


EQUALITY ANALYSIS QUALITY ASSURANCE CHECKLIST

Name of 'proposal' and how has it been implemented (proposal can be a policy, service, function, strategy, project, procedure, restructure/savings proposal)	Early Learning for Two-year Olds Capital Process
Directorate / Service	ESCW
Lead Officer	Monica Forty
Signed Off By (inc date)	
Summary – to be completed at the end of completing the QA (using Appendix A) (Please provide a summary of the findings of the Quality Assurance checklist. What has happened as a result of the QA? For example, based on the QA a Full EA will be undertaken or, based on the QA a Full EA will not be undertaken as due regard to the nine protected groups is embedded in the proposal and the proposal has low relevance to equalities)	<div style="text-align: center;">  </div> <p>Proceed with implementation As a result of performing the QA checklist, the policy, project or function does not appear to have any adverse effects on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.</p> <p>Independent analysis has been carried out. This looked at why some parents do or do not take up places. The purpose of the proposal is to address directly issues of equality.</p> <p>The independent study noted the following: Some of the families consulted that are participating in EL2 could be considered 'hard to reach' and most children currently taking up a place are from an ethnic minority background. For example, several of the parents consulted speak English as an additional language or do not speak English at all.</p> <p>Families with specific or complex needs, such as multiple caring</p>

	<p>responsibilities and cultural, language and religious needs, were found to encounter particular barriers to meeting their families' needs through EL2 provision.</p> <p>There are both insufficient EL2 spaces overall and insufficient EL2 spaces in particular locations in the borough which is discouraging some families from participating.</p> <p>There is a need to ensure that there are sufficient EL2 spaces in locations in which parents require them, and that specialist provision is available which fulfils the language, cultural and religious needs of BME and/or EAL families.</p>
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Stage	Checklist Area / Question	Yes / No / Unsure	Comment (If the answer is no/unsure, please ask the question to the SPP Service Manager or nominated equality lead to clarify)
1	Overview of Proposal		
a	Are the outcomes of the proposals clear?	Yes	The proposal will result in increased provision of childcare places for disadvantaged two year olds.
b	Is it clear who will be or is likely to be affected by what is being proposed (inc service users and staff)? Is there information about the equality profile of those affected?	Yes	Data is obtained of the numbers and the ethnicity of all two-year olds who take up places.
2	Monitoring / Collecting Evidence / Data and Consultation		
a	Is there reliable qualitative and quantitative data to support claims made about impacts?	Yes	Data on all placements is held by the Early Years Service; we also receive a list from the DWP of all families that are eligible.
	Is there sufficient evidence of local/regional/national research that can inform the analysis?	N/A	
b	Has a reasonable attempt been made to ensure relevant knowledge and expertise (people, teams and	Yes	Detailed study carried out independently by Cordis Bright.

	partners) have been involved in the analysis?		
c	Is there clear evidence of consultation with stakeholders and users from groups affected by the proposal?	Yes	Detailed study carried out independently by Cordis Bright. This included: mini-telephone interviews with eligible families who had enquired about but not pursued their child's EL2 place; face-to-face consultations, through interviews or focus groups, with parents/carers; face-to-face and telephone interviews with 24 early years staff in children's centres or EL2 settings; face-to-face interviews with staff members of organisations representative of Bangladeshi and Somali parents.
3	Assessing Impact and Analysis		
a	Are there clear links between the sources of evidence (information, data etc) and the interpretation of impact amongst the nine protected characteristics?	Yes	
b	Is there a clear understanding of the way in which proposals applied in the same way can have unequal impact on different groups?	Yes	
4	Mitigation and Improvement Action Plan		
a	Is there an agreed action plan?	Yes	The proposal itself is targeted at those areas of inequality.
b	Have alternative options been explored	No	
5	Quality Assurance and Monitoring		
a	Are there arrangements in place to review or audit the implementation of the proposal?	Yes	Take up of placements is regularly reviewed at EL" strategic board meetings
b	Is it clear how the progress will be monitored to track impact across the protected characteristics??	Yes	Take-up of places is monitored continuously, and maps are produced to compare take up against where two-year olds live.
6	Reporting Outcomes and Action Plan		
a	Does the executive summary contain sufficient information on the key findings arising from the assessment?	N/A	