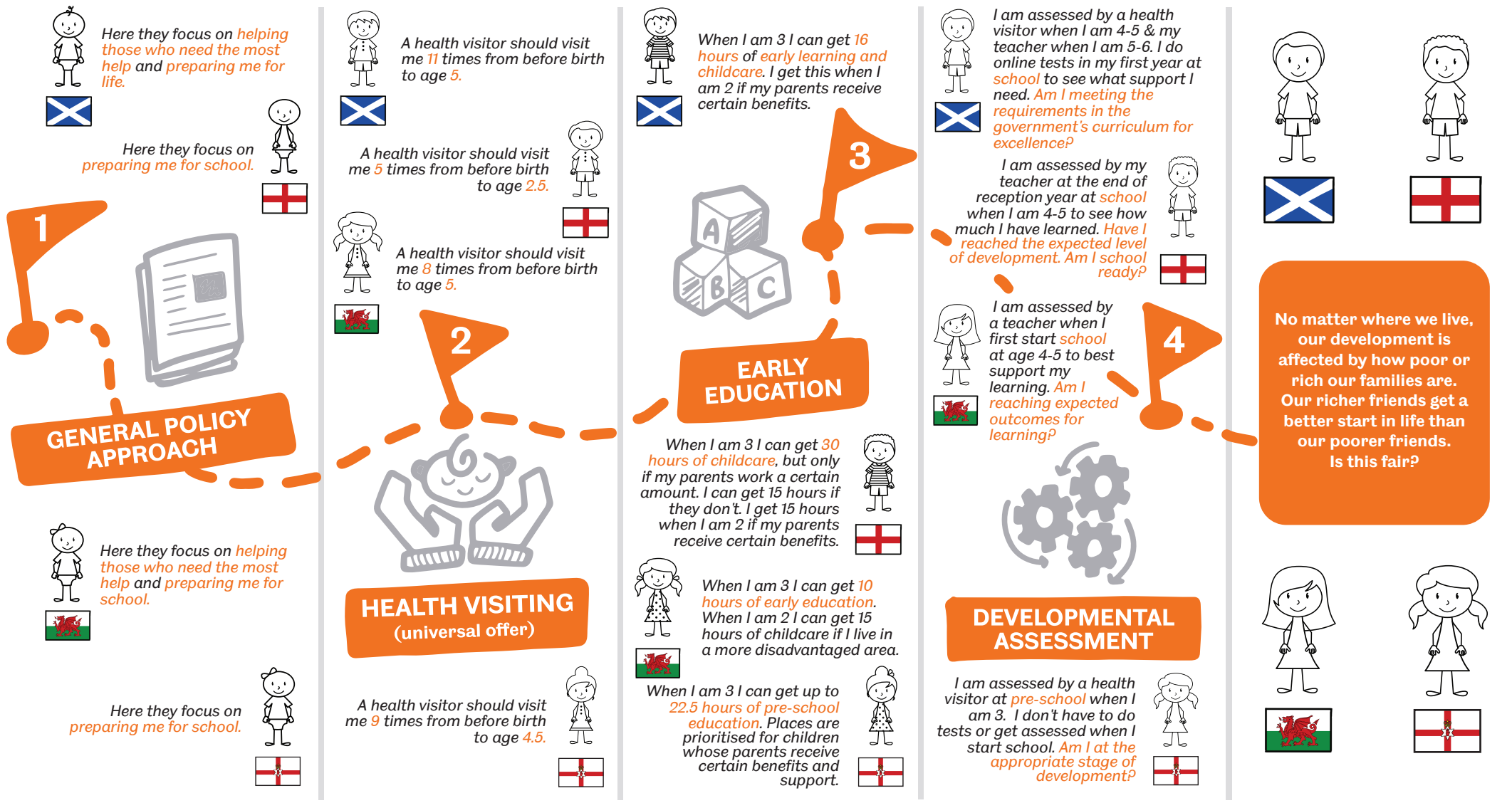


# Early Years Policy in the UK - from the child's perspective

National devolution enables countries to do some things differently. What does this mean for policy to support early child development?



**WHAT CAN WE LEARN FROM THIS?** These are examples of similarities and differences in policy to support early child development across the UK. There are differences in: Policy approaches - preparing for life or school? Health visiting - number of contacts? Early Education - childcare or education, universal or earned benefit? Little is known about the significance of these differences in shaping children's development and long-term public health outcomes. We need ways to better understand how early years policies interconnect, reinforce or undermine outcomes in and across each country of the UK. How exactly is policy making a difference and what research methods do we need to better understand this? **Persistent inequalities in children's development outcomes by socio-economic status across the UK highlight the need for continued action to give all children the best start in life.**