

## Equality Impact Assessment / Equality Analysis

<b>Title of service or policy</b>	Radstock Nursery
<b>Name of directorate and service</b>	People and Communities
<b>Name and role of officers completing the EIA</b>	Fiona Randle and Philip Frankland
<b>Date of assessment</b>	May 2012

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

1.	<b>Identify the aims of the policy or service and how it is implemented.</b>	
	<b>Key questions</b>	<b>Answers / Notes</b>
1.1	Briefly describe purpose of the service/policy including <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li> <li>● If responsibility for its implementation is shared with other departments or organisations</li> <li>● Intended outcomes</li> </ul>	<p>Bath and North East Somerset Council run a 0 – 5 children’s nursery on the site of the Academy of Trinity The agreement contained in the Academy conversion lease plans for separation of the Radstock Nursery (Children Centre) from the school. An extension was required as the original accommodation was inadequate to enable full delivery of all children centre services as the initial provision had been developed to provide 3-4 year nursery care with signposting to children centre services only, including those provided off site.</p> <p>Separation works had to be delayed for a year pending the completion of remedial works to replace the roof at Academy of Trinity (same issues as St Nicholas Primary School). During this time full consideration of plans resulted in a proposal to carry out necessary works to separate only the Radstock Nursery Children Centre accommodation from that of Academy of Trinity, and provide separate purpose built accommodation on an Education site in Radstock.</p> <p>The separate accommodation will allow 2-3 year old statutory provision and expanded baby care provision which would be complementary to existing services already on the site. This proposal enables the LA to meet</p>

		<p>all its current statutory needs, future-proof against forthcoming statutory requirements and enable flexibility of expanding to meet local needs.</p> <p>The project is being undertaken by officers within the People and Communities Directorate and colleagues from Property and Legal Services.</p>
<b>1.2</b>	<p>Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>● Is it a new service/policy or review of an existing one?</li> <li>● Is it a national requirement?.</li> <li>● How much room for review is there?</li> </ul>	<p>This is a review of an existing policy linked to the national requirement for Council's to provide Children's Centres and to ensure sufficiency of childcare in all areas.</p> <p>The requirements are outlined in a variety of Acts of Parliament.</p>
<b>1.3</b>	Do the aims of this policy link to or conflict with any other policies of the Council?	No
<b>2. Consideration of available data, research and information</b>		
<p>Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:</p> <ul style="list-style-type: none"> <li>● <b>Demographic</b> data and other statistics, including census findings</li> <li>● Recent <b>research</b> findings (local and national)</li> <li>● Results from <b>consultation or engagement</b> you have undertaken</li> <li>● Service user <b>monitoring data</b> (including ethnicity, gender, disability, religion/belief, sexual orientation and age)</li> <li>● Information from <b>relevant groups</b> or agencies, for example trade unions and voluntary/community organisations</li> <li>● Analysis of records of enquiries about your service, or <b>complaints</b> or <b>compliments</b> about them</li> <li>● Recommendations of <b>external inspections</b> or audit reports</li> </ul>		

	<b>Key questions</b>	<b>Data, research and information that you can refer to</b>
<b>2.1</b>	What is the equalities profile of the team delivering the service/policy?	Within the Council's People and Communities department the officers within the Operations Planning and Early Years Teams who will administer the scheme have a varied profile. Children's Centre services may be delivered by a variety of providers as outlined in 1.1 who will have a varied profile but a statutory legal duty to comply with equalities legislation
<b>2.2</b>	What equalities training have staff received?	Staff will have had a variety of training depending on their job roles although all attend at least one training session on equalities every 3 years. Some of the staff within the service also have responsibility for advising providers delivering the service to attend equalities training.
<b>2.3</b>	What is the equalities profile of service users?	For families who meet the definition of qualifying families as outlined in 1.1 the profile should align with the Council's profile for all residents
<b>2.4</b>	What other data do you have in terms of service users or staff? (e.g results of customer satisfaction surveys, consultation findings). Are there any gaps?	All Children's Centre services and users are monitored on the e-start recording system and evaluation and comment taken and presented in reports to the relevant management teams. In addition to Council expectations each centre is accountable to Ofsted inspection.  In addition childcare is inspected by Ofsted as well.  Regular parent and children surveys are undertaken as part of the self-evaluation process required of all centres.
<b>2.5</b>	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	Consultation has taken place with councillors, senior officers and early years staff/providers on the service provision proposals with a positive outcome.
<b>2.6</b>	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	Equalities considerations will take into account any guidance issued from Government for compiling and reporting on ability to find and access provision which fall under the Council's Childcare Sufficiency duties or Children's Centre requirements together with Bath and

### 3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or helps promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

		<b>Examples of what the service has done to promote equality</b>	<b>Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this</b>
<b>3.1</b>	<b>Gender</b> – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	Each provider has a mandatory requirement to have an appointed Equality Needs Coordinator (ENCO) and have written an Equal Opportunities Policy that has due regard to the relevant legal requirements relating to Equality, Inclusion and Racial Awareness.	Non-compliance with the Council's conditions for delivering the service may lead to withdrawal of their contract from the provider, impacting on all children and their families using their provision. Regular monitoring and warnings are given to providers to ensure that they comply with the conditions.
<b>3.2</b>	<b>Transgender</b> – – identify the impact/potential impact of the policy on transgender people	This policy has due regard to transgender people as should all provider's Equal Opportunities Policy that has due regard to the relevant legal requirements relating to Equality, Inclusion and Racial Awareness	
<b>3.3</b>	<b>Disability</b> - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments)	Each provider has a mandatory requirement to have an appointed Special Education Needs	Non-compliance with the Council's conditions for delivering the service may lead to withdrawal of their

	including both physical and mental impairments)	Coordinator (SENCO) and have written a Special Education Needs Policy that has due regard to the relevant legal requirements relating to Equality, Inclusion and Racial Awareness	contract from the provider, impacting on all children and their families using their provision. Regular monitoring and warnings are given to providers to ensure that they comply with the conditions
<b>3.4</b>	<b>Age</b> – identify the impact/potential impact of the policy on different age groups	The age of children included for the purpose of this report is set nationally.  For the purpose of this report the term families includes all ages, and all family arrangements, e.g. parent, grand parent, carer and so on.	
<b>3.5</b>	<b>Race</b> – identify the impact/potential impact on different black and minority ethnic groups	In evaluating the take up of the EYE the ethnicity of children and their families is collected to ensure that the level of take up recorded is in line with the ethnic diversity of Bath and North East Somerset.	All childcare providers, particularly those in receipt of Council 's 2, 3 and 4 year old funding, are required to monitor the ethnicity of the users of their provision and report accordingly for evaluation of take up rates and whether they are representative of Council diversity and ethnic make up. A significant proportion are returned with “prefer not to say” making overall evaluation challenging.
		<b>Examples of what the service has done to promote equality</b>	<b>Examples of potential negative or adverse impact and what steps have been or could be taken to address this</b>
<b>3.6</b>	<b>Sexual orientation</b> - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	Each provider has an identified Equality Needs Coordinator (ENCO) who receives training on Equal	

		Opportunities. Each setting is provided Equal Opportunities File to support the work of this postholder.	
3.7	<b>Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	Each provider has an identified Equality Needs Coordinator (ENCO) who receives training on Equal Opportunities. Each setting is provided Equal Opportunities File to support the work of this postholder.	
3.8	<b>Socio-economically disadvantaged</b> – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	Part of the purpose of this development is to enable children who would have otherwise had to wait until they are 3 to access a place a year earlier due to the national funding programme for 2 year olds and as a result to help to break down some areas of socio-economic disadvantage for future generations. During the recent pilot in Bath and North East Somerset Council 24% of families who responded to the exit questionnaire reported that they have returned to work, or engaged in formal training. 100% of families who returned a questionnaire stated that this was a positive experience for their child and the wider family.	The DfE expect that not all eligible families will take up their entitlement, perhaps 80%. In Bath and North East Somerset we want this to be much higher so that as many children as possible can benefit so we will monitor take up and drop out rates closely and achieve above the DfE minimum expectation for take up as we already do for 3 and 4 year old EYE.
3.9	<b>Rural communities</b> – identify the impact / potential impact on people living in rural communities	In meeting our existing childcare sufficiency duties the Council maps provision to ensure that rurality is not a barrier to accessing a place. In	Transport in order to be able to access places. This has not arisen specifically in this case so far but we have in the past worked with

		addition services such as Children's Centres and Family Information Service provide outreach workers to inform all families about what is on offer and what they can access	services such as School's Transport to ensure children can access provision.
--	--	---	--

#### 4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when




## 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

**Signed off by:**

(Divisional Director or nominated senior officer)

**Date:**