

South Ayrshire Council

**Report by Director of Educational Services
to South Ayrshire Council
of 1st March 2023**

Subject: Public Engagement on Relocation of Troon Early Years Centre

1. Purpose

- 1.1 The purpose of this paper is to seek Council agreement to undertake a public engagement process on the relocation of Troon Early Years Centre.

2. Recommendation

2.1 It is recommended that the Council:

- 2.1.1 agrees to officers undertaking an engagement process on the relocation of Troon Early Years Centre; and**
- 2.1.2 requests that officers bring a report on the outcome of the engagement process to Council on 12 October 2023.**

3. Background

- 3.1 In line with national policy South Ayrshire Council has delivered an ambitious programme of increased hours of early learning and childcare. This has involved 17 capital projects to expand the early years estate to create the physical capacity to deliver the increased entitlement.
- 3.2 The proposal for Troon is the final project in the expansion of early learning and childcare (ELC) for eligible children aged two to five years. There have been a number of challenges to expand the current provision in Troon. Since 2018 a range of options and considerations have been explored in the Troon area.
- 3.3 The council needs additional early years provision in Troon to ensure that parents have access to flexible options of early learning and childcare for children aged two to five years in their local area.
- 3.4 Due to limited space parents of children currently attending Troon Early Years Centre do not have access to the full range of session choices and times as other parents in full year centres. A bigger centre would allow the council to offer the same flexibility and choice in Troon similar to what is currently available in other areas to enable children and families to access the hours that suit their needs. A new centre will also include provision for eligible two year olds which cannot currently be provided in Troon EYC.

3.5 The proposals for Troon Early Years Centre are in line with current ongoing work to rationalise the council estate.

4. Proposals

4.1 Draft proposals for consideration and engagement have been prepared:

- Proposed draft Troon Early Years Centre – Option 1 ([Appendix 1](#));
- Proposed draft Library (possible layout in Municipal Buildings) ([Appendix 2](#));
- Location plan as existing – this allows a wider view of Troon and shows the proximity of the Municipal Buildings, the library and the current early years centre ([Appendix 3](#)); and
- Block plan as existing – this gives an overview of the proposed area of works, including: the Municipal Building, Ivy Cottage, public car park, ornamental gardens, memorial garden and the library with associated car park. This plan also highlights the areas which will be retained, namely the gardens and also the possible relocation of the Men's Cabin activities ([Appendix 4](#)).

4.2 The proposal is for a programme of public engagement activities to take place between April 2023 and June 2023. This will take the form of targeted facilitated groups for service users and the public.

4.3 The engagement process will focus on the relocation of Troon Early Years Centre to the building currently occupied by Troon Library. Troon Early Years Centre is no longer fit for purpose.

4.4 As a result of the relocation of the Early Years Centre the library would be relocated to the ground floor in Troon Municipal building.

4.5 The council property beside Troon library will be demolished to create an outdoor play space adjacent to the library. The Mens Cabin who currently use the building will be supported to relocate to alternative space. This will inform users and groups of the proposed changes. The engagement process will seek to look at the needs of the existing service users and alternative spaces within the local area.

4.6 Draft design proposals will be available as part of the engagement to show the vision for the proposed changes.

4.7 The engagement process will run between April 2023 and June 2023. The proposals will be available for public information online. There will be opportunities during face to face engagement activities for the public to contribute comments and suggestions.

4.8 This process would inform and involve engagement with relevant parties. This would be carried out by facilitated meetings.

4.9 During the engagement process information on the proposals would be shared. The groups and individuals would be invited to submit comments on the proposals. This would enable consideration of the wider implications.

4.10 The following groups would be included in the engagement process:

- Library users;
- Marr Educational Trust;
- Groups currently using the Mens Cabin;
- Groups currently using Ivy Cottage;
- Staff groups of Library/Early Years Centre and Municipal Building;
- Parents of the Early Years Centre;
- Troon Community Council;
- Wider public in Troon; and
- Any other local groups as appropriate.

4.11 Following the engagement, a further report will be brought to Council for consideration in October 2023.

5. Legal and Procurement Implications

5.1 The recommendations in this report are consistent with legal requirements and reflect appropriate advice.

6. Financial Implications

6.1 The costs to convert the current library including the demolition of the adjacent building is approximately £1.4 million. The cost to convert the municipal building is approx. £540,000.

6.2 The shortfall in funding is £600,000 and this sum requires to be included for consideration in the 2023-24 to 2034/35 capital investment programme elsewhere on this meeting agenda.

New Troon Early Years Centre (Conversion of Troon Library incl. Demolition of Men's Shed)	£1,420,000
Relocation of Library to Troon Municipal Building (Ground Floor)	£540,000
Total Cost	£1,960,000
Funding Shortfall/ Requirement	£600,000

7. Human Resources Implications

7.1 The additional staffing required for the Early Years Centre has been agreed and budgeted within the revenue budget.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 Accepting the recommendation to undertake an engagement process may impact on the reputation of the Council. The council may face challenge and negative feedback for engaging in a proposed change activity. These will be managed within existing operational activities.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 The risks associated with rejecting the recommendations are insufficient future capacity in Troon for statutory early years provision. The current accommodation is no longer fit for purpose and an alternative would need to be found.

9. Equalities

9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 5](#).

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Commitment 2 of the Council Plan: Closing the Gap/Reduce Poverty and Disadvantage.

13. Results of Consultation

13.1 There has been no public consultation on the contents of this report.

13.2 Consultation has taken place with Councillor Martin Kilbride, Portfolio Holder for Buildings, Housing and Environment, Councillor Alec Clark, Portfolio Holder for Culture, Tourism and Rural Affairs, and Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

13.3 Consultation has taken place with Local Members and the contents of this report reflect any feedback provided. This was carried out through a members briefing in December 2022.

14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Director of Educational Services will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

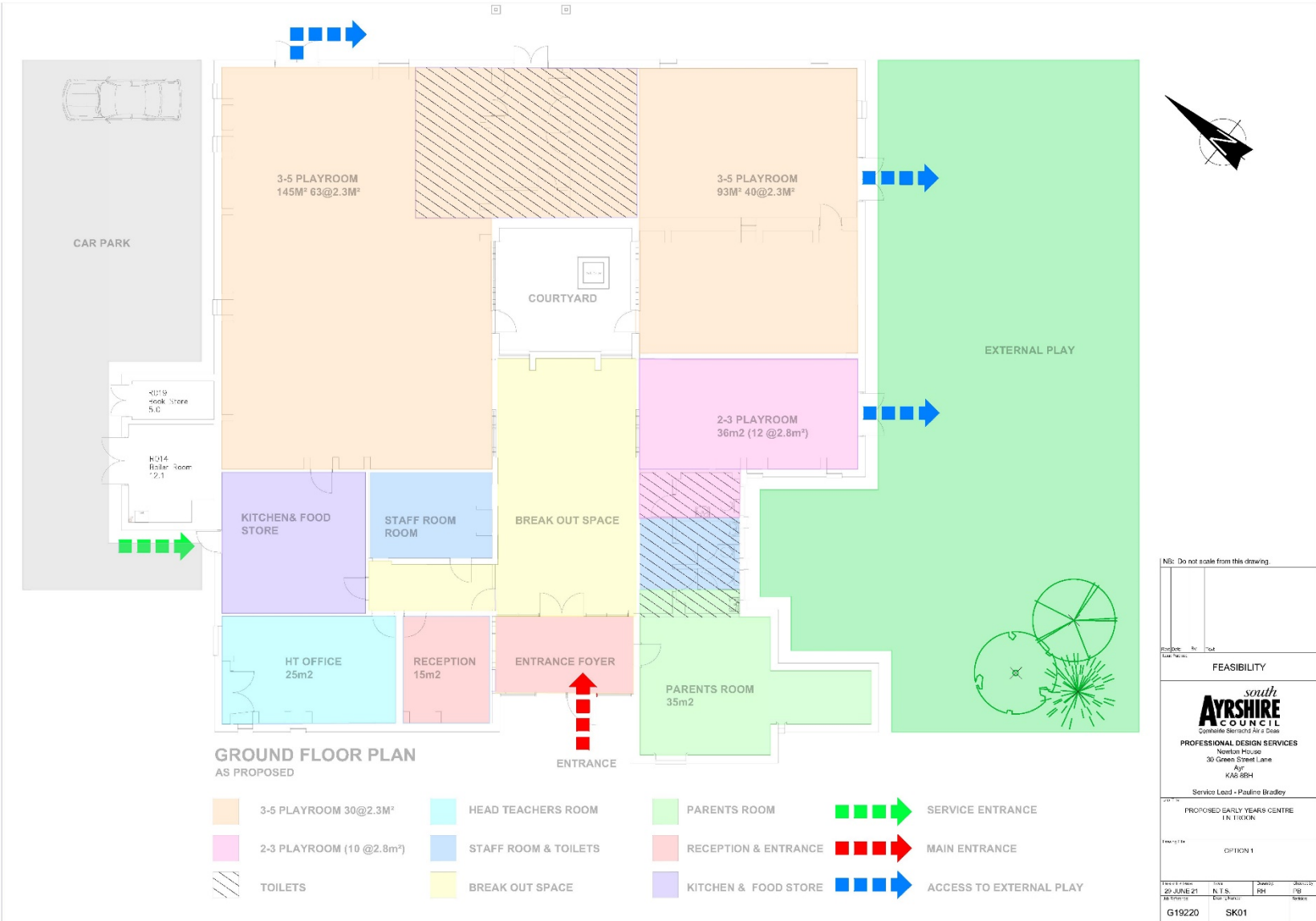
<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Public engagement on relocation of Troon Early Years Centre	July 2023	Quality Improvement Manager
Report to Council	October 2023	Quality Improvement Manager

Background Papers **None**

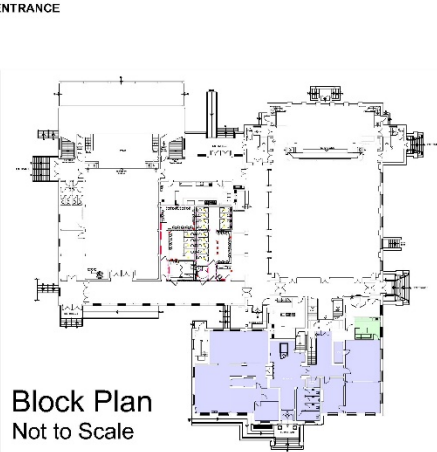
Person to Contact **Aileen Valenti, Quality Improvement Manager**
County Buildings, Wellington Square, Ayr, KA7 1DR
Phone 01292 612021
Email Aileen.Valenti@south-ayrshire.gov.uk

Date: **20 February 2023**

Appendix 1 – Proposed Troon EYC









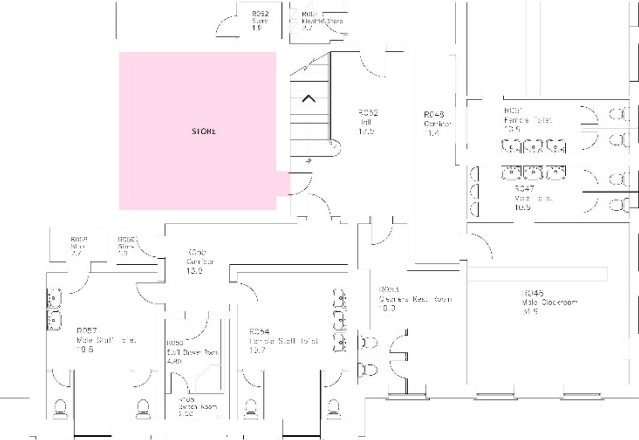
Appendix 2 – Municipal Building – Library



Ground Floor Plan as proposed
Scale 1:100

KEY

	ADULT LIBRARY		STAFFROOM
	CHILDRESNS SECTION		TOILETS
	ANCILLARY ACCOMODATION e.g. Reading room, meeting space		STORE

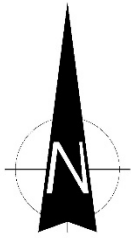


Basement Floor Plan as proposed
Scale 1:100

Appendix 3 – Location as Existing



Appendix 4 – Block Plan



Key

- Existing library
- Municipal buildings
- Existing Troon Early Years Centre

PROPOSED WORKS

- PHASE 1 - Refurbishment of Ground floor and area of basement of the Municipal buildings to accommodate Troon Library
- PHASE 2 - Demolition of "Mens shed" and refurbishment of existing troon library building to form new Early Years Centre
- PHASE 3 - Refurbishment / disposal of existing Troon Early Years building.

Location Plan as existing
Scale 1:1250

**South Ayrshire Council
Equality Impact Assessment**

1. Policy details

Policy Title	Public Engagement on Relocation of Troon Early Years Centre
Lead Officer	Aileen Valenti

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

The purpose of this section is to highlight what communities or groups you are likely to need to take into consideration within the equality impact process. Since most of the Council's services are people centred and have a direct impact on people at some time, it is likely that most Council policies will impact on all or some of these groups.

The council is covered by the Public Sector Equality Duty (PSED) and the Human Rights Act and we also have responsibilities in relation to child poverty as stipulated in the Child Poverty (Scotland) Act 2017. This means we can use an integrated approach to focus on equality, human rights, socio-economic disadvantage and child and family poverty.

There is no need to discuss at this stage how or when the needs of these specific groups of people will be met. Instead, it is sufficient to indicate whether there are likely to be positive or negative impacts on these communities or groups if the policy is implemented. It also helps to show at a glance any policies that do not deliver services to these groups of people.

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys		Yes
Disability		Yes
Gender Reassignment (Trans/Transgender Identity)	No	
Marriage or Civil Partnership	No	
Pregnancy and Maternity		Yes
Race - including ethnic or national origin, nationality and Gypsy/Travellers		Yes
Religion or Belief (including lack of belief)	No	
Sex – Issues specific to women and men/or girls and boys	No	
Sexual Orientation i.e. LGBT+, heterosexual/straight	No	
Thematic Groups: Health, Human Rights & Children's Rights		Yes

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage? Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	No	
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	no	
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	no	
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	no	
Socio-economic Background – social class i.e. parent’s education, employment and income		yes

4. Do you have evidence or reason to believe that the policy will support the Council to:

The purpose of this section is to determine if and how the policy supports the Council to meet its general equality duties and local equality themes.

- **Evidence** refers to available local and national research, consultation and feedback from service users or employees.
- **Reason to believe** allows for the situation where no evidence is available, but educated assumptions can be made.

In assessing the level of impact consider questions such as:

General Duty and other Equality Themes & Socio-Economic Disadvantage (Fairer Scotland Duty) Consider the “Three Key Themes” of the Equality Duty	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination, harassment and victimisation faced by particular communities or groups <i>Could this policy reduce or help make progress towards reducing discrimination and harassment for particular communities or groups, including employees?</i>	Low positive
Promote equality of opportunity between particular communities or groups <i>Could the implementation of this policy improve or reduce access to the service provided for any groups?</i>	Low positive
Foster good relations between particular communities or groups <i>Could this policy improve or cause a deterioration in relations between particular communities or groups of people?</i>	Low negative
Promote positive attitudes towards different communities or groups <i>Will this policy help to improve understanding, attitudes and behaviours of both service users and employees towards particular communities e.g. women, LGBT people or people with disabilities – or will it hinder progress in these areas?</i>	Low negative
Increase participation of particular communities or groups in public life <i>Will this policy support or hinder greater participation in public life for particular groups e.g.:</i> • <i>people with a disability holding public office</i>	Low positive

<ul style="list-style-type: none"> • <i>people with learning difficulties being involved in the awarding and review of care provision contracts and</i> • <i>women standing for election or being recruited into senior management posts?</i> 	
<p>Improve the health and wellbeing of particular communities or groups</p> <p><i>Will the policy support people of all ages to be fit and have healthy lifestyles, including a work/ family life balance?</i></p>	Low positive
<p>Promote the human rights of particular communities or groups</p> <p><i>Will the policy enhance and promote human rights such as dignity and respect, and the right to private and family life?</i></p>	Low positive
<p>Tackle deprivation faced by particular communities or groups</p> <p><i>Will the policy help improve access to employment, support educational attainment, or reduce poverty?</i></p>	Low positive

5. Summary Assessment

Having considered all the different communities and groups that are likely to be impacted by the policy and the level of that impact across all the requirements of the general duty, make a decision based on available evidence and information whether you believe that the policy has an overall high, medium or low relevance to equality.

It is important to note that the purpose of the scoping exercise is to assess the equalities relevance of the policy and identify whether an EIA is required. The scoping exercise considers the potential equality impacts and the full equality impact assessment identifies actual impact.

All policies identified as high or medium impact must be equality impact assessed. If, after completing the equalities scoping template, you are still unsure of the level of relevance then, it is recommended that you decide upon medium or high relevance and go on to conduct a full EIA. This will help to clarify any concerns, uncertainties you might have and gaps in evidence and information that may exist at this stage.

<p>Is a full Equality Impact Assessment required? Please note that all policies identified as high or medium impact must be equality impact assessed.</p> <p>Simply indicate by selecting 'yes' or 'no' whether your decision on relevance leads for a need to conduct an equality impact assessment.</p>	<p>NO <input type="checkbox"/></p>
<p>Rationale for decision:</p> <p>The paper requests approval for engagement and does not form a policy at this time. A full equalities impact assessment will be carried out if the engagement process is agreed and prior to reporting back to committee</p>	
<p>Signed : Aileen Valenti Service Lead</p>	
<p>Date: 15th February 2023</p>	