

# Equality Impact Assessment [version 2.9]



Title: Childcare Development and Sustainability Service	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: Education & Skills	Lead Officer name: Alex Bate
Service Area: Early Years	Lead Officer role: Commissioning Manager

## Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

### 1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The Childcare Development and Sustainability Service (CDSS) is a commissioned service, supporting childcare providers across Bristol to: develop new childcare, support existing childcare to remain sustainable, and quality improve provision in the city. In delivering this service, the provider supports the local authority's statutory duty to ensure there is sufficient childcare for working parents in Bristol.

The current service contract is held by Bristol Association for Neighbourhood Daycare (BAND) is due to run until 31 December 2021. We are proposing to vary the current contract to extend it for an additional year, to provide continuity for the childcare providers currently working with BAND through the immediate financial challenges caused by COVID-19.

Following the end of this extension, the contract will be put out to open tender, to ensure best value for money for the local authority, and that the service is delivered by the provider best able to deliver outcomes for childcare providers, parents/carers and children.

### 1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners / Stakeholder organisations	
Additional comments: The proposal will impact on service users (working parents/carers that use childcare), as it aims to increase the availability, quality and affordability of childcare in Bristol. There are a number of interested stakeholders involved in the provision and delivery of childcare, including schools, children's centres and voluntary groups.		

### 1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>	[please select]
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## Step 2: What information do we have?

### 2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<a href="#">Bristol JSNA Health and Wellbeing Profile 2020/21: Population</a> , August 2020	Ethnicity: Bristol's child population is increasingly ethnically diverse, therefore the proportion of Black, Asian and minority ethnic (BAME) parents/carers needing childcare will continue to increase, although need will not be distributed equally across the city. 28% of Bristol children (under 16) belong to a BAME group (2011 Census), compared to the Bristol average of 16% BAME. 32% of children belong to the non-'White British' population, compared to the Bristol population average of 22%. Ethnic diversity varies considerably across the city; 53% of children under 16 in the Inner City & East are BAME, compared with 21% in North & West and 13% in South Bristol. By ward, the figure ranges from 4% BAME in Bishopsworth to 60% in Lawrence Hill.
Bristol Open Data, <a href="#">Pupils with Special Educational Needs in Bristol (by ward)</a>	Disability: Overall in 2020 there were approx. 9,580 (16%) children in Bristol schools with some level of

	<p>SEND. Across Bristol numbers of children with SEND are higher in more deprived areas. By ward, the proportion of pupils with SEND are highest in Hartcliffe &amp; Withywood, Central, Filwood and Lawrence Hill. The service will need to ensure sufficient SEND-accessible childcare to meet these needs.</p>
<p>ONS, <a href="#">Nomis Population Projections – Local Authority Based by Single Year of Age</a></p>	<p>Age: Population projections show that different age bands of children within the bracket for the local authority’s statutory duty for childcare (0-14) will change differently over the next five years. The population of 0-4 children will increase 4.9%, whilst for age 5-9 the number will decrease by 7.4%, and for 10-14 numbers will stay relatively consistent (0.1% increase). Therefore childcare provision will need to adjust to these changing demographics and look to meet in particular the increasing need for childcare in the early years.</p>
<p>Bristol City Council, <a href="#">Childcare Sufficiency Assessment, 2018</a></p>	<p>The 2018 CSA found that there was overall sufficiency across the city, but that some variation existed across wards, particularly for sufficiency in provision by age and SEND. The 2021 CSA is currently in development and will shape the design of the service. 2018 results included:</p> <ul style="list-style-type: none"> <li>• 15 of our 34 wards showed insufficiency for free places for 3 and 4 years olds, however of those same 15 wards, 7 had a surplus of paid places for 3 and 4 year old. E.g. Stockwood show a need for 67 places, however there is a 210 place surplus of privately paid places.</li> <li>• 1 of 34 wards (Knowle) showed insufficiency for free places for 2 year olds, but this ward has a surplus of paid places for 2 year olds.</li> <li>• Less than 10% of our wards showed they had providers who would not feel able to offer a place to child with SEND (i.e. had results of less than 50%)</li> </ul>
<p>Consultation on CDSS commissioning Strategy, May 2021</p>	<p>The consultation, targeted at professionals working within the childcare sector and at parents/carers.</p> <p>Respondents highlighted concerns about the ongoing affordability of childcare across the city, and work will be undertaken to ensure parents/carers are fully aware of their entitlement to free childcare. Other concerns raised included the rates of payment to childcare providers, which is outside the remit of this service, and a wish to see the service working to reduce inequalities in access to childcare. The service already looks to reduce inequality of access, particularly for children from BAME backgrounds and children with SEND, and the recommissioned service will continue to monitor this.</p>
<p><b>Additional comments:</b></p>	

## 2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

## 2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

Evidence is collected on attendance at Preschools, Breakfast Clubs, Afterschool Clubs, Holiday Playschemes by gender, ethnicity and disability, as part of the contract. However, there are gaps in knowledge about the characteristics of the workforce in the childcare sector. The Childcare Sufficiency Assessment does not collect this data, although they are currently making enquiries as to the legal basis for collecting this data in the current version. There is information on schools workforce characteristics collected annually as part of the school workforce census, but the staff groups recorded do not include childcare professionals.

## 2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

Consultation with childcare providers and parent/carers is ongoing, work was done through Bristol Parent Carer Forum and Local Offer to ensure consultation reached and engaged parents/carers of children with SEND.

## 2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

The updated childcare sufficiency assessment will be used as the basis to identify areas of childcare insufficiency across the city, and look to work with groups in these areas to understand their childcare needs.

### Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

#### 3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

<b>GENERAL COMMENTS</b> (highlight any potential issues that might impact all or many groups)	
The service looks to increase childcare across the city, so is not anticipated to have any adverse impacts on people based on their protected or other relevant characteristics. The childcare sector in general is facing significant challenges due to COVID-19, and it is possible this may impact childcare sufficiency across the city or for particular groups, however it will be the objectives of the service to mitigate it. Similarly, the service is looking to support inclusion within settings, for example through the delivery of 8 free training courses in the past year: LGBTQ+ Visibility, Gender Stereotyping, Anti Racism in Childcare, Managing Medication and 4 Makaton courses	
Where there are areas of childcare insufficiency, geographically or amongst particular groups, this will be assessed and the service will be informed, so that it can take action to mitigate this in its service delivery. One of the KPIs that is monitored as part of this contract is to "Encourage and support childcare providers to continuously improve service access and quality of provision for children from Black, Asian and minority ethnic communities, children and young people living in areas of economic deprivation, and for children with SEND"	
<b>PROTECTED CHARACTERISTICS</b>	
<b>Age: Young People</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Age: Older People</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Disability</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Sex</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Sexual orientation</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Pregnancy / Maternity</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Gender reassignment</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Race</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Religion or Belief</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Potential impacts:	
Mitigations:	
<b>Marriage &amp; civil partnership</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>OTHER RELEVANT CHARACTERISTICS</b>	
<b>Socio-Economic (deprivation)</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Carers</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
<b>Other groups</b> [Please add additional rows below to detail the impact for other relevant groups as appropriate e.g. Asylums and Refugees; Looked after Children / Care Leavers; Homelessness]	
Potential impacts:	
Mitigations:	

### 3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

As above, the service will look to support inclusion within settings, for example through its delivery of 8 free training courses in the past year: LGBTQ+ Visibility, Gender Stereotyping, Anti Racism in Childcare, Managing Medication and 4 Makaton courses

Where there are areas of childcare insufficiency, geographically or amongst particular groups, this will be assessed and the service will be informed, so that it can take action to mitigate this in its service delivery. One of the KPIs that is monitored as part of this contract is to "Encourage and support childcare providers to continuously improve service access and quality of provision for children from BAME communities, children and young people living in areas of economic deprivation, and for children with SEND"

## Step 4: Impact

### 4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

#### Summary of significant negative impacts and how they can be mitigated or justified:

The service does not envisage any significant negative impacts, however more work will be done with the Early Years team working on the Childcare Sufficiency Assessment to evaluate the different experiences of childcare sufficiency/insufficiency across different groups.

#### Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

The service provider will be required to improve quality and quantity of provision for groups facing greater childcare insufficiency – children from BAME communities, children living in areas of economic deprivation, and children with SEND. The service will also support inclusive practice in childcare through a programme of sector CPD.

## 4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
Work with the Childcare Sufficiency Assessment team to ensure a greater understanding of the impact of childcare insufficiency on different protected characteristics.	Alex Bate	Prior to new contract start date (Jan 2023)

## 4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

The commissioning strategy will be able to be updated with relevant information on childcare insufficiency across different protected characteristics, so that a plan for improvement can be developed with the service provider

## Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director<sup>1</sup>.

<b>Equality and Inclusion Team Review:</b> <i>Reviewed by Equality and Inclusion Team</i>	<b>Director Sign-Off:</b> 
Date: 1/4/2021	Date: 16/04/2021

<sup>1</sup> Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.