
SCOPING REVIEW

3

Narrowing the gap in outcomes for children from the most excluded families through inclusive practice in early years settings



Centre for Excellence and Outcomes and Young People's Services

The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) will identify and coordinate local, regional and national evidence of 'what works', to create a single and comprehensive picture of effective practice in delivering children's services. Using this information, C4EO will offer support to local authorities and their Children's Trust partners, working with them to improve outcomes for children, young people and their families.

It will focus its work on six national themes identified in Every Child Matters. These are:

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- Parents, Carers and Families
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CONTENTS

Summary	1
Purpose and scope of the study	4
Scoping study methods	6
Assessment of the evidence base	8
Design of the main review	13
Overview of key findings	15
Summaries of selected studies	17
Data annexe	21
Appendix 1: Search parameters	27
Appendix 2: Scoping study process	31
Appendix 3: References	43
Appendix 4: Relevant national indicators and data sources for the early years theme	53

Summary

This section sets out the main findings and implications of a rapid initial scoping study that searched for information on a specific aspect of education in the early years. The report is based on an appraisal of publication abstracts. It also presents key findings based on a more in-depth appraisal of just six studies judged to be of particular interest for the questions set for this scoping study.

The scoping study was carried out over a relatively short period (July and August 2008) and focused on evidence from education and social sciences. This report is not intended to be an exhaustive description of the literature. Instead, it provides an overview of the type and nature of research in relation to specific review questions. The findings reported below were judged to be of particular relevance to these questions, but they should be regarded as provisional. Quality appraisal of this research was not carried out as part of the scoping exercise; further work (a 'main' review) is required, to carry out a deeper and more systematic appraisal of this evidence base.

Nature of the evidence base

The evidence identified in this initial scoping study is extensive and wide-ranging. This is an area in which there is a wealth of existing literature, both in the UK and elsewhere. Research in this field appears robust, and the scope found a full range of research methodologies, although there were relatively few examples of systematic reviews of the literature, or of international comparative work relating specifically to the review questions.

Synopsis of findings from selected studies

Initial findings on narrowing the gap in outcomes for children from the most excluded families, in relation to the two questions addressed by the review, are given below.

1. What evidence is there of poorer experiences and outcomes for children from different backgrounds in terms of ethnicity, culture, language, religion, social class, poverty/deprivation and other relevant factors?

- The evidence suggests that positive outcomes of early childhood education (ECE) are experienced by children from diverse backgrounds. Some evidence of poorer outcomes may be found in relation to antisocial or anxious behaviour for children who enter low-quality childcare at a very early age (Mitchell *et al* 2008).
- Language is a particularly important factor affecting children's outcomes. Children whose first language is not English score lower for cognitive development (Melhuish *et al* 2001). Behaviour problems in ECE settings may be due to an absence of shared language (Craig *et al* 2007).

2. Is there evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum?

- Early childhood education is positively associated with learning and development outcomes for all children but quality of provision is important. What matters for positive outcomes are: the quality of staff–child interactions; the learning resources available; having programmes that engage children; and the existence of a supportive environment for children to work together (Mitchell *et al* 2008).
- The quality and effectiveness of the pre-school attended make a significant difference to longer term developmental outcomes for all children throughout primary education (Sammons *et al* 2008).
- It is important for service providers to work with specific communities (e.g. black and minority ethnic groups) to create trust and mutual understanding (Craig *et al* 2007).

Main findings regarding the evidence base

- A total of 217 titles were identified as relevant to the research questions. Most were research reports and conference papers, but there were also opinion pieces, policy documents, theory papers and practice descriptions.
- Very few international comparative documents and even fewer literature reviews (only four) were identified through the search.
- A wide range of research designs are represented, including detailed case studies and large-scale, longitudinal studies. Much of the research appears to be school-based. Several studies appear to include a range of different types of ECE setting, with some studies explicitly attempting to compare different types.
- Ethnicity, culture, language and poverty/deprivation are frequently referenced in the literature, while virtually no material was found that considered religion or social class.

Implications for the main review

- Given the range of literature identified in this scope (over 200 abstracts), we recommend that the wording of the review questions is revised in order to carry out a deeper and more directed systematic literature review of the existing knowledge base.
- The potential exists for national datasets to provide useful information about differences in outcomes for children from different backgrounds.
- There are some indications that research undertaken in countries beyond the parameters defined for this search may deliver interesting alternative perspectives on notions of ‘inclusion’ and that these perspectives may usefully inform and support deeper work in this area.

Narrowing the gap in outcomes for children

- The language used across different national contexts and different research projects is not always consistent and a common understanding of key concepts, such as 'outcomes', must be established as part of work undertaken for the main review.

Purpose and scope of the study

This section outlines the reasons for the study being undertaken, its focus and the parameters associated with the study.

The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) has, as its principal aim, to identify, coordinate and disseminate 'what works', in order to significantly improve the outcomes of children, young people and their families – realising the full potential of Every Child Matters (ECM). Its work programme is focused on six themes, each of which has three lines of enquiry or 'priority'. The evidence base for each priority is provided by a knowledge review, which involves a sequence of activity, rather than being a one-off event. Each knowledge review will bring together a unique, quality-assured blend of:

- the best research evidence from the UK – and where relevant from abroad – on what works in improving services and outcomes for children and young people
- the best quantitative data on a thematic priority with which to establish baselines and assess progress in improving outcomes
- the best validated local experience and practice on the strategies and interventions that have already proved to be the most powerful in helping services improve outcomes, and why this is so.

The prime purposes of the scoping study, which initiates the C4EO review sequence for each theme priority, are to establish the key research questions and search parameters for the later review work, assess the nature and strength of the evidence base and provide an initial overview of trends in the literature.

This scoping study considers the available literature and data to examine the priority of narrowing the gap in outcomes for children from the most excluded families within the early years theme. English ECE establishments are now working with children and families from a wide range of backgrounds, including differences in culture, class, lifestyle, language, religion and nationality. This applies across the maintained and public, voluntary and independent sectors, in both urban and rural locations. This diversity of ECE populations raises a number of issues for policy-makers and practitioners, including the development of knowledge and understanding about the children they will be working with, the ability to deal positively with difference and how to make settings more accessible for families.

It is hoped that successful inclusion initiatives will contribute to narrowing the gap for children from diverse backgrounds, as practice is related more closely to their needs and as families are welcomed and retained within the settings. Successful practice in this field can also contribute to the community cohesion agenda, as young children develop positive views of difference and practitioners are enabled to work with parents on such issues. Work on improved systems of data collection will be particularly central, as will be the availability of resources and

training for practitioners in creating settings in which all young children feel they belong. Strands of current policy and practice development which relate to this priority include the development of support for children with English as an additional language, development of outreach skills and the ECE quality improvement programme.

The two research questions posed for this scoping study are:

1. What evidence is there of poorer experiences and outcomes for children from different backgrounds in terms of ethnicity, culture, language, religion, social class, poverty/deprivation and other relevant factors? (Other relevant factors could include family structure and family mobility but not disability, as this is the focus of a separate theme.)
2. Is there evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum?

The following parameters were adopted:

- Early years settings are defined as all of the forms of group provision available for the care and education of children aged seven years and under outside of their own homes. Although childminding was not specifically searched for, consideration was given to all types of early childhood settings (including childminding) identified from the available research abstracts.
- Inclusion is defined as being a process of identifying, understanding and breaking down the barriers to participation and belonging. (This definition was developed by the Early Childhood Forum in 2003.)
- Children between birth and seven years of age are considered, although some longitudinal studies extending beyond this age frame were included by the scoping team.
- The geographical areas covered in the review are England, Scotland, Wales, Northern Ireland, Republic of Ireland, Australia, New Zealand, USA and Canada. The main focus was on studies carried out in the UK, especially England.
- The cross-cutting issues of child poverty, and equality and diversity are considered.
- Literature published from 2000 onwards was included in the search.

Scoping study methods

This section outlines the methods used in the study, with more details presented in Appendices 1 and 2. The study began by establishing key questions to be addressed and determining the parameters for identifying material relevant to the study topic. Parameters were used to identify exclusion and inclusion criteria, for example, associated with publication date and country of publication.

The scoping study used a broad range of sources to identify relevant material:

- searches of bibliographic databases (educational and social sciences)
- web searches
- current research
- recommendations from the Theme Advisory Group (a group of experts in early childhood policy, research and practice).

The search results were screened to remove duplicates and material that did not fit within the scoping parameters. The references were checked and abstracts sought before transferring the selected items to a spreadsheet. Each item of literature was assessed, selected for consideration, and coded in relation to the following:

- abstract quality (adequacy for making decisions about relevance, type etc)
- relevance to research questions
- type of literature (e.g. research study, policy statement, practice description)
- country/area involved
- design (if research) (e.g. programme evaluation, survey, case study)
- study population (e.g. age, role, gender)
- type of early years setting
- key area (field of study).

Scoping teams were asked to identify up to 10 key items (those that most closely addressed the main questions established for the scoping study). Quality assurance checks were carried out on 10 per cent of the entries by a member of staff who had not been involved in the original assessment. (Further information on the scoping process and details of the search strategy can be found in Appendix 2.)

Limitations of the study methods

There are four main limitations that should be noted.

- The tight deadline restricted the number of searches that could be carried out. Searches were not carried out on psychological and health databases. It was not possible to include any hand searching. Databases relating to broader outcomes (such as health) were not searched; specific groups (such as travellers) were also not searched for.
- Abstracts were often missing from the database searches or were too brief to assess the relevance of the material. In these cases, the team attempted to locate a summary or full copy of the item, but this was not always possible in the time available.
- Quality assurance checking was carried out on a sample of coding decisions (90 per cent of the coding decisions were not subject to independent checks).
- The findings reported are based on an in-depth examination of only six sources.

Assessment of the evidence base

This section provides an overview of the evidence base. The searches generated 259 titles, some of which did not contain adequate abstracts. When the abstract was insufficiently detailed to make a satisfactory judgement, the scoping team obtained a copy, if possible, of the executive summary or the full text on which to base their judgement. A very few titles were not able to be included in the scoping exercise, however, because the abstract, summary or full text was not available to the team.

The scoping team considered that 217 titles were relevant to the research questions. It should also be noted that some items were not included in the final sample because they fell outside the geographical parameters of this search although several of these items appeared to be relevant to the research questions.¹

Well over half of the items identified in the searches are research reports and conference papers. In addition to this, we identified similar numbers of policy documents, theory papers and practice descriptions (15, 13 and 12 respectively), while there were rather more opinion pieces (28). Very few international comparative documents and even fewer literature reviews (only four) were identified through the search. Other types of material included descriptions of ongoing research.

Study design

A very wide range of research designs are represented in this review deriving from all research traditions (quantitative, qualitative or mixed methods design). While an in-depth analysis of the nature of existing research is not the purpose of this scope, it is perhaps no surprise to note that quantitative research designs tend to use data on children's attainment (often looking at the extent of achievement gaps between different cohorts), and this work often uses assessment data from children's performance in school tests, while qualitative research often seeks to probe questions of identity, culture and language. Mixed methodologies are often associated with, but are not exclusive to, large-scale longitudinal studies.

Some of the large-scale longitudinal studies and programme evaluations in the UK identified as relevant to this scope include the Peers Early Education Partnership (PEEP) (Evangelou *et al* 2005), Growing up in Scotland (Anderson 2007; Bradshaw *et al* 2008) and work on the Effective Provision of Pre-school Education project summarised in Siraj-Blatchford *et al* (2008) as well as the Effective Pre-school and Primary Education 3–11 (EPPE 3–11) project (Grabbe *et al* 2007) and the Effective Pre-School Provision in Northern Ireland (EPPNI) project (Melhuish *et al* 2006).

¹ See, for example, Driessen (2004); Nap and Van-Steensel (2005); Naude *et al* (2003).

Other examples of longitudinal studies from the USA include the Early Childhood Longitudinal Study (Lee and Burkham 2002; Piggott and Israel 2005) and the Chicago Longitudinal Study (Smokowski 2004; Ou and Reynolds 2006).

Several other smaller-scale longitudinal research designs were also identified (for example, Jones and Kinnaird (2007) in the UK); two USA studies (McCartney *et al* 2008; and Nitsiou 2006) and longitudinal action research in Canada (Pelletier and Corter 2005)

Some examples from the wealth of qualitative research designs include action research in the USA (Hyun *et al* 2001) and collaborative action research in the UK (Campbell 2001), case studies to evaluate the Pilot Scheme for Two Year Old Children in England (Kazimirski *et al* 2008), ethnographic interviews (Gordon 2008), critical discourse analysis (Pacini-Ketchabaw and Armstrong de Almeida 2006; Ang 2007) observations combined with interviews (Anning *et al* 2007) and interpretive methods (Wikely *et al* 2006). There are also several experimental studies with control or alternative treatment groups such as Bagby *et al* (2005), Konstantopoulos (2008), Miller (2003), Schroeder (2007) and Shamir and Tzuriel (2004).

Research designs using mainly quantitative methods such as surveys and secondary analysis of data (including multi-level modelling) are well represented. Some examples include Bodovski and Farkas (2007), Brandon (2008), Burkam *et al* (2007), Cannon and Karoly (2007), Duckworth (2007), Edwards (2005), Mulligan *et al* (2005), Sammons *et al* (2003), Waldfogel and Zhai (2008).

It was not possible for this scope to identify the type of early years settings systematically in the time available. However, two points can be made from this review. First, much research appears to be school-based (the age parameters for this search were from birth to seven, thus including the first years of primary school). Second, several studies appear to include a range of different types of ECE setting, with some studies explicitly attempting to compare different types of early years provision (for example, Schechter and Bye 2007; Schroeder 2007).

Themes identified in the literature

A number of themes emerge clearly from the literature and these can be grouped loosely around cross-cutting issues of equality and diversity on the one hand and (to a lesser extent) child poverty on the other. However, we should point out that a dichotomous approach cannot be taken in this area and that much work relates both to questions of (structural) inequalities suffered by some groups and to the socio-cultural diversity reflected within those groups.

The scoping study set out to address two main research questions. These were:

1. What evidence is there of poorer experiences and outcomes for children from different backgrounds in terms of: ethnicity, culture, language, religion, social class, poverty/deprivation and other relevant factors? (Other relevant factors could include family structure and family mobility but not disability, as this is the focus of a separate theme.)

2. Is there evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum?

Much of the material identified was broadly relevant to these research questions and there was a fairly even distribution of research and other literature between the two questions. However, one challenge that became apparent was that what might be termed the 'deficit perspective' implicit in the first research question did not fit comfortably with the theoretical stance of the existing literature, which emphasised the need to respect and celebrate diversity and to recognise the existence of multiple identities without defining as a problem groups with particular background characteristics. The scope also revealed a need for greater clarity of definition when referring to 'experiences' and 'outcomes'. This is a theme that is, in fact, extensively explored in the literature and much qualitative research highlights the importance of probing and challenging assumptions about different user perspectives of early childhood education (see, for example, Brooker 2006). Workforce identity, assumptions and biases are also recurring themes (for example, Stipek 2004 on different classroom practices for different socio-economic and ethnic groups; or Conteh 2007, on the role and status of bilingual teachers).

The first research question refers to children from different backgrounds in terms of ethnicity, culture, language, religion, social class and poverty/deprivation. Ethnicity, culture, language and poverty/deprivation are frequently referenced in the literature, while virtually no reference is made to religion or to social class.

Ethnicity is an area that is particularly well covered by UK-based research, and this literature is often centred on race equality. Examples are Lane (2004, 2006), Maxwell (2005), Page *et al* (2007), Ouseley (2006) and Thorp (2006). There has been much work done on families from different cultural backgrounds and some very interesting research comes from Australia and New Zealand (for example, Colbung *et al* 2007 and Macfarlane *et al* 2007). Language has been the focus of a considerable body of work across all national contexts, for example Conteh (2007), Stuart (2004) and Walters (2007) in the UK; Pacini-Ketchabaw and Armstrong de Almeida (2006) in Canada; Nitsiou (2006) in the USA; Ritchie (2003) in New Zealand; and McIntosh *et al* (2007) in Australia.

In the USA, there is a considerable body of work on poverty and disadvantage, for example Lee and Burkam (2002), McCartney *et al* (2008), Richards and Dominguez-Arms (2002) and Stipek (2004). This is also the case in the UK, with work such as Urwin (2003), Evangelou and Sylva (2003), Siraj-Blatchford (2004) and Wikely *et al* (2006).

The scope found slightly more literature relevant to the second research question. The focus in this body of research is on successful strategies. Much of this work relates to classroom-based interventions, for example, Bodovski and Farkas (2007), Lindford (2003), Siraj-Blatchford *et al* (2002), Smyth (2006), Sylva *et al* (2007) and Walters (2007). Other work relating to this research question has a more systems-level and policy-oriented focus, such as Bagley *et al.* (2004), Banshek (2005), Deegan (2002), Glennie *et al* (2005), Sylva *et al* (2004). A third

area that emerges from this scope is work focused on successful strategies for family involvement, often including a community dimension. Examples include Bonshek (2002), Freiberg *et al* (2005), Gordon (2008) and Kossak (2008). It is also worth noting that many of the opinion pieces and more theoretical work identified relate to the second research question.

A large body of literature acknowledges and explores the breadth and diversity of different identities. We observed several overarching themes within this group:

- Workforce development and underlying assumptions and values, as well as identity and status, for example Early Childhood Matters (2007), Lane (2004), Ling Yan (2007), McAuliffe *et al* (2005), MacNaughton and Hughes (2007), Pappamihel (2004) and Ritchie (2003).
- Access to early childhood education and care for different population groups (the ways and extent to which these groups engage with early learning provision, including cultural values and aspirations, and the transition from home into early learning environments), for example Lundgren and Morrison (2003), Rosenthal (2003), Sims and Hutchins (2001), Sanagavarapu and Perry (2005), Takanishi (2004), Tyler (2005) and Waanders *et al* (2007).
- Experiences of early learning (this includes the nature and quality of early learning experiences for different groups), for example DeCicca (2007), Levitt and Fryer (2004), National Audit Office (2004), Sammons *et al* (2003, 2008) and Schroeder (2007).
- Language and literacy, including bilingual identity, for example Smyth (2006), Macrory (2006), and Mahon and Crutchley (2006).

Another broad theme investigates factors relating to disadvantage and deprivation from a socio-economic perspective. Strands identified within this group include:

- Childhood risk factors associated with poverty, their relationship with educational development and the impact of early childhood education and care on children with low socio-economic status (including school readiness), for example Bagby *et al* (2005), Blow *et al* (2005), Lindford (2003), McCartney *et al* (2008), McIntosh *et al* (2007), Schechter and Bye (2007), and Siraj-Blatchford (2004).
- The quality and type of early years provision and any association with socio-economic status, including issues of affordability, access and family involvement in early years' services, for example Matthews and Ewen (2006), Smith *et al* (2005), Sylva *et al* (2004), Urwin (2003) and Waanders *et al* (2007).

Gaps in the evidence

As discussed above, the evidence base is extensive on inclusive practice in early years settings for children from the most excluded families. There are a number of areas, however, that are less well covered within the parameters of the scope.

- There is little work on excluded groups in relation to their religious identity.
- There appears to be little UK-based research addressing the experiences and outcomes for newly arrived children (i.e. children arriving in the UK from another country).
- There are relatively few reviews of the literature in this area, especially relating to the second research question (successful support strategies).
- The searches did not identify any research comparing quality provision across countries in relation to children's outcomes. Such research (especially that including European countries) would provide insights into how different policy frameworks and/or ECE practices enhance quality and positive outcomes for children. There is, however, some ongoing research in this area (the Children Crossing Borders project).

Design of the main review

This section makes recommendations for a further literature review based on the outcomes of the initial scoping study.

As discussed above, two main themes emerged from the initial study:

- acknowledging the **breadth and diversity of contemporary ECE populations**, and exploring questions of social and cultural identity.
- investigating the **key factors relating to disadvantage and deprivation** from socio-economic perspectives.

Although some topics are covered more thoroughly (such as bilingual identity, the ways in which diverse groups access provision, the impacts of interventions and evaluations of policy and curriculum models), there is still a need for further review to highlight 'blank spots and blind spots' (Wagner 1993) in early years provision and inclusion in relation to the UK.

Types of evidence available

Recent years have seen a substantial expansion in the UK evidence base shaped by a series of large-scale longitudinal studies and programme evaluations (as outlined above). These studies, complemented by smaller, qualitative case-studies both in and beyond the UK, have created extensive data sets with which to explore issues related to inclusion in the early years. Of interest to the UK urban context are several studies that focused on the emerging impacts of cultural diasporas and hybridity. Examples can be found in Barnabas (2006), Devine and Kelly (2006), Diaz (2005) and Houston (2008). In addition, a substantial body of literature critically discussed 'the deficit perspective' in relation to inclusion and outcomes, for example Vandebroek, writing in *Every Childhood Matters* (June 2007) argues for 'de-culturalising social inclusion and re-culturalising outcomes', an argument reflected in work from Australia and New Zealand: see for example Biddle (2007) and Colbung *et al* (2007).

Type of review to be adopted

The scoping review has mapped two large, relevant bodies of knowledge. However, there are clearly areas in which the evidence base is less extensive, as highlighted above. In addition the geographical parameters excluded work which would add to the depth of the review: a case in point is work from the Netherlands, such as Driessen (2004), Nap and Van-Steensel (2005), Naude *et al* (2003). A systematic literature review, framed by questions designed to interrogate these deeper fields of focus, would be the appropriate next step to build on this initial reflection on narrowing the gap in outcomes through inclusive practice in early year's settings.

Refinement of review questions

Two research questions framed the original scoping review (see page 1). We recommend the following amendments to bring greater focus to the review:

1. What is the evidence of different outcomes for children from diverse backgrounds and with different characteristics (for example, in terms of their cultural background, ethnicity, language, poverty/deprivation and other relevant factors)?
2. In what ways do early years learning environments impact on children's sense of identity and understanding of diversity?
3. What is the evidence to support specific approaches that help children from all backgrounds and with diverse characteristics to access the curriculum and make good progress in the early years?

Conceptualisations of cultural difference in relation to inclusion and a broad definition of access/good progress and outcomes would underpin all three research questions. It is crucial to acknowledge explicitly that some key concepts, such as 'diversity' and 'outcomes' may be understood and used to mean different things according to national, cultural, and even individual perspectives. Work in drawing out different assumptions and understandings will be a key part of the main review, in order to facilitate future practice and policy in this area.

The additional research question has been included because the scoping work has shown that much literature explores issues of identity and the role played by the learning environment (including the workforce). Deeper analysis of this area should therefore help to further understanding of good practice and policy in this area. Information from analysis of national datasets could be used to inform answers to Question 1 above (see Data Annexe on page 19).

Overview of key findings

In this section, we present items drawn from our scoping review which are of particular relevance to the research questions and to further work in this area. These were prioritised on the basis of research findings with a UK focus that provided robust evidence closely fitting the research questions. Six items were judged by the scoping team to meet these criteria. Five of these items describe research carried out in England while the sixth item is a literature review synthesising research from over 100 international studies.

Findings relating to research question 1: What evidence is there of poorer experiences and outcomes for children from different backgrounds in terms of: ethnicity, culture, language, religion, social class, poverty/deprivation and other relevant factors?

A recent review of the literature commissioned by the New Zealand government (Mitchell *et al* 2008) contained three main questions which are very closely connected to the research questions posed in this scoping study:

1. What (short-term and long-term) developmental, educational, social, and economic outcomes are associated with participation in ECE for learners and their families?
2. Are different outcomes associated with different population groups and under different circumstances/ contexts?
3. How do different outcomes interact/relate with one another?

Mitchell *et al* (2008) conclude that it is rare to find evidence of adverse outcomes from ECE and that **positive ECE outcomes are not confined to particular population groups**. The few studies that have considered socioeconomic mix have found that it is preferable not to segregate low-income children – there is **benefit in providing a mixed socioeconomic environment**. There is some indication that cognitive gains from good quality ECE may, in fact, be greater for children from low-income homes than for children from higher-income home and that children for whom English is an additional language may make faster progress on early mathematics and literacy measures during ECE attendance (because they can ‘catch up’ with their peers).

Early work in the EPPE project (Melhuish *et al* 2001) found that **children with English as an additional language scored lower on cooperation/conformity and cognitive development** and that the effects on cognitive development of belonging to a particular ethnic group are primarily mediated by language.

The Sure Start programme evaluation (Craig *et al* 2007) looked at the extent to which ethnicity was appropriately incorporated into the work of Sure Start Local Programmes (SSLPs). It found that **good practice was the exception** rather than the rule and that a strategic and effective approach to working with black and minority ethnic communities was lacking. The authors recommend that a ‘colour-blind’ approach should be avoided so that local minority communities do

not face additional barriers to accessing SSLP services or experience those services as inappropriate. The report concludes that the Sure Start programme represents a missed opportunity for the enhancement of the lives of marginalised minority communities, particularly those of traveller/gypsy/Roma origin, migrant workers or the Bangladeshi community.

Findings relating to research question 2: Is there evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum?

The literature review by Mitchell *et al* (2008) identified the following **factors promoting positive outcomes** for children: the quality of staff-child interaction; the learning resources available; programmes that engage children; and a supportive environment for children to work together. In higher-quality settings, adults offer learning environments where there is opportunity for dialogue and use of complex language; children may choose activity levels that are suitable and engaging, they are encouraged to solve problems, and adult-child interactions involve sustained shared thinking and open-ended questions to extend thinking.

The Oxfordshire pre-school parental education programme (PEEP) evaluation (Evangelou and Sylva 2003) found that disadvantaged children participating in this programme made significantly more progress than a matched comparison group over the course of two years (from age three to five). The measures used were: verbal comprehension, vocabulary, concepts about print, numeracy and cognitive and physical competence. These research findings provide evidence that **high-quality ECE is able to support children with low economic status** within a positive and successful learning environment

The Study of Pedagogical Effectiveness in Early Learning (SPEEL) project evaluation (Adams *et al* 2002) developed a Framework of Effective Pedagogy. There was **evidence of some disconnection between intentions and observed behaviour** in relation to valuing diversity. Researchers found that although practitioners spoke with conviction about children's entitlement to learning and development experiences matched to their needs – and that this also appeared in settings' documentation – these sentiments were not necessarily evident in practice.

Findings from EPPE 3–11 research (Sammons *et al* 2008) show that the quality and effectiveness of the pre-school environment make a significant difference to longer term developmental outcomes. **Different aspects of quality** were found to be associated with different aspects of behaviour. Increased self-regulation is associated with academic aspects of quality pre-school, while increased pro-social behaviour and decreased hyperactivity are associated with caring and emotional relationship aspects of pre-school quality.

Summaries of selected studies

Research question 2

Adams, S., Moyles, J. and Musgrove, A. (2002) *SPEEL study of pedagogical effectiveness in early learning* (DfES research report 363), London: DfES (available at www.dfes.gov.uk/research/data/uploadfiles/RR363.pdf, accessed 12 July, 2008).

The Study of Pedagogical Effectiveness in Early Learning (SPEEL) Project was an ethnographic study which ran from November 2000 until October 2001. The main output of this research was the Framework for Effective Pedagogy, containing statements of competence identified as contributing to effective pedagogy in the early years. These are organised into three 'Areas of Focus': 'Practice', 'Principles' and 'Professional Dimensions'. It recommends a flexible approach to establishing and maintaining effective relationships through anticipating, observing, interpreting and evaluating the actions and behaviours of children and other adults. A 'Key Term Descriptor for Effectiveness' in relation to early years pedagogy was developed as a result of this work.²

The methods included a review of national and international literature to identify characteristics of effective pedagogy in the early years with a view to developing a working framework, achieved through the contributions of an Expert Advisory Group and identified effective practitioners. The framework was then developed and extended through 27 case studies, observations and further scrutiny by the Expert Advisory Group.

Research question 1

Craig, G. with Adamson, S., Ali, N., Ali, S., Atkins, L. and Dadze-Arthur, A. (2007) *Sure Start and black and minority ethnic populations* (Research Report NESS/2007/FR/020), London: DCSF (available at www.surestart.gov.uk/doc/P0002437.pdf, accessed 15 July 2008).

This themed study builds on the work of the National Evaluation of Sure Start to review the particular practice and policy issues for black and minority ethnic (BME) populations. The main findings of the study are that most attempts at involving BME communities tended to be somewhat *ad hoc*, not sustained and not structurally integrated into the work of the Sure Start Local Programme (SSLP). However in a few programmes visited, there was an effective structural response. The characteristics of an effective programme were analysed and found to include:

² This descriptor is as follows: 'Effectiveness relates to identifiable features of pedagogy which indicate quality teaching and learning and can be identified by knowledgeable observers. Effective early years practitioners are those who both possess and apply to their practices specific values, qualities, knowledge and thinking which ensure they have a positive effect on children's learning and development. Effective pedagogy not only produces outcome results in relation to input, but also represents a common core of values and objectives to which all those involved can subscribe (and aspire). Effectiveness is therefore capable of being observed against a well-defined and inclusive framework and can be measured against agreed criteria and competences.'

- gathering effective monitoring data and analysing this data appropriately
- promoting effective community-based consultation and making contact with specific minority communities
- developing mainstream services in ways which were accessible equally to all minority communities
- sensitising other local programmes to work with minority communities
- employing staff from minority communities
- providing a comprehensive translation and interpretation service.

The methods included a literature review and review of national policy and NESS outputs. Twelve case studies were undertaken, of which eight were detailed case studies of SSLPs. All of the SSLPs had been in operation for at least three years. Five of the nine researchers were from minority ethnic communities themselves and were able to communicate in a range of languages.

Research question 2

Evangelou, M. and Sylva, K. (2003) *The effects of the Peers Early Education Partnership (PEEP) on childrens developmental progress* (DfES research report 489), London: DfES (available at www.dfes.gov.uk/research/data/uploadfiles/RR489.pdf, accessed 16 July 2008).

The Peers Early Education Partnership (PEEP) aims to increase the educational achievement of disadvantaged children from infancy to age five. The study evaluated the effects of the PEEP project following children's entry at age three and found that significantly greater gains were made by these children in a number of development areas associated with language and literacy, numeracy and self-esteem after one and two years in the programme. This is an example of a successful curriculum-based strategy for children and families of low socio-economic background and living in areas of disadvantage.

The method consisted of a quasi-experimental design to assess the outcomes of the PEEP intervention on children's cognitive, language and social-emotional development. Standardised tests and educational tasks were administered to children at entry to the intervention at age three and after one and two years (at age four and five). The sample consisted of 156 children and their families, with a comparison group of 86 children and families.

Research question 2

Grabbe, Y., Sylva, K., Hunt, S. and Barreau, S. (2007) 'Effective pre-school and primary education 3–11 Project (EPPE 3–11)', paper given at the British Educational Research Association Annual Conference, Institute of Education, University of London, London, 5–8 September (available at www.leeds.ac.uk/educol/documents/167103.htm, accessed 15 July, 2008).

This report presents data about children's social/behavioural development, and relationships with a range of child, family and home learning environment (HLE) characteristics and the characteristics of the pre-schools and schools attended.

Four dimensions of social/behavioural development are reported: 'Hyperactivity', 'Self-regulation', 'Pro-social' behaviour and 'Anti-social' behaviour. Child, family and early HLE factors remain important influences on children's social/behavioural development at age 10, especially for 'Hyperactivity' and 'Self-regulation'. The factors with strongest effects across the set of four social/behavioural outcomes are gender, health and behavioural problems reported by parents at entry to the study, need for English as an additional language (EAL) support and Early Years HLE. Simply attending pre-school makes a difference to children's 'pro-social' behaviour at the end of Year 5. In addition, those who started pre-school before the age of three show more pro-social behaviour at age 10. However, for other dimensions of social behaviour, the effect of simply attending a pre-school has washed out. The results however, show that the quality and effectiveness of the pre-school environment still made a significant difference to longer-term developmental outcomes.

Methods in this tier of EPPE 3–11 (Tier 2) were the collection of information on academic and social/behavioural development for every child in the sample in spring term of Year 5, from 2003 to 2006. The sample of 2,520 pupils originated from 141 pre-school centres covering six types of provision (nursery classes, nursery schools, integrated settings, playgroups, private day nurseries and local authority day nurseries) and included a group of 'home' pupils who had not attended pre-school.

Research question 1

Melhuish, E., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2001) *Technical paper 7: The Effective Provision of Pre-School Education (EPPE) Project: Social/behavioural and cognitive development at 3–4 years in relation to family background*, London: DfEE/Institute of Education, University of London.

Parents were interviewed concerning child and family characteristics and children were assessed on social/behavioural and cognitive development. Some findings from the analysis of this data are that if English was not the child's first language, this was associated with lower cooperation/conformity and lower cognitive development scores. The effects on cognitive development of belonging to a particular ethnic group are primarily mediated by language; language or communication difficulties may mediate ethnic effects on the social/behavioural measures in that these depend upon ratings of children made by pre-school staff. Socio-economic status showed effects upon both cooperation/conformity and confidence. For these social/behavioural variables the children of professional parents were rated more highly than other children.

The EPPE study methods included standardised child assessments taken over time, child social/behavioural profiles completed by pre-school and primary staff, parental interviews, interviews with pre-school centre staff, quality rating scales and case study observations and interviews. The study involved 3,000 children who were recruited at age 3+ and studied longitudinally until the end of Key Stage 1.

Research questions 1 and 2

Mitchell, L., Wylie, C. and Carr, M. (2008) *Outcomes of early childhood education: literature review*, Wellington: Ministry of Education (available at [www.educationcounts.govt.nz/ data/assets/pdf_file/0003/24456/885_Outcomes.pdf](http://www.educationcounts.govt.nz/data/assets/pdf_file/0003/24456/885_Outcomes.pdf), accessed 17 July).

This literature review was commissioned to provide policy-makers with a synthesis of research analysing the impact of early childhood education (ECE) for children and families. The main findings are that ECE participation is positively associated with cognitive and learning disposition outcomes for children, especially at the start of school. Findings on behaviour and health outcomes for children are more mixed and the positive contribution of high-quality ECE plays an especially important role. These outcomes occur for all children across the socioeconomic range, although the progress achieved by disadvantaged children and children with English as an additional language in cognitive outcomes is greater than for other children if ECE is of good quality. The review methods consisted of a comprehensive search of material published in education, psychology, public policy, early childhood education, economics, family and labour market databases. The search was undertaken between May and August 2006. The review consists of 117 studies, reported mainly after 1995. Summaries were used to synthesise what the research says about outcomes for children, parent outcomes and maternal employment.

Data annexe

Introduction

The main focus of this research priority is in relation to outcomes for children from the most excluded families (those disadvantaged by poverty, poor health or disability or language barriers, for instance). The emphasis is on the impact of inclusive practice (such as providing opportunities for child care) on narrowing the gap in outcomes for health, safety, attainment, participation and economic well-being. As with the other theme priorities, a key challenge is in identifying data that makes the link between practice and outcomes.

Studies such as the Millennium Cohort Study (MCS), for example, have identified poverty, low income and ethnic minority grouping as specific risk factors for poor health outcomes for mothers and babies, 'as reflected in infant deaths and maternal mortality, lower birth-weight and infant and maternal morbidity'. Differences in development between children from different ethnic groups have been noted, with the apparent increased likelihood in delays of fine motor and communicative gesture among Pakistani and Bangladeshi infants, for example, disappearing when socioeconomic factors are taken into account (Kelly *et al* 2006). This suggests that some of the gaps in child development noted between different ethnic groups may be amenable to policy intervention or changes at a local level.³

Assessing whether particular practice, such as enhanced access to health care provision through inclusive practice, has led to a reduction in health or other gaps between these groups and their peers is more complex, however. A number of different MCS studies explore differences in health outcomes, for example, with Hawkins *et al* (2007)⁴ suggesting that some identified regional gaps in health outcomes are independent of individual risk factors and reflect local and regional environmental inequalities. The research does not yet show whether these equalities have been addressed successfully.

Outside longitudinal research studies, current data at regional and local level is rarely analysed in a way that takes account of a combination of different child, family and home characteristics (multivariate analysis) and so measuring trends in the reduction of gaps at national, regional and local level is not easy. This annex provides an outline of information currently available on gaps in outcomes for young children in the early years (age 0 to 5), set against the national indicators and also against the Every Child Matters outcomes. It provides:

- a brief commentary on the availability of data and any gaps that have been identified

³ Kelly, Y., Sacker, A., Schoon, I. and Nazroo, J. (2006) 'Ethnic differences in achievement of developmental milestones by 9 months of age: the Millennium Cohort Study', *Developmental medicine & child neurology*, vol 48, pp 825–830.

⁴ Hawkins, S.S., Griffiths, L.J., Griffiths, L.J. and Law, C. (2007) 'Regional differences in overweight: an effect of people or place?' *Archives of Disease in Childhood*, vol 93, pp 407–413.

- an overview of the nature and scope of the data that was found
- some examples of the type of charts and diagrams that could be produced, showing trend data and/or comparisons between national and regional data.

A summary table of the data sources of readily accessible, published and comparable data for early years at national, regional and/or local authority level is provided in Appendix 4. This is set against the relevant national indicators for each priority and is divided according to the five Every Child Matters outcomes.

Search strategy

There are a number of archival databases in the UK, such as the National Digital Archive of Datasets (NDAD) and the UK data archive, some of which have services that facilitate searching or access to macro- and micro-datasets (including ESDS International). Even so, searching for current and recently published data cannot yet be conducted in the same way as searching for published research findings. Access to newly published data is not supported by comprehensive searchable databases in the same way that literature searches are supported. Data for this data annex was obtained by a combination of methods including online access to known Government publications (such as the Statistical First Releases from the Department for Children, Families and Schools (DCSF) and the Department for Innovation, Universities and Skills (DIUS); access to data published by the Office of National Statistics, the Home Office and other government departments; data published by the National Health Service and other national, regional and local bodies; and online searches following leads emerging from these publications, research funding council summaries and other literature searches. It should be noted that links to statistical sources that were live at the time of searching may not remain live at the time of publication.

Availability of data

Data on change over time in outcomes for the most excluded families is available for Sure Start areas (compared to other areas in England) and on some key developmental health issues (birth weight, mortality, infant feeding, immunisations and hospitalisation, for example); on child-care provision (and take-up of that provision); and on health screening.⁵ While reported improvements in many of these areas were thought to have been associated with Sure Start activities, the research team responsible for the study (Barnes *et al* 2007) stated that ‘few of these changes can be linked in a straightforward way’.⁶

⁵ The research team for the Sure Start project noted that accurate trend comparisons have been complicated and, in some cases, not been possible, because Child Health data was not complete for all Sure Start areas for all years. www.ness.bbk.ac.uk/documents/activities/lca/170.pdf

⁶ Barnes, J., Cheng, H., Howden, B., Frost, M., Harper, G., Lattin-Rawstrone, R., Sack, C. (2007) *Changes in the characteristics of SSLP areas between 2000/01 and 2004/05* (available at www.ness.bbk.ac.uk/documents/activities/lca/150.pdf, accessed 11 August 2008).

Most of the other published national and regional time-trend data, however, tends to show the gaps in outcomes (narrowing or not) and does not provide any suggestions as to why any identified changes may have taken place.

Nonetheless, such data at least gives some indication of the direction of progress. Data on infant mortality, for example, is available for 1994–6 to 2002–4, broken down by different socio-economic groups. Published data on obesity for four- to five-year-olds shows differences in outcomes with reference to the Index of Multiple Deprivation (IMD), although differences between ethnic groups (for which data is collected) do not appear to be published at appropriate levels of interest (national, regional, local).⁷ Other national and regional health data is published that can be used as a base against which local areas can compare their own health profile data.⁸ The collection of whole population data on the attainment of children in early years (Foundation Stage) is relatively recent, but provides information on the performance of children in relation to area measures of economic circumstances⁹ and in relation to narrowing the gap between the lowest-attaining pupils and the mean score for the median pupil in an authority.

The data that is currently available, therefore, provides some insights into the ways in which inclusive practice in early years services may have begun to improve outcomes for children from the most excluded families. Making the link between practice and outcomes is not straightforward, however, partly because of the lack of continuity in comprehensive data at all levels.

Nature and scope of the data

The data sources that have been identified for this priority, as for each of the other priorities, include publicly accessible data for the whole of England, information gleaned from other national longitudinal datasets and data from other periodic or *ad hoc* surveys. Some of these datasets (such as data from DCSF Statistical First Releases on Foundation Stage profiles) provide information on the extent to which gaps in outcomes may (or may not) have narrowed for children in what might be deemed the most excluded families. Only NESS (the National Evaluation of Sure Start) and EPPE provides insights into the possible relationship that there may be between any narrowing of the gap and any changes in provision in early years settings. Although EPPE provides useful information on effective early years practice, the research published to date does not focus particularly on inclusive practice in relation to the most excluded families.

The data which was identified for this review is based on information drawn primarily from:

- DCSF Statistical First Releases

⁷ Secondary analysis of the collected data on ethnicity could be conducted if the dataset is accessible to the data research team.

⁸ See www.communityhealthprofiles.info for individual LA health profiles.

⁹ The gap in achievement of six or more points in Personal, Social and Emotional development and Communication, Language and Literacy in 2007 between children in the most disadvantaged areas in England and those from other areas was 17 percentage points

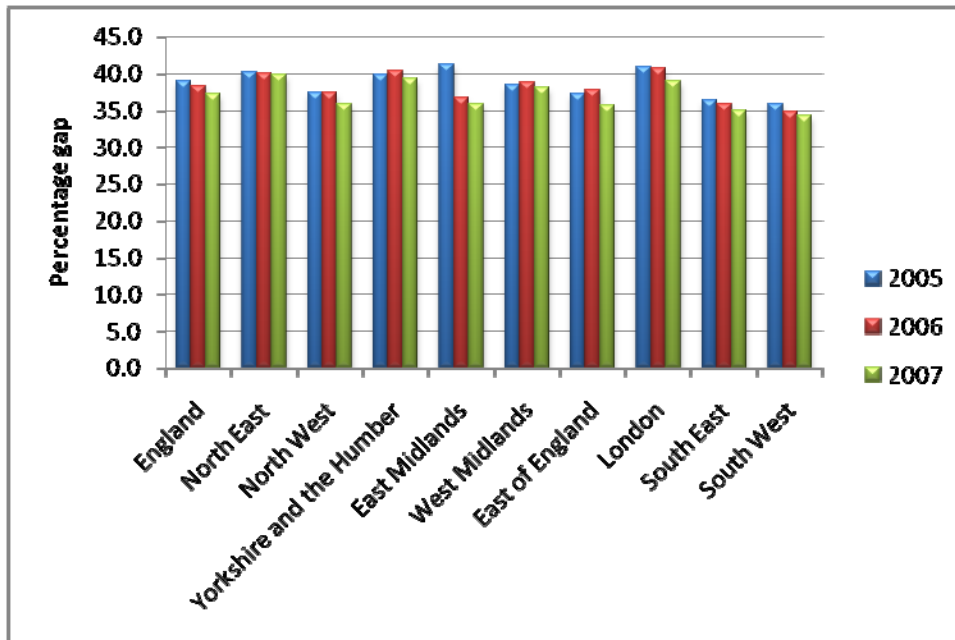
- data from the Department of Health and the National Health Service (including information from the Health Survey of England and the Health Statistics Quarterly and the Childcare and Early Years Providers' Survey)
- data from the Home Office
- information obtained from research published in relation to NESS (National Evaluation of Sure Start).

Other relevant surveys, such as EPPE (Effective Pre-School and Primary Education), the MCS (Millennium Cohort Study), ALSPAC (the Avon Longitudinal Study of Parents and Children) and FACS (the Families and Children Study) were identified as potential sources of relevant data. To date, we have not been able to identify any specific published data from these surveys that looks specifically at the impact of inclusive practice in early years settings for children from the most excluded families, but will continue to explore published data from these studies.

Examples of charts showing trends and regional data

For the purpose of this scoping study we have included a few example charts that show data in terms of trends in narrowing gaps and/or regional comparisons related to measures of deprivation. Figure 1 shows the percentage gap in attainment between the mean score of the lowest 20 per cent of achieving children in a local authority and the score of the median child in the same authority, expressed as a percentage of the same median score. For England as a whole, there has been a steady narrowing of the gap (by 1.7 percentage points from 38.9 per cent to 38.2 per cent). The largest reduction was in the East Midlands, where the gap narrowed by 5.4 percentage points from 41.2 per cent (which was 2.3 percentage points higher than the value for England) to 35.8 per cent (2.4 percentage points lower than the value for England). The gap had narrowed by the least (0.3 percentage points) in the North East (where it is now greater than the mean for England as a whole) and the West Midlands (where it remains lower than the mean for England as a whole). The gap was (and is) lowest in the South West. It is important to note that the median scores vary between authorities; the table shows the extent to which gaps have narrowed *within* regions, not the overall level of Foundation Stage performance between regions.

Figure 1 : Percentage gap in attainment between the lowest achieving 20 per cent of children in the Early Years Foundation Stage Profile and all other children: 2005-2007

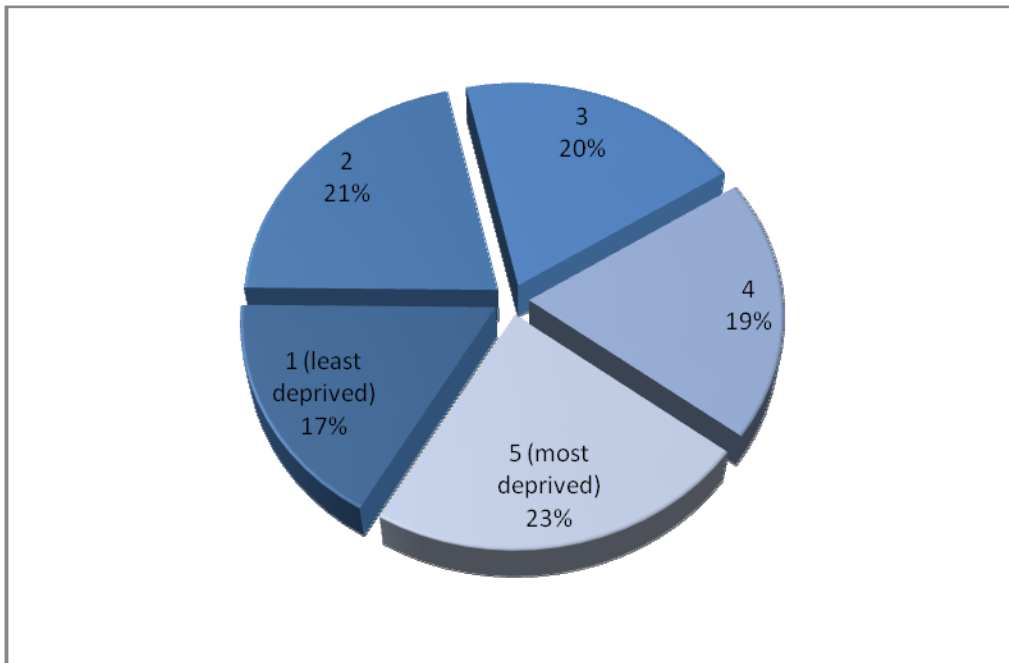


Source: DCSF Foundation Stage Profile : aggregate and full child collection

Figure 2 shows the prevalence of obesity in children (aged two to 10) related to local levels of poverty, as measured by the Index of Multiple Deprivation (IMD). The data is amalgamated for three years and demonstrates an apparent link between levels of deprivation and obesity. The data is not currently published for early years alone.

Source: Statistics on Obesity, Physical Activity and Diet: England, 2006. Table 3.3

Figure 2 : Prevalence of obesity among children aged 2 to 10, by Index of Multiple Deprivation (IMD) 2002-2004



Source: *Statistics on Obesity, Physical Activity and Diet: England, 2006. Table 3.3*

Next steps

At present we are compiling a detailed spreadsheet identifying the scope, scale, range, periodicity and accessibility of all major English datasets (longitudinal, periodic and *ad hoc*). Over the next few months, and in addition to identifying and summarising relevant published data for this and other themes and priorities, we aim to access and analyse these other datasets, where possible, to fill in the gaps that we find. This may enable us to provide comparative longitudinal regional and local data against the identified national indicators in cases where the data has been collected but has not yet been analysed at the level that would be necessary for this priority.

Appendix 1: Search parameters

This appendix contains the parameters for the scoping study, set by the Theme Advisory Group.

Brief description of priority

Rationale: early years settings across the maintained and public, voluntary and independent sectors, in both urban and rural locations, are now working with children and families from a wide range of backgrounds, including differences in culture, class, lifestyle, language, religion and nationality. This raises a range of issues for practitioners such as the development of knowledge and understanding about the children they will be working with, the ability to deal positively with difference and how to make settings more accessible for families both physically and emotionally. Successes with inclusion initiatives will ultimately contribute to narrowing the gap for children from these often excluded families as practice is related more closely to their needs and as families are initially welcomed and then retained within the settings. It can also contribute to the community cohesion agenda, as young children develop positive views of difference and practitioners are enabled to work with parents on such issues. Work on improved systems of data collection will be particularly central to this work as will be the availability of resources and training for local authorities to support practitioners in creating settings in which all young children feel they belong. Strands of current policy and practice development which relate to this priority include the development of support for children with English as an additional language, support for outreach skills and the quality improvement programme.

Definition: 'early years settings'

In this case, early years settings are defined as all of the forms of group provision available for the care and education of children aged 0 to seven years outside of their own homes.

Definition: 'inclusion'

Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.

Main (research) questions to be answered and issues to be covered

1. What evidence is there of poorer experiences and outcomes for children from different backgrounds in terms of: ethnicity, culture, language, religion, social class, poverty/deprivation and other relevant factors? (Other relevant factors could include family structure and family mobility but not disability, as this is the focus of a separate theme.)
2. Is there evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum?

Are there any cross-cutting issues to be included?

Child poverty
Equality and diversity

What is the likely geographical scope of the searches?

- | | | | |
|-------------------------------------|---------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | England | <input checked="" type="checkbox"/> | Wales |
| <input checked="" type="checkbox"/> | Scotland | <input checked="" type="checkbox"/> | N Ireland |
| <input checked="" type="checkbox"/> | Republic of Ireland | <input checked="" type="checkbox"/> | Australia/New Zealand |
| <input checked="" type="checkbox"/> | USA/Canada | <input type="checkbox"/> | Other countries (<i>please specify</i>) |

Any comments: Main focus to be on studies carried out/including UK, especially England.

Age range

Birth to seven years.

Literature search dates

Start year: 2000.

What type of literature do you wish us to include?

- Published research studies (books and journal articles)**
- Conference reports; committee papers; unpublished reports**
(‘grey literature’)
- Policy documents**
- Practice descriptions and guides**
- Other types of literature -**
please name Information on current research

Which key words should be used for searching the literature?

Early childhood set: Early childhood education; Early years; Under fives; Young children; Preschool education; Preschool children; Preschool playgroups; Nurseries; Nursery schools; Nursery school curriculum; Nursery school education; Nursery classes; Kindergarten; Kindergarten children; Young children; Childcare; Playgroups; Day nurseries; Childrens Centres; Foundation stage; Primary schools; Primary education.

Inclusive practice (narrowing the gap); Race; Ethnic groups (note: individual groups not searched); Social-integration; Multicultural education; Cultural

background; Cultural differences; Ethnicity; Racial differences; English-second-language; Bilingualism; Multilingualism; Limited-English-speaking; Religious-cultural groups; Religious differences; Religion (note: individual religions not searched).

Outcomes of education: Educational attainment; Narrowing the gap (ft); What works (ft); Economically disadvantaged; Free school meals (ft); Low income groups; Poverty; Child poverty (ft); Social isolation; Disadvantaged; Social deprivation (ft); Social exclusion (ft); Socioeconomic status; Educationally disadvantaged; Social differences; Social background; Social integration.

NOT Disabilities; Disability; Special educational needs; Special needs; Learning difficulties

Websites, databases and networks to be searched or included as key sources

(None suggested.)

Key texts/books suggested by the Theme Advisory Group

The Equalities Review (2007) *Fairness and freedom: the final report of the Equalities Review*, London: The Equalities Review (available at http://archive.cabinetoffice.gov.uk/equalitiesreview/upload/assets/www.theequalityesreview.org.uk/equality_review.pdf, accessed 15 July 2008).

Page, J., Whitting, G. and McLean, C. (2007) *Engaging effectively with black and minority ethnic parents in children's and parental services* (DCSF research report 013), London: DCSF (available at www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR013.pdf, accessed 15 July 2008).

Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., Barreau, S. and Grabbe, Y. (2008) *The influence of school and teaching quality on children's progress in primary school* (DCSF research report 028), London: DfES (available at www.dfes.gov.uk/research/data/uploadfiles/DCSF-RR028.pdf, accessed 15 July).

Seaman, P., Turner, K., Hill, M., Stafford, A. and Walker, M. (2006) *Parenting and children's resilience in disadvantaged communities*, London: National Children's Bureau.

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. and Bell, D. (2002) *Researching effective pedagogy in the early years* (DfES research report 356), London: DfES (available at www.dfes.gov.uk/research/data/uploadfiles/RR356.pdf, accessed 15 July 2008).

Siraj-Blatchford, I. (2004) 'Educational disadvantage in the early years: how do we overcome it? Some lessons from research', *European early childhood education research journal*, vol 12, no 2, pp 5–20.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004) *The Effective Provision of Pre-School Education (EPPE) Project: final report. A longitudinal study funded by the DfES 1997–2004*, London: DfES (available at www.dfes.gov.uk/research/data/uploadfiles/SSU_FR_2004_01.pdf, accessed 15 July 2008).

Tunstill, J., Meadows, P., Allnock, D., Akhurst, S. and Garbers, C. (2005) *Implementing Sure Start Local Programmes: an integrated overview of the first four years* (NESS summary SF010), London: DfES (available at www.surestart.gov.uk/doc/P0001865.pdf, accessed 17 September 2008).

Appendix 2: Scoping study process

The first stage in the scoping study process was for the Theme Lead to set the key review questions and search parameters and agree them with the National Foundation for Educational Research (NFER) scoping team (see Appendix 1 for the full set of parameters). The list of databases and sources to be searched was also agreed with the Theme Lead. Sets of keywords were selected from the British Education Index (BEI) and were supplemented with free text phrases. The sets comprised an early years set covering a range of concepts equating to the early years 'stage' and two sets of terms covering terms relating to diversity (such as race, religion, social class, culture and language). A set of terms relating to disability were built in order to exclude items relating to this from some searches. Individual ethnic groups and religions were not searched for.

The keywords were adhered to as far as possible for all bibliographic databases, with closest alternatives selected where necessary. Web-based databases were searched using a more limited number of terms, enabling a simultaneous search across the three priority areas within the early years theme. A list of websites considered relevant to the search was compiled by the NFER team and supplemented by key organisations identified in the National Children's Bureau (NCB) organisations database, the British Education Internet Resource Catalogue (BEIRC) and by others identified in the course of the bibliographic database searches. Current research was specifically searched for in the CERUK Plus (education and children's services research) database, in the Research Register for Social Care and on the websites of key organisations. Members of the Theme Advisory Group were invited to suggest relevant documents, networks and websites.

The next stage in the process was to carry out searching across the specified databases. The database and web searches were conducted by information specialists. Initial screening was done at this stage to ensure the results conformed to the search parameters. The records selected from the searches were then loaded into a Reference Manager database and the data 'cleaned'. This included removing duplicates, checking citations and sourcing missing abstracts. The data was then transferred to an Excel spreadsheet provided to the researchers on the scoping team.

The scoping team members used information from the abstract and/or the full document to assess the relevance of each piece of literature in addressing the key questions for the review. They also noted the characteristics of the text, such as the type of literature, country of origin and relevance to the research question. A 10 per cent sample was selected at random and checked for accuracy by another member of staff.

The numbers of items found by the initial search, and subsequently selected, can be found in the following table. The three columns represent:

- items found in the initial searches
- items selected for further consideration (i.e. those complying with the search parameters after the removal of duplicates)

Narrowing the gap in outcomes for children

- items considered relevant to the study by a researcher who had read the abstract and/or accessed the full document.

Table 1. Overview of searches

Source	Items found [†]	Items selected for consideration	Items identified as relevant to this study
Databases			
Applied Social Sciences Index and Abstracts (ASSIA)	203	1	0
Australian Education Index (AEI)	724	36	14
British Education Index (BEI)	679	94	74
ChildData	101	36	17
Education Resources Information Center (ERIC)	1670	32	30
Social Policy and Practice	303	65	32
Internet databases/portals			
British Education Internet Resource Catalogue (BEIRC)	118	5	0
CERUK Plus	183	2	1
Educational Evidence Portal (EEP)	250 (many repeated hits)	2	2
Making Research Count	n/a	1	0
Research in Practice	n/a	3	2
Research Register for Social Care	13	3	1
Social Care Online	378	10	1
Organisations	43 sites	16	7

†

Where 'n/a' is indicated, this is because these resources were browsed rather than searched.

Search strategy

The following section provides information on the keywords and search strategy for each database and web source searched as part of the scoping study. All searches were conducted by information specialists at NFER, with the exception of ChildData, which was searched by an information specialist at the National Children's Bureau. The keywords used in the searches, together with a brief description of each of the databases searched, are outlined below. Keywords were not exploded due to time limitations, although narrower terms were used wherever possible and have been listed in the search strategy. The following conventions have been used: (ft) denotes that free-text search terms were used. Further searching of health and psychological databases will be carried out for the main review. Author searches and reference harvesting (i.e. following up references cited in text) were not undertaken due to time limitations. These will also be carried out for the main review.

Applied Social Sciences Index and Abstracts (ASSIA)

(searched via CSA 18/07/08)

ASSIA is an index of articles from over 500 international English-language social science journals.

Early years set

- | | | | |
|----|---------------------------|-----|---|
| #1 | early childhood education | #9 | childcare |
| #2 | early years (ft) | #10 | childcare centres |
| #3 | under fives (ft) | #11 | day care |
| #4 | young children | #12 | primary schools |
| #5 | preschools | #13 | #1 or #2 or #3 or #4 or #5 or #6
or #7 or #8 or #9 or #10 or #11
or #12 |
| #6 | nursery schools | | |
| #7 | nursery classes | | |
| #8 | kindergartens | | |

Race, culture, language set

- | | | | |
|-----|------------------------------|-----|---|
| #14 | race | #23 | bilingualism |
| #15 | ethnic groups | #24 | multilingualism |
| #16 | ethnic differences | #25 | religious groups |
| #17 | social integration | #26 | religions |
| #18 | multicultural education | #27 | #14 or #15 or #16 or #17 or #18
or #19 or #20 or #21 or #22 or
#23 or #24 or #25 or #26 |
| #19 | cultural differences | #28 | #13 and #27 |
| #20 | ethnicity | | |
| #21 | racial differences | | |
| #22 | English as a second language | | |

Outcomes, social class set

- | | | | |
|-----|-------------------------|-----|--|
| #29 | academic achievement | #37 | social exclusion (ft) |
| #30 | narrowing the gap (ft) | #38 | socioeconomic status |
| #31 | what works | #39 | social background |
| #32 | free school meals (ft) | #40 | social integration |
| #33 | poverty | #41 | #29 or #30 or #31 or #32 or #33
or #34 or #35 or #36 or #37 or
#38 or #39 or #40 |
| #34 | child poverty | #42 | #13 and #41 |
| #35 | isolation | | |
| #36 | social deprivation (ft) | | |

Australian Education Index (AEI)

(searched via Dialog 09/07/08)

AEI is Australia's largest source of education information, covering reports, books, journal articles, online resources, conference papers and book chapters.

Early years set

- | | | | |
|----|---|----|---|
| #1 | under fives (ft) | | or preschool curriculum or
preschool units |
| #2 | early childhood education | | |
| #3 | young children | #5 | kindergarten or kindergarten
children |
| #4 | preschool centres or preschool
children or preschool education | #6 | nursery schools |

Narrowing the gap in outcomes for children

- #7 playgroups
- #8 childcare
- #9 day care services
- #10 childrens centres (ft)
#7 or #8 or #9 or #10

- #11 #1 or #2 or #3 or #4 or #5 or #6
or

Race, culture, language set

- #12 race
- #13 ethnic groups
- #14 social-integration
- #15 multicultural education
- #16 cultural background
- #17 cultural differences
- #18 ethnicity
- #19 racial differences
- #20 ethnic differences
- #21 English-second-language
- #22 bilingualism
- #23 multilingualism

- #24 limited-English-speaking
- #25 non-English speaking
background
- #26 religious-cultural groups
- #27 religious differences
- #28 religion
- #29 #12 or #13 or #14 or #15 or #16
or #17 or #18 or #19 or #20 or
#21 or #22 or #23 or #24 or #25
or #26 or #27 or #28
- #30 #11 and #29

Outcomes/social class set

- #31 outcomes of education
- #32 educational attainment
- #33 narrowing the gap (ft)
- #34 what works (ft)
- #35 economically disadvantaged or
educationally disadvantaged or
disadvantaged
- #36 low income groups
- #37 poverty
- #38 child poverty (ft)
- #39 social isolation

- #40 social deprivation (ft) or social
exclusion (ft)
- #41 socioeconomic status or
socioeconomic background
- #42 social differences
- #43 social background
- #44 social integration
- #45 #31 or #32 or #33 or #34 or #35
or #36 or #37 or #38 or #39 or
#40 or #41 or #42 or #43 or #44
- #46 #11 and #45

NB. A reasonably large number of the AEI hits were blank records with the message: information withdrawn by the provider.

British Education Index (BEI)

(searched via Dialog 08/07/08)

BEI provides information on research, policy and practice in education and training in the UK. Sources include over 300 journals, mostly published in the UK, plus other material including reports, series and conference papers.

Early years set

- #1 early childhood education
- #2 early years (ft)
- #3 under fives (ft)
- #4 young children
- #5 preschool education

- #6 preschool children
- #7 preschool playgroups
- #8 nurseries
- #9 nursery schools
- #10 nursery school curriculum

Narrowing the gap in outcomes for children

- | | | | |
|-----|---|-----|-----------------------|
| #11 | nursery school education | #17 | day nurseries |
| #12 | nursery classes | #18 | childrens centres |
| #13 | kindergarten | #19 | foundation stage (ft) |
| #14 | kindergarten children | #20 | primary schools |
| #15 | childcare | | |
| #16 | playgroups | | |
| #21 | primary education | | |
| #22 | #1 or #2 or #3 or #4 or #5 or #6
or #7 or #8 or #9 or #10 or #11 or
#12 or #13 or #14 or #15 or #16
or #17 or #18 or #19 or #20 or #21 | | |

Race, culture, language set

- | | | | |
|-----|---|-----|--|
| #23 | race | #33 | multilingualism |
| #24 | ethnic groups (note: individual
groups not searched) | #34 | limited English-speaking |
| #25 | social-integration | #35 | religious-cultural groups |
| #26 | multicultural education | #36 | religious differences |
| #27 | cultural background | #37 | religion (note: individual
religions not searched) |
| #28 | cultural differences | #38 | #23 or #24 or #25 or #26 or #27
or #28 or #29 or 30# or #31 or
#32 or #33 or #34 or #35 or #36
or #37 |
| #29 | ethnicity | | |
| #30 | racial differences | | |
| #31 | English-second-language | | |
| #32 | bilingualism | | |

Disabilities/SEN set (created in order to exclude these from results)

- | | | | |
|-----|---------------------------|-----|---------------------------------|
| #39 | disabilities | #43 | learning difficulties |
| #40 | disability | #44 | #39 or #40 or #41 or #42 or #43 |
| #41 | special educational needs | #45 | (#22 and #38) not #44 |
| #42 | special needs | | |

Outcomes/social class set

- | | | | |
|-----|----------------------------|-----|--|
| #46 | outcomes of education | #58 | social exclusion (ft) |
| #47 | educational attainment | #59 | socioeconomic status |
| #48 | narrowing the gap (ft) | #60 | educationally disadvantaged |
| #49 | what works (ft) | #61 | social differences |
| #50 | economically disadvantaged | #62 | social background |
| #51 | free school meals (ft) | #63 | #46 or #47 or #48 or #49 or #50
or #51 or #52 or #53 or #54 or
#55 or #56 or #57 or #58 or #59
or #60 or #61 or #62 |
| #52 | low income groups | #64 | (#63 and #22) not #44 |
| #53 | poverty | | |
| #54 | child poverty (ft) | | |
| #55 | social isolation | | |
| #56 | disadvantaged | | |
| #57 | social deprivation (ft) | | |

British Education Internet Resource Catalogue (BEIRC)

(searched 09/07/08)

Narrowing the gap in outcomes for children

The British Education Internet Resource catalogue is a freely accessible database of information about professionally evaluated and described internet sites which support educational research, policy and practice.

- #1 early childhood education or preschool education or daycare centres or kindergarten or nursery schools or nursery school curriculum or play groups or primary education or young children.

CERUK Plus

(searched 22/07/08)

The CERUK Plus database provides access to information about current and recently completed research, PhD level work and practitioner research in the field of education and children's services.

- #1 early childhood education or early childhood education and care or preschool education or preschool children

ChildData

(search completed 30/07/08)

ChildData is the National Children's Bureau database, containing details of around 35,000 books, reports and journal articles about children and young people.

- | | | | |
|-----|---------------------------------------|-----|--|
| #1 | preschool children | #11 | #1 or #2 or #3 or #4 or #5 or #6
or #7 or #8 or #9 or #10 |
| #2 | preschool education | #12 | #11 and multicultural (ft) |
| #3 | day care | #13 | #11 and multiethnic |
| #4 | early childhood care and
education | #14 | #11 and culture |
| #5 | early childhood services | #15 | #11 and equality (ft) |
| #6 | early primary school age | #16 | #11 and diversity |
| #7 | children's centres | #17 | #11 and religions |
| #8 | nursery schools | #18 | #11 and poverty |
| #9 | nursery classes | #19 | #11 and social exclusion |
| #10 | educare (ft) | | |

British Education Internet Resource Catalogue (BEIRC)

(searched 18/07/08)

The British Education Internet Resource catalogue is a freely accessible database of information about professionally evaluated and described internet sites which support educational research, policy and practice.

Early childhood set

- | | | | |
|----|---------------------------|-----|--------------------|
| #1 | early childhood education | #8 | nursery schools |
| #2 | early years (ft) | #9 | kindergarten |
| #3 | under fives (ft) | #10 | child-care |
| #4 | young children | #11 | child-care-centers |
| #5 | preschool education | #12 | primary schools |
| #6 | preschool children | | |
| #7 | preschool playgroups (ft) | | |

Narrowing the gap in outcomes for children

#13 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12

Race, culture, language set

#14	race	#23	bilingualism
#15	ethnic groups	#24	multilingualism
#16	social integration	#25	limited-English-speaking
#17	multicultural education	#26	religious-cultural groups
#18	cultural background	#27	religion
#19	cultural differences	#28	#14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #25 or #26 or #27
#20	ethnicity		
#21	racial differences		
#22	English-second-language		

Outcomes, social class set

#29	outcomes of education	#40	social deprivation (ft)
#30	educational attainment	#41	social exclusion (ft)
#31	narrowing the gap (ft)	#42	socioeconomic status
#32	what works (ft)	#43	educationally disadvantaged
#33	economically disadvantaged	#44	social differences
#34	free school meals (ft)	#45	socioeconomic background
#35	low income groups	#46	social integration
#36	poverty	#47	#29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40 or #41 or #42 or #43 or #44 or #45 or #46
#37	child poverty (ft)		
#38	social isolation		
#39	disadvantaged		

Disabilities, SEN set

#48	disabilities	#52	#48 or #49 or #50 or #51
#49	special needs	#53	#28 or #47
#50	learning disabilities	#54	(#53 and #13) not #52
#51	learning problems		

Educational Evidence Portal (EEP)

(searched 13/07/08)

EEP enables users to search for educational evidence from a range of reputable sources via a single search.

#1 Early years

Making Research Count

(browsed 13/07/08)

Making Research Count is a collaborative national research dissemination network based regionally in the social work departments of nine UK universities. *Research news*, a newsletter which highlights recent or current research undertaken within the Making Research Count network, was browsed.

Research in Practice

(browsed 13/07/08)

Research in Practice is the largest children and families research implementation project in England and Wales. It is a department of the Dartington Hall Trust and is run in collaboration with the Association of Directors of Children's Services, the University of Sheffield and a network of over 100 participating agencies in the UK. The EvidenceBank and publications sections were browsed.

Research Register for Social Care (RRSC)

(searched 13/07/08)

The RRSC provides access to information about ongoing and completed social care research that has been subject to independent ethical and scientific review.

#1 pre-school children or early years (ft)

#2 childcare (ft)

#3 integrated services

NB Student research excluded.

Social Care Online

(searched 13/07/08)

Social Care Online is the Social Care Institute for Excellence's database, covering an extensive range of information and research on all aspects of social care. Content is drawn from a range of sources including journal articles, websites, research reviews, legislation and government documents and service user knowledge.

#1 pre-school children
#2 integrated services and early years (ft)

#3 early years (ft) and health

Social Policy and Practice

(searched via Silverplatter 21/07/08)

Social Policy and Practice is a bibliographic database with abstracts covering evidence-based social policy, public health, social services, and mental and community health. Content is mainly from the UK, with some material from the USA and Europe.

#1 early years or preschool education or primary education
#2 under fives or early childhood education or kindergarten
#3 nursery or foundation stage or childcare
#4 #1 or #2 or #3

#5 race or ethnic groups or social integration
#6 multicultural education or cultural background or cultural differences
#7 ethnicity or racial differences or English second language

Narrowing the gap in outcomes for children

- #8 bilingualism or multilingualism
or religion
- #9 religious groups
- #10 #5 or #6 or #7 or #8 or #9
- #11 #4 and #10

- #12 outcomes of education or
educational attainment or
narrowing the gap
- #13 what works or economically
disadvantaged or free school
meals
- #14 low income groups or poverty
or child poverty
- #15 social isolation or
disadvantaged or social
deprivation
- #16 social exclusion or
socioeconomic status or
educationally disadvantaged
- #17 social differences or social
background or social integration
- #18 #12 or #13 or #14 or #15 or #16
or #17
- #19 #4 and #18

Organisations

The following websites were browsed for additional sources not already found in the database searches. This entailed browsing through the publications and/or research and policy sections.

Table 2. Additional information sources

Organisation	URL	Records selected
Alliance for Childhood	www.allianceforchildhood.org	0
Australian Council for Educational Research	www.acer.edu.au/	0
Australian Department of Education, Employment and Workplace Relations	www.dest.gov.au	0
Bernard van Leer Foundation (found via DECET)	www.bernardvanleer.org	1
British Association for Early Childhood Education	www.early-education.org.uk	0
British Educational Research Association (BERA)	www.bera.ac.uk	0
Centre for Analysis of Social Exclusion (CASE) at LSE	http://sticerd.lse.ac.uk/case	0
Centre for Economic and Social Inclusion (CESI)	www.cesi.org.uk	0
Centre for Equity and Innovation in Early Childhood (found via Alliance for Childhood)	www.edfac.unimelb.edu.au/ceiec	0
Centre for Research in Early Childhood (CREC)	www.crec.co.uk	0
Centre for Research in Social Policy (Loughborough)	www.crsp.ac.uk/	0
Children in Scotland	www.childreninScotland.org.uk	0
Children in Wales	www.childreninwales.org.uk	0
Daycare Trust	www.daycaretrust.org.uk	1
Department for Children, Schools and Families (DCSF) research pages	www.dcsf.gov.uk/research	0
Department of Education NI	www.deni.gov.uk	1
Diversity in Early Childhood Education and Training (DECET)	www.decet.org	0
Department for Work and Pensions (DWP) research pages	www.dwp.gov.uk/asd/asd5	0
Effective Provision of Pre-School Education (EPPE) Project	http://k1.ioe.ac.uk/schools/ecpe/eppe/index.htm	1
EPPI Centre Early Years Review Group	http://eppi.ioe.ac.uk/cms	0
Evidence Network	http://evidencenetwork.org/	0
Families, Children and Childcare Study	www.familieschildrenchildcare.org/fccc_frames_home.html	0
Families, early learning and literacy research group (FELL)	www.education.ox.ac.uk/research/resgroup/fell/index.php	3
Family and Parenting Institute	www.familyandparenting.org.uk	0

Narrowing the gap in outcomes for children

Joseph Rowntree Foundation	www.jrf.org.uk	2
Learning and Teaching Scotland link pages to early years research	www.ltscotland.org.uk/earlyyears/resources/publications/resourcesresearch/index.asp	1
Literacy Trust	www.literacytrust.org.uk	0
National Association for Primary Education	www.nape.org.uk	0
National Campaign for Real Nursery Education	www.ncne.co.uk	0
National Centre for Social Research	www.natcen.ac.uk	3
National Children's Bureau. Early Childhood Forum	www.ncb.org.uk/ecf	0
New Zealand Council for Educational Research	www.nzcer.org.nz	1
New Zealand education ministry	www.minedu.govt.nz	0
National Foundation for Educational Research (NFER)	www.nfer.ac.uk	0
NSPCC	www.nspcc.org.uk	0
Peers Early Education Partnership	www.peep.org.uk	0
Preschool Learning Alliance	www.pre-school.org.uk	1
Scottish Educational Research Association – Early Years Network	www.sera.ac.uk/sitepages/earlyyearsnetwork.htm	0
Scottish Government	www.scotland.gov.uk/Topics/Research	1
Social Exclusion Task Force	www.cabinetoffice.gov.uk/social_exclusion_task_force	0
Social Policy Research Unit (York)	www.york.ac.uk/inst/spru	0
Surestart Research	www.surestart.gov.uk/research	0
Welsh Assembly	http://www.wales.gov.uk	0

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Appendix 4: Relevant national indicators and data sources for the early years theme

The early years theme has three priorities, as set out below. This scoping study addresses one of these themes; the other two are the subject of separate reports.

- Key to theme priorities:
- 1.1 Improving development outcomes for children through effective practice in **integrating early years services**
 - 1.2 Improving children’s attainment through a better quality of **family-based support** for early learning
 - 1.3 Narrowing the gap in outcomes for children from the most excluded practice through **inclusive practice** in the early years.

Table 3. National indicators and data sources for the early years theme, by *Every Child Matters* outcome

Be Healthy							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
NI50	Emotional health of children	Millennium Cohort Study	National (UK and country level)	<i>Ad hoc</i> (2001/02; 2004/05, 2006/07)	2006/07	2001/02	www.cls.ioe.ac.uk/studies.asp?section=0001000200010004 www.cls.ioe.ac.uk/studies.asp?section=0001000200010005 Trend data likely

Narrowing the gap in outcomes for children

Be Healthy							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
NI51	Effectiveness of child and adolescent mental health services	Nothing identified for early years as yet					
	% of 5-16 year olds with mental health problem	<i>Mental Health of Children and Young People in Great Britain, 2004, ONS</i>	<i>National data only – five years plus, not early years</i>	<i>Ad hoc (1999, 2004)</i>	2004	1999	www.statistics.gov.uk/downloads/theme_health/GB2004.pdf No trend data yet
NI53	Prevalence of breast-feeding at 6–8 weeks from birth	National Evaluation of Sure Start (using data from the Infant Feeding Survey, 2005, and from child health systems)	Comparison of 310 Sure Start Local Programme areas with data for England	Annual, although this study has now finished	2004	2000	www.ness.bbk.ac.uk/documents/activities/lca/170.pdf No trend data
NI54	Services for disabled children	NFER/RNIB survey of local authority VI services	National (100 English local authorities and/or consortia)	<i>Ad hoc (1995, 2002, 2007)</i>	2007	1995	Not published yet – data on children aged 0 to 23 months, 24 to 35 months and 36 to 59 months. No trend data yet
NI55	Obesity among primary school age children in	Data from Health survey of England	National Regional data is aggregated 2 to 10 years	Annual	2004	1995	www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_41

Narrowing the gap in outcomes for children

Be Healthy							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
	reception year		Data on the local authority site (which uses more recent data) is available for reception year				39556 www.communityhealthprofiles.info Provides health profile data for each local authority. Trend data available
NI57	Children and young people's participation in high-quality PE and sport	Data from Health survey of England	National (but regional data is aggregated for 2 to 10 years)	Annual	2004/05	2003/04	www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4139556 www.ic.nhs.uk/webfiles/publications/opan06/OPAN%20bulletin%20finalv2.pdf Trend data not available yet
NI58	Emotional and behavioural health of children in care	Nothing identified yet for early years					

Narrowing the gap in outcomes for children

Be Healthy							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
Additional indicators	Children's tooth decay	Health Profile of England	National and Regional	Biannual	2004	1996	www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4139556 www.communityhealthprofiles.info Provides health profile data for each local authority. Trend data available.
	Infant mortality	Health Profile of England Health Statistics Quarterly 35	England, England/Wales and Regional England and Wales, Regional and Local Authority	Annual	2006	1846	www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4139556 www.statistics.gov.uk/downloads/theme_health/Infant_and_perinatal_report_HSQ35.pdf Trend data available

Narrowing the gap in outcomes for children

Be Healthy							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
	Social Inequalities birthweight	The Health of Children and Young People	England and Wales, plus most deprived/least deprived areas	Annual	2001	1953	www.statistics.gov.uk/children/downloads/inequalities.pdf Trend data available

Stay Safe							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
NI64	Child protection plans lasting 2 years or more	National Evaluation of Sure Start (using data from Social Service Departments)	Comparison of Sure Start Local Programme areas with data for England	Annual, although this study has now finished	2004/05	2001/02	www.ness.bbk.ac.uk/documents/activities/lca/170.pdf Trend data not available.
NI65	Children becoming the subject of a Child Protection Plan for a second or subsequent time	Nothing identified yet for early years					
NI69	Children who experience	Nothing identified yet for early years					

Narrowing the gap in outcomes for children

Stay Safe							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
	bullying						
NI70	Hospital admissions caused by unintentional and deliberate injuries to children and young people	National Evaluation of Sure Start (using Hospital Episode Statistics)	Comparison of Sure Start Local Programme areas with data for England	Annual, although this study has now finished	2004/05	2001/02	www.ness.bbk.ac.uk/documents/activities/lca/170.pdf Trend data available
NI71	Children who have run away from home/care overnight	Nothing identified yet for early years					
Additional indicators	Child homicides	Home Office Statistics Bulletin: Homicides, Firearm Offences and Intimate Violence	National	Annual	2006/07	2005/06	www.homeoffice.gov.uk/rds/pdfs07/hosb0207.pdf Trend analysis may be possible in the future

Enjoy and Achieve							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
NI72	Achievement of at least	Foundation Stage Profile	National, Regional and	Annual	2007/08	2003/04	www.dcsf.gov.uk/rsgateway/DB/SFR/s000752/

Narrowing the gap in outcomes for children

Enjoy and Achieve							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
	72 points across the Early Years FS with at least 6 in each of the scales in PSED and CLL		Local Authority level				SFR32-2007.pdf Trend analysis may be possible for some years, however, the data collection changed in 2006/07, so data is not comparable for all years
NI92	Narrowing the gap between the lowest achieving 20% in the Early Years FS Profile and the rest	Foundation Stage Profile	National, Regional and Local Authority level	Annual	2007/08	2003/04	www.dcsf.gov.uk/rsgateway/DB/SFR/s000752/SFR32-2007.pdf Trend analysis may be possible for some years, however, the data collection changed in 2006/07, so data is not comparable for all years
NI103	Special educational needs – statements issued within 26 weeks	Nothing identified yet for early years					
Additional indicators	Quality of childcare	Millennium Cohort Study – Quality of Childcare settings	301 settings attended by 632 MCS children	Annual	2007	2000	www.surestart.gov.uk/doc/P0002390.pdf Trend analysis may be possible

Narrowing the gap in outcomes for children

Enjoy and Achieve							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
	Early years provision	Childcare and Early Years Providers Survey	National	Ad hoc (1998, 2001, 2003, 2005, 2006)	2006	2006	www.dfes.gov.uk/research/data/uploadfiles/DCSF-RW010.pdf Trend analysis may be possible, but data not comparable for all years
		Provision for Children Under Five Years of Age in England: Statistical First Release	National, Regional and Local Authority level	Annual	2008	2004	www.dcsf.gov.uk/rsgateway/DB/SFR/s000790/index.shtml Trend analysis may be possible for some years, however, the data collection changed in 2008, so data is not comparable for all years
		Early Years Statistical Profile, Ofsted	Local Authority level	Annual	2008	2005	For example: preview.ofsted.gov.uk/reports/pdf/?inspectionNumber=4281&providerCategoryID=0&fileName=\\SP\2082005040120080630.pdf Trend analysis possible

Narrowing the gap in outcomes for children

Economic Well-being							
National Indicator (NI)	NI detail	Data source (published information)	Scale (published information)	Frequency of data collection	Latest data collection	First data collection	Links to data source (and comments about trend data)
NI116	Proportion of children in poverty	English House Condition Survey (2003)	National		2003		www.communities.gov.uk/housing/housingresearch/housingsurveys/englishhousecondition/ehcsdatasupporting/ehcsstandardtables/disadvantagedliving/ Trend data not available
NI188	Take-up of formal childcare by low-income working families	National Evaluation of Sure Start	National	Annual	2004/05	2001/02	www.ness.bbk.ac.uk/documents/activities/lca/150.pdf Trend analysis possible