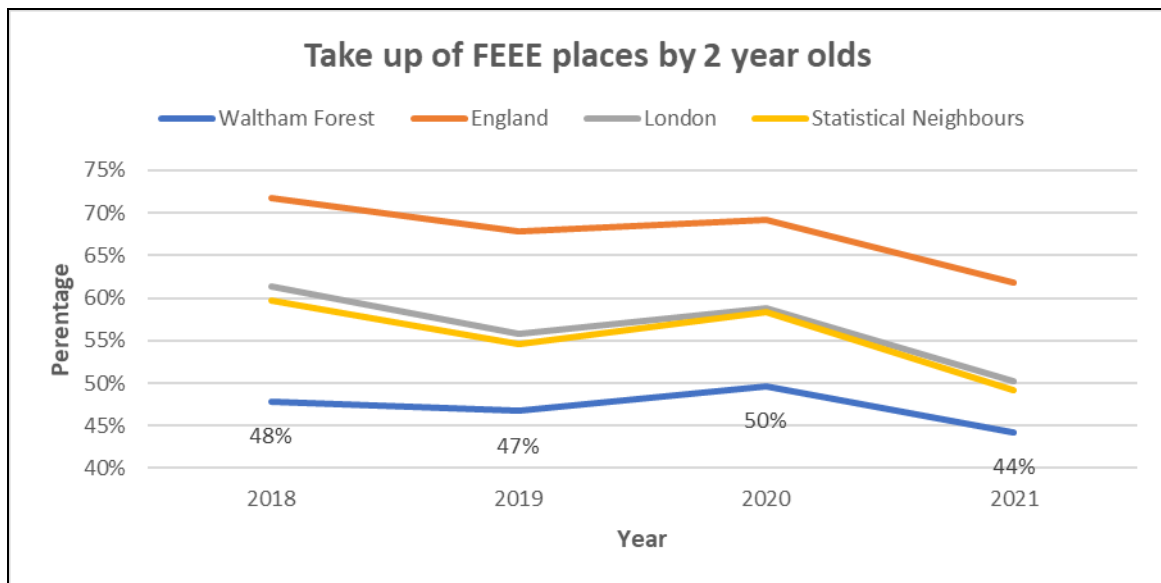
76% of 3- & 4-year-olds were taking up their universal FEEE place, which was 4 percentage points below London and 12 percentage points below England

## Take up of 3- & 4-year-old extended FEEE places for working families



18.8% of 3- & 4-year-olds were taking up their extended working family FEEE place, which was 2.9 percentage points above London and 5.2 percentage points below England

## Take up of FEEE places by 2-year-olds



44% of 2-year-olds were taking up their FEEE place, which was 6 percentage points below London and 18 percentage points below England

Providers are paid directly by government via the Council for delivering FEEE places. They are not required to offer places to parents, and in that instance, parents may choose to use a different provider. Some providers offer a restricted number of funded places. The table below sets out the number of providers approved by the LA to provide FEEE places, by provider type as at 1<sup>st</sup> April 2021.

Type of provision	Number of Providers
Childminders	88
Nursery classes in schools	45
Private, voluntary and independent nurseries	83
Total FEEE providers	216

## 5 Supply and accessibility of childcare

### 5.1 Provider types

FEEE and childcare places in Waltham Forest are available through a diverse and regularly shifting market of DfE registered schools and Ofsted registered private, voluntary and independent sector providers.

**Ofsted registered childminders** are self-employed childcare professionals. They provide play, care and learning for children in the childminder's own home and offer a range of full day-care, term-time, before school, afterschool and school holiday provision. Childminders must be registered by Ofsted if they look after children up to eight years old for more than two hours a day, in their own home for pay or reward.

**Ofsted registered childcare on domestic premises** is the term for four or more childminders working together to care for children on domestic premises.

**Ofsted registered full daycare nurseries** provide play, care and learning for children aged up to five. Typically, they open from 8am to 6pm, but some are open longer hours to suit working parents and offer a choice of full or part-time places. Day nurseries are generally operating over 48-52 weeks per annum.

**Ofsted registered pre-schools** provide play, care and learning normally for children aged between two and five years old and they usually open during term time only. The majority offer sessions in the mornings and / or afternoons. Some allow children to for up to 7 hours per day to align with a school day.

**DfE school nursery provision** provide play, care and learning normally for children aged between two and five years old and they usually open during term time only. The majority offer sessions in the mornings and / or afternoons. Some allow children to for up to 7 hours per day to align with a school day. Attending a school nursery class does not entitle a child to a Reception place at the school. This is a separate application process in line with school admission processes.

**The majority of childcare places for under 2's** are provided by full day care providers and childminders. Parent/carers pay the full fees for their childcare provision, although some parents/carers can claim Tax Free Childcare, the Childcare element of Working Tax Credit, Childcare vouchers, or Universal Credit which for eligible families could allow them to claim back up to 85% of their childcare costs up to a monthly limit of £646 for one child or £1,108 for two or more children.



**Childcare before or after the school day and during school holidays.** This can be delivered by a range of different providers, including breakfast and after-school clubs and holiday sports or play schemes. They could be linked to a child's school or based in the community.

## 5.2 Number of early years providers and places

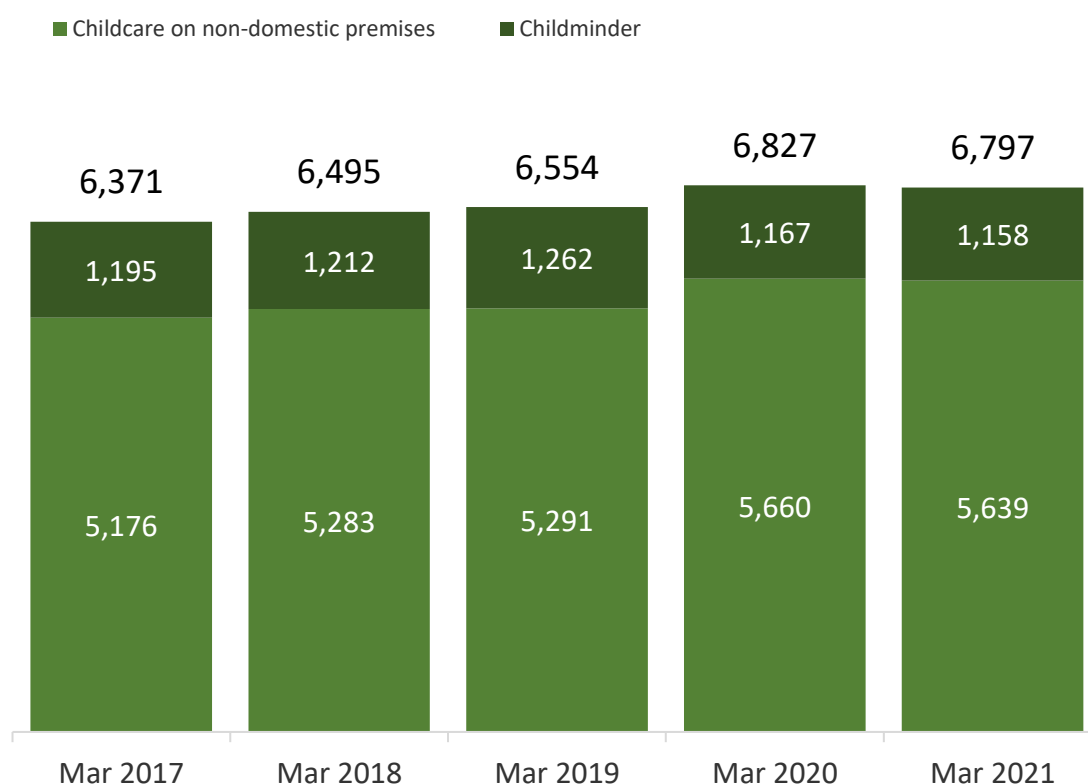
Levels of provision fluctuate regularly but as at on 31st March 2021<sup>5</sup> there were 348 providers offering 7997 full time equivalent early years and childcare places.

Type of provision	Number of providers	Number of registered places
Private, voluntary and independent nurseries	87	4371
Childminders*	213	1180
Nursery classes in schools	45	2199
Maintained nursery schools	3	247

\* Some childminder places may also be available for older children

The number of Ofsted registered places in the Borough have increased by 426 during the period between May 2017 and May 2021.

### Places by Provision at Report Month End



<sup>5</sup> Source: Survey carried out of settings by Waltham Forest Early Years Team

Waltham Forest has a good mix of childcare options. The number of places available by provision type is set out in the table below:

Ward	School nursery class places	No of places as % of 0-4 population	PVI Term-time provision	No of places as % of 0-4 population	Full Daycare provision	No of places as % of 0-4 population	Childminder provision	No of places as % of 0-4 population
<b>CHINGFORD</b>								
Chingford Green	30	5%	87	14%	136	22%	80	13%
Endlebury	45	8%	65	11%	0	0%	50	8%
Valley	101	13%	0	0%	106	13%	47	6%
Larkswood	103	14%	138	18%	137	18%	80	11%
Hatch Lane	172	28%	0	0%	181	29%	69	11%
Hale End & Highams Park	138	16%	32	4%	18	2%	106	12%
<b>CHINGFORD SUB-TOTAL</b>	<b>589</b>	<b>14%</b>	<b>322</b>	<b>8%</b>	<b>578</b>	<b>13%</b>	<b>432</b>	<b>10%</b>
<b>WALTHAMSTOW</b>								
Higham Hill	109	9%	76	6%	231	19%	89	7%
Chapel End	152	13%	134	12%	251	22%	98	9%
William Morris	111	9%	64	5%	163	13%	53	4%
Wood Street	154	14%	128	11%	187	17%	51	5%
Hoe Street	89	8%	32	3%	213	20%	28	3%
High Street	208	19%	0	0%	172	15%	65	6%
Markhouse	213	19%	30	3%	305	27%	48	4%
<b>WALTHAMSTOW SUB-TOTAL</b>	<b>1,036</b>	<b>13%</b>	<b>464</b>	<b>6%</b>	<b>1,522</b>	<b>19%</b>	<b>432</b>	<b>5%</b>
<b>LEYTON &amp; LEYTONSTONE</b>								
Lea Bridge	121	9%	24	2%	48	4%	36	3%
Leyton	108	8%	100	7%	294	22%	37	3%
Grove Green	58	5%	60	5%	52	4%	42	4%
Forest	108	13%	65	8%	186	22%	35	4%
Leytonstone	145	17%	0	0%	442	53%	41	5%
Cathall	135	17%	90	11%	0	0%	59	7%
Cann Hall	146	15%	72	8%	52	5%	66	7%
<b>LEYTON &amp; LEYTONSTONE SUB-TOTAL</b>	<b>821</b>	<b>11%</b>	<b>411</b>	<b>6%</b>	<b>1,074</b>	<b>15%</b>	<b>316</b>	<b>4%</b>
<b>BOROUGH AVERAGE</b>	<b>2,446</b>	<b>12%</b>	<b>1,197</b>	<b>6%</b>	<b>3,174</b>	<b>16%</b>	<b>1,180</b>	<b>6%</b>

The number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, some providers choose to operate at their maximum or reduced capacity in response to demand and availability of staff.

There are 8 wards where the number of term time places across schools and PVI sector providers are below the Borough average (18%), Valley, Higham Hill, William Morris, Hoe Street, Lea Bridge, Leyton, Leytonstone and Grove Green

There are 9 wards where the number of full daycare places are below the Borough average (16%), Endlebury, Valley, Hale End and Highams Park, William Morris, High Street, Lea Bridge, Grove Green, Cathall & Cann Hall.

More families that take up full daycare places are likely to travel outside of the ward in which they reside to access their place. Those who only take up their part-time FEEE place need their provision to be in the locality of their home address.

There are certain wards that evidence a large surplus of places. This is generally where there are major tube or mainline stations (e.g., Chingford Green, Markhouse, Leyton & Leytonstone) as some families, particularly those working families requiring full day-care, will choose to take up childcare in the vicinity of their departure station rather than the ward of their residence.

### **5.3 Known potential place creation opportunities at ward level**

There are a number of early years and childcare place development opportunities currently being developed. It is estimated that these projects will create an estimated **487** additional places for under 5's.

#### **Chingford Area**

##### **Endlebury Ward - 50 potential additional places**

Full day care places - We are currently working with our Commercial Estate & Investment service where we have identified two potential LA owned sites that could be developed to create a new 50+ place early years provision, which could reduce the full day care places deficit. This currently at inception stage and if successful we anticipate it will take 2-5 years to deliver these places.

##### **Larkswood Ward - 89 potential additional places**

**Comfort Angelz – Walthamstow Stadium:** This active Ofsted registration is looking to offer a max of 89 full daycare places to under 2's, 2yr olds and 3-4yr olds. Our CSA evidences a surplus of places within this ward; however, it is possible that some of the neighbouring ward's deficit (Hale End and Highams Park and Valley) could be addressed as a result of this development due to the close proximity of the position of this nursery and its immediate access to the north circular road.

### **Valley Ward – 30 potential additional places**

**Hearts Day Nursery** are looking to offer a total of 30 full daycare places for 8 x 2yr olds and 24 x 3-4yr olds. The 3-4 yr old places created will reduce the deficit of places in this ward.

### **Walthamstow Area**

#### **Higham Hill Ward - 30 potential additional places**

**Blackhorse Yard (formerly Webbs Industrial site):** Full day care places – The numbers of places required is low, however the proposed new redevelopment, includes a potential commercial space suitable for a nursery, should there be any requirement. Anticipated completion 2024-25

#### **Chapel End Ward - 50 additional places**

**Town Hall Redevelopment:** Although we only identified a need for a small number of childcare places in this ward, and as such, it was not part of any planning condition, the successful developer has included a standalone 50+ place nursery/creche in their tender submission. The space being created will be suitable for a new early year's provision and will potentially support with the deficit of places in the neighbouring William Morris and Hale End and Highams Park wards. Completion of the nursery is anticipated to be 2026-2027

#### **Wood Street Ward - 40 additional places**

Proposed Full day care provider to open in early 2022 that will address some of the shortage of places.

#### **Hoe Street Ward - 50 additional places**

**Juniper House Nursery:** This new development includes a new purpose built, zero carbon, 50+ place nursery. Juniper House is a mixed-use development in the heart of Walthamstow Town Centre that includes 91 new mixed-tenure homes. The project will provide flexible commercial and cultural space adjacent to the train station. Alongside the much-needed new homes, the development includes a new nursery for 50+ local children. At the time of this CSA, the construction is nearing the end and we are working to secure a quality Ofsted registered provider to operate full day care provision from the premises. The anticipated completion July 2023.

## **Leyton & Leytonstone Area**

### **Lea Bridge Ward - 50 additional places**

Lea Bridge ward accounts for the highest number of resident 0-4 year olds, in comparison with the other 19 wards. The ward is set to account for a projected increase in the resident number of 0-4 year olds up to the year 2025. A high number of new dwellings are planned to be constructed within the ward over the forthcoming decade. Our CSA has identified a shortage of places across all age groups, both for full day and term time care. This shortage of full day places is enough to trigger the potential need for at least two new 50+ place full day care nurseries.

**Lea Bridge Gas Works:** A new 50+ place nursery will be provided as part of this redevelopment. Current plans for the site include new urban community with 573 new homes a new 50+ place nursery school, two acres of landscaped public space, including play spaces and a new community square. The site creates a new link from surrounding residential areas to Leyton Jubilee Park and the Lea Valley. Awaiting confirmation of anticipated completion date.

**Lea Bridge Road Station Redevelopment:** We are currently undertaking a feasibility for the creation of new early years childcare places. Awaiting confirmation of anticipated completion date

### **Cann Hall Ward - 28 potential additional places**

Proposed provider to offer a maximum of 12 x under 2's and 16 x 2yr old places. This proposed provision will reduce the deficit of under 2's places.

### **Leyton Ward - 70 additional places**

Coronation Square - The Score Building: We have ensured that the nursery space within the new development will reproduce the purpose built nursery provision that currently forms part of the premises and increase capacity to accommodate additional demand as a result of the re-development and was of a suitable quality and design. The new Coronation Square development, on Council owned land, will provide 750 new homes contributing to the borough's housing need, with 50 per cent of them affordable. The scheme received final planning approval in December 2020 and works have just started on site. The development will also deliver a brand new bespoke 130 place full day care nursery. This will be a vast improvement on the existing nursery space.

## **6 Demand for Childcare**

### **6.1 Population of early years children**

In total, there are 19,639 children under the age of five living in Waltham Forest<sup>6</sup>. These children may require early years childcare.

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<sup>6</sup> 2022 GLA population projection data

The following table shows a breakdown of under 5 population:

<b>Age</b>	<b>Number of Children</b>
Age 0-1	7,942
Age 2	3,924
Age 3-4*	7,773

\* Some four-year-olds will have started reception

## **7 Quality of Early Years and Childcare Provision**

### **7.1 Ofsted Outcomes**

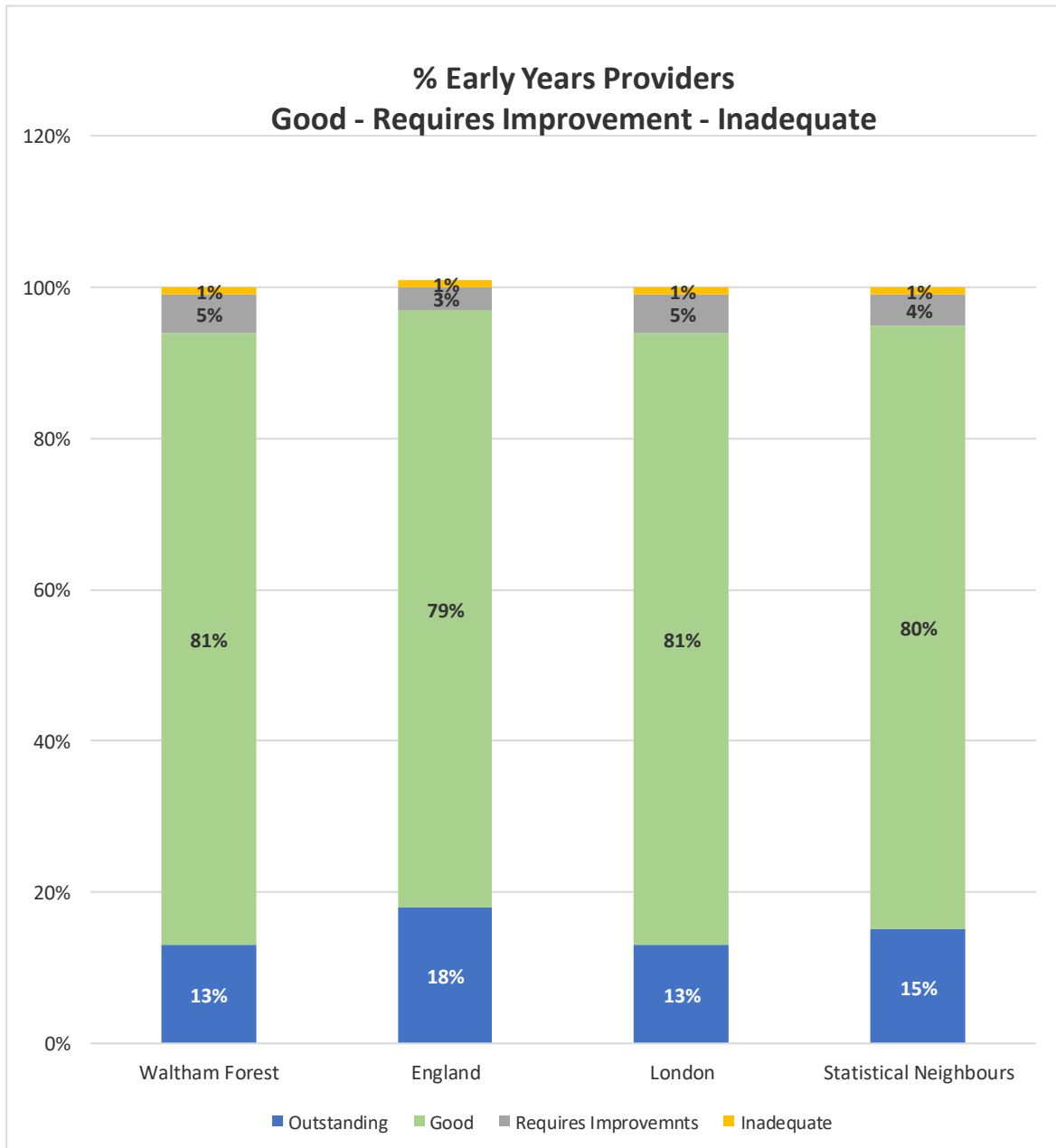
All early year's childcare providers must register with and be inspected by Ofsted, who give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are on Ofsted's Early Years Register, and schools and standalone maintained nursery schools are on the Schools register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade, which is part of the early year's effectiveness grade within a whole school inspection.

Ofsted publish details of Ofsted inspection outcomes on a regular basis<sup>7</sup>. Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'. Some providers are still awaiting their first full inspection. These providers are not included in these statistics.

Information published by Ofsted at 31/03/2021 for childminders and PVI sector providers operating in the Borough and is set out in the table below.

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<sup>7</sup> <https://public.tableau.com/views/Dataview/Comparelocalauthorityareas?:showVizHome=no>



	Outstanding	Good	Requires Improvement	Inadequate
Waltham Forest	13%	81%	5%	1%
England	18%	79%	3%	1%
London	13%	81%	5%	1%
Statistical Neighbours	15%	80%	4%	1%

Statistical Neighbour	Outstanding	Good	Requires Improvement	Inadequate
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Birmingham	13%	80%	6%	1%
Brent	14%	82%	3%	1%
Croydon	15%	81%	3%	1%
Ealing	12%	84%	3%	2%
Enfield	12%	84%	3%	1%
Greenwich	15%	78%	4%	3%
Hackney	17%	81%	3%	0%
Haringey	18%	80%	2%	0%
Lewisham	11%	81%	7%	1%
Luton	27%	70%	2%	1%

Overall, the quality of provision in Waltham Forest is good with 94% of providers achieving a 'Good' or 'Outstanding' Ofsted inspection outcome, which is broadly in line with London and statistical neighbour averages, and slightly below national averages.

96% of children taking up their FEEE place attend a Good or Outstanding Ofsted rated provider which is 1 percentage point above London and 2 percentage points above England

Early years providers are provided with a comprehensive range of free support, information and training to support them in improving and maintain high quality provision.

Early years providers are supported to empower parents as prime educators of their children via the [Learning Together Programme](#) which incorporates the [Chit Chat Pitter Pat Facebook](#) and Instagram pages.

## 7.2 Children's Development Outcomes

The statutory Early Years Foundation Stage (EYFS) framework requires the EYFS profile assessment<sup>8</sup> to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

The EYFS profile is a statutory assessment of children's development at the end of the early years' foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying

8

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1024319/Early\\_years\\_foundation\\_stage\\_profile\\_handbook\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf)



areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS.

Waltham Forest's Early Years Foundation Stage Profile (EYFSP) data 2019<sup>9</sup> showed that:

- The average point score for all children was 35.4 which was 0.6 percentage point above London and 0.8 percentage points above England
- 75.6 % of all children achieved at least expected levels across all Early Learning Goals (ELG's) which was 2.6 percentage points above London and 4.9 percentage points above England
- 76.4% of all children achieved a GLD which was 2.3 percentage points above London and 4.6 percentage points above England
- 65% of children eligible for free school meals (FSM) achieved at least expected levels across all ELG's which was 12 percentage points above London and 10 percentage points above England
- 65% of children eligible for FSM achieved a GLD which was 10 percentage points above London and 8 percentage points above England

Children's levels of development at the end of the EYFS are higher than London and England across most measures

### **7.3 Supporting children with learning & development (L&D) delay or SEND**

Identification of children with learning and development delay and ensuring that timely and appropriate support is provided to ensure that they achieve their maximum potential is a key priority for us. In line with this we have made the following 5 commitments:

- Clear and accessible Early Years L&D delay information and services for parents, carers and professionals.
- Children and their families are supported by joined up services through their Early Years.
- Parents and Carers are empowered to make informed decisions for their child with L&D delay and family.
- Early Years provisions and services are high-quality, inclusive, and safe for children with L&D delay.
- Community resources and groups for Early Years children with L&D Delay are utilised and celebrated

The Council also has a statutory duty to secure information, advice and training for providers in their area on meeting the needs of children with special educational

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<sup>9</sup> <https://data.london.gov.uk/dataset/early-years-foundation-stage-profile-assessment-results>

needs and disabilities. In line with this duty, we provide a comprehensive package of free support to schools and Ofsted registered providers including:

- [Support, information and training and SENIF funding](#) to enable settings to identify and support children with L&D delay/SEND who do not have an Education Health and Care Plan (EHCP)
- [Early Years Inclusion pathway](#) for children with high level needs that are known to specialist health services that are not attending a setting including transition support
- [Transition support](#) from home to earlyyears setting, early years setting to school, and from reception to year 1.
- Regular communication with SEND services, Children Social Care and Early Help to ensure children known to them are aware of their FEEE entitlements and are encouraged to take them up
- [Being Two Project](#) Supporting assessment and progress of 2-3-year-old children during this crucial period of their development
- Partnership working between LA's Early Years and SEND Services, NELFT HV and Specialist services to support children with L&D delay and SEND
- Approx. 300 number 2 year olds identified per annum as part of the developmental check by Health Visitors who are offered support via the [two year old partnership pathway offer](#) .
- [Support Empower Enrich \(SEE\) project:](#)  
The Support, Empower, Enrich Package includes information, advice and training to support and empower early years provisions to enrich their practice in meeting the needs of children with special educational needs and disabilities.
- [SEND passport](#)  
to include training regarding behaviour management and supporting well being
- [All Talk and Support4talk Projects](#) Joint working between the Early Years and Childcare service and health to provide communication and language support from Speech and Language professionals

Information obtained as part of the January 2021 early years census showed that:

6.5% of all children taking up their 2-year-old FEEE place had SEN which was 2.2 percentage points above London and 3 percentage above England

0.2% of all children taking up their 2-year-old FEEE place had an EHCP in place which was 0.4 percentage points below London and England

8.2% of all children taking up their 3–4-year-old FEEE place had SEN which was 1.8 percentage points above London and 2.7 percentage points above England

1.5% of all children taking up their 3–4-year-old YO FEEE place had an EHCP in place which was 0.3 percentage points above London and 0.5 percentage points above England

A higher % of children with SEND are being identified and supported to take up their FEEE place than in London and England

#### 7.4 Actions to Maintain Quality of Provision

In order to continue to improve the quality of provision we will:

Work towards the overarching strategic aims of giving every child the best start in life and that **every child attends a good or outstanding early years setting**.

Continue to work with schools and settings and **provide a range of information, advice and training** to ensure good quality new and existing provision in relation to meeting the requirements of the Early Years Foundation Stage, meeting the needs of children vulnerable and disadvantaged children including those with SEND, effective safeguarding and child protection and business/financial planning.

**Undertake continuous monitoring of quality** via Ofsted inspection ratings and Council support to ensure that all settings in the borough are aiming for consistently good provision and expect to get at least a 'good' and ideally and 'outstanding' Ofsted outcome.

Continue to implement our Team Around the Setting (TAS) process to **support settings that fail to meet statutory welfare requirements** and **work closely with Ofsted** to inform them of concerns regarding quality and close poor quality provision as appropriate.

**Continue to provide SEN Inclusion Funding (SENIF)** to support to settings to make appropriate arrangements to support individual children with the highest levels of additional needs.

Work closely with **potential providers** to ensure they have done **adequate market research** and understand the statutory requirements and financial implications of opening a quality childcare provision and continue to quality assure new provision regarding Business, Safeguarding and Premises compliance & H&S

## Appendix A - Methodology

Since the 2019-20 Childcare Sufficiency Assessment, the Early Years, Childcare & Business Development service have developed and improved the process for carrying out its CSA to improve the accuracy of the overall gap analysis in order to allow us to identify more specific deficiencies and surplus places at a ward level. A map of the wards in Waltham Forest are set out in **Appendix B**.

The projected population data used to inform the CSA has been aligned with school place planning and which uses GLA population projections for Waltham Forest.

Population data also takes into account all known developments in the borough via a twice-yearly update from our planning colleagues.

Childcare place demand calculations have been updated via information obtained from early years providers, parent/carer surveys and analysis of DfE early years census data.

This CSA summary includes a high-level ward by ward sufficiency snapshot for each age cohort.

Although a CSA is more than just the number of places available or quality of provision, in order for us to plan better, we have developed our CSA to include a clearer picture of where we have a surplus or shortage of places.

We ensure that we align with our school place planning by using the same set of population data projections. In this case we have used Resident Population 2022 GLA Population data (produced in September 2021) because the previous year's data was affected by the pandemic.

All known Council development's data feeds into the population projections data, which in turn, provides us with our key data. The known development data includes the expected number of residential units being provided currently and into the future by way of new redevelopment and regeneration projects. This data is updated bi-annually by our planners and includes data in bands of 5 years up to 2035. This means we do not need to undertake separate child yield calculations for new development other than the few developments that are not included in the bi-annual known development data.

Our provider place data was based on Ofsted data and confirmed with providers by way of a survey in March 2021. This data provides us with the maximum number of childcare places a provider can offer childcare to, separated into age cohorts, both for term time and full day care.

We also undertake a similar exercise to estimate/predict future childcare demand by using projected Resident Population 2022 (GLA Population data).

## **Methodology used to calculate the demand and supply of childcare places in Waltham Forest**

The table at 3.1 in this report shows the summary gap analysis at a ward level. The following methodology was used to calculate the surplus / deficit for each age range:

### **Column A – Under 2-year old's full daycare places gap for - working families @ 65%: This data relates to gaps or surplus places for full day care**

The 2022 GLA projections indicate there are 7,942 under 2 year olds in our borough. To ascertain how many of these required a daycare place, we surveyed the parents that were in receipt of 30 hour working families offer in Spring 2021. We sampled 12% of these parents and ascertained that on average 65% of them required a childcare place before the child's 2<sup>nd</sup> birthday. This equated to 1,635 children. We uplifted this to 2,000 children, which is equivalent to around 25% of the under 2-year-old population.

We multiplied the 2,000 children by 1.5 to reflect the fact that on average, the age at which a child was taking up an under 2 place was when they were 6 months old.

65% of all parents that responded to our survey confirmed their child took up a daycare place between the age of 6 months and 2 years, therefore, we worked on the basis that 65% of those parents in receipt of the working families offer required an under 2 place.

Based on the supply of under 2-year-old places in each ward, we worked on the basis that each place available could cater for 1.2FTE children requiring a place. This gave us the gap/surplus of places available against the demand/need for places.

### **Column B – 2-year old's places gap for term-time FEEE places: This relates to term time provision which is mostly maintained schools.**

The 2022 GLA projections indicate there are 3,924 number 2-year-olds in our borough. To ascertain how many of these 2-year-olds require a term-time only place, we used the DWP list produced in March 2021, which showed 1,266 eligible 2-year-olds in our borough. We ascertained which wards they lived in to work out the demand for places in those wards for term-time only provision. In terms of places available, we looked at all nurseries within maintained schools and academies as well as term-time only PVI providers to arrive at the number of places available.

Based on the supply of 2-year-old places in each ward, we worked on the basis that each place available could cater for 2 children requiring a part-time term-time only place. This gave us the gap/surplus of places available against the demand/need for FEEE funded 2-year-old places.

### **Column C – 2-year old's full daycare places gap for - working families @ 80%: This data relates to gaps or surplus places for full day care**

For the demand for 2-year-old daycare places, we used the same principle as the under 2's places (mentioned above) by looking at the percentage of parents we surveyed that are currently taking up a 30 hour working families place that took up a place when the child was 2 years old.

80% of all parents that responded to our survey confirmed their child took up a daycare place by the time they were 2 years old, therefore, we worked on the basis that 80% of those parents in receipt of the working families offer required a full daycare 2-year-old place.

In terms of places available, we looked at all PVI full daycare nurseries and childminders that confirmed they offer daycare places for 2-year-olds to arrive at the number of places available. We then compared this supply against the projected demand to arrive at the forecast surplus/deficit of places within each ward.

**Column D – 3- & 4-year old's places gap: This data relates to gaps or surplus places for full day care**

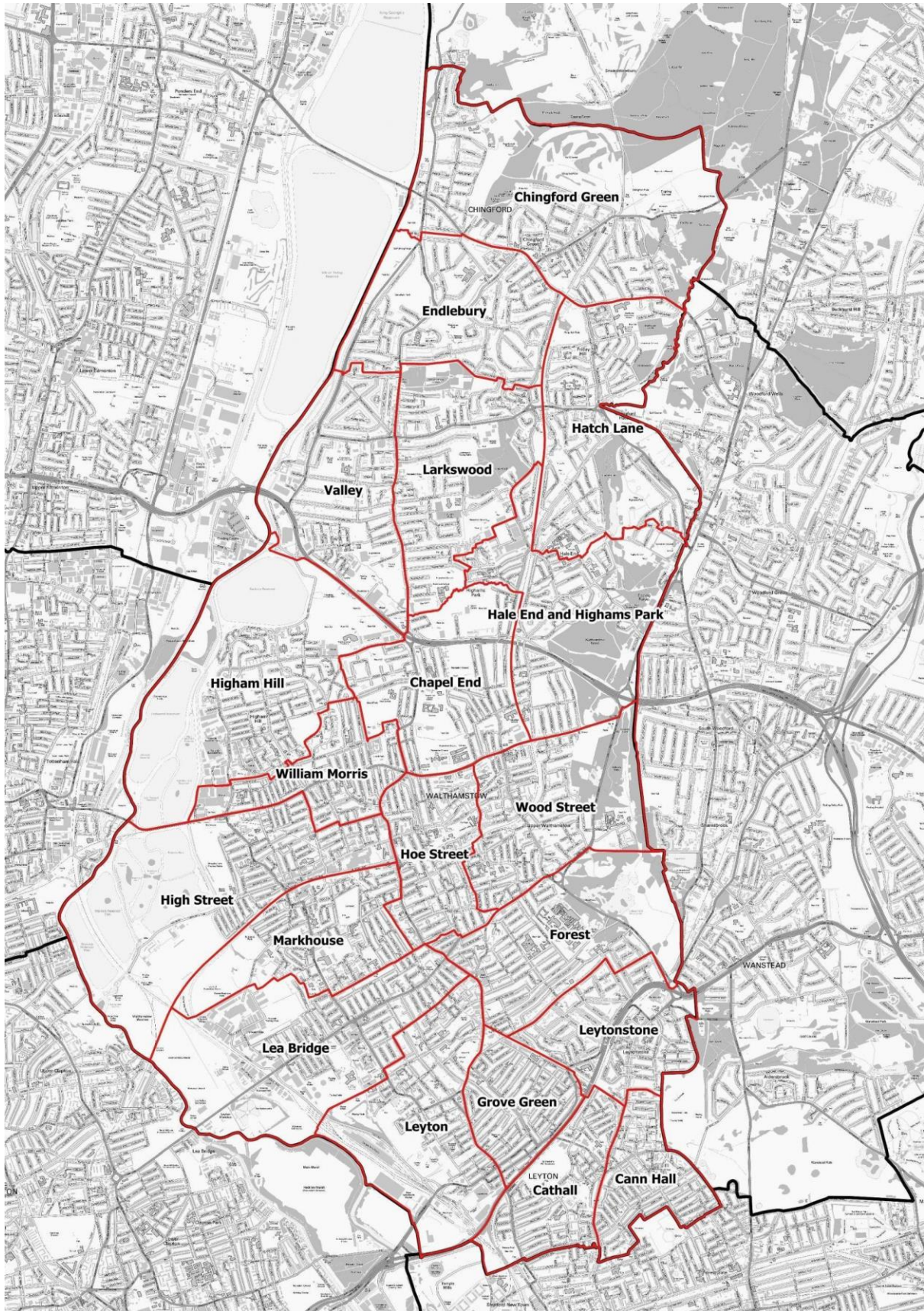
The 2022 GLA projections indicate there are 7,773 3- & 4-year-olds in our borough. 3-year-old children are entitled to a FEEE place from the term after they turn 3 years old. Also, some 4-year-olds will be in a school reception class (due to them turning 5 years old within the academic year). This means that not all 3- & 4-year-olds will require a nursery place. Therefore, we have worked on the basis that 7/12th of 3-year-olds and all 4-year-olds will require a nursery place. We have uplifted this figure to 7,000.

To ascertain, how many required a daycare place, we referred back to the number of parents in receipt of the working family offer, which equated to 1,635. We uplifted this to 2,000 daycare places and worked on the assumption that the remainder 5,000 places required for term-time only FEEE places.

For the number of places required for the universal FEEE places, we used a multiplier of 2, working on the assumption that each place within the part-time term-time only providers can cater for 2 children looking for FEEE universal hours only. As for full daycare providers, we have worked on the assumption that each daycare place can cater for 1 child looking for full daycare.



## Appendix B – Map of the wards in Waltham Forest



## Appendix C – Glossary of Terms

Term/Abbreviation	Meaning
Ofsted	Means the Office for Standards in Education, Children’s Services and Skills. They inspect services providing education and skills for learners of all ages and also inspect and regulate services that care for children and young people. <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
EYFSP	Means <a href="#">Early Years Foundation Stage Profile</a> carried out annually in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.
ELG	Means Early Learning Goals. 17 early learning goals that most children are expected to achieve based on typical development at the age of 5 as set out in the EYFSP.
GLD	Means Good level of Development. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.
DfE	Means the Governments Department for Education. <a href="https://www.gov.uk/government/organisations/department-for-education">https://www.gov.uk/government/organisations/department-for-education</a>
SEND	Means Special Educational Needs or a Disability. Schools and Ofsted registered childcare providers must comply with the SEND Code of Practice to meet the needs of children with SEND. <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
L&D	Means Learning and Development of children under 5
Provider/Early Years Setting	Means: <ul style="list-style-type: none"> <li>• an Early Years Provider other than a childminder registered on the Ofsted Early Years Register.</li> <li>• a childminder registered on the Ofsted Early Years Register.</li> <li>• a childminder registered with a childminder agency that is registered with Ofsted; or</li> <li>• schools taking children of an age which are exempt from registration with Ofsted as an early years Provider.</li> </ul>
EHCP	Means Education Health and Care Plan. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs



	and set out the additional support to meet those needs. <a href="https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help">https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help</a>
FEEE	Means the Free Early Education Entitlement to free early education and childcare to eligible 2, 3 & 4 year olds as defined by the Department for Education; <a href="https://www.gov.uk/find-free-early-education">https://www.gov.uk/find-free-early-education</a>
EYFS	Means the Early Years Foundation Stage Statutory Framework issued by the Department for Education. <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a> which all DfE registered schools and Ofsted registered providers must comply with when providing services to children under statutory school age
SENIF	Means Special Educational Needs Inclusion Fund. SENIF funding available to early years providers for supporting children with learning and developmental delay or SEND without the need for an EHCP. The funding is for use in the early years provision that the child attends and will be paid to the provider to be used to support the needs of the identified individual child.
PVI sector	Means Private, Voluntary and Independent (PVI) early years sector
CSA	Means Childcare Sufficiency Assessment. The CSA identifies gaps in the childcare market, so that we can plan how to support the market to ensure sufficient childcare provision. CSA duty is set out in Part A and B of the <a href="#">Governments Statutory Guidance for LA's document</a>
Ward	Means a ward is a local authority area, typically used for electoral purposes.
NELFT	Means North East London NHS Foundation Trust. NELFT provides an extensive range of integrated community and mental health services for people living in the London boroughs of Barking & Dagenham, Havering, Redbridge and Waltham Forest <a href="https://www.nelft.nhs.uk/services-waltham-forest/">https://www.nelft.nhs.uk/services-waltham-forest/</a>
CJRS	Means the Government's Coronavirus Job Retention Scheme <a href="https://www.gov.uk/guidance/claim-for-wages-through-the-coronavirus-job-retention-scheme">https://www.gov.uk/guidance/claim-for-wages-through-the-coronavirus-job-retention-scheme</a>
SEISS	Means the Government's Self-Employment Income Support Scheme. <a href="https://www.gov.uk/guidance/claim-a-grant-through-the-coronavirus-covid-19-self-employment-income-support-scheme">https://www.gov.uk/guidance/claim-a-grant-through-the-coronavirus-covid-19-self-employment-income-support-scheme</a>

Keyworker or vulnerable child criteria	Means the criteria set by Government during COVID-19 for priority groups to access school and childcare places. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a>
15 minute neighbourhoods	Means Waltham Forest strategy to ensure every one of our residents can easily access what they need to live a fulfilling and healthy life within their local area. <a href="https://www.walthamforest.gov.uk/council-and-elections/about-us/waltham-forest-public-service-strategy/priority-3-our-15-minute">https://www.walthamforest.gov.uk/council-and-elections/about-us/waltham-forest-public-service-strategy/priority-3-our-15-minute</a>
Ofsted registered places	Means the maximum number of children, within a certain age range, that can be on site at any one time in line with the number their Ofsted registration number.
Ofsted inspection outcome	Means the effectiveness of the provision delivered by an Ofsted registered organisation, based on a 4 point scale grade 1: outstanding <ul style="list-style-type: none"> <li>• grade 2: good</li> <li>• grade 3: requires improvement</li> <li>• grade 4: inadequate</li> </ul> <a href="https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021">https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021</a>
DfE registered schools	Means a school registered with the Governments Department for Education. <a href="https://www.get-information-schools.service.gov.uk/">https://www.get-information-schools.service.gov.uk/</a>
Ofsted registered providers	Means an organisation registered with Ofsted to provide early education and childcare. <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a>
TAS	Means the Councils Team around the Setting process. <a href="https://thehub-beta.walthamforest.gov.uk/runningyourbusiness#tas">https://thehub-beta.walthamforest.gov.uk/runningyourbusiness#tas</a>
Waltham Forest Local Plan (LP1)	The Local Plan sets out our planning policy. It is used to shape developments and guide decisions on where, how much, and what kind of development is needed. <a href="https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/local-plan">https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/local-plan</a>
Infrastructure Delivery Plan (IDP)	The Infrastructure Delivery Plan (IDP) is an essential document supporting the Borough's New Local Plan to ensure that development happens in the right places at the right time, in a coordinated way. <a href="https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/infrastructure-delivery-plan">https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/infrastructure-delivery-plan</a>
Strategic Asset	This Strategic Asset Management Plan (the 'SAMP') is a

Management Plan	<p>detailed companion document to the Property Transformation Strategy and establishes the Council's approach to the management of its property portfolio.</p> <p><a href="https://www.walthamforest.gov.uk/businesses/commercial-property/estates-management">https://www.walthamforest.gov.uk/businesses/commercial-property/estates-management</a></p>
Capital Investment Strategy	<p>Strong financial management is at the heart of The London Borough of Waltham Forest Capital Investment Strategy. This document demonstrates an affordable and assured delivery portfolio, aligned to the golden threads established in our Public Services Strategy and is an integral part of the Council's Medium Term Financial Strategy</p> <p><a href="https://www.walthamforest.gov.uk/regeneration-and-growth/capital-investment-strategy-2021-202526">https://www.walthamforest.gov.uk/regeneration-and-growth/capital-investment-strategy-2021-202526</a></p>
Planning Obligations Supplementary Planning Document adopted May 2017	<p>This Supplementary Planning Document provides guidance for developers, applicants and landowners on planning obligations and Section 106 agreements. It sets out how these work alongside the Community Infrastructure Levy (CIL) to ensure we secure the appropriate contributions needed to support local growth.</p> <p><a href="https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/supplementary-planning-documents">https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/supplementary-planning-documents</a></p>
Section 106	<p>Means S106 contributions. These remain the primary means for boroughs to ensure that developments pay for infrastructure that supports them. However, only 7% of developments attract a S106 agreement, and agreements are by their nature uncertain in terms of what they can deliver. S106 contributions are negotiated between boroughs and developers and can pay for anything from new schools or clinics to roads and affordable housing.</p> <p><a href="https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/planning-obligations">https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/planning-obligations</a></p>
CIL	<p>Means Community Infrastructure Levy. Introduced by the Planning Act 2008, local authorities are allowed, but not required to introduce a CIL. CIL is different to S106 in that it is levied on a much wider range of developments and according to a published tariff schedule. This spreads the cost of funding infrastructure over more developers and provides certainty as to how much developers will have to pay.</p> <p><a href="https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/community-infrastructure-levy">https://www.walthamforest.gov.uk/planning-and-building-control/planning-policy/community-infrastructure-levy</a></p>