

City of York Council
Annex 3 Equalities Impact Assessment

Who is submitting the proposal?

Directorate:	People		
Service Area:	Education Support Services		
Name of the proposal :	Childcare Sufficiency Review		
Lead officer:	Maxine Squire, Assistant Director, Education and Skills		
Date assessment completed:	05/08/2022		
Names of those who contributed to the assessment :			
Name	Job title	Organisation	Area of expertise
Barbara Mands	Head of Education Support Service	CYC	Education support services
Nicola Sawyer	Early Years Entitlement and Sufficiency Manager	CYC	Education Support Services

Step 1 – Aims and intended outcomes

1.1	What is the purpose of the proposal? Please explain your proposal in Plain English avoiding acronyms and jargon.
	To update on a review of childcare sufficiency across the city to understand the impact of low funding and recruitment and retention challenges on the early years and childcare sector.
1.2	Are there any external considerations? (Legislation/government directive/codes of practice etc.)
	The council is provide sufficient childcare as far as is reasonably practicable to meet the requirements of parents in their area who require childcare or parents who need childcare to be able to work or to undertake training or education to prepare for work. The council has a statutory duty to provide sufficient childcare for children aged 0-14 (and up to 18 for disabled children) and for early education places for eligible two year olds and three and four year olds.
1.3	Who are the stakeholders and what are their interests?
	The key stake holders are: <ul style="list-style-type: none">• The Council to carry out their statutory duty to deliver sufficient childcare and early education places• Providers who deliver and early years and childcare places.

	<ul style="list-style-type: none"> • The Parents and their families who need early education places and childcare to be able to go out to work. • The children and young people who are attending early years and childcare provision. • Employers who need to recruit and retain staff to support their businesses.
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1.4	What results/outcomes do we want to achieve and for whom? This section should explain what outcomes you want to achieve for service users, staff and/or the wider community. Demonstrate how the proposal links to the Council Plan (2019- 2023) and other corporate strategies and plans.
	The request is for the Executive Member to raise the issues of low funding, recruitment and retention and vulnerable status with the Secretary of State for Education so that national solutions can be implemented to protect the long term future of the sector. If there are no national solutions for further support for the cost of living this impacts on our sufficiency duties as well as local priorities for a best start in life.

Step 2 – Gathering the information and feedback

2.1	What sources of data, evidence and consultation feedback do we have to help us understand the impact of the proposal on equality rights and human rights? Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, the views of equality groups, as well your own experience of working in this area etc.
Source of data/supporting evidence	Reason for using Use of local intelligence from the Childcare sufficiency assessment, provider and parental surveys, research reports, evidence from quality improvement visits to settings, information received by the early

	education entitlements team and feedback from the regular opportunities to engage with the sector during informal briefings and termly Leaders and Managers sessions.

Step 3 – Gaps in data and knowledge

3.1	What are the main gaps in information and understanding of the impact of your proposal? Please indicate how any gaps will be dealt with.	
	Gaps in data or knowledge	Action to deal with this
	Changing parental demand is difficult to predict including the additional financial impact of rising cost of living pressures on the settings.	Ongoing monitoring via surveys with parents and providers.

Step 4 – Analysing the impacts or effects.

4.1	Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the proposal offers opportunities to promote equality and/or foster good relations.		
Equality Groups and Human Rights.	Key Findings/Impacts	Positive (+) Negative (-) Neutral (0)	Medium (M) Low (L)
Age	The provision of places ensures that eligible children are able to access early education.	+	Low
Disability	The provision of places must be accessible and reasonable adjustments should be made for SEND.	+	Low
Gender			
Gender Reassignment			
Marriage and civil partnership			
Pregnancy and maternity			
Race			
Religion and belief			
Sexual orientation			
Other Socio-economic groups including :	Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?		

Carer			
Low income groups	Eligible two year olds are provided with early education places up to 15 hours per week (targeted). Three and four year olds on low income are provided with up to 15 hours per week early education (universal).	+	Low
Veterans, Armed Forces Community			
Other			
Impact on human rights:			
List any human rights impacted.	The right to education	+	

Use the following guidance to inform your responses:

Indicate:

- Where you think that the proposal could have a POSITIVE impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the proposal could have a NEGATIVE impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this proposal has a NEUTRAL effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a proposal may be highly relevant to one aspect of equality and not relevant to another.

<p>High impact (The proposal or process is very equality relevant)</p>	<p>There is significant potential for or evidence of adverse impact The proposal is institution wide or public facing The proposal has consequences for or affects significant numbers of people The proposal has the potential to make a significant contribution to promoting equality and the exercise of human rights.</p>
<p>Medium impact (The proposal or process is somewhat equality relevant)</p>	<p>There is some evidence to suggest potential for or evidence of adverse impact The proposal is institution wide or across services, but mainly internal The proposal has consequences for or affects some people The proposal has the potential to make a contribution to promoting equality and the exercise of human rights</p>
<p>Low impact (The proposal or process might be equality relevant)</p>	<p>There is little evidence to suggest that the proposal could result in adverse impact The proposal operates in a limited way The proposal has consequences for or affects few people The proposal may have the potential to contribute to promoting equality and the exercise of human rights</p>

Step 5 - Mitigating adverse impacts and maximising positive impacts

5.1	Based on your findings, explain ways you plan to mitigate any unlawful prohibited conduct or unwanted adverse impact. Where positive impacts have been identified, what is been done to optimise opportunities to advance equality or foster good relations?
<p>The proposal will ensure that the issues have been raised at the right level as only the government can agree national solutions to address low funding and recruitment and retention challenges as well as further financial support for the cost of living. The Local Authority has local priorities to work with other agencies and partners, to continue to obtain further information about the sector and explore local solutions such as social media campaigns, promoting apprenticeships and routes into early years management. The sector needs to be sustained in the longer terms so that it can continue to offer high quality, affordable and accessible early years and childcare places for children and young people.</p>	

Step 6 – Recommendations and conclusions of the assessment

6.1	Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:
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- **Adjust the proposal** – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.
- **Continue with the proposal** (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty
- **Stop and remove the proposal** – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the proposal altogether. If a proposal leads to unlawful discrimination it should be removed or changed.

Important: If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.

Option selected	Conclusions/justification
Continue with the proposal	The impact has been reviewed and the proposal to raise the issues with the Secretary of State acknowledges the vulnerable status of the sector, their challenges and clearly sets out solutions that government could put in place to mitigate the effects.

Step 7 – Summary of agreed actions resulting from the assessment

7.1 What action, by whom, will be undertaken as a result of the impact assessment.			
Impact/issue	Action to be taken	Person responsible	Timescale
N/a			

Step 8 - Monitor, review and improve

8. 1	How will the impact of your proposal be monitored and improved upon going forward? Consider how will you identify the impact of activities on protected characteristics and other marginalised groups going forward? How will any learning and enhancements be capitalised on and embedded?