

Equality & Health Impact Assessment (EqHIA)

Document control

Title of activity:	<i>To publish the Childcare Sufficiency Report 2019-21</i>
Lead officer:	<i>Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children Housing & Adults</i>
Approved by:	<i>Tim Aldridge, Director of Children's services</i>
Date completed:	<i>November 2018</i>
Scheduled date for review:	<i>If applicable. Please provide a reason if it does not need to be reviewed.</i>

Please note that the Corporate Policy & Diversity and Public Health teams require at least **5 working days** to provide advice on EqHIAs.

Did you seek advice from the Corporate Policy & Diversity team?	No
Did you seek advice from the Public Health team?	No
Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	No

Please note that EqHIAs are **public** documents and must be made available on the Council's [EqHIA webpage](#).

Please submit the completed form via e-mail to EqHIA@havering.gov.uk thank you.

1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact EqHIA@havering.gov.uk for advice from either the Corporate Diversity or Public Health teams. Please refer to the Guidance in Appendix 1 on how to complete this form.

About your activity

1	Title of activity	<i>To publish the Childcare Sufficiency Report 2018/19</i>
2	Type of activity	<i>Strategy</i>
3	Scope of activity	Engagement through surveys and data analysis with early years professional and early years providers.
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	This activity is not new.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	The Local Authority's Childcare Sufficiency Report (CSR) has previously be published since 2008 The report will have a positive impact on individuals and groups.
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. Please see Appendix 1 for Guidance.
6	If you answered NO:	

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager</i>
Date:	<i>04/12/2018</i>

2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

Background/context:

The purpose of this report is to set out in detail the strategic action plan of how the local authority is ensuring the sufficiency of childcare in the borough.

The Childcare Sufficiency Report

1. Sets out the principles and planning guidelines on early years both nationally and locally.
2. Provides demographic and contextual picture of the early years provision in Havering.
3. Provides information on the demand of childcare in Havering including data in relation to children with disability (SEND), school age children and the take up funded early education places.
4. Provides an indication of the supply, quality and affordability of childcare across the borough.
5. Provides childcare sufficiency data, population of two, three & four years old and number of childcare providers by wards.
6. Outlines key achievements since the last childcare sufficiency report, provides future planning/ recommendations for addressing potential shortfall of early education and childcare places, including increasing the take up of 30 hours free childcare.

The report will provide a link to the early years local offer to help parents, early years providers and the wider communities access information regarding the support available to them.

Annually report to Elected Council Members on how we are meeting the duty to secure sufficient childcare, and make this report available and accessible to parents.

Who will be affected by the activity?

**Expand box as required*

Protected Characteristic - Age: Consider the full range of age groups		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has will impact positively on the early years age group especially, 2, 3, and 4 year olds as it will enable us identify potential shortfall of places in particular areas and seek ways to create additional places.
Positive	<input checked="" type="checkbox"/>	
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence: There is a shortfall of early years places already identified in some wards such as Elm Park, Gooshays, Harold wood, Rainham & Wennington and Squirrels Heath.		
Sources used: Early years projections.		

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has a positive impact as it sets our Local Offer which childcare 'Providers in Havering' must adhere to, to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. The Havering High Need Strategy also sets out development plans/measures that will support all early years providers across the borough to ensure that providers remain supported in order to deliver high quality 0-5 SEND places.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence: Special educational needs and disabilities data.		
Sources used: Visit www.havering.gov.uk/localoffer to find up to date information about provision and support in Havering Havering High Needs Strategy 2017-2022		

Protected Characteristic - Sex/gender: Consider both men and women		
<i>Please tick (✓) the relevant box:</i>		Overall impact:

Positive	<input type="checkbox"/>	The report has no negative impact on either men or women.
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence:		
Sources used:		
Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.		

Protected Characteristic - Ethnicity/race: Consider the impact on different ethnic groups and nationalities		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has no negative impact on different ethnic groups and nationalities.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence:		
Sources used:		
Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.		

Protected Characteristic - Religion/faith: Consider people from different religions or beliefs including those with no religion or belief		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has no negative impact on any particular religion/faith.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

Evidence:
Sources used:
Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Protected Characteristic - Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual

<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has no negative impact on anyone with any particular sexual orientation.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

Evidence:
Sources used:
Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Protected Characteristic - Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth

<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has no negative impact on gender reassignment.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

Evidence:

Sources used:

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Protected Characteristic - Marriage/civil partnership: Consider people in a marriage or civil partnership

Please tick (✓) the relevant box:

Positive	<input type="checkbox"/>
Neutral	<input checked="" type="checkbox"/>
Negative	<input type="checkbox"/>

Overall impact:

The report has no negative impact on anyone from this group.

Evidence:**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave

Please tick (✓) the relevant box:

Positive	<input checked="" type="checkbox"/>
Neutral	<input type="checkbox"/>
Negative	<input type="checkbox"/>

Overall impact:

The report has a positive impact on parents looking to go back to work after maternity leave.

The Council has a statutory duty to securing, so far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in their area in order to enable them to take up, or remain in, work, or undertake education or training which could reasonably be expected to assist them to obtain work

Evidence:

Sources used:

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Socio-economic status: Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		Overall impact: The report has a positive impact on families that are from low income as they may be able to access early years childcare places for 2 year olds. The report has no negative impact on any particular socio-economic status.
Positive	<input checked="" type="checkbox"/>	
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	

Evidence:

Sources used:

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data.

Health & Wellbeing Impact: Consider both short and long-term impacts of the activity on a person’s physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

<i>Please tick (✓) all the relevant boxes that apply:</i>		Overall impact: The report has a positive impact on health and wellbeing. Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Positive	<input checked="" type="checkbox"/>	
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	

Evidence: The Childcare Sufficiency Report 2018 – 19 addresses all aspect of the Health and Wellbeing Impact.
Economically, the CSR ensures sufficiency of childcare provision to enable parents to take up or remain in work or undertake education or training to assist them to obtain work. This gives children an opportunity to access early education and childcare provision while their parents are in work or training.
Relating to personal circumstances, children having access to early education means that their chances of early learning goals, prime areas of communication and language, physical development and personal, social and emotional development are captured early and developed giving rise to a higher educational attainment.

Access to early years provision and childcare teaches children the importance of good health and self-care enabling children adopt a healthy lifestyle and other good health related behaviours as they continue to develop into their adulthood.




Sources used:

- Childcare Sufficiency Report 2019 – 2021
- Early Years Foundation Stage statutory guidance.

3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

	<p>1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u></p>		<p>Proceed with implementation of your activity</p>
	<p>2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u></p>		<p>COMPLETE SECTION 4: Complete action plan and finalise the EqHIA</p>
	<p>3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level</p>		<p>Stop and remove the activity or revise the activity thoroughly. Complete an EqHIA on the revised proposal.</p>

4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer
Disability	Positive	<p>Review delivery of early intervention programme for all early years providers across the borough</p> <p>Support providers to bid into the inclusion fund for accredited training and status</p>	<p>To ensure they deliver good outcomes for SEND children in their various provision.</p> <p>By undertaking this accredited training it will enable providers to better support outcomes for SEND children in their provision.</p>	<p>Every 6 months</p> <p>Every 6 months</p>	<p>Jaswinder Rakhra CAD Under 5s Inclusion Manager</p> <p>Jaswinder Rakhra CAD Under 5s Inclusion Manager</p>

Add further rows as necessary

* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

** Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

Review: The Childcare Sufficiency Report 2019-2021 will be reviewed in September 2021; however, it will be updated annually with current & available data on population projections produced by the GLA, in-house early years projections, quality details of providers, DWP List, early years census and termly provider surveys to ensure that we continue to meet our duty of providing sufficient childcare in the borough..

Scheduled date of Strategy review: Autumn 2021

Lead Officer conducting the review: Early Years Planning & Organisation Officer

Please submit the completed form via e-mail to EqHIA@haverling.gov.uk thank you.

Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input checked="" type="checkbox"/> Other health-related behaviours, such as tooth-brushing , bathing, and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input checked="" type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input checked="" type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input checked="" type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social service <input checked="" type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input checked="" type="checkbox"/> Availability of employment opportunities <input checked="" type="checkbox"/> Quality of employment opportunities <input checked="" type="checkbox"/> Availability of education opportunities <input checked="" type="checkbox"/> Quality of education opportunities <input checked="" type="checkbox"/> Availability of training and skills development opportunities <input checked="" type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure