

Equality Impact Assessment

Context

1. under s.149 of the Equality Act 2010, when making decisions, Essex County Council must have regard to the Public Sector Equality Duty, ie have due regard to:
 - eliminating unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act,
 - advancing equality of opportunity between people who share a protected characteristic and those who do not,
 - fostering good relations between people who share a protected characteristic and those who do not, including tackling prejudice and promoting understanding.
2. The characteristics protected by the Equality Act are:
 - age
 - disability
 - gender reassignment
 - marriage/civil partnership
 - pregnancy/maternity
 - race
 - religion/belief
 - gender and sexual orientation.
3. In addition to the above protected characteristics you should consider the cross-cutting elements of the proposed policy, namely the social, economic and environmental impact (including rurality) as part of this assessment. These cross-cutting elements are not a characteristic protected by law but are regarded as good practice to include.
4. The Equality Impact Assessment (EqIA) document should be used as a tool to test and analyse the nature and impact of either what we do or are planning to do in the future. It can be used flexibly for reviewing existing arrangements but in particular should enable identification where further consultation, engagement and data is required.
5. Use the questions in this document to record your findings. This should include the nature and extent of the impact on those likely to be affected by the proposed policy.
6. Where this EqIA relates to a continuing project, it must be reviewed and updated at each stage of the decision.
7. The EqIA will be published at:
<http://cmis.essexcc.gov.uk/essexcmis5/BusinessManager.aspx>
8. All **Cabinet Member Actions, Chief Officer Actions, Key Decisions** and **Cabinet Reports must be** accompanied by an EqIA.
9. For further information, refer to the EqIA guidance for staff.
10. For advice, contact:
Shammi Jalota shammi.jalota@essex.gov.uk
Head of Equality and Diversity
Corporate Law & Assurance
Tel 0330 134592 or 07740 901114



Section 1: Identifying details

Your function, service area and team:

Early Years and Childcare
Sufficiency and Sustainability
Strategy, Planning and Performance
Education Directorate
Essex County Council

If you are submitting this EqlA on behalf of another function, service area or team, specify the originating function, service area or team: N/A

Title of policy or decision: Early Years and Childcare Funding Panel Recommendations
I

Officer completing the EqlA: Andree Race- Equality and Inclusion Officer Tel: 07585984484
Email: andree.race@essex.gov.uk

Date of completing the assessment: 16/07/2019

Section 2: Policy to be analysed

2.1	Is this a new policy (or decision) or a change to an existing policy, practice or project? this is a new decision
2.2	<p>Describe the main aims, objectives and purpose of the policy (or decision): To approve the recommendation made by the Early Years and Childcare Funding Panel to award £15,473 to Seymour House Ltd to create 1 new early years and childcare place.</p> <p>What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)? Awarding of Section 106 funding.</p>
2.3	<p>Does or will the policy or decision affect:</p> <ul style="list-style-type: none">• service users• employees• the wider community or groups of people, particularly where there are areas of known inequalities? <p>All of the above. The decision will provide an additional Early Years place for children in the Moulsham and Central ward of Chelmsford.</p> <p>.</p> <p>Will the policy or decision influence how organisations operate? No</p>



2.4	<p>Will the policy or decision involve substantial changes in resources?</p> <p>No.</p>
2.5	<p>Is this policy or decision associated with any of the Council's other policies and how, if applicable, does the proposed policy support corporate outcomes?</p> <p>2.5.1 This proposal supports the delivery of Essex Organisation strategy 2017 – 2021</p> <p>Enabling Inclusive Economic Growth:</p> <ul style="list-style-type: none"> - Supporting employment and entrepreneurship across our economy – through providing opportunities for private, voluntary, independent and maintained sector childcare provision to expand <p>Helping people to get the Best Start and Age Well:</p> <ul style="list-style-type: none"> - Increasing educational achievement and enhancing skills – though supporting access to nursery education and childcare for some of the most disadvantaged children <p>Helping to create a great place to grow up, live and work:</p> <ul style="list-style-type: none"> - Developing and maintaining the infrastructure that enables our residents to travel and our businesses to grow – through developing childcare provision that supports parents to work and train <p>Transform the Council to achieve more with less:</p> <ul style="list-style-type: none"> - Developing and maintaining sustainable early education provision. <p>These proposal support our planned activities to:</p> <ul style="list-style-type: none"> - Deliver school readiness intervention projects in county hotspots linked to district GLD outcomes and working with the broad definition of disadvantage. - Ensure all early years & childcare provision and schools in every community are judged good or outstanding by Ofsted <p>2.5.2 ECC has a statutory duty to ensure that there are sufficient childcare provisions within the local area, as well as a duty to secure free early years provisions for preschool children. The Free Early Education Entitlement for 2 year olds (FEEE2) currently entitles 40% of the most disadvantaged 2 year olds to 15 hours per week of free nursery education. The recommendations of the Panel ensure that ECC meets these obligations.</p> <p>2.5.3 Under Section 6 of the Childcare Act 2006, ECC must ensure that there is sufficient childcare within the local area. Section 6 of the Act defines 'sufficient childcare' as sufficient to meet the requirements of parents in the area who require childcare 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.</p>



Section 3: Evidence/data about the user population and consultation¹

As a minimum you must consider what is known about the population likely to be affected which will support your understanding of the impact of the policy, eg service uptake/usage, customer satisfaction surveys, staffing data, performance data, research information (national, regional and local data sources).

3.1	<p>What does the information tell you about those groups identified? Based on the Childcare Sufficiency Data held by EYCC, we know there is a need to increase childcare places in this area.</p> <p>The 2018 Early years Foundation Stage Profile data indicates the characteristics of the families in the Chelmsford area. The data shows that: 8% are children with EAL 50% of children are female and 50% are males 18% are children from Minority Ethnic backgrounds 8% are children with SEND and 11% of children come from financially disadvantaged backgrounds</p> <p>74.4% of children in this area achieved a Good Level of Development at the end of the Foundation Stage in 2018</p>
3.2	<p>Have you consulted or involved those groups that are likely to be affected by the policy or decision you want to implement? If so, what were their views and how have their views influenced your decision?</p> <p>The provider conducted market research to evidence the need for additional childcare in their area as part of their funding application. ECC Early Years and Childcare sufficiency data also shows a need.</p>
3.3	<p>If you have not consulted or engaged with communities that are likely to be affected by the policy or decision, give details about when you intend to carry out consultation or provide reasons for why you feel this is not necessary:</p>

¹ Data sources within EEC. Refer to Essex Insight:
<http://www.essexinsight.org.uk/mainmenu.aspx?cookieCheck=true>
with links to JSNA and 2011 Census.



Section 4: Impact of policy or decision

Use this section to assess any potential impact on equality groups based on what you now know.

Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Age	Positive- the purpose of the decision is to provide additional childcare for under 5s and care for school age children	H
Disability	Positive- the new building is required to be fully accessible and therefore childcare places will be available for children with disabilities. Positive- All Early Years and Childcare settings have a responsibility to provide an inclusive service for all children and their families, including those with Special Educational Needs and Disabilities (SEND). Every EY setting must have a trained Special educational needs co-ordinator (Senco) and additional funding to support the inclusion of children with SEND in early years settings is provided by ECC	H
Gender	Positive- This decision will support quality provision for children of both genders with training available from EYCC to target gaps in attainment eg. "getting it write for boys".	H
Gender reassignment	Neutral- no evidence identified.	L
Marriage/civil partnership	Neutral- no evidence identified.	L
Pregnancy/maternity	Positive- Pregnant Mothers and those with young babies may be advantaged by the provision of childcare places in their locality.	H
Race	Positive- The decision supports places being available for all children regardless of Race and all EY settings are required to have an Equality Named Co-ordinator (ENCO) to ensure they comply with the Public Sector Duties of the Equality Act 2010	H



Religion/belief	Positive- The decision supports places being available for all children regardless of religion or belief and all EY settings are required to have an Equality Named Co-ordinator(ENCO) to ensure they comply with the Public Sector Duties of the Equality Act 2010	H
Sexual orientation	Neutral- no impact identified.	L
Cross-cutting themes		
Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Socio-economic	Positive- FEEE2 funding is available to families in the lowest 40% of incomes and full day care and wrap around and holiday care for school age children will enable parents to work. In addition, the EY place will also be available for the extended childcare entitlement for working parents .	H
Environmental, eg housing, transport links/rural isolation	Positive- Provision is in an area of new development and allows access to childcare in this area.	H



Section 5: Conclusion

		Tick Yes/No as appropriate	
5.1	Does the EqlA in Section 4 indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?	No <input checked="" type="checkbox"/>	
		Yes <input type="checkbox"/>	If ' YES ', use the action plan at Section 6 to describe the adverse impacts and what mitigating actions you could put in place.



Section 6: Action plan to address and monitor adverse impacts

What are the potential adverse impacts?	What are the mitigating actions?	Date they will be achieved.



Section 7: Sign off

**I confirm that this initial analysis has been completed appropriately.
(A typed signature is sufficient.)**

Signature of Head of Service: Carolyn Terry

Date: 16/07/18

Signature of person completing the EqlA: Andree Race

Date: 16/07/18

Advice

Keep your director informed of all equality & diversity issues. We recommend that you forward a copy of every EqlA you undertake to the director responsible for the service area. Retain a copy of this EqlA for your records. If this EqlA relates to a continuing project, ensure this document is kept under review and updated, eg after a consultation has been undertaken.

