

Assessment Details

ID 990

Name Shared framework for Early learning and Childcare, Childminding and School-aged child care

Organization Care Inspectorate

Description

Approver Jacqui Duncan

Respondent Doreen.Watson@careinspectorate.gov.scot (External)

Template Equality Impact Screening Form v0_21

Workflows Deafault CI Workflow 2-Copy

Creator Jacqui Duncan

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Deadline

Completed Date 2025/04/14 10:49

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Stage Completed

Approval Stage

Status Active

Very High Risks 0

High Risks 0

Medium Risks 0

Low Risks 0

Total Risks 0

Residual Risk Level None

Residual Risk Score 0.0

Result Approved

Result Comments

Under Review (Jacqui Duncan - Approved) ;

Primary Record Id

Primary Record Name

Template Version 1

Open Risk Count 0

Open Info Request 0

Tags

Submission Progress (%) 100

Assessment Questions

1 General information

1.1 Is this new or existing work?

Response

Change to existing work

Justification

None

1.2 Please describe the work

Response

This project evolved following publication of the report, Putting Learners at the Centre: Towards a Future Vision for Scottish Education provided to Scottish Ministers by Professor Ken Muir. The report focused on the replacement of the Scottish Qualifications Authority, reform of Education Scotland and removal of its inspection function. As part of their response to the report, the Scottish Government made a commitment to reduce duplication and unnecessary bureaucracy in respect of inspection of Early Learning and Childcare (ELC) services. In recognition that ELC services are subject to inspection by two separate bodies, the Scottish Government have instructed Education Scotland (ES) and the Care Inspectorate (CI) to produce a shared inspection framework. This will replace, How Good Is Our Early learning and Childcare and the Care Inspectorate Quality Framework for daycare of children, childminding and school aged childcare. The framework will support Ci & ES to inspect how well early learning and childcare services are promoting positive outcomes and educational experiences for the children they care for. The framework will support services to evaluate their performance and plan for improvement. This is in line with discharging CI duties under 5153 & 62 of the Public Services Reform (Scotland) Act 2010 and Education Scotland role as a Scottish Government executive agency charged with supporting quality and improvement in Scottish education.

As detailed above by replacing the existing frameworks with one cohesive document to be used by both organisations. Further work will also be undertaken to incorporate the change into both organisations methodology to help further reduce regulatory burdens.

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The development of the new framework provides an excellent opportunity to promote equalities from the very early stages of young children's lives up to and including their school years. Working with families requires practitioners to engage with every different family dynamic and therefore this resource will also reinforce equalities across all of the protected characteristics and have children's rights central to every aspect, promoting inclusion and the very best outcomes for all children.

The following text is from the Scottish Government's Getting it right for every child Policy Statement – 2022, ([Getting it right for every child 2022](#)) the new framework will support delivery of these aims including reinforcing a GIRFEC approach and reporting on aspects of the National Improvement Framework which is a requirement for Education Scotland.

"The Scottish Government's ambition is to work together with children, young people, families, organisations and communities to make Scotland the best place to grow up. Through Getting it right for every child (GIRFEC), everyone in Scotland can work together to build the scaffold of support children and young people need to grow up loved, safe and respected so that they reach their full potential. We want all children and young people to live in an equal society which enables them to flourish, to be treated with kindness, dignity and respect, and to have their rights upheld at all times. GIRFEC forms a foundation of Scotland's strong track record of respecting, protecting, and fulfilling children's rights in law, policy, and practice. A central part of Scotland's vision is to make this country the best place to grow up. Children have the same rights as all other human beings as well as additional rights that recognise childhood as a special time that requires additional protection. A child's fundamental human dignity as an individual, a family and a community member must be upheld in order for them to have the quality of life they need for their wellbeing and development. Underpinning GIRFEC with the UNCRC and other existing children's rights protections, will help to create a Scotland where all children and young people are recognised as individuals and rights holders, where their human rights are embedded in all aspects of society – a Scotland where policy, law and decision making takes account of children's rights and where all children and young people have a voice and are empowered to be human rights defenders. In supporting our ambition to make Scotland the best place to grow up, the National Performance Framework (NPF, 2018) sets out a collaboratively developed vision to create a more successful country with opportunities for all to flourish through increased wellbeing and sustainable and inclusive economic growth. The NPF aims to support everyone in Scotland to work together to achieve our national outcomes, which includes the outcome, 'all children grow up loved, safe and respected so that they realise their full potential.' In line with our holistic and rights-based understanding of the wellbeing of children, young people and families, as set out in the GIRFEC approach, we recognise that the effective implementation of GIRFEC also benefits and contributes to all of our national outcomes."

2 Equality impact

2.1 For each of the questions in section 2, think about whether the work will impact on people differently based on the different characteristics

For example, does it impact on people of different ages/sexes/sexual orientations differently? Does it impact on people with and without a disability differently?

2.2 Age

What kind of impact will this work have on people of different ages?

Response

Positive/no impact

Justification

None

2.3 Disability

What kind of impact will this work have on disabled people?

Response

Positive/no impact

Justification

None

2.4 Race

What kind of impact will this work have on people of different ages? This includes different ethnic and national origins, and Traveller community membership.

Response

Positive/no impact

Justification

None

2.5 Sex

What kind of impact will this work have on people of different sexes?

Response

Positive/no impact

Justification

None

2.6 Gender reassignment

What kind of impact will this work have on people are transgender/have a trans history?

Response

Positive/No impact

Justification

None

2.7 Sexual orientation

What kind of impact is this work going to have on people of different sexual orientations?

Response

Positive/no impact

Justification

None

2.8 Religion or belief

What kind of impact is this work going to have on people of different religions and beliefs? Beliefs includes no belief, and environmentalism.

Response

Positive/no impact

Justification

None

2.9 Pregnancy and maternity

What kind of impact is this work going to have on people who are pregnant or have given birth within the past 26 weeks?

Response

Positive/no impact

Justification

None

2.10 Marriage or civil partnership

What kind of impact is this work going to have on people of different marriage and civil partnership statuses? Please note this only applies to employees' marriage/civil partnership status.

Response

Positive/no impact

Justification

None

2.11 Children and young people we have corporate parenting responsibility for

What kind of impact is this work going to have on children and young people we have a corporate parenting responsibility for?

We are corporate parents for every child who is looked after by a local authority, and every young person under the age of 26 who was looked after on their 16th birthday.

Response

Positive/no impact

Justification

None

2.12 Children's rights (up to age 18), in line with UNCRC

What kind of impact is this work going to have on children's rights, in line with the United Nation's Convention of the Rights of the Child?

Response

Positive/no impact

Justification

None

2.13 Care Inspectorate employees with caring responsibilities

What kind of impact is this work going to have on Care Inspectorate employees who have caring responsibilities?

Response

Positive/no impact

Justification

None

3 Island community impact

3.1 Does this work impact differently on island communities, compared to other communities?

Response

No

Justification

None

4 Feedback

4.1 Do you have any feedback (from engagement/consultation) or evidence that influences, affects, or shapes this work?

Response

No

Justification

None

Comments

Jacqui Duncan

2023/04/20 16:08

Initial feedback was gathered following a SG consultation which supported a shared framework. We are consulting beginning on Friday, I did include the children's commissioner etc. So we are consulting face to face for the membership reps groups, SCMA, CALA, NDNA and Early Years Scotland, Children's Promise team, SOSCN, Children's Commissioner and parenting groups. There are also sector sessions from 2 May alongside an electronic consultation. There will be a further electronic consultation once we get the draft produced, and a staff workshop too.

5 Conclusion

5.2 The screening form is now complete. Your answers have indicated that this activity does not reach the organisational threshold for an EqIA to be completed.

Thank you for your time in helping the Care Inspectorate and your Information Asset Owner understand the equality factors associated with your work.

5.4 Do you wish to discuss any aspect of this form with the Equalities Team?

Response

No

Justification

None

Comments

Jacqui Duncan

2023/07/14 16:01

The Equalities Professional Adviser confirmed they are happy to comment on the draft if helpful.

Assessment Notes