Early Years Policy in the UK - from the child's perspective

National devolution enables countries to do some things differently. What does this mean for policy to support early child development?





Here they focus on helping those who need the most help and preparing me for

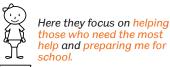


preparing me for school.



Here they focus on





Here they focus on preparing me for school





A health visitor should visit me 11 times from before birth to age 5.



A health visitor should visit me 5 times from before birth to age 2.5.





A health visitor should visit me 8 times from before birth to age 5.



HEALTH VISITING (universal offer)

A health visitor should visit me 9 times from before birth to age 4.5.





When I am 3 I can get 16 hours of early learning and childcare. I get this when I am 2 if my parents receive certain benefits.

3



EARLY FDUCATION

When I am 3 I can get 30 hours of childcare, but only if my parents work a certain amount. I can get 15 hours if they don't. I get 15 hours when I am 2 if my parents receive certain benefits.



When I am 3 I can get 10 hours of early education. When I am 2 I can get 15 hours of childcare if I live in a more disadvantaged area.

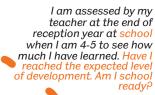


When I am 3 I can get up to 22.5 hours of pre-school education. Places are prioritised for children whose parents receive certain benefits and support.





I am assessed by a health visitor when I am 4-5 & my teacher when I am 5-6. I do online tests in my first year at school to see what support I need. Am I meeting the requirements in the government's curriculum for excellence?





I am assessed by a teacher when I first start school at age 4-5 to best support my learning. Am I reaching expected outcomes for



DEVELOPMENTAL ASSESSMENT

I am assessed by a health visitor at pre-school when I am 3. I don't have to do tests or get assessed when I start school. Am I at the appropriate stage of development?











No matter where we live. our development is affected by how poor or rich our families are. Our richer friends get a better start in life than our poorer friends. Is this fair?







WHAT CAN WE **LEARN FROM** THIS?

These are examples of similarities and differences in policy to support early child development across the UK. There are differences in: Policy approaches - preparing for life or school? Health visiting - number of contacts? Early Education - childcare or education, universal or earned benefit? Little is known about the significance of these differences in shaping children's development and long-term public health outcomes. We need ways to better understand how early years policies interconnect, reinforce or undermine outcomes in and across each country of the UK. How exactly is policy making a difference and what research methods do we need to better understand this? Persistent inequalities in children's development outcomes by socio-economic status across the UK highlight the need for continued action to give all children the best start in life.