

Equality & Health Impact Assessment (EHIA)

Document control *red text (including this note) is for guidance and should be deleted from the actual EHIA report.*

Title of activity:	<i>To implement Havering's Early Years Directory and Funding Agreement 1 April 2027 – 31 March 2030</i>
Lead officer:	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
Approved by:	<i>Tara Geere, Director of Starting Well</i>
Version Number	V0.1
Date and Key Changes Made	<i>30/12/2024 to reflect the new changes to the offers for working parents, updated the compliance requirements</i>
Scheduled date for next review:	<i>December 2027</i>

Did you seek advice from the Corporate Policy & Legal? <i>Please note that the Corporate Policy & Legal and Public Health teams require at least 5 working days to provide advice on EHIAs.</i>	No
Did you seek advice from the Public Health team?	No
Does the EHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website? See Publishing Checklist.	No

Please note that EHIAs are **public** documents and unless they contain confidential or sensitive commercial information must be made available on the Council's [EqHIA webpage](#).

Please submit the completed form via e-mail to READI@haverling.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 EHIA and ensure you keep this section for your audit trail. If you have any questions, please contact READI@haverling.gov.uk for advice from either the Corporate Diversity or Public Health teams. Please refer to [this Guidance](#) on how to complete this form.

About your activity

1	Title of activity	<i>To implement Haverling's Early Years Directory and Funding Agreement 1st April 2027 – 31st March 2030</i>
2	Type of activity	<i>Policy</i>
3	Scope of activity	This policy sets out the requirements and conditions that apply to the relationship between the London Borough of Haverling and childcare providers delivering funded early education and childcare places. It reflects the Department for Education's statutory guidance for local authorities and providers and covers the delivery of the funded childcare entitlements available under the Childcare Act 2006 and the Childcare Act 2016. The Directory and Funding Agreement applies to: • The 15-hour entitlement for eligible disadvantaged two-year-olds (Early Learning for Two-Year-Olds). • Up to 30 hours funded childcare for eligible working parents of children aged 9 months to school age. • The 15-hour universal entitlement for all three- and four-year-olds. • The additional 15 hours for eligible working parents of three- and four-year-olds, providing up to 30 hours of funded childcare per week. • Associated funding streams including the Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF). The Directory and Funding Agreement also sets out: • The requirements providers must comply with when delivering funded early education and childcare places. • The arrangements for funding payments to providers. • Expectations regarding quality, inclusion, SEND support, safeguarding, data protection and compliance with statutory guidance. • The requirement that funded hours are delivered free of charge and that any additional charges are voluntary, transparent and compliant with Department for Education guidance.

		The Local Authority's duty to secure sufficient childcare and publish information about childcare and funded entitlements available within the borough. Havering's Early Years Directory and Funding Agreement builds upon Department for Education guidance and supports the Local Authority's statutory responsibility to secure sufficient high-quality childcare and early education places for eligible children from 9 months to school age. The agreement is intended to ensure that children and families can access high-quality, inclusive provision and that providers and the Local Authority clearly understand their respective roles and responsibilities. The agreement supports Havering's strategic priorities by increasing access to funded childcare, supporting parental employment, education and training opportunities, promoting school readiness and improving outcomes for children and families. The report seeks Cabinet approval for the implementation of the Early Years Directory and Funding Agreement 1 April 2027 to 31 March 2030. The revised agreement has been developed through engagement with, early years professionals and childcare providers and reflects changes to national childcare entitlements and local implementation arrangements.			
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>either</u> of these questions is 'YES', please continue to question 5.		If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people from different backgrounds?	Yes			
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes	Please use the Screening tool before you answer this question.	If you answer 'YES', please continue to question 5.	
5	If you answered YES:	Please complete the EHIA in Section 2 of this document. Please see Appendix 1 for Guidance.			

6	If you answered NO:	<i>Please provide an explanation on why your activity does not require an EHIA. This is essential, in case the activity is challenged under the Equality Act 2010.</i> <i>Please keep this checklist for your audit trail.</i>
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Completed by:	Pooneeta Mahadeo, School Organisation Manager, Starting Well
Date:	13/08/2026

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

Background/context: The Council has a statutory duty to secure early years provision free of charge and secure sufficient childcare for working parents. From September 2025, eligible working parents of children aged 9 months to school age have been able to access up to 30 hours of funded childcare. The Early Years Directory and Funding Agreement 2027-2030 sets out the statutory requirements, expectations and funding arrangements between the London Borough of Havering and childcare providers delivering funded early education and childcare places. The purpose of the funding agreement is to set the expectations between the local authority and an early education and childcare provider for delivery of the free early education and childcare entitlements. KEY LOCAL AUTHORITY RESPONSIBILITIES The Local Authority: • Must secure a free entitlement place for every eligible child in their area • Should work in partnership with Providers to agree how to deliver free entitlement places. • Should be clear about their role and the support on offer locally to meet the needs of children with Special Educational Needs and/or Disabilities (SEND) as well as their expectations of providers. • Must contribute to the safeguarding and promote the welfare of children and young people in their area. KEY PROVIDER RESPONSIBILITIES The Provider agrees to use any early education and childcare payment received from the Local Authority for the delivery of the free early education and childcare provision in accordance with the terms and conditions set out in below: The Provider shall during the Agreement period provide: • Childcare
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- Early Education places for 9 months onwards to four year olds children depending on their eligibility from within the administrative boundary London Borough of Havering in accordance with this Agreement. ("Services")
- Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF) funding to improve the education they provide. This is now applicable to all children assessing the early education entitlements depending on their eligibility.
- The provider must have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND. Providers should utilise the SEN inclusion fund and Disability Access Fund to deliver effective support, whilst making information available about their SEND offer to parents.
- The Directory and Funding Agreement supports equitable access to funded early education and childcare by requiring providers to comply with the Department for Education's statutory guidance on charging. Providers must ensure that funded hours are delivered completely free of charge and that parents are not required to pay any mandatory charges as a condition of accessing their funded entitlement. Whilst providers may offer optional additional services, consumables or activities, these must be voluntary and transparent. This promotes fair access for all families, particularly those from disadvantaged backgrounds, and reduces the risk of financial barriers preventing children from benefiting from their funded early education entitlement.

**Expand box as required*

Who will be affected by the activity?

- All parents/carers of pupils resident in Havering
- All pupils attending a Havering early years provision
- All early years providers
- Havering residents especially those who are residents near an early years provision
- Housing Developers and those seeking planning permission for residential property

**Expand box as required*

Protected Characteristic - Age: Consider the full range of age groups

Please tick (✓) the relevant box:		Overall impact:
Positive	✓	This proposal aligns with Havering's corporate priority to support residents of all ages to live healthy, connected and independent lives and to help children and families reach their full potential.
Neutral		
Negative		The impact on this protected characteristic is positive. Following the expansion of funded childcare entitlements and the successful delivery of additional childcare places through the Childcare Expansion Programme, more children aged 9 months to school age are able to access high-quality early education and childcare within their local community. Increased capacity across schools and early years settings helps the Local Authority meet its statutory duty to secure sufficient childcare places, whilst supporting parental choice and improving access to early education.

		Access to high-quality early education supports children's cognitive, social, emotional and physical development, improves school readiness and contributes to positive long-term outcomes. The availability of funded childcare also enables parents and carers to take up, remain in or return to employment, education and training, providing wider economic benefits for families and the local community. <i>*Expand box as required</i>
Evidence: The expansion of childcare entitlements for eligible children from 9 months to school age has increased demand for funded childcare places across Havering. In response, the Local Authority has supported the creation of additional childcare places through capital investment and expansion projects across schools and early years settings. The Childcare Sufficiency Report demonstrates that the Local Authority continues to monitor childcare demand, provider capacity and take-up of funded entitlements to help ensure sufficient early education and childcare places are available for eligible children and families across the borough <i>*Expand box as required</i>		
Sources used:- • Childcare Sufficiency Report • Early Years Census • Providers delivering funded early education and childcare places • Population and demographic projections • Department for Education Early Education and Childcare Statutory Guidance • Early Years Directory and Funding Agreement 2027–2030 <i>*Expand box as required</i>		

Protected Characteristic - Disability: Consider the full range of disabilities; including physical, mental, sensory, progressive conditions and learning difficulties. Also consider neurodivergent conditions e.g. dyslexia and autism.		
Please tick (✓) the relevant box:		Overall impact: <i>The expanded entitlement to early years places will positively impact those with SEND and their families, to meet increasing demand and to build inclusion within the community. Making appropriate local provision available is positive for children with special educational needs, starting from 9 months onwards.</i> <i>*Expand box as required</i>
Positive	✓	
Neutral		
Negative		
Evidence: The Directory and Funding Agreement requires providers to comply with the SEND Code of Practice, maintain arrangements to identify and support children with SEND, utilise SEN Inclusion Funding and Disability Access Funding appropriately, and support inclusion within mainstream early years provision. Children's needs can change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in childcare or school.		

We are projecting an increase in the number of pupils with SEND from Early Years and we expect this to continue in the future with the highest growing need category being in Communication and Interaction needs and Social, Emotional and Mental Health needs (SEMH). <i>*Expand box as required</i>
Sources used: • Childcare Sufficiency Report 2023-27 • Special Educational Needs, Disabilities and Alternative Provision Strategy 2024-28 <i>*Expand box as required</i>

Protected Characteristic – Sex / gender: Consider both men and women		
Please tick (✓) the relevant box:		Overall impact: <i>The overall impact on is positive for both men and women. As early years provision are run by a mixture of both men and women.</i> <i>*Expand box as required</i>
Positive	✓	
Neutral		
Negative		
Evidence: The Directory and Funding Agreement applies equally to all children and families regardless of sex. Access to funded childcare supports both mothers and fathers to take up, remain in or return to employment, education or training. <i>*Expand box as required</i>		
Sources used: • Early Education and Childcare Directory and Funding Agreement • Early year census <i>*Expand box as required</i>		

Protected Characteristic – Ethnicity / race / nationalities: Consider the impact on different minority ethnic groups and nationalities		
Please tick (✓) the relevant box:		Overall impact: <i>The overall impact on this protected characteristic is positive. Havering continues to become more ethnically diverse, reflecting wider demographic changes across London. The Early Years Directory and Funding Agreement supports equitable access to funded early education and childcare for all eligible children and families, regardless of ethnicity, race or nationality.</i> <i>*Expand box as required</i>
Positive	✓	
Neutral		
Negative		

Evidence:

The Directory and Funding Agreement promotes equitable access to funded childcare for all eligible children and families, regardless of ethnicity, race or nationality. Providers are required to comply with the Equality Act 2010 and deliver inclusive services that meet the needs of Havering's diverse communities. The Local Authority will continue to monitor accessibility, sufficiency and take-up of funded places to help ensure all children can benefit from high-quality early education and childcare provision.

**Expand box as required*

Sources used:

- Early year census
- School Census data

**Expand box as required*

Protected Characteristic – Religion / faith: Consider people from different religions or beliefs, including those with no religion or belief

Please tick (✓) the relevant box:

Positive

✓

Neutral

Negative

Overall impact:

The overall impact on people from different religions or beliefs including those with no religion or belief is positive. National legislation determines that early years cannot discriminate on religion grounds.

**Expand box as required*

Evidence:

The diversity across Havering is further demonstrated by the varying early years provisions and governance structure within Havering. Providers are required to deliver services in accordance with equality legislation and are expected to recognise and respect the diverse cultural and religious backgrounds of children and families.

**Expand box as required*

Sources used:

- Early Education and Childcare Directory and Funding Agreement
- Early year census – ethnicity data

**Expand box as required*

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

Please tick (✓) the relevant box:

Positive

Neutral

✓

Negative

Overall impact:

The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.

**Expand box as required*

Evidence: Sexual orientation is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision. <i>*Expand box as required</i>
Sources used: • Early year census <i>*Expand box as required</i>

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		
Please tick (✓) the relevant box:		Overall impact: <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i> <i>*Expand box as required</i>
Positive		
Neutral	✓	
Negative		
Evidence: Gender reassignment is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision. <i>*Expand box as required</i>		
Sources used: • Early year census <i>*Expand box as required</i>		

Protected Characteristic – Marriage / civil partnership: Consider people in a marriage or civil partnership		
Please tick (✓) the relevant box:		Overall impact: <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i> <i>*Expand box as required</i>
Positive		
Neutral	✓	
Negative		
Evidence: Marriage/civil partnership is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision. <i>*Expand box as required</i>		

Sources used: • Early year census
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**Expand box as required*

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are taking maternity or paternity leave							
Please tick (✓) the relevant box:	Overall impact:						
<table border="1"> <tr> <td>Positive</td> <td>☒</td> </tr> <tr> <td>Neutral</td> <td>☐</td> </tr> <tr> <td>Negative</td> <td>☐</td> </tr> </table>	Positive	☒	Neutral	☐	Negative	☐	<i>The overall impact on this protected characteristic is positive. The Early Years Directory and Funding Agreement supports families to access funded early education and childcare from the end of parental leave through to school age, helping parents and carers to take up, return to or remain in employment, education or training.</i> <i>The expansion of the childcare entitlements, including up to 30 hours of funded childcare for eligible working parents of children aged 9 months to school age, provides greater flexibility and financial support for families. The creation of additional childcare places across the borough through the Childcare Expansion Programme further supports parental choice and access to local provision.</i> <i>Ensuring sufficient, accessible and high-quality early education and childcare places across Havering enables the Council to fulfil its statutory duties while supporting positive outcomes for children, parents and families.</i>
Positive	☒						
Neutral	☐						
Negative	☐						

**Expand box as required*

Evidence: The expanded childcare entitlements provide increased access to funded childcare for eligible families from 9 months of age through to school age. This supports parents returning to work following maternity, paternity or parental leave, helps reduce childcare costs and contributes to improved family wellbeing and financial resilience. The delivery of additional childcare places across Havering through capital expansion projects has increased local capacity and supports parental choice, helping families access childcare that meets their needs.

**Expand box as required*

Sources used: • Childcare Sufficiency Report 2023-27 • Early Years Marketing – Social media, facebook • Family Services Directory • Department for Education Early Education and Childcare Statutory Guidance • Information about the early years and childcare offers for new parent via Family Hubs and Best Start In Life programme information, Children Centres, Health Visitors,

**Expand box as required*

Socio-economic status: Consider those who are from low income or financially excluded backgrounds	
Please tick (✓) the relevant box:	Overall impact:

Positive	✓	Compliance monitoring of provider charging practices helps ensure that children can access their funded entitlement without undue financial burden on their families, supporting equality of opportunity and helping to reduce barriers for low-income households. The overall impact on individuals from low-income or financially excluded backgrounds is positive. The provision of places for early learning for two year olds, which the majority of our providers offer, plays a significant role in supporting this protected characteristic. This targeted approach ensures that children from financially vulnerable families have access to early education and childcare, fostering inclusivity and reducing barriers to their development and future opportunities. <i>*Expand box as required</i>
Neutral		
Negative		

Evidence:

The agreement supports disadvantaged families by promoting access to funded early education entitlements, Early Years Pupil Premium and targeted support to increase participation. Strong uptake of funded places for eligible two-year-olds demonstrates providers' commitment to supporting vulnerable families and improving access to high-quality early education.

**Expand box as required*

Sources used:

- Childcare Sufficiency Report 2023-27
- Early year census
- Early Years Pupil Premium
- Department of Working Pension – 2 year old data
- Online application form on www.haverling.gov.uk/fsd
- Marketing for parents – postcards, text message alerts, email alerts, social media, facebook

**Expand box as required*

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 tick (✓) all the relevant boxes that apply:		Overall impact: The overall impact on health and wellbeing is positive. The overall impact on health and wellbeing is positive. Access to high-quality early education and childcare supports children's cognitive, social, emotional and physical development, improves school readiness and contributes to better long-term outcomes. The Early Years Directory and Funding Agreement helps ensure that funded childcare is delivered consistently, inclusively and in line with statutory requirements, enabling children from 9 months to school age to benefit from appropriate early learning opportunities. The proposal also supports parents' and carers' wellbeing by improving access to funded and affordable childcare, helping families to take up, remain in or return to employment, education or training. This can support household income, reduce financial pressures and contribute to improved family resilience. Early years settings also provide an important route for identifying
Positive	✓	
Neutral		
Negative		

		emerging needs and connecting families with wider support services, including Family Hubs, health visiting, SEND support and other early help services where appropriate. *Expand box as required Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box Yes ☐ No ☒
Evidence: The Early Years Directory and Funding Agreement supports improved health and wellbeing outcomes by promoting access to funded early education and childcare for eligible children from 9 months to school age. Evidence shows that good-quality early years provision supports child development, school readiness and early identification of additional needs. The expansion of funded childcare entitlements and additional childcare places across the borough also supports parents and carers by reducing childcare barriers, enabling employment, education and training, and helping families to access wider support at an earlier stage. *Expand box as required		
Sources used: The Children and Young People Education Place Planning Plan 2023-2027 *Expand box as required		

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

4. Outcome of the Assessment

The EHIA 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:

	1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EHIA. 2. The EHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>		Proceed with implementation of your activity
	3. The EHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u>		COMPLETE SECTION 5: Complete action plan with measures to mitigate the and finalise the EqHIA
	4. The EHIA 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		Stop and remove the activity or revise the activity thoroughly. Complete an EqHIA on the revised proposal.

5. Action Plan

The real value of completing an EqHIA comes from 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 mitigate or reduce any **negative** equality and/or health & wellbeing impacts, identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; if required, will amend the scope and direction of the change; 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
Age	Positive	Continue to monitor demand, take-up and sufficiency of funded early education and childcare places for eligible children from 9 months to school age, including the impact of the expanded working parent entitlement.	Annual review through the Childcare Sufficiency Report, Early Years Census, provider capacity data and take-up of funded entitlements. Findings to inform place planning and any further sufficiency actions.	Annually from 2027/28 and throughout the life of the agreement.	Gurdi Kaur Early Years Planning & Organisation Lead, Starting Well
Disability / SEND	Positive	Promote inclusive access to funded early education and childcare by ensuring providers understand and apply the SEND requirements in the Funding Agreement, including use of SEN Inclusion Funding and Disability Access Fund where appropriate.	Monitor through provider engagement, SEND support arrangements, use of inclusion funding, DAF take-up and feedback from Early Years advisers and relevant SEND services.	Ongoing from April 2027, with annual review.	Gurdi Kaur Early Years Planning & Organisation Lead, Starting Well
Socio-economic status	Positive	Continue targeted promotion of funded entitlements, Early Years Pupil Premium and support available to disadvantaged and	Monitor take-up of funded places for eligible two-year-olds and working parent entitlements, Early Years	Ongoing from April 2027, with annual review.	Gurdi Kaur Early Years Planning & Organisation

		low-income families, including through the Family Services Directory, Family Hubs, health visiting routes and early years provider networks.	Pupil Premium take-up, provider data returns and local sufficiency analysis.		Lead, Starting Well
Pregnancy, maternity and paternity	Positive	Ensure information for parents and carers clearly explains the funded childcare entitlements available from 9 months to school age, eligibility routes, application processes and how to find local provision.	Monitor through Family Services Directory updates, parent communication activity, take-up data, provider feedback and enquiries received through early years information channels.	Before implementation in April 2027 and reviewed annually.	Gurdi Kaur Early Years Planning & Organisation Lead, Starting Well
Health and wellbeing	Positive	Strengthen links between early years provision, Family Hubs and wider family support services so that childcare access supports child development, school readiness, parental employment and family wellbeing.	Monitor through childcare take-up data, Family Hub engagement, provider feedback, sufficiency reporting and relevant early years performance information.	Ongoing from April 2027, with annual review.	Gurdi Kaur Early Years Planning & Organisation Lead, Starting Well

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).

6. 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 EHIA will be reviewed in line with updates to implement Havering's Early Years Directory and Funding Agreement 1st April 2027 – 31st March 2030

Scheduled date of review: December 2029 (or earlier if there are significant legislative or funding changes arising from DfE guidance)

Lead Officer conducting the review: Pooneeta Mahadeo, School Organisation Manager, Starting Well.

**Expand box as required*

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