



CYPIC National Conference 2023

Improving Futures Through Children's Services
Planning: Learning Together



Andrew Watson

Director for Children and Families
Scottish Government

Connection



Focus



From before they are born, all babies and young children experience the nurturing care they need to develop to their full potential

Aim: To reduce the proportion of children with developmental concerns at 27-30 months by a quarter by 2030 (from 18% to 13.5%)

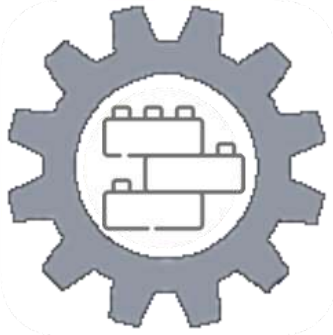
Impact areas



Support caregivers' well-being & capacity to provide nurturing care*



Create a culture, environment, economy and society that enhances early child development



Integrate policies and services, ensuring they are evidence based, family centred and responsive to need

Nurturing care*

Care givers have the security, time and headspace to provide nurturing care in a calm environment

Care givers have the knowledge and confidence to provide nurturing care

People get trusted support at the right time, while needed, including preconception

Workforce supported to have the knowledge, confidence, resources and wellbeing to support families and caregivers to be able to provide nurturing care

Wider world

Knowledge about the importance of early child development and the impact of trauma, leads to more supportive behaviours

People live in places that are baby and family friendly, can have trusted relationships and feel part of the community

We improve on wider factors affecting early child development, including the economy, poverty, housing, air quality, nutrition, domestic violence, physical environments and racial inequalities

Integrated policies and services

Investment is optimised to reflect the evidence on primary prevention, addressing needs, inequity and enabling continuity of support

Policies and services that impact on early child development are integrated through a shared evidence base, common narrative and governance and communication structures

Learning system enables evidence into practice reliably and consistently, and data are shared and used to link planning, monitoring and improvement

Local partnerships can break down silos to implement evidence driven policies and apply the GIRFEC principles in ways that reflect local and community needs and lived experience

Leadership across all public sectors and services understand and champion the importance of ECD, and the need to take a whole system approach

***nutrition & health - play & stimulation - sensitive responsive caregiving - safe from harm**



Joanne Smith

Policy and Public Affairs Manager
NSPCC Scotland

See separate slides for Joanne's presentation

Method





Managing Quality



How do you know children and families are receiving quality services?

Increase the chances of providing babies, children, young people and families the right service at the right time by building quality into Children's Services Planning

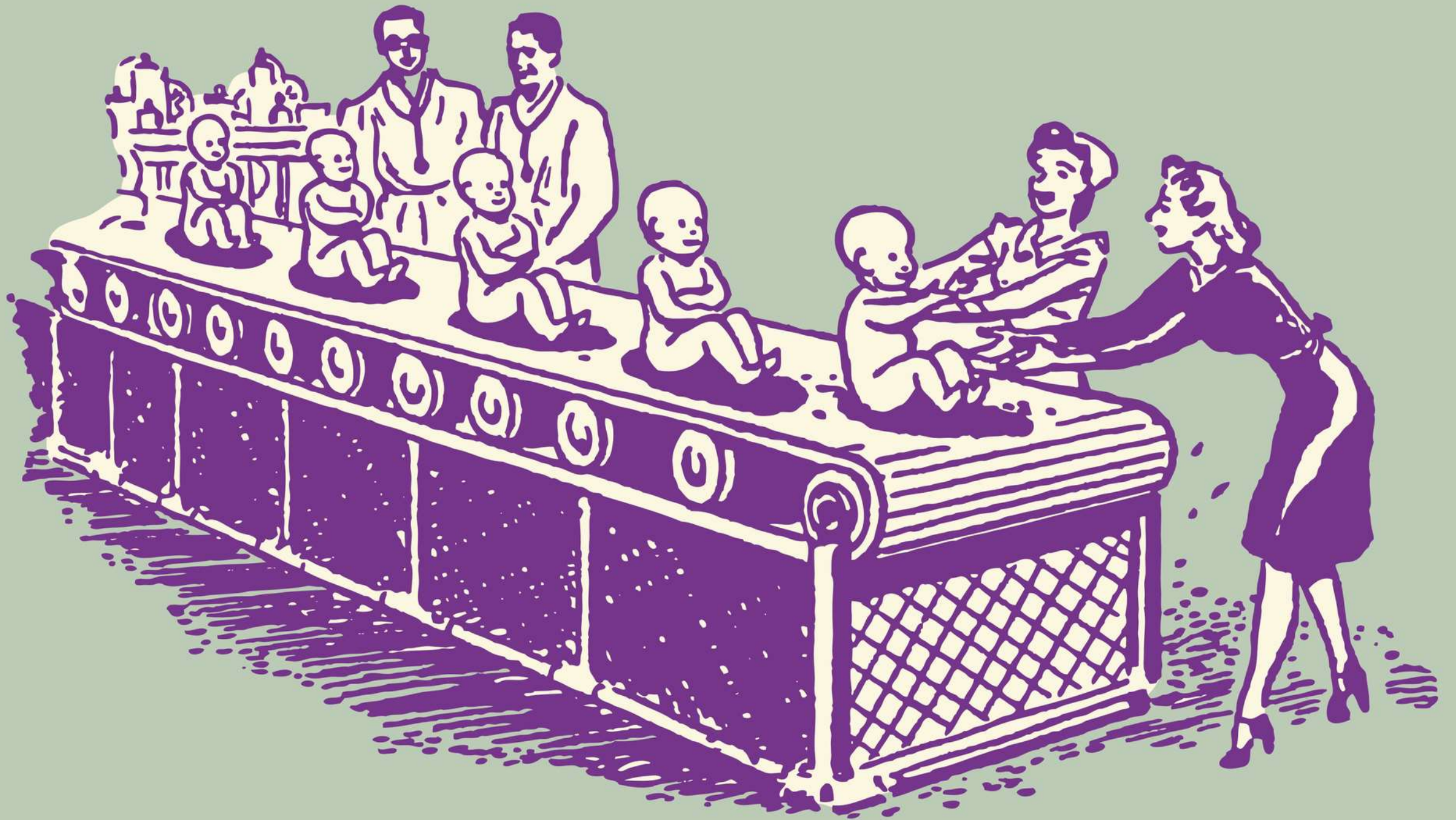


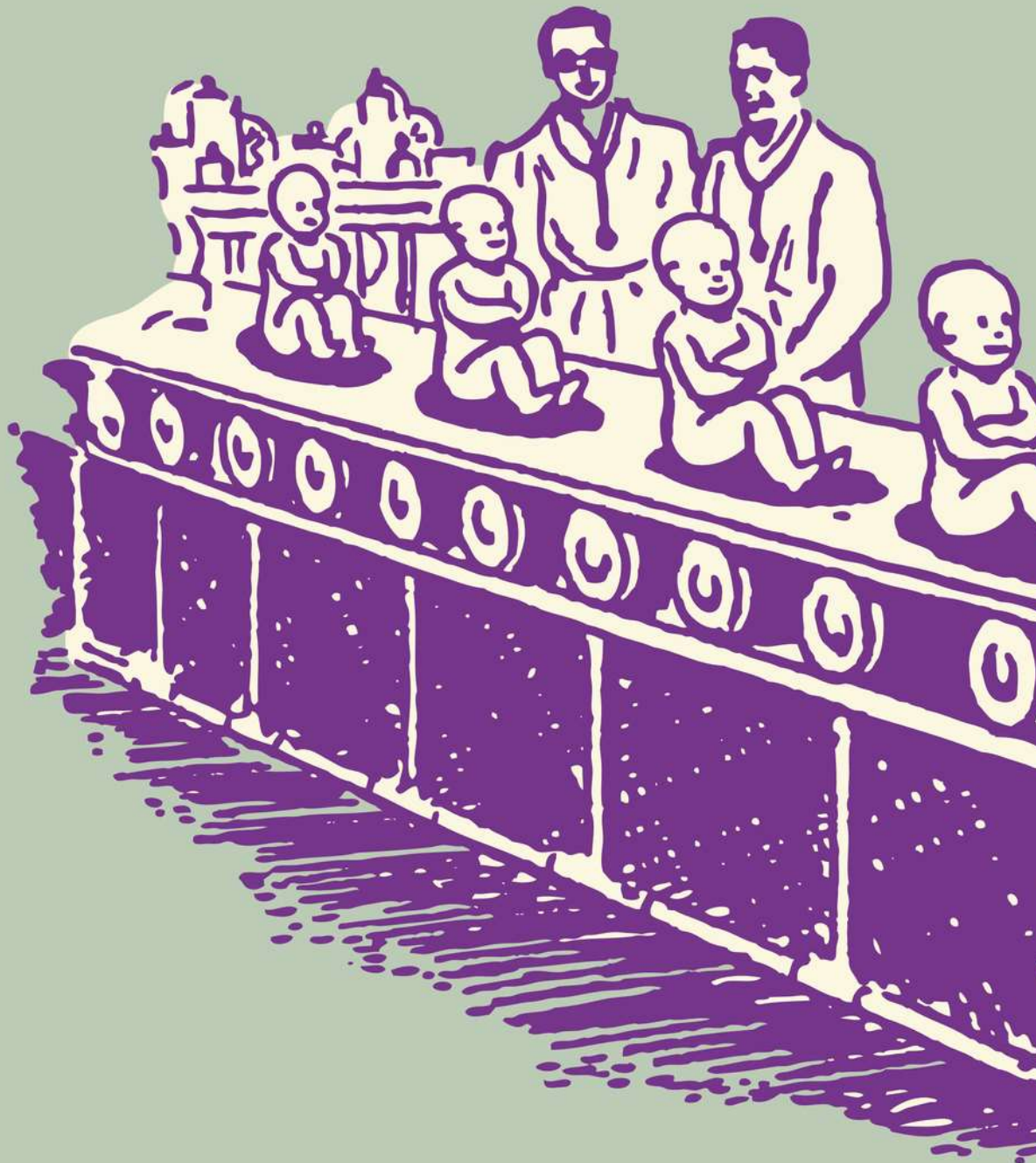


Quality Planning

Quality Improvement

Quality Control





Efficient

Timely

Effective

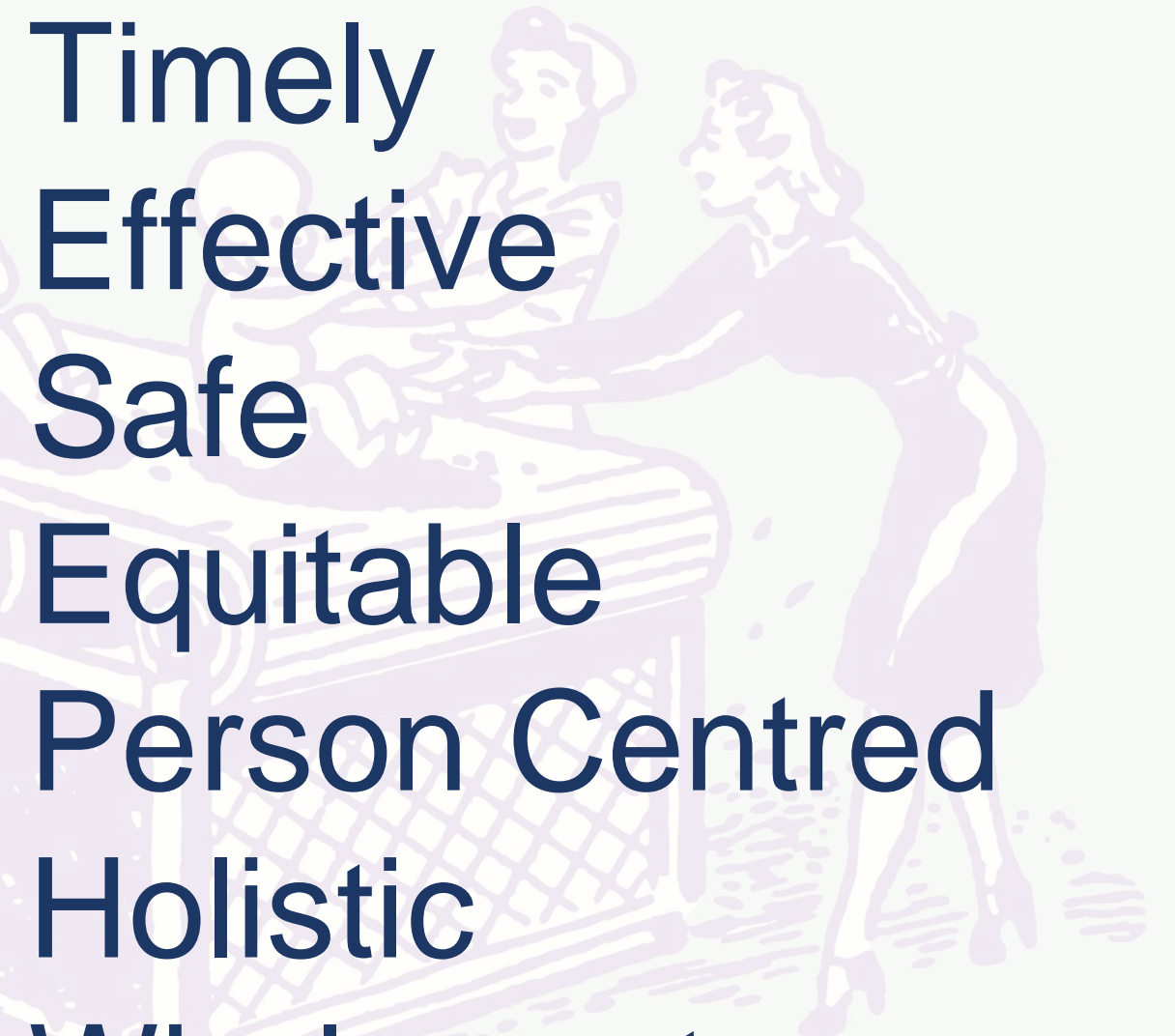
Safe

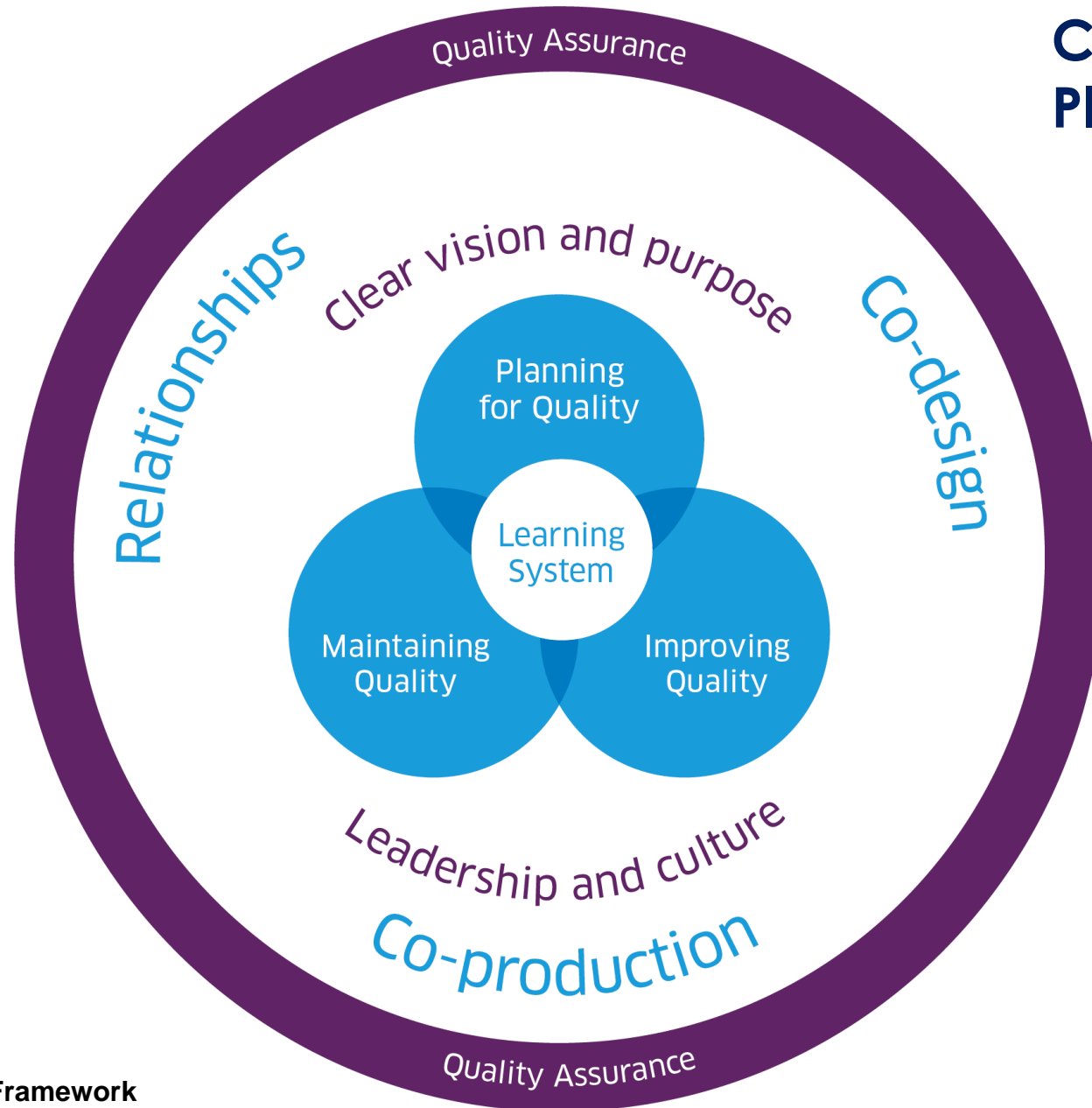
Equitable

Person Centred

Holistic

Whole system

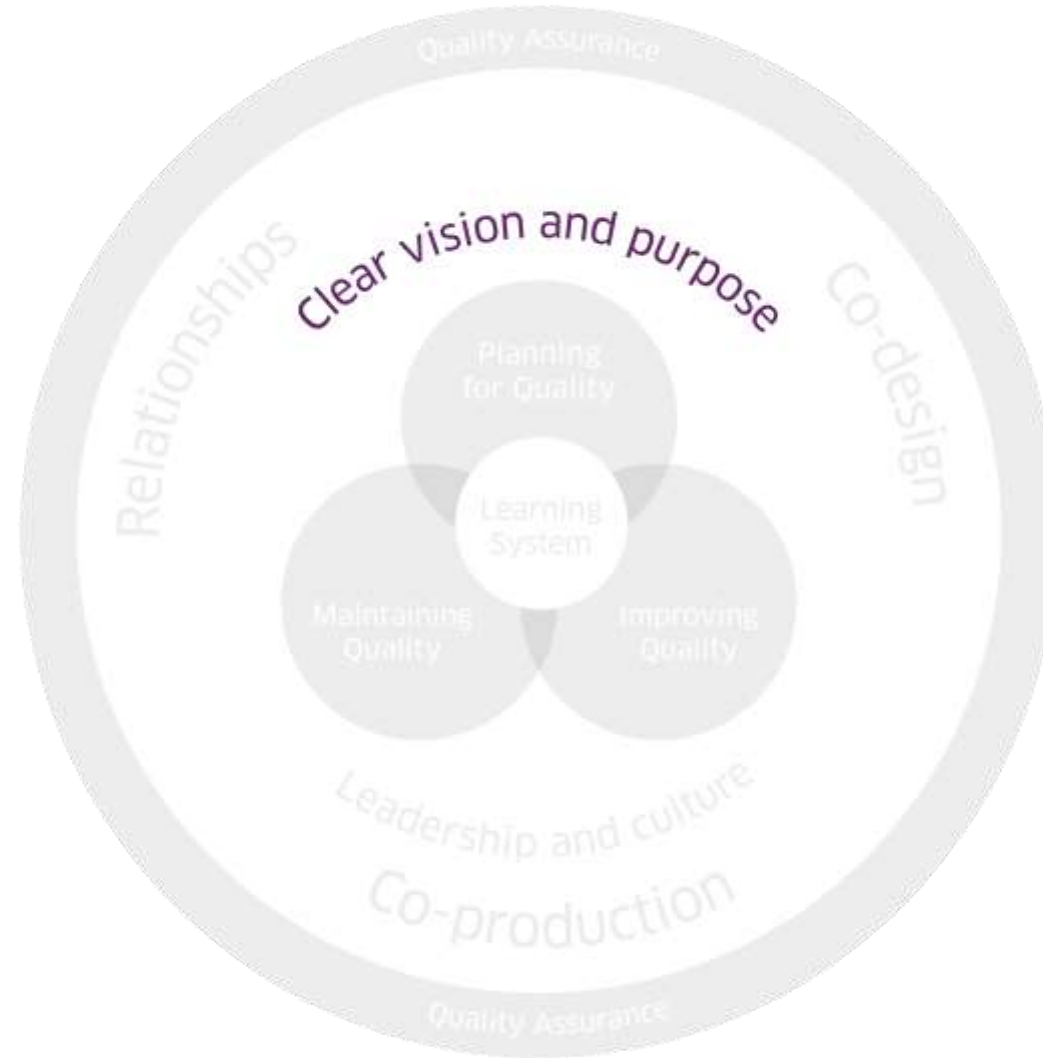




High-level Quality Management System Framework (working draft 4)

© Healthcare Improvement Scotland. Published: December 2019

Please note: The QMS Framework is continuously evolving, for the most up to date version please visit: <https://ihub.scot>





**getting
it right**
for every child



**Children and
Young People
Improvement
Collaborative**

**We strive to create
a country where all
children can say
"we grow up loved,
safe and respected
so that we realise
our potential"**

National Performance Framework



**#Keep
The
Promise**



UNCRC

The Scotland we want babies, children, young people and families to experience

Every child grows up loved, safe, and respected, to realise their full potential

Wellbeing Outcomes
Safe Healthy Achieving
Nurtured Active Responsible
Respected Included

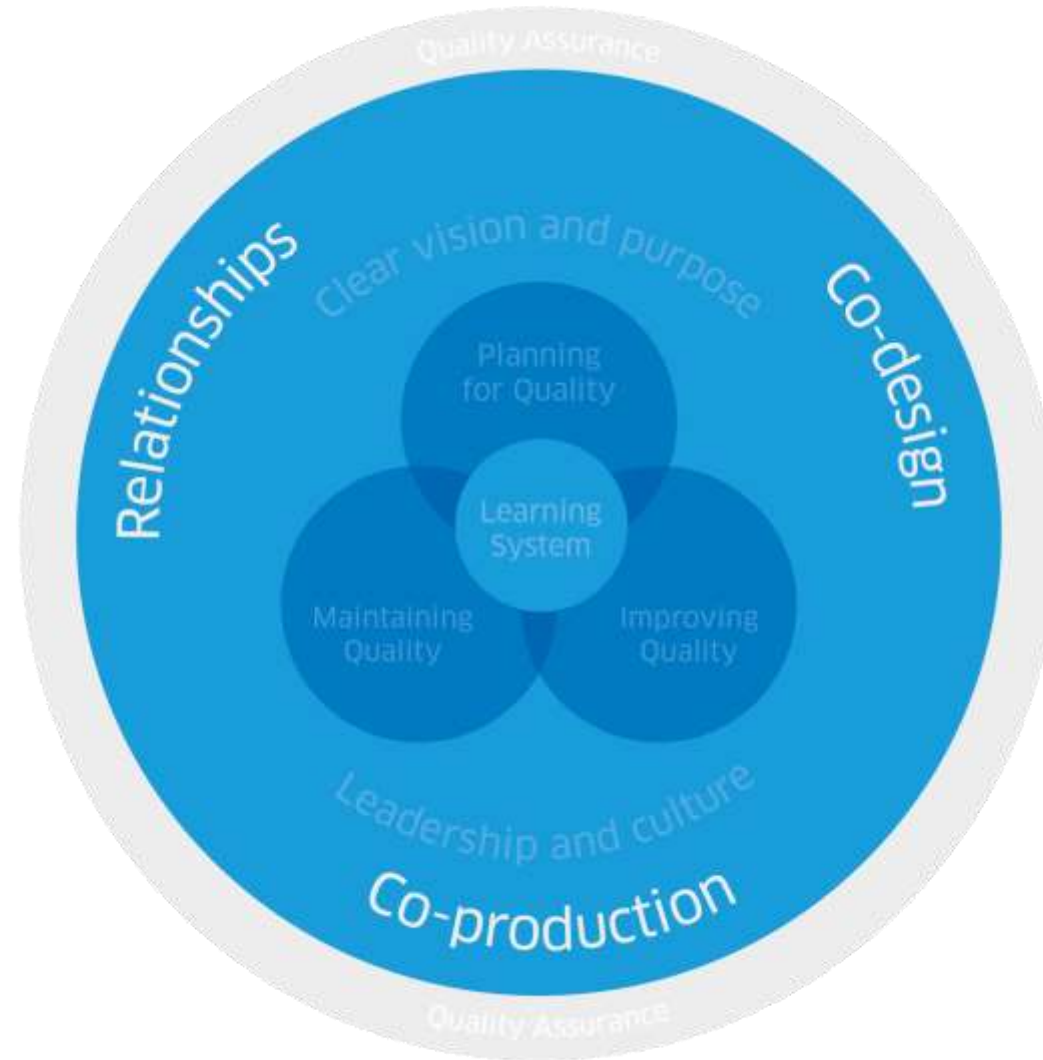
Wider World

People who Look After Me

How I Grow and Develop



There's an app for that!!

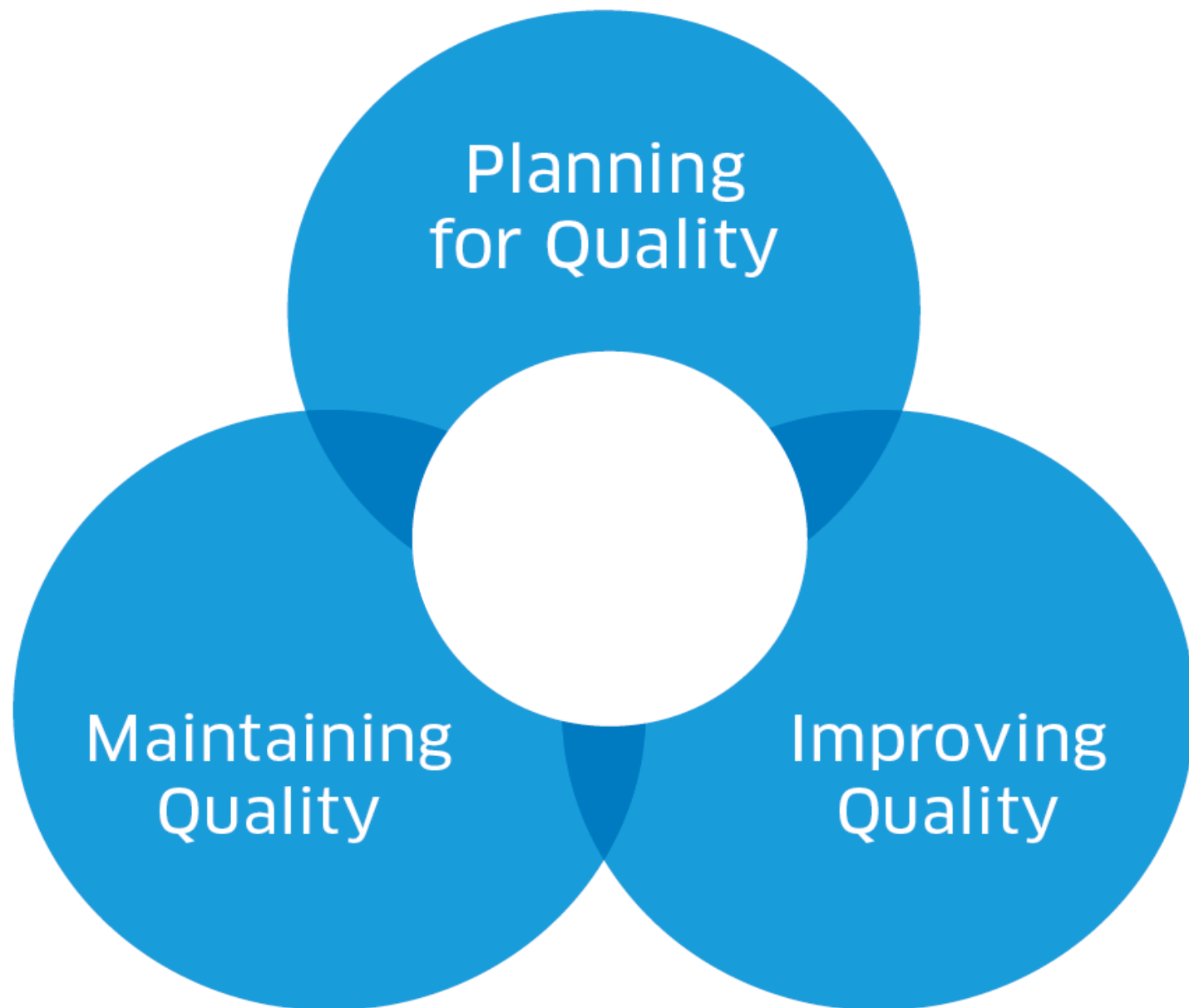


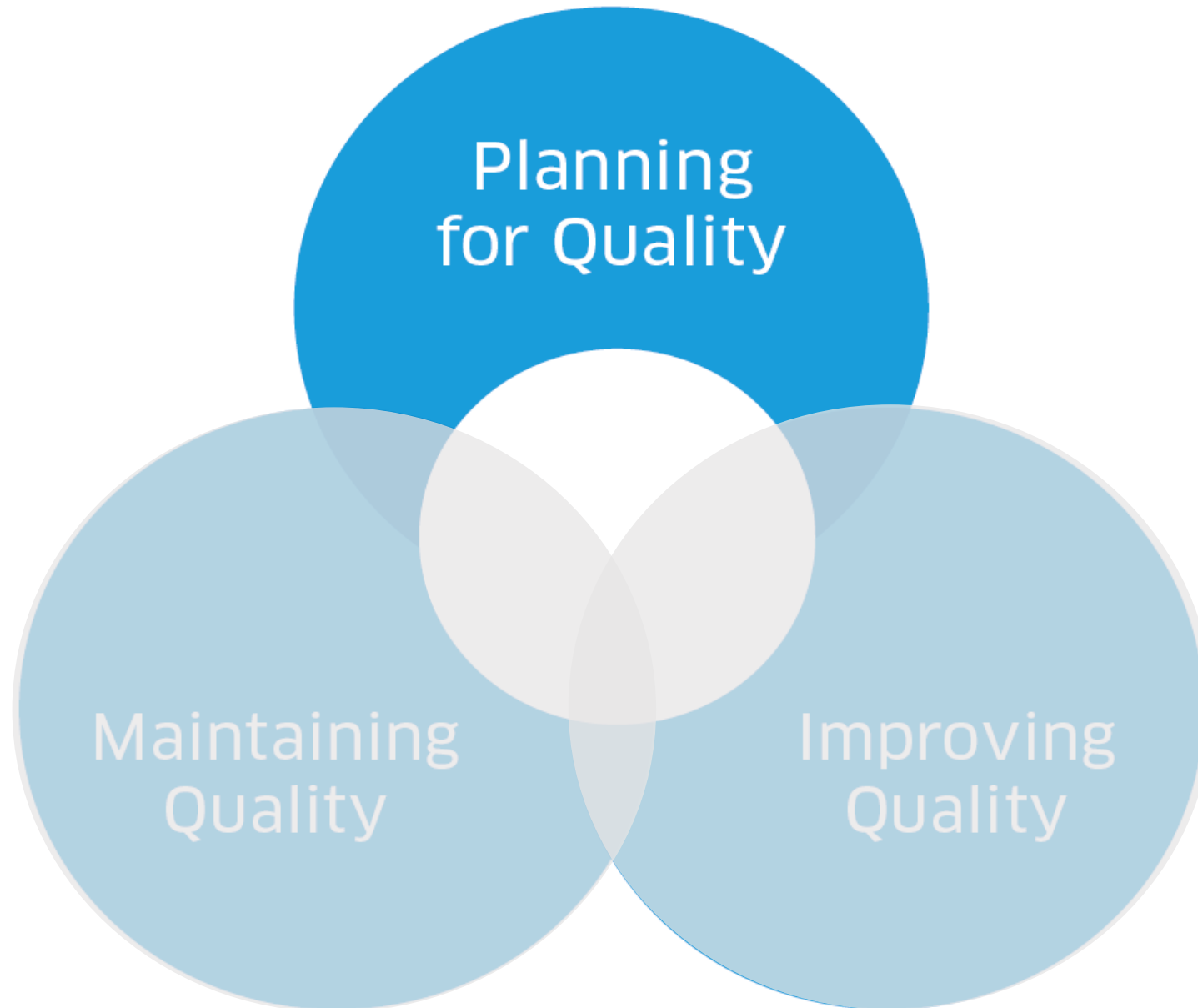












Children's Services Planning (3 Year Cycle)





LOOK

BUSY







From Ruth Glassborow's QMS development, 2019

Planning for Quality

**Understand
population**



**Issues arising
from Maintain
Quality data**

**Prioritise based
on impact**



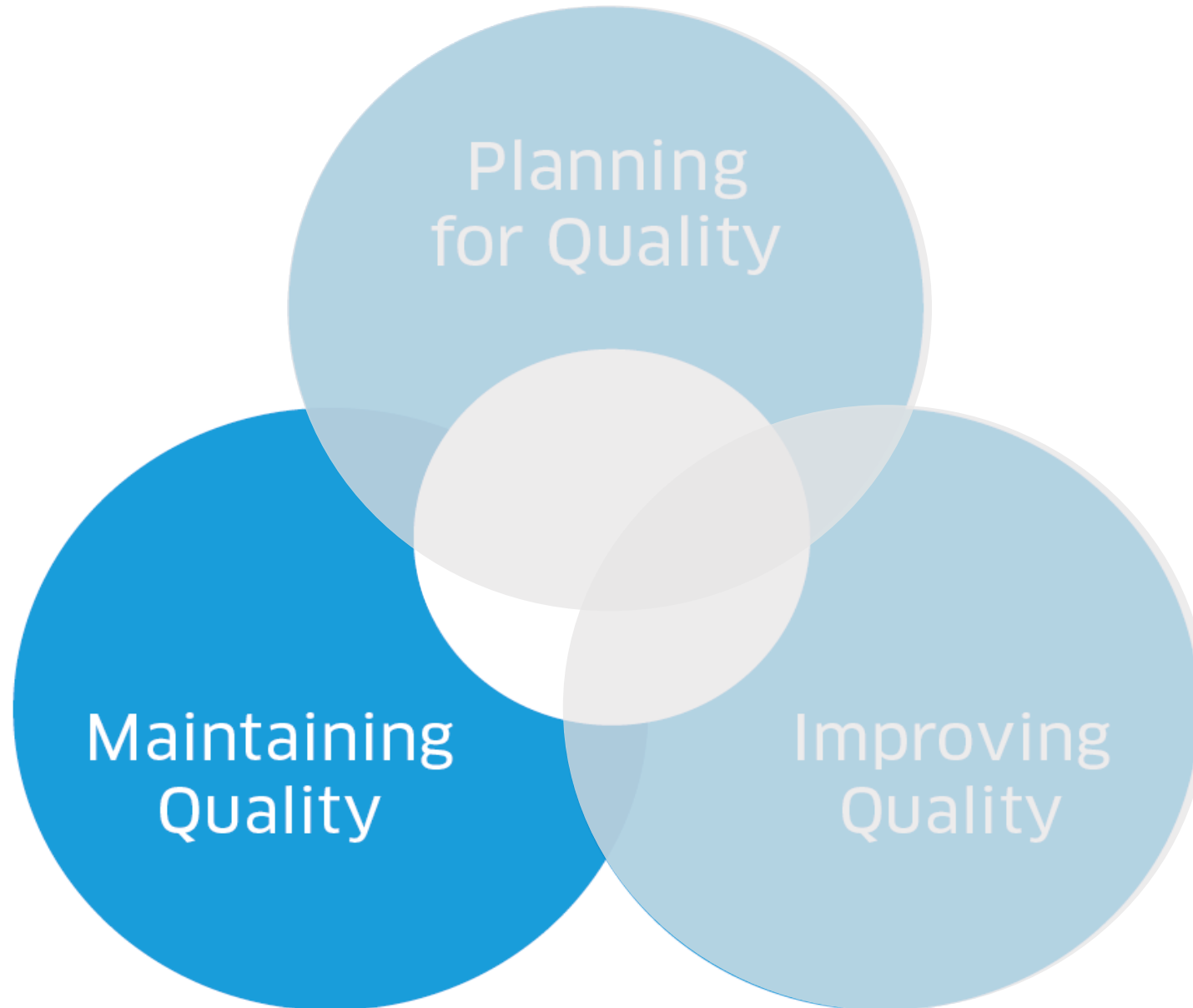
Theory of change, method, resource, roles


How do you ensure your pre-birth to 3 population are able to get the support they need, when they need it?

Is there an early development pathway that people in the system understand?

What opportunities are there locally?

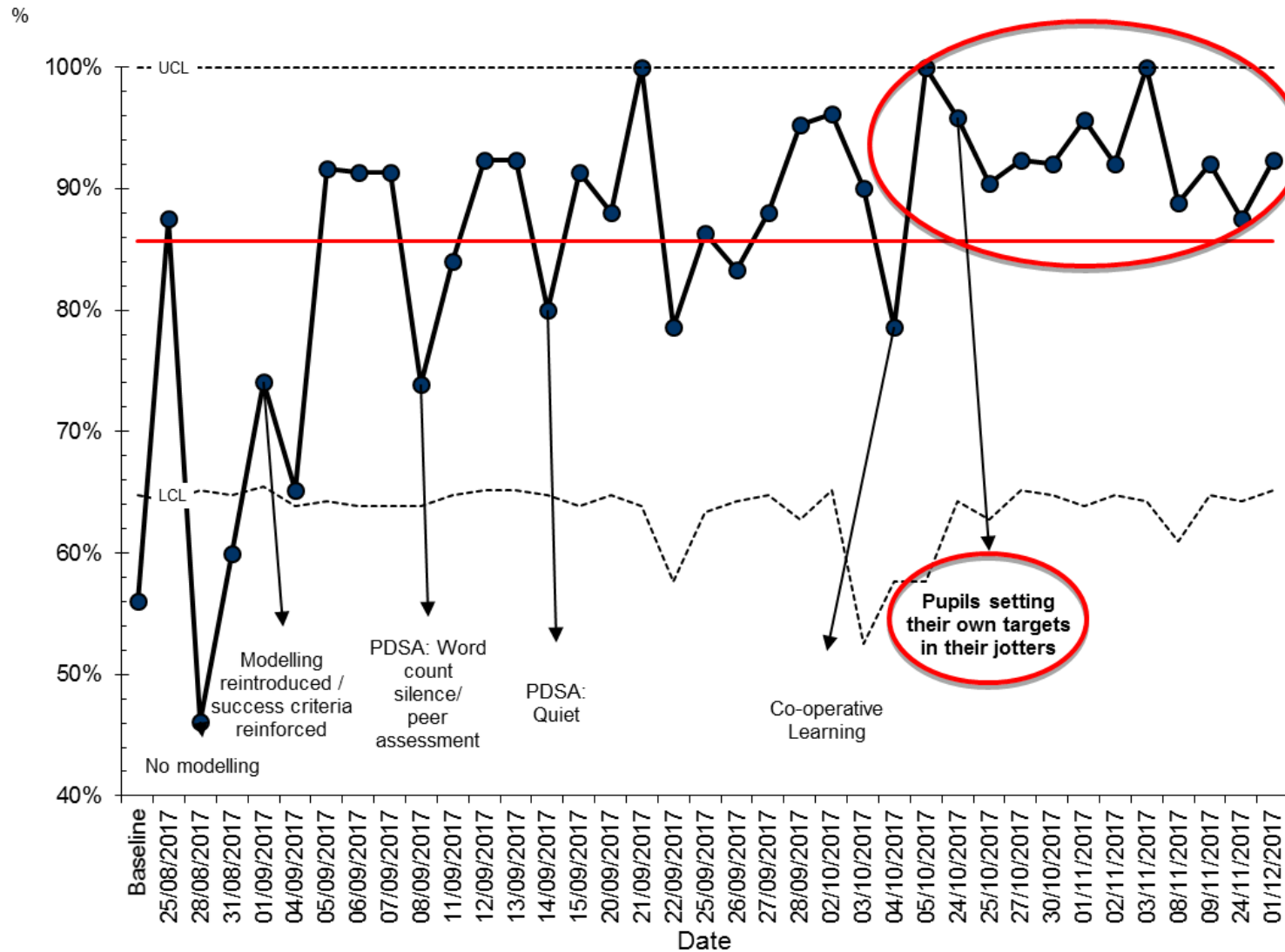
What could we be doing nationally?



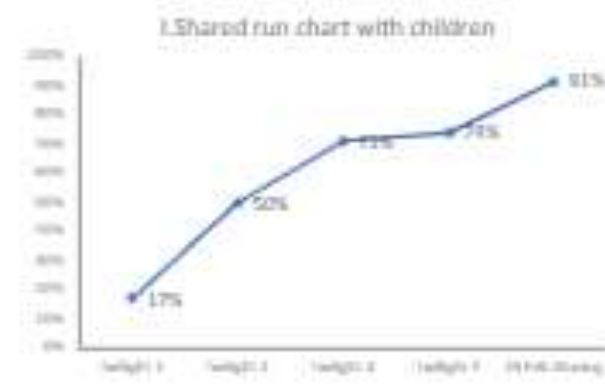
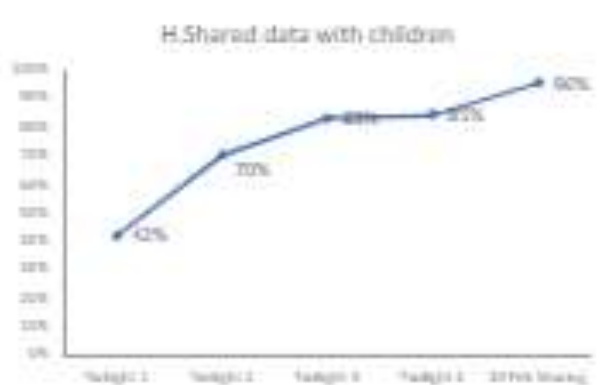
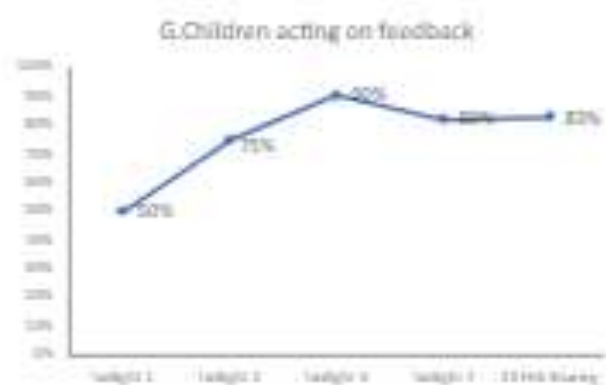
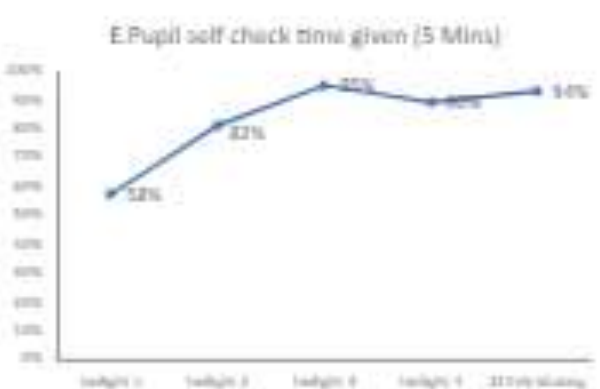
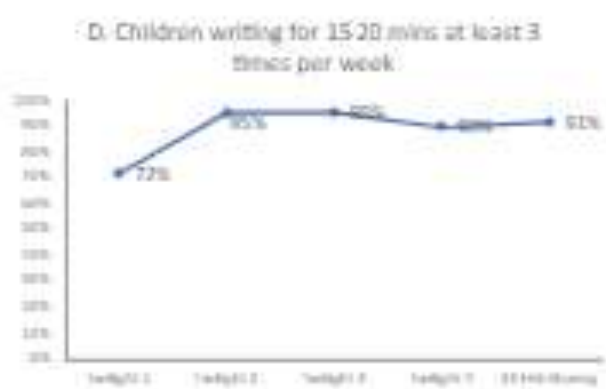
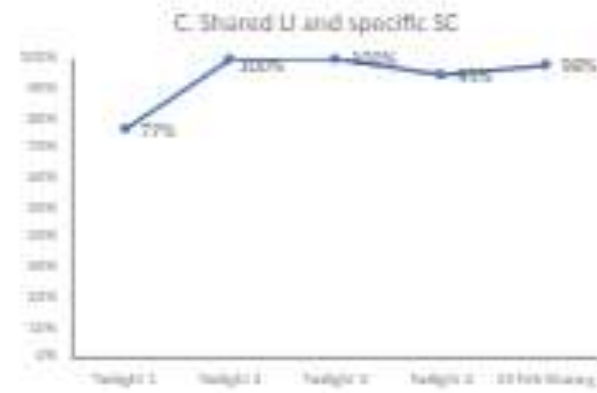
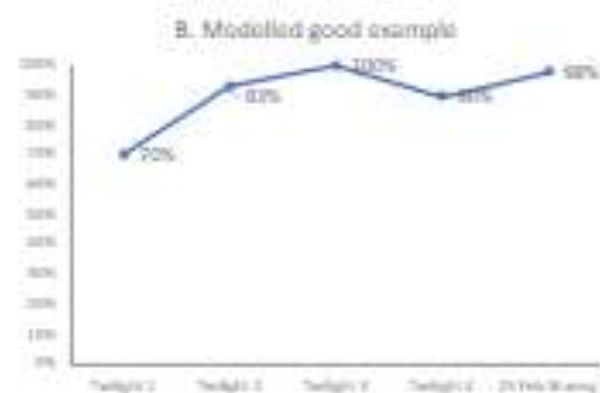
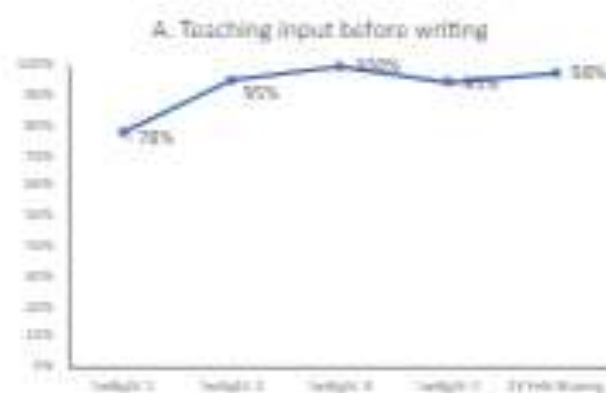
A close-up photograph of a car's side-view mirror. The mirror is black and has a warning message printed on it. The background is a blurred outdoor scene with green foliage and a white railing. The mirror's reflection shows a blurred view of the road and sky. In the bottom right corner of the mirror's reflection, there are two small, overlapping orange circular lights.

OBJECTS IN MIRROR ARE
CLOSER THAN THEY APPEAR

% of pupils (P5A) =>3 sentences with correct* punctuation

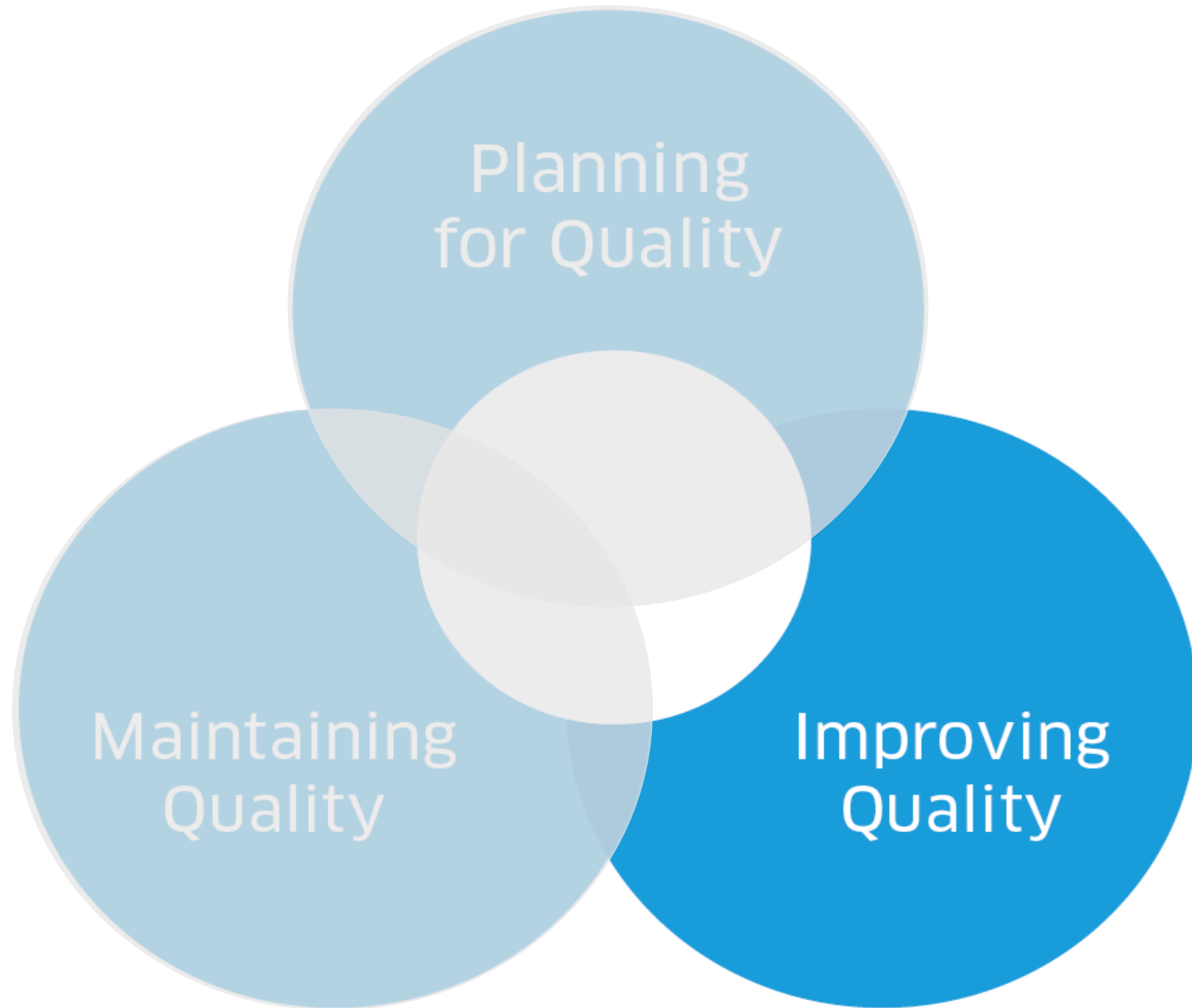


Small multiples: reliability of the components of the bundle

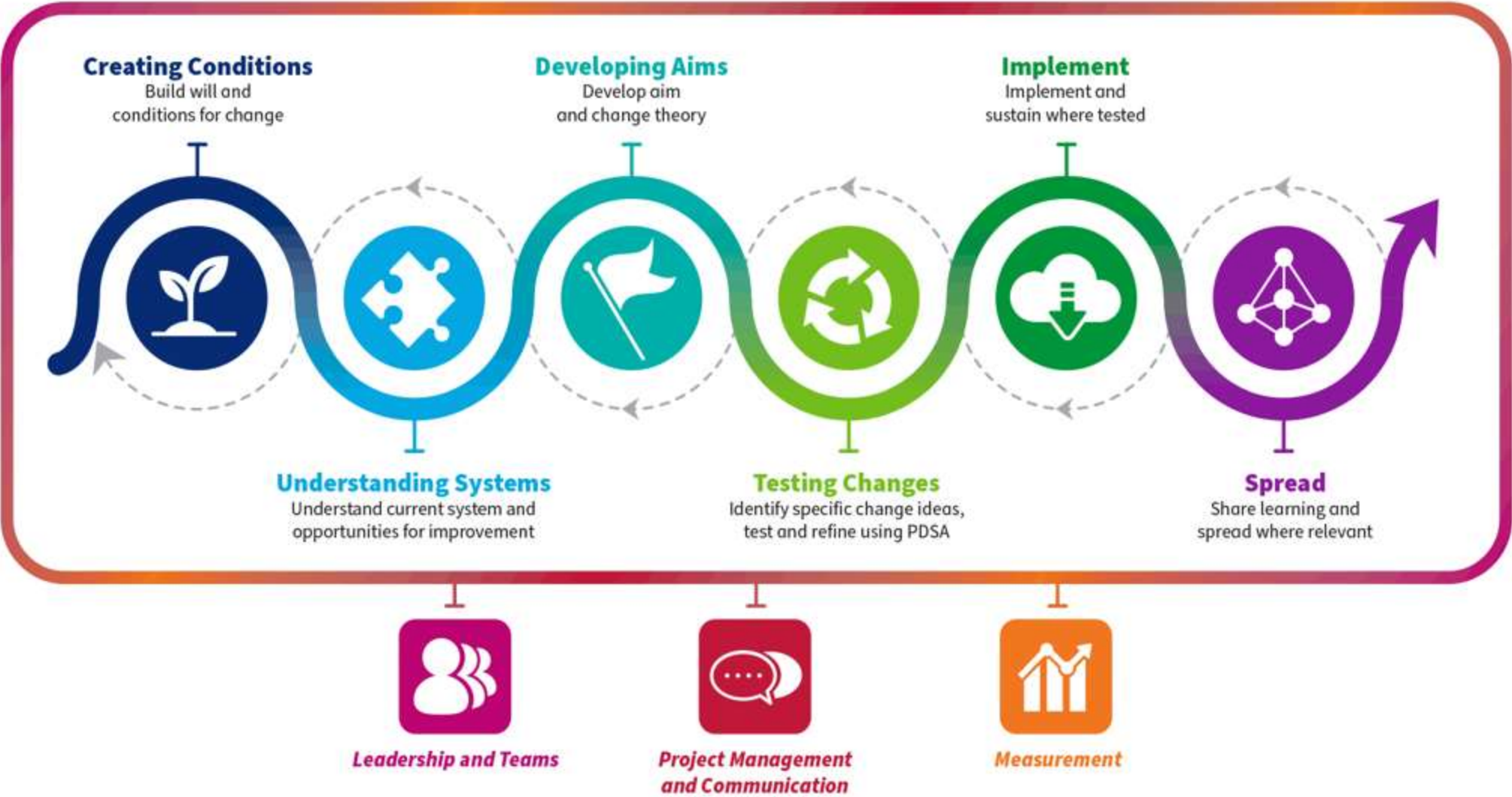


How does your CSPP know that evidence based services are being delivered reliably and consistently to support early child development and respond to identified local needs ?

What would be your indication that families with children aged pre-birth to 3 are not getting the right help at the right time, and experiencing support in a joined up way, and how soon would you know?



Quality Improvement Journey



To what extent is a systematic approach to improvement being used within in the context of pre-birth to 3, with a focus on prevention of poor outcomes?

Group 1 – Maintaining Quality

How does your CSPP know that evidence based services are being delivered reliably and consistently to support early child development and respond to identified local needs ?

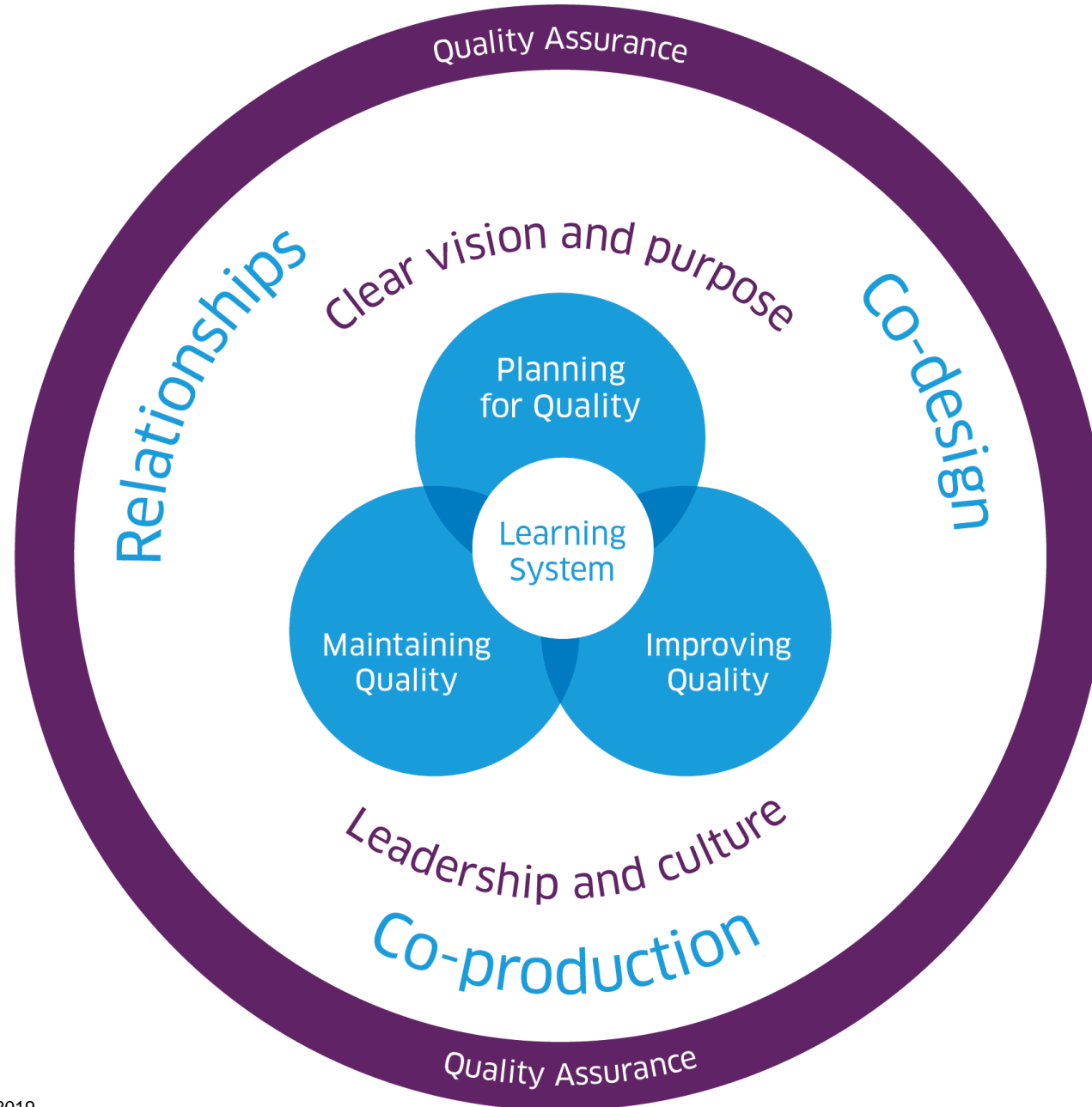
What would be your indication that families with children aged pre-birth to 3 are not getting the right help at the right time, and experiencing support in a joined up way, and how soon would you know?

Group 2 – Improving Quality

To what extent is a systematic approach to improvement being used within in the context of pre-birth to 3, with a focus on prevention of poor outcomes?

What opportunities are there locally?

What could we be doing nationally?



Relationships

Clear vision

Purpose

Co-design

Learning System

Planning for Quality

Maintaining Quality

Improving Quality



Thank you

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