



Early Years Childhood Partnership – Working Together To Improve Outcomes For All Children

# Magical Event 2017

Turning Ideas into opportunities



Cathy Hamer  
12-29-2017



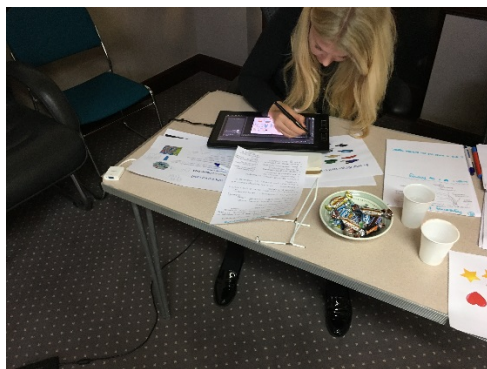
# Magical event 2017



## Turning ideas into opportunities

Following welcomes from Seán O'Regan, Deputy Chief Education Officer in the afternoon and Deputy Rod Bryans, Minister for Education, in the evening, Dr Cathy Hamer introduced the event - a next step for the EYCP following the successful Festival of Ideas in 2016. The vision of the EYCP was outlined i.e. By 2020 Jersey will be the best place for all children to grow up.

The magic began with introductions to our local resident artist, Lauren Radley, and table hosts from the Early Years Childhood Partnership (EYCP) Strategic Group.



The EYCP invited Lauren to document both the day and the voices of children prior to the event through meeting with children engaged in school councils

Whilst the event took shape Lauren's live drawings were magically shared throughout both events to all the participants creating lasting images of children's voices, families' voices, the priorities proposed and promises made.

These images have now been turned into a set of 4 postcards and an A3 print which will be sent to participants.





It is hoped that you will share these with as many people as possible and display in your workplace to share the vision of the EYCP and your commitment to Early Years in Jersey.

Participants were first invited to think back to when they were a child and share what they wanted to be when they grew up. Having put themselves into a child's shoes they were then encouraged to reflect on the Festival of Ideas 2016, with its focus on developing a vision for the EYCP and the nature of partnership working.

Having established participants responses to three key questions about children and families' experiences of the island the views of parents and children in Jersey were provided.

Bringing everything together priorities were established and promises made to support the EYCP in their delivery.



**Activity 1: When you were a child what did you want to be when you grew up?**



Afternoon session responses included	Evening session responses included
<ul style="list-style-type: none"> <li>• Marine biologist x 2</li> <li>• Footballer</li> <li>• Children’s nurse</li> <li>• Teacher</li> <li>• Mummy</li> <li>• Window dresser</li> <li>• Cheer leader</li> <li>• Nun</li> <li>• Air hostess</li> <li>• Pathologist</li> <li>• Waltzer</li> <li>• Ballerina</li> <li>• Lorry driver</li> <li>• Go to the moon</li> <li>• Ice skater</li> <li>• Vet</li> </ul>	<ul style="list-style-type: none"> <li>• Vet x 2</li> <li>• Air hostess</li> <li>• Languages</li> <li>• Dancer</li> <li>• Fast runner</li> <li>• Police officer</li> <li>• Mum</li> <li>• Film director</li> <li>• Hairdresser</li> <li>• Actress</li> <li>• Dance teacher</li> <li>• Teacher</li> <li>• Athlete</li> <li>• Nurse</li> <li>• Chef</li> <li>• Midwife</li> </ul>

**Reflecting on the Festival of Ideas 2016**

What Partnership working means for us:

Working in partnership is more than the sum of the parts. It gives collaborative advantage i.e. real advantage is gained from collaboration as something is achieved that cannot be done by any one of the organisations action alone.

**This means:**

- Working closely together with active participation and involvement
- A positive and ambitious learning culture – open and inclusive
- Valuing all partners
- Recognising that we have complementary expertise and roles
- Capability - Sharing and agreeing aims, clear priorities & deliverables
- Negotiating where there is disagreement
- Mutual respect, openness and honesty
- Clear constructive communication
- Celebration



## Our vision for children in 2020

- Jersey will be the best place for all children to grow up

## You said. We did

Refreshed the partnership logo:

From



To



## Activity 2: Opportunity knocks – Three key questions

- What **we** think the island does well for children and families

Afternoon session responses	Evening session responses
<ul style="list-style-type: none"> <li>• Schools</li> <li>• Environment</li> <li>• Youth Service</li> <li>• After school club</li> <li>• Baby steps programme</li> <li>• Safe island</li> <li>• Free activities</li> <li>• Clubs at schools</li> <li>• Children can play in the street</li> <li>• Good support</li> <li>• Funding for families</li> <li>• 20 hours nursery</li> <li>• Medical – under 5, free at Dr</li> <li>• Health tests</li> <li>• Community playgroups</li> <li>• Health</li> <li>• Immunisations</li> <li>• Small island</li> <li>• Education free from age 3</li> </ul>	<ul style="list-style-type: none"> <li>• Local schools (Quality)</li> <li>• Naturally beautiful environment</li> <li>• Lots to do in Summer</li> <li>• Jersey premium</li> <li>• Emphasis on outcomes</li> <li>• Services change to be consistent</li> <li>• Nursery Education Fund for preschool children</li> <li>• Well-being focus for children</li> <li>• Support from The Bridge / JCCT</li> <li>• Good playgroups</li> <li>• Support for breastfeeding</li> <li>• Safe</li> <li>• Clubs and activities</li> <li>• Scouts</li> <li>• Inclusive education system</li> <li>• Professionals join up</li> <li>• Youth service</li> </ul>

What **we** think are the challenges children and families face on the island

Afternoon session responses	Evening session responses
<ul style="list-style-type: none"> <li>• Housing cost</li> <li>• Housing quality</li> <li>• Zero hours contracts</li> <li>• Work/life balance</li> <li>• Poor child care choices</li> <li>• Language barrier</li> <li>• Access to beach / zoo</li> <li>• English not spoken at home</li> <li>• Lack of family friendly policy</li> <li>• Working parents</li> <li>• Children pay for bus</li> <li>• Poor access to dentists</li> <li>• Extreme income gap</li> <li>• Poor maternity leave</li> <li>• Disabled access to beach</li> <li>• Barrier of 5 year residency</li> </ul>	<ul style="list-style-type: none"> <li>• Winter</li> <li>• Cost of activities high for whole family</li> <li>• Poor mental health provision</li> <li>• Overcrowded housing</li> <li>• Expensive housing</li> <li>• Poor maternity leave</li> <li>• High cost of living</li> <li>• Traffic</li> <li>• Lack of green / play space</li> <li>• Knowing what help is available for Polish families – need more support than leaflets</li> <li>• High expectations of children</li> <li>• Work/life balance</li> <li>• Social infrastructure</li> </ul>



<ul style="list-style-type: none"> <li>• Traffic stops play</li> <li>• Multi-cultural families</li> </ul>	<ul style="list-style-type: none"> <li>• Poor access to dentist / GP / A&amp;E</li> <li>• Suitable housing</li> <li>• Cost of quality childcare</li> <li>• Impact of internet</li> <li>• Help at Summer holidays is limited</li> </ul>
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What **we** think the island could do to improve the experience for children and families

Afternoon session responses	Evening session responses
<ul style="list-style-type: none"> <li>• Equal access</li> <li>• Improve maternity leave</li> <li>• Improve social housing</li> <li>• Places to play</li> <li>• Take away 'no ball game' signs</li> <li>• Free transport for children</li> <li>• Play outside independently</li> <li>• Close roads</li> <li>• Play rangers</li> <li>• Better bus routes</li> <li>• More international exposure</li> <li>• Better information</li> <li>• More pavements</li> <li>• More Children's Centres</li> <li>• More playgroups</li> <li>• Recognise grandparents</li> <li>• Better dentists</li> <li>• Translators and interpreting</li> <li>• Change offer of services</li> </ul>	<ul style="list-style-type: none"> <li>• Services communicate better</li> <li>• Focus on children's mental health</li> <li>• Improve flexible funding – higher education</li> <li>• More support</li> <li>• Support for children with additional needs – places to meet</li> <li>• Family Centres to address isolation issues and improve community spirit</li> <li>• Play spaces</li> <li>• Play bus</li> <li>• Communication</li> </ul>



## What parents tell us: e-Survey findings

### What does the island do well for children and families?

146 responses

Response	Frequency
Environment / healthy lifestyle– Clean, <b>safe</b> , secure, healthy to play, walk, run, cycle Green spaces, wooded areas, beaches, parks, outdoor space	76
States education / schools – extra curricular, pre and after school clubs	38
Midwife and HV / healthcare, weighing service for babies. Childbirth – Pain free. Baby clinics. Hospital & community. Pre and post natal care	32
Activities & events – Jersey heritage, clubs	25
Baby groups, Playgroups, Toddler activities	18
Family friendly – restaurants, themed parks/tourist attractions, play areas in pubs, indoor soft play, outdoor climbing areas, museums, bowling alleys, Tamba, Durrell, park run	17
Childcare options/quality – preschool, private nursery, school nursery classes	15
Access to advice & Support – SEN, The Bridge, Speech therapy, CDC	14
20 hours free childcare	10
Sports facilities/opportunities	8
Information & support – new parents	6
Library	5
Opportunities – business, sport, drama, music	4
Maternity grant / leave	4
Charities supporting work that States agencies do	2

The outstanding response related to the island environment, in particular Jersey being a safe place for children and families.





Individual responses included:

*“Safety first and foremost.” “A safe and secure place with a lovely healthy environment to raise a family.” “It’s safe, and that’s priceless.” “The island provides a safe environment in which children can grow up and families can live free from crime, pollution and fear.”*

*“One reason we decided to stay in Jersey was the quality of the education system compared to the UK mainland.”*

*“Supporting those who have additional needs. Our son has CP and I feel that the extra support provided to allow him to attend a mainstream nursery has been very useful and well co-ordinated.”*

*“Support for home grown talent in business, sport, drama, music etc. is very high and that’s lovely.”*

### **What challenges do children and families face on the island?**

**155 responses**

<b>Response</b>	<b>Frequency</b>
Cost of childcare Balancing work/childcare – need to work Lack of flexibility. Variable quality	64
High cost of living/financial challenges/financial stress - Parents time poor, under pressure. Cost of food, clothing, Dr’s. Poverty.	59
Lack of family friendly policies, financial support for parents, limited maternity leave. Rights for same sex parents, adoptive & surrogate parents. Pressure to return to work. Lack of co-ordinated approach	26
Lack of affordable activities. Cost prohibitive.	20
Insufficient activities – especially at weekends, during the winter, when wet. Lack of play areas.	20
Cost of accommodation Insecurity and poor quality in the private sector	20
Traffic, parking, road safety Public transport. Air fares	17
Schools - Term term holiday restrictions, cost of school uniforms, class sizes, starting school age too low, peer & exam pressure. Need for breakfast clubs,	11
Culture / community – diverse, closed, competitive, isolation, lack of network/s (e.g. family) Cyber bullying. Internet abuse	11
Lack of specialists, support with child development, EAL and SEN, stress management for families	11



High levels – alcohol consumption, domestic violence, poor mental health – lack of support	8
Means testing preschool funding	7
Limited nursery place options	5
Pollution – Litter, needles in public parks	4
Population - Increase in EAL, over population e.g. schools	3

The over-riding responses related to the cost of childcare, the need to work and balance work and childcare and the high cost of living. Several parents commented on the cost of childcare and financial pressure affecting their decision about starting a family or having another child.

Responses included:

*“The high level of working families driven by the high cost of living and the imperative to get as many local people working in the economy creates a system where parents are time poor and under extreme pressure. Mothers in particular, are required to effectively ‘double shift’ to juggle work and home environments.” “Childcare costs are a massive challenge.”*

*“It is frustrating that without family in Jersey it has meant that we cannot afford to have a second child due to the high cost of childcare. We both work and pay a mortgage. We rely on both wages to pay the bills.”*

*“A challenge for people who do not speak English to access services, or communicate with schools, and be involved in their child’s education. There is currently no interpreting service in place within education to support these people.”*

*“I’m a single parent who works full time. There was a time when my daughter was in nursery that I paid £980 per month on childcare. That’s on top of rent, expensive food, clothes, presents for special occasions etc. It’s a huge cost for one person to undertake.”*

*“Whatever gets offered parents’ and family’s needs to be thought of and not expected to pay a fortune to make memories. Not all parents are made of money and we have to work hard to save for a weekend out and treat our kids.”*



## What could the island do to improve the experience for children and families?

133 responses

Response	Frequency
Increase facilities – especially for young children (soft play, small play area in each Parish, baby changing and breastfeeding facilities & post-natal baby groups) play areas, swimming pools/lessons and facilities for teenagers. Covered shopping centre.	39
Provide more varied support for everyone who needs it (despite registration status) e.g. highly qualified early years practitioners, Children’s Centres, family wellbeing services, families wanting to adopt/foster, parenting classes. Greater range of birthing options (home birth, midwife led centre, hospital). Support for ‘modern’ families – surrogacy, same sex couples.	26
Increase family focussed activities and affordable events & places for families e.g. recycle arts and crafts, sports	23
Make childcare affordable – reduce costs	22
Child and family friendly policies. Improve maternity and paternity rights. Put children at the heart of social policy. Enshrine UNCRC principles in local legislation	20
Financial help for families	15
Support for healthy lifestyles - Offer cooked school lunches universally, free milk in nursery and primary. Provide balanced information regarding vaccines. Provide opportunities to increase exercise. Protect the environment – stop pollution e.g. diesel cars. Cap the population.	15
Pre-school education open and free to all – withdraw means testing. Extend free pre-school education – increase hours. Provide support for younger children who need nursery but family are unable to pay.	11
Increase choice in education system – nature and forest school, Montessori, flexibly policy on holiday absence.	8
Extend free Dr’s service and support. Better healthcare. Greater flexibility.	8
Adequate affordable housing with quality control over housing standards. Regulate registered properties.	6
Develop integrated education and childcare. Clear, open system of benchmarking childcare. Consistent, high quality childcare. Improved training for working with babies.	6
Flexible working e.g. charter	5
Create communities around schools. Before and after school activities. Places for families to be together. Start building relationships with families early.	5
Listen to real stories of people affected day to day and across all spectrums of lifestyle. Hold forums and workshops to share ideas for improvements.	4

Increasing facilities for young children and teenagers was the predominant response followed by the provision of support for everyone who needs it. Other responses included reference to ways this might be achieved e.g. through making childcare affordable,



developing Children's Centres, creating communities around schools and ensuring pre-school education is open and free to all.

Responses included:

*"It would be lovely if each Parish had a small play area for young children."*

*"A longer/higher maternity benefit would be beneficial as tricky to afford a mortgage and we are both teachers working for the States."*

*"More help for working families towards childcare costs – for middle earners. We don't qualify for income support as we earn too much (on paper) but in reality we struggle each month living on £100 a week for a family of 4. My friends who don't work and receive income support have more than this each week."*

*"The island could greatly improve the experience for families and children regarding health and education by providing balanced information that promotes health as widely as possible. It is such a shame that public vs private are effectively pitted against each other rather than working in symbiosis. We have incredible practitioners in both walks, amazing schools and a knowledge base so concentrated in our 5 miles by 9 that there is the potential for Jersey to be blazing a trail with regards its population's health, wellbeing and education."*

*"Firstly, the island needs to recognise that it takes a village (parish) to bring up a child, society needs to change to allow parents to parent...."*



## What parents tell us: Pop-up focus groups



What does the island do well for children and families?

- Free Christmas parades
- Access to free toilets
- Don't have to move house to get a good school
- Health visiting in different places
- Good quality playgrounds



What challenges do families and children face on the island?

- Little support for 'ordinary' families
- Rainy day activities
- Cost of living - food
- Don't know where to go/who to go when health visiting finishes?
- Housing – expensive / poor quality
- Maternity/paternity leave
- “Please don't give me one more thing to think about because of pressure of mortgage, etc.”
- “I was isolated because I was working”



What could the island do to improve the experience for children and families?

- Children's activities
- Nursery for young children
- Recognition for grandparents' childcare
- More maternity/paternity leave
- Early learning information when pregnant
- Groups and clinics at weekend
- Information about opportunities
- Would like to be told about a Facebook page when pregnant that had parenting hints and tips, mini videos on Channel TV
- Early years are the building blocks for the future



## What do our children think?

### Year 5 States Debate: Jersey is the best place to grow up

Vote: <b>In favour</b>	Vote: <b>Against</b>
<p>Key themes:</p> <p><b>Environment / Facilities:</b></p> <ul style="list-style-type: none"> <li>- Exhilarating island with happy humans and wildlife</li> <li>- Beautiful, unique, tiny island</li> <li>- Spectacular</li> <li>- Eco-friendly</li> <li>- Fresh air</li> <li>- Healthy / healthy people</li> <li>- Amazing</li> <li>- Great buses</li> <li>- Famous cows</li> <li>- Great milk and potatoes</li> <li>- Lots of trees</li> <li>- Views – sparkling blue sea with views you can't forget</li> <li>- Great parks / Large parks/ Fun parks with yummy treats</li> <li>- Fantastic well-being</li> <li>- Lucky to have nice houses</li> <li>- Schools - I love learning at Plat Douet</li> <li>- No sharks or dangerous animals</li> <li>- Small means easy to get around and traffic not bad</li> <li>- Good library with adult and children's section</li> <li>- Lovely dairy</li> <li>- Museum, rugby, cinema, Tamba Park/Tamba Arcade, Amazin Maze, Aqua Splash</li> <li>- Oldest building ever – la Hogue Bie (you can find out about history)</li> <li>- Durrell is world famous and cares about endangered animals / It has lots to do and see / Tourists come to see the animals</li> <li>- No theme parks so it's a treat to visit them when we go on holiday</li> </ul>	<p>Key themes:</p> <p><b>Environment / Facilities:</b></p> <ul style="list-style-type: none"> <li>- People book flights elsewhere for better scenery</li> <li>- Too small, so you can't visit architecture or see skyscrapers</li> <li>- No fancy artistic stuff to visit</li> <li>- Everything is shut at night</li> <li>- Broken glass/rubbish on the beaches</li> <li>- No (big) shopping centre</li> <li>- Lots of tractors / construction</li> <li>- Buses and taxis only – no train</li> <li>- Hardly any car parking spaces</li> <li>- Shortage of entertainment</li> <li>- If you ask 10% then 9% would agree it's terrible</li> <li>- Stuck on a small island</li> <li>- Tiny – no sightseeing, nothing to do</li> <li>- No cities, Starbucks or Lamborghinis</li> <li>- Nothing to do / Children stay at home all day with nothing to do and get so bored they have to sleep all day</li> <li>- Get stuck at home doing chores</li> <li>- Stay at home 24/7</li> <li>- No activities in the summer holidays</li> <li>- Things are shut in the winter</li> <li>- It rains 99% of the time. If it rains we can't go to the park or the beach. Sand gets stuck in your shoes if you go to the beach when it's rainy.</li> <li>- The sea is freezing so we can't learn to swim in it</li> <li>- It never snows – I would love to have a snowball fights. We never get to build snowmen or</li> </ul>



<ul style="list-style-type: none"> <li>- Great that fair is once a year so parents don't have to pay a fortune</li> <li>- Green island has great rocks, good for rock pooling</li> <li>- 96% love the beaches</li> <li>- Great beaches / golden sand / relaxing / lots of choice – hard rocks or golden sand / water lovely and warm</li> <li>- Soft sand – some children have never seen a beach</li> <li>- Get to build sandcastles</li> <li>- You can play games like tag, hopscotch and have sandcastle competitions</li> <li>- Great weather – shows all seasons</li> <li>- It doesn't snow</li> <li>- 2013 was the last time it snowed, so it might snow next year!</li> <li>- Rain is a good opportunity for a family day</li> <li>- 96% of mums agree it is a remarkable place to live</li> <li>- Fantastic opportunities – nature walks are on our doorstep, we don't have to travel miles</li> </ul> <p><b>Feeling safe:</b></p> <ul style="list-style-type: none"> <li>- Safe x 11</li> <li>- It's safe to play outside if its not raining</li> <li>- Nothing bad happens</li> <li>- People are nice and kind, people will help you if you get lost</li> <li>- If you get lost you would be found quicker than in a city / tiny but that's good if you get lost / it would be hard to be found in Turkey</li> <li>- 85% of people agree it's a safe place to grow up</li> <li>- Emergency services can make their way around easily so can come quickly</li> </ul>	<p>make snow angels. Children's can't ski.</p> <ul style="list-style-type: none"> <li>- No funfairs, theme parks, roller coasters, amusement parks, water parks, aquarium</li> <li>- Ice skating only once a year</li> <li>- Not many fun things. Jersey is boring.</li> </ul> <p><b>Costs:</b></p> <ul style="list-style-type: none"> <li>- Entertainment is expensive so you can't go out if you're poor</li> <li>- Entertainment prices are high, like Amaizin Maze, which means more lonely children</li> <li>- High prices in Tamba Arcade - £2 for 1 go on the simulator</li> <li>- Ice skating is too expensive</li> <li>- The circus costs a wallet of money</li> <li>- In other places you can buy loads of bread for £1.50</li> <li>- Everyone knows everything costs a lot, crisps can cost £2.20 and takeaways are expensive</li> <li>- It can take 3 years and 5 months to buy a car</li> <li>- House prices and food costs are high</li> <li>- No choice in the shops and prices are too high</li> <li>- Jersey prices are twice the price. Carrots cost £1 in Jersey and 30p in England, bread costs £1.50 and 50p in England</li> <li>- Shipping to and from Jersey is overprices</li> <li>- Only way to get arounds in in a £15 taxi</li> <li>- You have to live here 10 years to buy a house, you have to rent and rent for houses is expensive</li> <li>- Houses are a lot of money and you need a good job to buy one</li> <li>- Shop prices are high, some jobs pay little so families can't buy food</li> </ul>
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- Lovely people who will help you when you get hurt
- Children can walk to schools by themselves
- No crime but we have a prison if there is crime – criminals do get told off or go to prison
- Can have fun with no worries about danger
- Speed limit under 60
- No earthquakes or volcanoes so don't have to worry about lava running down

**Comparisons with other places:**

- Beaches 100% better than USA
- Children can learn in the schools and they are not damaged by war
- Crime rates better than America.
- Hardly any crime compared to Mexico, US or UK
- No crime like London
- In some countries children' don't feel safe because of tornados, dangerous weathers and wars like in Egypt which are scary
- No terrorist attacks / like we see on the news
- London has no beaches and disgusting water
- No volcanoes like New Zealand
- Jersey has the cleanest beaches in the world
- Castles – 1 is in the top 10 in the UK
- New York has bad pollution – we have a little but not a lot
- 10 minutes to travel between parishes is better than 5 hour journey in the UK

**Sundays:**

- It's great to not go shopping on a Sunday so you can have quality time with family

- Children don't have lots of money
- Barely any shops to get new clothes and toys are expensive
- Flights are expensive to get home to Poland
- We are overcharged for everything

**Comparisons with other places:**

- Not much stuff to do – better opportunities in other places
- Not as fantastic as Dublin
- No monuments like Big Ben
- In other places you can buy food 24/7
- People have to go on holidays to hot countries
- Compared to Madeira which is enormous, 3 times bigger, there is so much more to do in Madeira than boring Jersey
- 78% enjoy hot Madeira more than Jersey – Beautiful weather in Madeira
- They have beautiful views in New Zealand
- Other places, have bigger, more fun things to do – like holiday places
- It's the most boring, horrible empty place in the world, LA and Disney are so much better
- It's too small to have a carnival like in Brazil

**Sundays:**

- Nothing is open on a Sunday – can't shop
- Sundays are really boring
- The best shops are closed on a Sunday
- Kids can't have cereal if shops are closed on a Sunday.
- We could starve on a Sunday!





- Shops being closed on a Sunday means you can do all your chores on time
- Do everything on a Saturday so you can go on day trips on a Sunday
- Lots of shops. It's good for shop keepers that they are closed on a Sunday

**Comments:**

- We take care of the island
- We are friendly
- Jersey is special and should be loved around the world
- I am proud to call this beautiful island home
- I have happy memories on the beaches and in the parks
- So much freedom, less people
- So many happy memories on the beaches and parks, I wouldn't have these experiences in other places

**Comments and concerns:**

- Hardly any entertainment, it's boring, you should fly to Spain or Turkey
- Gamers stay in all day which is not healthy
- We built a new police station, but what was wrong with the old one? What a waste of money
- No famous people in Jersey
- No good shops like Primark, or Tiger, where children can buy good stationery to help them learn
- Half of Tamba Park blew up and people could have got hurt
- We want a funfair that stays forever
- More swimming pools, skate parks and football pitches needed
- Need amusement parks and water parks – only a fool would disagree
- Need more prisons
- We need an Olympic arena so we can enter better competitions
- Only fools would think we need more heritage
- I like being patient and there's no big queues



## School council conversations –

Nicola Mulliner, Head of Early Years visited St John's and First Tower schools with Lauren Radley and met with their school councils.

The school council members answered the following 5 questions and had the opportunity to see Lauren at work.

Question 1- What makes Jersey a good place for children to grow up?

Question 2- What would you tell visiting children that is brilliant about Jersey?

Question 3- Could adults who work with do anything to improve things?

Question 4- If you were the Chief Minister what changes would you make for children?

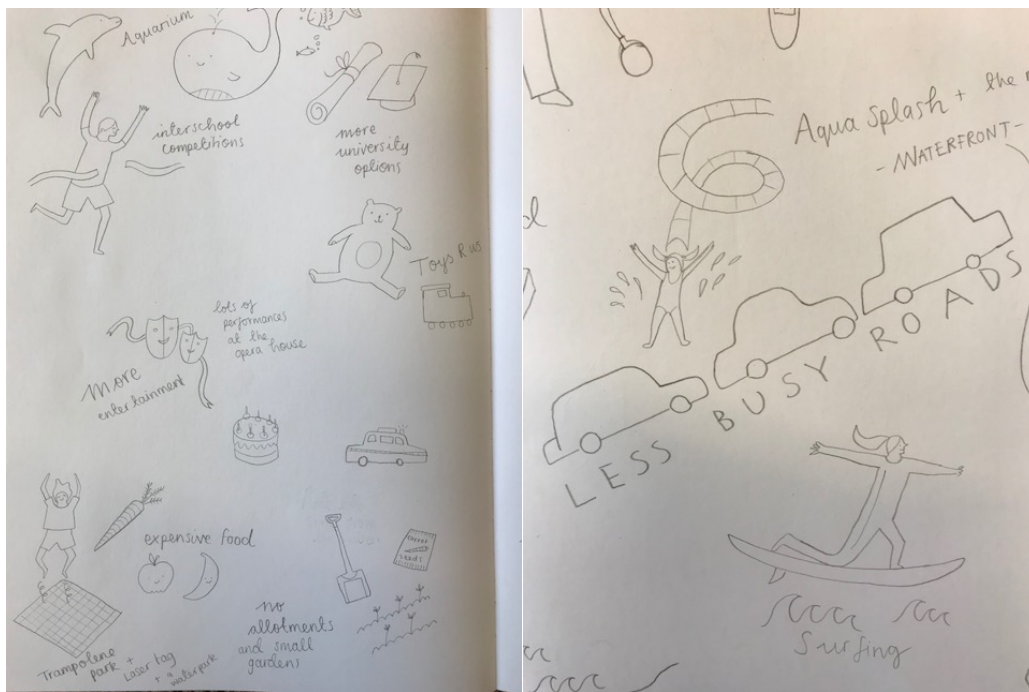
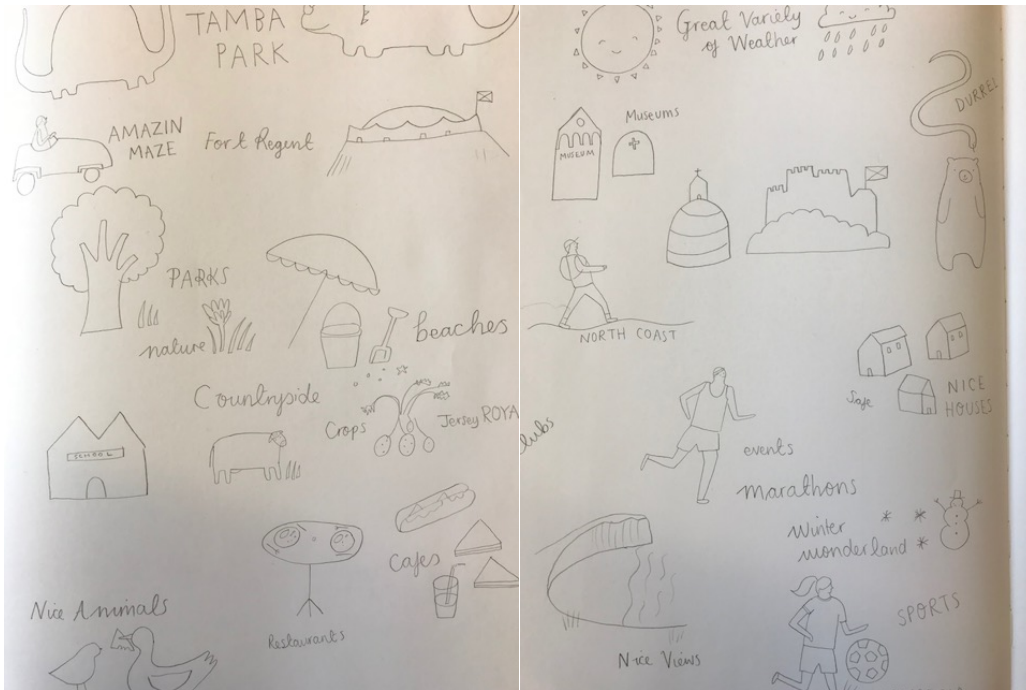
Question 5- To make Jersey the best place for children to grow up, we all need to...?

Some of the comments from the children included –

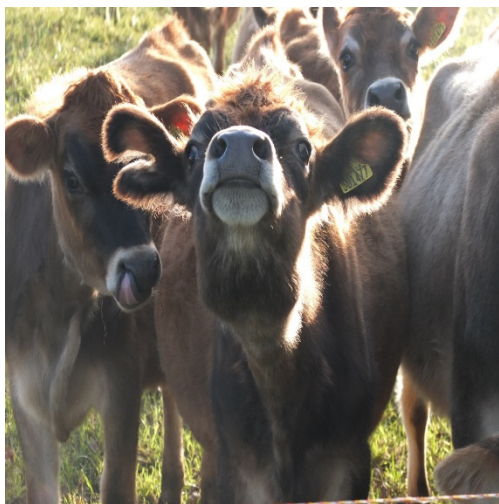
- We'd like local centres for our own parishes.
- There are long waiting lists for a house with more bedrooms.
- The minimum wage is lower in Jersey than England.
- No University choice.
- We have to pay for doctors but they don't in England.
- Lots of seaweed/lettuce in St Aubin's.
- People care in Jersey.
- We'd like more open spaces to lose yourself in, like a jungle or forest.
- We have good shops – like New Look!
- Good outdoor cafes like Petit Baguette
- We love Jersey Wonders!
- I'd like a trampoline Park
- Low crime levels in Jersey
- Cost of food is high in Jersey, In the UK you can shop in Lidl.



You will see images from the below pencil drawings that Lauren produced at the visits incorporated in the final event artwork.

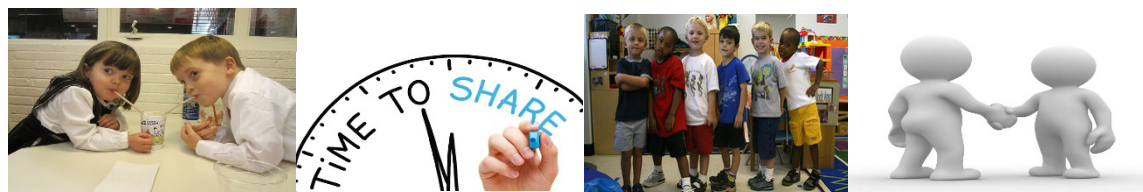


# Children's views of Jersey – Cultural photography competition



### Activity 3: Turning ideas into opportunities



#### Sharing and agreeing priorities for early years





One wish – What’s most important  our top priorities

Two stars – What we can achieve together





Priority	No. of 	No. of 
<b>CHILDREN’S CENTRES</b>		
<ul style="list-style-type: none"> <li>• Developing more Children's Centres. Children's Centres across/around the island (West/East/Town). Develop more Children's Centres with wrap around support linked to school clusters, e.g. health care, dentist, GP, HV, support for parents, nursery, midwifery. Could be / have a multi-generational resource / functions.</li> <li>• Early Intervention focus - Skills and knowledge of children's workforce to know how, who, what can help at earliest signs of support needed.</li> <li>• Free activities/groups for Early Years children and families (universal access)</li> <li>• Support for children and parents with additional needs - understanding from the wider community about these needs</li> <li>• Virtual Children's Centre/ (Layered platform for expert advice and support &amp; virtual drop in</li> <li>• An Early Years presence in every Parish - nursery classes/fixed and mobile Children's centres/Parish Children's centres (for children and families?)</li> <li>• Early information at conception and birth – Children’s Centres / Services / Support groups / Needs to be easy to access and widely available in multiple forms and languages / Family Support – relationships / siblings / Courses – breast feeding / circle of security</li> <li>• Integrated system – so that families do not have to retell their stories</li> <li>• Health, fitness and exercise for whole families</li> </ul>	<p>12</p> <p>7</p> <p>1</p> <p>1</p>	<p>9</p> <p>6</p> <p>2</p>





	No. of 	No. of 
<b>EDUCATION FOR PARENTS – PATERNITY / MATERNITY LEAVE</b>		
<ul style="list-style-type: none"> <li>• Equitable statutory maternity and paternity rights. Increased availability of maternity / paternity leave – establish and extend to six months (supports breast feeding)</li> <li>• Funded opportunities so that parents can attend courses etc. (compulsory!)</li> <li>• Pre-Physical well-being / Emotional well-being / Peri-Physical well-being/Emotional well-being &amp; paternal/maternal / Practical information/advice/strategies</li> <li>• Life Skills / Sex education / Break cycle of understanding of parenting obligation and experiences / Early language development / For parents as well as children</li> <li>• More support for families where both parents working full time. Highest number of working</li> </ul>	<p><b>3</b></p> <p><b>1</b></p>	<p><b>7</b></p>
<b>HEALTH</b>		
<ul style="list-style-type: none"> <li>• Free access to health care for all children up to school entry and their family including GP, Dentist, opticians, hospital</li> <li>• Support well-being for parents (Happy parents – happy children)</li> <li>• Perinatal mental health service</li> <li>• Greater options for place of birth – home / hospital / midwife led centre</li> <li>• Health promotion – Mental health &amp; well-being / Individualised / Access to universal dental and mental care for under 5's in pregnancy / Substance abuse / Healthy pregnancy</li> </ul>	<p><b>2</b></p> <p><b>2</b></p> <p><b>2</b></p> <p><b>1</b></p>	<p><b>5</b></p> <p><b>1</b></p>
<b>POLICY</b>		
<ul style="list-style-type: none"> <li>• One source of information / Future proofed and long term / Joined up approach / Family and child focused / One stop shop for parents (expectant and with young families / Children's Centres / Aligned between departments, i.e. Social Security / Health / Education</li> <li>• Joining up government policy – social impact / early years impact</li> <li>• Decent quality housing for all</li> <li>• Increase Nursery Education Fund to 30 hours</li> <li>• When specialist support/training/education is required 'off island' – smooth and painless as possible</li> <li>• Ensure that Nursery Education Fund includes private and public nurseries</li> <li>• Filling States nurseries – making the most of resources already available</li> </ul>	<p><b>2</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p>	<p><b>3</b></p>



	No. of 	No. of 
<b>INFORMATION AND ACCESS</b>		
<ul style="list-style-type: none"> <li>• Continuity in children’s care settings e.g. expectations, standards, relationships, feel valued</li> <li>• Co-ordinated and integrated ‘early years’ service</li> <li>• Sharing information &amp; cross agency continuation</li> <li>• Access to services for all / Accessing universal services e.g. GP, Dentist, Optician, well-being.</li> <li>• Education about nutrition and breast feeding before pregnancy / through pregnancy / during early years. Good quality education / support for all parents pre-birth. What to expect and when? Information for parents.</li> <li>• Better information for all – Facebook pages / Jersey Online Directory / Interactivity / PSHE Curriculum. Universal access to information. Equity of access to this. Barriers – language / working hours / confidence / literacy / deficit model / lack of knowledge</li> <li>• Access to information and knowing what to do with it</li> <li>• Access to all information and links to services and support available for health, childcare and education.</li> <li>• Enable equal access for all to parent and toddler groups. Barriers include – lack of transport/opening times and days (none at weekends and afternoons)</li> <li>• Clear information about moving to Jersey – rights, qualifications, benefits</li> <li>• Information / Communication and support for parents – Accessible information/advice/support (localised, enclosed) / How to make community links (access to playgroups for example) / JELLY clubs (or similar) universal provision</li> <li>• Navigating support services / agencies / charities at the time it’s needed</li> <li>• Shared vision and consistent practice – language of professionals, policy, etc.</li> </ul>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>6</p> <p>2</p> <p>4</p> <p>4</p> <p>3</p>
<b>VOICE OF THE CHILD &amp; PARTICIPATION</b>		
<ul style="list-style-type: none"> <li>• Voice of the child to be central to all decisions, policies, direction of development for all services</li> <li>• Rights of the child – be educated/ ensuring priorities, ensure this is realised / be heard / be healthy / be safe and secure</li> <li>• Children and families feeling valued and listened to</li> <li>• Equity of participation in consultation – children / parents / practitioners</li> </ul> <p>Engagement of all primary carers, including fathers, grandparents, foster carers</p>	<p>1</p> <p>1</p>	<p>8</p> <p>2</p>



	No. of 	No. of 
<b>CHILDCARE &amp; WORKFORCE DEVELOPMENT</b>		
<ul style="list-style-type: none"> <li>• Employers need to be more family friendly. Parents working through lunch to finish early.</li> <li>• High quality childcare for all (that is affordable)</li> <li>• Quality framework – ensure every provider is at the best quality and delivers the best outcomes</li> <li>• Maintain high quality childcare</li> <li>• Shared investment and commitment to develop workforce and services</li> <li>• Business/Corporate/States of Jersey ‘in-house’ early years provision</li> <li>• Grow your own highly qualified workforce</li> <li>• Better / highest quality (and qualified) staff in Early Years</li> </ul>	<b>1</b>	<b>1</b> <b>15</b> <b>2</b> <b>1</b>
<b>GAP FROM 2 YEARS TO PRIMARY SCHOOL</b>		
<ul style="list-style-type: none"> <li>• Where is the ‘contact’ with professionals after the 2 year check and starting school</li> <li>• Supporting the gap between health visitor and starting nursery – bridging the gap</li> <li>• Signposting multi-agency collaboration – information sharing / who do parents contact / community savings / financial support / resources / information sharing</li> </ul>	<b>1</b>	<b>7</b>
<b>CULTURAL AWARENESS</b>		
<ul style="list-style-type: none"> <li>• Building cultural competency</li> <li>• Translation of key documents – communication including the ‘Red’ book</li> </ul>		





## ACTIVITY 5: Making the magic happen

### Promises to the partnership to support the delivery of the priorities



#### I promise to:

- *Consider the voice of the child and family when addressing the priority of quality childcare as lead in this area in conjunction with other services – voluntary sector, health, etc.*
- *Help connect the voluntary sector to the EYCP and consider implications of EYCP's work within the voluntary sector. To continue to help connect lots of others to the EYCP and facilitate dialogue.*
- *Continue my support in drawing together priorities and share my knowledge of the experiences of the children and families I work with.*
- *Think creatively and work collaboratively with families and partner agencies/services and be solution focused and resilient.*
- *Support the EYCP to carry out focus groups with parents/children/professionals to help feed information into the development and creation of magic.*
- *Listen to and value evidence of the voice of the child through our work and strengthen engagement of parent voice in our work.*
- *Use the knowledge and experience I have from teaching the prospective Early Years workforce and my experience in the regulatory sector to support and share this to support development of an appropriate quality work force especially on a focus of work with babies to 3 years.*
- *Share my experience, not just of working with children and early years practitioners, but of bringing up my own. Collaboration is key. I can make fires and use the Kelly kettle.*
- *Provide the 'play' sector with a set of regulatory documents/quality framework that will ensure the safety and welfare of all children in and out of school settings! And to support 'the boss'.*



- *Think 'Early Years' within the continued development of the Jersey Practice Model.*
- *Investigate what could be achieved in terms of dental care and support to the under 5's.*
- *Home learning environment, engaging with parents and improving outcomes for parents and families. Discuss with public and 3<sup>rd</sup> sector organisations how the Peep learning together programme can support these aims.*
- *Share my knowledge of resources within the community of what they can offer families, to agencies, of who to contact and to go the extra mile for families I will work with.*
- *Always to keep the voice of the children I work with at the forefront and be supportive of other professionals in striving to achieve the priorities and politically lobby if necessary.*
- *As I work with families I will promote partner agencies and keep parents informed. I will also ensure I network with agencies to help promote a consistent approach for parents.*
- *Make a greater effort to include the voice of the child in my assessment and listening to that voice when making a plan.*
- *Encourage policy makers and professionals to have the confidence to create outside spaces and allow children access to those spaces in order that they get to grow and develop whilst being safe.*
- *Help with information gathering and inputting – website help.*
- *Bring the voice/opinion of the child (possibly multi-cultural parents) and to engage and ask questions.*
- *Open up my toddler group to mums to be to help them build relationships prior to baby being born – building a network of support. To ensure we provide the best childcare we can, work to improve, keep reflecting, listen to our children's wants and needs and engage parents. Looking at providing a language life set of events like REAL – give the language first. Open to all parents. Give ideas and share opportunities of how to help parents develop their children's language. Listen to parents wants, needs and difficulties more. To keep working to build relationships with families. Reflect on the service we provide – is it affordable? Evaluate.*
- *As part of the Early intervention team, to do my best to inform, upskill and create confidence and build capacity amongst the Early Years workforce with whom I'm involved, and to try to link with other agencies, identify common approaches, offer support to one another, identify pitfalls and problems and find possible solutions together.*
- *Support the development of the Children's plan and to ensure the rationalisation of government policy where it relates to children and families.*



- *Support/provide the knowledge and understanding of Autistic Spectrum Conditions where and when required to do so.*
- *Keep the partnership's ambitions (as best I'm able) to the fore in all professional conversations, meetings, initiatives, strategy and forward thinking.*
- *Help make information available to parents providing support and guidance to all parents relevant to needs.*
- *Be approachable, friendly and as helpful as possible both inside and outside of my professional role.*
- *Talk about and spread the work about EYCP ideas and achievements.*
- *Continue to spread knowledge, especially to my fellow students and to encourage them to find out all they can about services available to families and spread that knowledge to people they work with and stay committed to improving life for families in Jersey.*
- *Support EYCP any way I can and the library facilities to assist. Perhaps I could offer an impartial opinion as I am not specifically involved in Early Years provision in the same way as some of my colleagues.*
- *Pass on my knowledge to children and parents and guardians in the future.*
- *Have the knowledge and understanding of the different areas, take training, workshops to put it into practice to share with others. Willing to learn and grow.*
- *Work with parents in my nursery to help them access support and what's available to them e.g. speech and language help and help for children with additional needs with one to one support even for say 10 hours per week.*
- *Education before, during and after pregnancy – about how healthy nutrition and poor relation with food is important in child's early years development, obesity prevention and future health status.*
- *Consider the needs of the family when deciding when to hold events etc. To continue to attend EYCP events/meetings and offer my support where possible.*
- *Go to nurseries in my Parish with the Police van and talk about what I do as a Police officer in St Helier.*
- *Talk and education parents about Irlen syndrome – my daughter diagnosed and misunderstood – slide show/talk/knowledge is power.*
- *Offer service to be as flexible as possible to match families' needs and keep the cost to a minimum.*



- *Continue to use my inline skating to build resilience, determination and well-being to my families and to continue to support the families in our school environment*
- *Attend more courses like these to broaden my understanding of EYCP.*
- *Keep providing high quality service to childcare. Offer more of a service with family support. Attend courses to achieve more of an understanding.*
- *Continue to provide flexible, high quality childcare. To increase my knowledge and understanding of the work of CEYS and share information gained.*
- *Do all I can to support integrated working across States' departments and other partners so that families can access right and timely support. To ensure families of children with special needs are aware of opportunities to influence and contribute to the EYCP.*
- *Reach out to more schools to build awareness of affordable services and tools proven to increase children's (and adults') well-being. This will directly increase universal access to these tools (EFT) for all children in this island, like the NHS already funds this in the UK and as proven for over a year at Grouville.*
- *Support parents/families within my school community with accessing services and keeping communication open.*
- *Continue to ensure that the day nursery practice continues to be evidence based attachment based theory and practice, to ensure children from 2 years to school entry get good quality care delivered by well-trained practitioners. This is so that they get continuity of care throughout the whole day, in order to promote their educational well-being, and sense of security and predictable stable care by the same substitute carers in their early years. This can for some families only happen in our private nurseries with continued Nursery Education Fund hours.*
- *Facilitate the provision of effective information sharing between agencies – and sharing the existing good practice at Samares Pathways with other settings.*
- *Attend these events and take all ideas on board, will change my outlook. Be aware of the importance of flexibility – would love to be a part of the research for the Children's Policy, if ever help is needed, would love to see how the children have their say. Use my good practice to support the needs and wishes of parents and children.*

