

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

<b>Directorate: Children &amp; Families</b>	<b>Service area: Early Help</b>
<b>Lead person: Amanda Ashe</b>	<b>Contact number: 07891 275941</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment: 30/11/2022</b>	

## 1. Title: Review of Little Owls Nursery Provision

Is this a:

☐

Strategy / Policy

☒

Service / Function

☐

Other

If other, please specify

## 2. Members of the assessment team:

Name	Organisation	Role on assessment team For example, service user, manager of service, specialist
Amanda Ashe	LCC	Service Lead
Victoria Fuggles	LCC	HoS
Bodor Ahmad	LCC	HR

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
The service has 28 Little Owls nursery settings across the city, predominantly in areas of high deprivation or where there is/has been a gap in the private provider market. An Initial review of the performance of each setting was undertaken (focusing on indicators such as number of children, staffing level, capacity, local demand, other provision (private/third sector)). This initial review has concluded with one of the proposals being to amalgamate 4 nursery settings into alternative Little Owls' provision. Implementation of the amalgamations is being progressed through a Significant Operational Decision taken by the Director of Children & Families and is the subject of this EDCI Impact Assessment to support that decision making.

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
<b>Please provide detail:</b>	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>
Procuring of a service (by contract or grant)	<input type="checkbox"/>
<b>Please provide detail:</b> The changes to service provision will impact on 3 main groups – children attending the settings, parents/carers, and staff. There is likely to be differential impact amongst these	

groups depending on a range of factors such as special educational needs, level of financial security, mode of transport.

### **5. Fact finding – what do we already know**

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

Detailed work will be undertaken on a setting-by-setting basis, to understand exactly who will be impacted, in what way impacts will be felt and action to mitigate this as far as is possible. Some of this will be achieved through assessment of information held by the service about children, their family and staff, however further understanding of personal circumstances will be achieved through full consultation and engagement with all relevant stakeholders.

The learning from previous consultations where nurseries have closed will also help to inform this assessment.

Action will be taken to ensure that the consultation process will be inclusive and accessible to all stakeholders. Take up of the consultation opportunity, and resultant responses will be monitored against the equality characteristics to provide a better understanding of any group who might be disproportionately affected, e.g.. disabled children, children with special educational needs, culturally diverse/minority ethnic communities etc.

### **Are there any gaps in equality and diversity information**

#### **Please provide detail:**

Detailed knowledge of home addresses of children and staff is required to consider any travel implications.

Detailed knowledge of those children with SEND is required to manage the transition process and ensure alternative provision being offered can meet their needs. Individual circumstances of the workforce need to be understood if working patterns need to change.

#### **Action required:**

Postcode data to be analysed.

Meetings with Managers to be arranged to gather SEND information.

Consultation with staff to be undertaken to offer the opportunity to discuss any personal circumstances that need to be considered.

### **6. Wider involvement – have you involved groups of people who are most likely to be affected or interested**

☒

Yes

☐

No

**Please provide detail:**

Briefings have taken place with ward members, trade unions as well as managers and staff teams who will be directly impacted. Letters have been distributed to Parents/Carers who will be directly impacted with follow up meetings and discussions where requested/required. Catering and cleaning staff have also been briefed and local schools have been informed. Legal services have been briefed to initiate the surrender of a lease arrangement at one of the sites.

**Action required:**

Transition processes to be put in place to support children and staff to transfer to the new Little Owls provision.

Support to be offered to families to identify and secure alternative childcare places where required, and relocation of staff to different Little Owls settings.

Notice to be served on lease.

**7. Who may be affected by this activity?**

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

**Equality characteristics**

☒

**Age**

☒

**Carers**

☒

**Disability**

☐

**Gender reassignment**

☒

**Race**

☐

**Religion  
or Belief**

☒

**Sex (male or female)**

☐

**Sexual orientation**

☐

**Other**

(**Other** can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

**Please specify:**

**Stakeholders**

☒

**Services users**

☒

**Employees**

☒

**Trade Unions**

☒

**Partners**

☒

**Members**

☒

**Suppliers**

☐

**Other please specify**

Potential barriers	
<input type="checkbox"/> Built environment	<input checked="" type="checkbox"/> Location of premises and services
<input type="checkbox"/> Information and communication	<input type="checkbox"/> Customer care
<input checked="" type="checkbox"/> Timing	<input type="checkbox"/> Stereotypes and assumptions
<input type="checkbox"/> Cost	<input checked="" type="checkbox"/> Consultation and involvement
<input checked="" type="checkbox"/> Financial exclusion	<input checked="" type="checkbox"/> Employment and training
<input type="checkbox"/> specific barriers to the strategy, policy, services or function	
Please specify	

<p><b>8. Positive and negative impact</b></p> <p>Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers</p>
<p><b>8a. Positive impact:</b></p> <p>Since the pandemic, recruitment of staff within the childcare sector has proved challenging both locally and nationally and despite a robust recruitment action plan for the Little Owls Service we continue to hold a significant number of vacancies. This has meant that we have been offering a reduced provision across several sites which has impacted on families. By amalgamating the provision and deploying staff into vacant posts, the offer of provision available between the hours of 8am – 6pm will be more sustainable and consistent for families.</p> <p>Alternative places are available for all the children in the Little Owls nurseries identified for amalgamation, in the same ward, within close proximity to their existing provision which will mean minimal impact on families. Transition visits will be offered to all families and children will transition with their keyperson to ensure continuity of care.</p>
<p><b>Action required:</b></p> <p>None</p>

<b>8b. Negative impact:</b>
Key findings of the assessment have highlighted impacts such as children being unsettled by having to move settings, financial implications if alternative places cannot be sought at the same rates, effects on daily routines and work patterns, changes to travel requirements (different journeys and journey times), and possible impact on job security. Some children who are due to transition to school next year may prefer to transition to a school nursery rather than make 2 transitions in one year so if they choose to leave the Little Owls provision this will impact on income for the Service.
<b>Action required:</b>
<p>Staff to transition with children to provide continuity of care.</p> <p>Alternative provision, at the same rate, is being offered in close proximity to the existing provision which will mitigate against financial issues and travel issues with the exception of Richmond Hill where the distance may be a barrier to families without transport; alternative options are being explored with those parents.</p> <p>Impact on job security for the Managers who are potentially displaced is being mitigated by a targeted ELI offer being made across the wider service.</p> <p>Where staff are required to change work patterns, one months' notice will be given followed by discussions to consider individual circumstances where a change to work pattern may impact negatively on an individual.</p> <p>Meeting to be undertaken with finance colleagues to review the impact on income and determine future budget projections.</p>

<b>9. Will this activity promote strong and positive relationships between the groups/communities identified?</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> <b>Yes</b> </div> <div style="text-align: center;"> <input type="checkbox"/> <b>No</b> </div> </div> <p><b>Please provide detail:</b></p> <p>Consultation process will ensure communities are informed and understand the rationale for this proposal. Opportunities for the workforce may include opportunities for ELI for those who are nearing the end of their career and transfer opportunities for staff who wish to work nearer home.</p> <p><b>Action required:</b></p> <p>Letters and meetings to be held with groups/communities identified.</p> <p>Targeted ELI offer to be made to Managers across the wider service.</p> <p>Transfer opportunities to be explored for those staff who request this.</p>

<b>10. Does this activity bring groups/communities into increased contact with each other? (for example, in schools, neighbourhood, workplace)</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> <b>Yes</b> </div> <div style="text-align: center;"> <input type="checkbox"/> <b>No</b> </div> </div>

<b>Please provide detail:</b> Partnership working with schools and other childcare providers will increase should Parents wish to consider alternative options increasing placement capacity at other provision (Little Owls or other)
<b>Action required:</b>  None

<b>11. Could this activity be perceived as benefiting one group at the expense of another?</b> (for example where your activity or decision is aimed at adults could it have an impact on children and young people)	
<input type="checkbox"/> <b>Yes</b>	<input checked="" type="checkbox"/> <b>No</b>
<b>Please provide detail:</b>	
<b>Action required:</b>	

**12. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
Postcode data to be analysed.	Mid November 2022	Postcodes will be available for staff and children to identify any travel implications	Julia Manning
Meetings with Managers to be arranged to gather SEND information.	End November 2022	Transition planning will ensure individual needs are catered for	Managers of settings
Consultation with staff to be undertaken to offer the opportunity to discuss any personal circumstances that need to be considered.	End November and on-going following transition	Staff well-being needs will be considered and any reasonable adjustments can be made	Line Managers
Transition processes to be put in place to support children and staff to transfer to the new Little Owls provision.	During December 2022	Transitions will be smooth and children and families and staff will be familiarised with new settings in readiness for making the transition.	Nursery Managers
Support to be offered to families to identify and secure alternative childcare places where required	November/December 2022	All children will have secured places in desired settings.	Nursery Managers
Notice to be served on lease.	Early December 2022	Lease will be surrendered.	Legal services



Action	Timescale	Measure	Lead person
Letters and meetings to be held with groups/communities identified.	By end November 2022	All groups/communities will be informed	Amanda Ashe
Targeted ELI offer to be made to Managers across the wider service.	14 <sup>th</sup> November 2022	Expressions of interest will be received.	Amanda Ashe
Transfer opportunities to be explored for those staff who request this.	November 2022 and on-going following transition	Needs of staff and operational needs of service will be considered and transfers completed where possible.	Amanda Ashe
Staff to transition with children to provide continuity of care.	December 2022	Transition completed for implementation at new sites from January 2022	All Managers
Alternative options to be explored with those parents who cannot travel to provision that has been offered.	November/December 2022	All children will secure childcare in desired location	Children's Centre Managers
Where staff are required to change work patterns, one months' notice will be given followed by discussions to consider individual circumstances where a change to work pattern may impact	January onwards 2023	Staff well-being needs will be considered and any reasonable adjustments can be made	Line Managers

Action	Timescale	Measure	Lead person
negatively on an individual.  Meeting to be undertaken with finance colleagues to review the impact on income and determine future budget projections.	December 2022	Budget projections will be accurate	Amanda Ashe, Julia Manning & Finance
Letters to be distributed and meetings to be held with groups/communities identified.	November 2022	All stakeholders will feel informed	Amanda Ashe

**13. Governance, ownership and approval**

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job title	Date
Victoria Fuggles	Head of Early Help Services	30/11/2022
Date impact assessment completed		30/11/2022

**14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)**

- ☒ As part of Service Planning performance monitoring
- ☐ As part of Project monitoring
- ☐ Update report will be agreed and provided to the appropriate board  
Please specify which board
- ☐ Other (please specify)

**15. Publishing**

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent: 01/12/2022
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: