



Department
for Education

Wraparound childcare: guidance for schools and trusts in England

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Introduction

This non-statutory guidance explains the role of schools and trusts educating primary-school aged children in supporting parents to access wraparound childcare. It provides advice on how to deliver new or expanded wraparound childcare – supporting the government’s commitment to increase the availability of childcare for primary-school aged children – and outlines the support all schools should receive from their local authority, whether delivering wraparound provision directly or not.

Overview of wraparound childcare

Wraparound childcare is childcare that is provided around the conventional school day. It can also refer to provision in the school holidays. This guidance focuses on childcare before and after the school day during school term time, rather than provision in the school holidays. Many parents rely on the invaluable support from wraparound childcare to [enable them to work](#), and so it should be regular and dependable. Parents should not be required to pick up or drop off their children between the core school day and wraparound childcare.

Schools’ existing enrichment and extracurricular offers can interact with, complement, and support delivery of wraparound childcare provision. We support and encourage schools to continue to offer enrichment and extracurricular activities and to consider how these activities can be delivered in a way that supports working parents. If these activities were offered in a regular and dependable way, schools could support the delivery of wraparound in combination with enrichment and extracurricular activities.

Who this guidance is for

This guidance is for:

- school and trust leaders
- operational wraparound leads in schools
- governing boards in maintained schools
- academy trust boards and local governing bodies

It may also be of interest to private, voluntary and independent (PVI) providers of wraparound. This includes childminders and early years providers.

It is written for all schools and trusts, whether they deliver wraparound or not.

This guidance is designed to support schools and trusts, regardless of their involvement with the national wraparound childcare programme. If you are being supported to expand or introduce childcare provision through the programme, we recommend you read this guidance alongside the [programme handbook](#).

Part A

This section of guidance will help you understand the expectation of schools and trusts relating to wraparound and the support available to deliver on these expectations.

Ambition for wraparound childcare

There are many benefits to wraparound childcare, for children, families and schools. These can vary by school and circumstances, but may include:

- enabling parents to work or study
- supporting vulnerable children
- offering enriching activities that children enjoy
- attracting parents to the school
- supporting a soft start to the school day and attendance
- investing fees into the school or community facilities

“The school provides a safe, stable environment which my children are very happy to attend. You provide different activities which they are able to engage with.”

Parent of child attending school-based wraparound

For more examples of benefits of wraparound, see case studies in Part D of this guidance.

Currently, 80% of schools provide some form of wraparound care, but at least [40% of schools offer wraparound in a form that may not support parents to work the hours they want](#). This may be because the hours offered are limited, or there is no provision on school site, which requires parents to pick up or drop off their children between the school day and wraparound childcare.

Of parents who would like to work, or work more hours, we estimate that 26% of them would be supported to do so [if more 8am-6pm childcare](#) was made available.

Recognising the importance of wraparound childcare, the government’s ambition is that all parents and carers of primary school-aged children who need it should be able to access term time childcare in their local area from 8am-6pm (or equivalent, if data shows that local demand is for different hours).

Local authorities are responsible for ensuring there are sufficient wraparound childcare places in their area. They will work with schools, trusts, and PVI providers (including childminders and early years providers) to do so, using government funding to set up new provision and expand existing provision, where needed. The programme should be built on existing assets and understanding of the local community, which incorporates

and does not disrupt and displace the existing wraparound childcare market. Local authorities, with support from schools, trusts and others, will need to be confident that sufficient provision is available in their local area to meet parents' needs and, where not the case, take action.

As a school or trust, you may already support parents to access some form of wraparound childcare and could adapt this to meet the demand for reliable and dependable childcare. Perhaps you:

- already provide extra-curricular activities after school (e.g. clubs), finishing at 4.30pm or 5pm, and could extend these hours
- already provide a breakfast club or after-school club, but not full 8am – 6pm provision, and could extend these hours
- already provide full 8am to 6pm wraparound care for children but find this is under or over-subscribed, or difficult to expand due to constraints (e.g. demand, staffing, premises), and could expand or partner with another organisation(s) to support delivery
- do not provide any before or after school childcare on school site but know that many of your children go to PVI provision off site (including childminders), or to provision at other nearby schools, and could offer support to facilitate easier access to that provision

With support from your local authority, the government expects all schools that educate primary school-aged pupils to:

- work with your local authority wraparound lead and others in the sector, to identify how you can support parents to access wraparound childcare.
- have school or PVI provider (including childminder) run wraparound childcare on the school site, unless there is a reasonable justification not to (having considered all support available, in particular from the national wraparound childcare programme).
- work collaboratively with your LA to ensure parents are, at a minimum, signposted to appropriate provision, if you are unable to have wraparound on the school site. Provision must not require parents to pick up or drop off their children between the school day and wraparound.
- promote and support government subsidies such as Tax-Free Childcare (TFC) and Universal Credit (UC) Childcare, which can help parents with the affordability of childcare, and supports schools, trusts, and PVI providers with the sustainability of provision.

In addition, schools are expected to:

- respond to their community's wraparound needs by adhering to the [right to request guidance](#), to be updated shortly, which describes your role in:
 - considering and responding to parents' requests for the school to deliver wraparound childcare.

- considering and responding to PVI providers' requests to use the school site to deliver wraparound childcare.
- support the local authority to understand parental demand and, where relevant, existing wraparound provision in your school.

To support this, in the Spring Budget 2023, the Chancellor announced £289m over two academic years for the [national wraparound childcare programme](#), which aims to increase the supply of wraparound childcare. As part of the programme, local authorities will have additional capacity to support schools, trusts, and PVI providers from 2024. Local authorities will also have additional funding to contribute to set-up or expansion costs, and running costs of new provision, to remove any financial risk while demand is built.

Local authorities are responsible for setting out a transparent process for dispersing funding, allocating funding and administering payments to childcare providers, including schools and trusts.

The funding is not designed to cover costs of delivering wraparound in the long term but should cover costs in the set-up or expansion phase. This model recognises that some demand will take time to grow, and it is not always the case that sufficient demand is guaranteed to sustain provision from the start. However, with time and financial support there is a greater chance of provision becoming financially viable and sustainable in the longer-term, resulting in better outcomes for both families and schools.

Roles, responsibilities and support for schools and trusts

This section of guidance will help you understand the expectations on schools and trusts with regards to wraparound childcare. It describes the support you can expect, including support from your local authority and the national wraparound childcare programme.

Role of schools and trusts

Schools and trusts play an important role in parents accessing the wraparound childcare they need.

Work with your local authority and others to support access to wraparound

You are usually the first port of call for parents seeking to access wraparound childcare. Working with your local authority and childcare providers (including other schools and PVIs), you can play a key role in enabling parents to access childcare by delivering, or facilitating access to, wraparound childcare. You are expected to work with your local authority wraparound lead, and childcare providers in your area, to support parents to access quality wraparound childcare.

Have wraparound childcare on school site

Many parents already access childcare either through provision on a school site or through the school communicating alternative local options to them.

We expect all schools to have wraparound childcare on school site unless there is a reasonable justification not to, having considered all support available, in particular from the national wraparound childcare programme. Provision may be run by the school or a PVI provider.

Examples of reasonable justifications for not having wraparound childcare on school site include:

- no space available having tested options
- unsuitable space that cannot reasonably be adapted, or ongoing building or maintenance work
- insufficient demand so that the provision would not be viable, or no reasonable expectation that demand will build – taking into account financial support for parents (e.g. UC Childcare or TFC) and the national wraparound programme – and there are no nearby schools interested in collaborating to reach a critical mass
- no other local providers or schools with whom partnership arrangements could be made
- similar provision already operates locally that meets demand and does not require parents to pick up or drop off their children between the school day and wraparound childcare, which the school signposts parents to.

Signpost to appropriate provision

Schools that are unable to have wraparound on the school site are expected to work collaboratively with their local authorities to ensure parents are, at a minimum, signposted to appropriate provision. These must not require parents to pick up or drop off their children between the school day and wraparound.

Promote and support government subsidies for childcare

For wraparound to be accessible to parents and be sustainable, it must be affordable. Schools are expected to promote government subsidies such as Tax-Free Childcare and Universal Credit Childcare to help parents and carers with the affordability of childcare, using established communication routes, such as parent newsletters. You may wish to use the [parent information toolkit](#) from Childcare Choices, and signpost parents to the [childcare calculator](#) or [childcare choices](#) so they can check their eligibility.

If the provision is registered with Ofsted, or subject to inspection as part of a school's overall provision under the education inspection framework, eligible parents can access:

- Tax-Free childcare (covering 20% of costs up to £2k a year, or £4k a year for children with disabilities)
- the childcare element of Universal Credit (support for up to 85% subsidy of their costs)

Schools are expected to support the use of government childcare subsidies by setting up provision in a way that allows parents to use them. This requires provision being registered with Ofsted, or subject to inspection under the education inspection framework, and using systems to allow parents to access this support. These government childcare subsidies can also support schools, trusts, and PVI providers with the sustainability of provision.

Respond to your community's needs for wraparound

Schools are expected to consider and respond to requests relating to wraparound childcare. This includes requests from:

- parents for wraparound childcare
- PVI providers to use school facilities for wraparound childcare

You should consider these requests and respond to them in a transparent way. You will take the lead in managing the 'rights to request' process and the final decision about what action to take. More information on the steps to take is in the guidance on [responding to requests for wraparound and holiday childcare](#). This guidance is due to be updated soon.

When considering requests, you should work with your local authority to identify options to meet unmet demand.

Support your local authority to understand demand and supply

Schools are uniquely placed – at the heart of their communities – to understand the needs of families. Although it is the local authority's legal responsibility to meet any unmet demand for childcare, you can help them to understand where unmet demand exists.

To ensure local authorities can deliver any childcare places needed, all schools are expected to:

- respond to requests from local authorities to understand demand for wraparound in your school
- where applicable, respond to requests from your local authority to understand provision that is currently delivered on your school site
- contact your local authority when there is demand for wraparound childcare from parents at your school which is not being met

How, and what, information is collected by local authorities will vary.

Role of local authorities

It is [local authorities' duty](#) to ensure there are enough childcare places within its area for children aged 0 to 14 (or up to 18 for disabled children). This childcare is for working parents or for parents who are studying or training for employment.

Although the duty sits with the local authority, we expect local authorities to work with and support:

- parents and carers
- schools and trusts
- PVI providers, including childminders and early years providers, in their area

All local authorities should have a designated member of staff responsible for wraparound, and ensure schools and trusts know how to contact the designated wraparound childcare lead.

Local authorities can support you to meet the expectations outlined above. This support includes:

- support for setting up and running wraparound provision on site:
 - supporting you to decide on and develop a suitable delivery model to meet your needs
 - providing business support
 - advising on the required standards, including safeguarding and registration with Ofsted
 - advising on marketing and communicating your wraparound provision to parents
- developing partnerships across schools, trusts and PVI providers
- helping you understand demand for, and supply of, wraparound across your local area
- identifying and considering options to meet unmet demand, which may include setting up or scaling up school-run or PVI-run provision, community models, or communicating childcare options delivered off site to parents
- advising you when deciding which delivery model is appropriate to meet local needs, including building upon and complementing existing local provision
- providing a list of available wraparound childcare providers in your local area to communicate to parents, if you do not deliver wraparound
- suggest links to resources for government childcare offers, such as:
 - early years entitlements
 - Tax-Free Childcare
 - the childcare element of Universal Credit

The funding available (for up to 5 terms) through the national wraparound childcare programme should support you to fulfil your roles in relation to wraparound. As part of the programme, local authorities will have:

- capacity funding, giving local authorities additional capacity to support schools, trusts and PVI providers from 2024.
- programme funding, to fund new and expanded wraparound places from September 2024. The programme funding is available for 5 terms and is intended to remove some of the financial risk of setting up or expanding wraparound while demand is built. Local authorities are expected to disperse this funding to childcare providers, including trusts and schools. Childcare providers can use the funding to support costs such as staffing, training, minibus hire, and resources.
- capital funding, which can be used to support adaptations to buildings for use for wraparound childcare, including for inclusive provision and to establish inclusive spaces.

Local authorities are responsible for how funding is allocated. Your local authority can provide more information on the support available in your area.

Role of private, voluntary and independent (PVI) providers

PVI providers, including childminders and early years providers, already deliver the childcare so many parents need. They are essential to the availability of wraparound childcare, delivering childcare on or off school sites.

Wraparound PVI providers should work collaboratively with local authorities, schools, trusts and other PVI providers. The number of PVI providers operating in local areas varies. Where they do operate, PVI providers may be able to support you to improve access to wraparound childcare by:

- delivering provision on a school site
- engaging with you to ensure parents are signposted to local provision
- working with you to facilitate access to off-site provision

Part B

This section will help you to determine how you support parents to access wraparound. It offers detailed practical advice for schools that have wraparound childcare delivered on school site, and for those who do not.

Understand demand

All **schools** will have information on the circumstances of their families. You should ensure you understand the need for wraparound in your school. To do so, you can:

- contact your local authority for support to understand demand and supply in your area
- survey parents, including prospective parents, to understand:
 - current informal or formal childcare used, and whether demand is already being met
 - the hours and days parents need wraparound childcare
 - the consistency of likely demand
 - age and needs of children who may attend wraparound childcare
 - what activities parents and children expect
- monitor the number and types of requests for childcare made by parents.

If you haven't had any requests from parents, you should make sure parents know that they have the [right to request](#) that their child's school delivers wraparound childcare. The guidance on responding to requests is due to be updated shortly.

It may be beneficial to outline the possible options in scope if surveying parents about their needs, to manage parents' expectations. You may want to seek input from across the school community and local authority when interpreting survey findings.

Consider delivery models for wraparound

There is no one-size-fits-all model for delivering wraparound. Each delivery model has different practical considerations and benefits. Working with your local authority and childcare providers (including other schools and PVI), you should consider how you could deliver wraparound childcare on school site.

Delivery models for wraparound childcare on school sites include:

- school-run provision, delivered by school staff on school site
- working in partnership with other schools or PVI providers to offer wraparound childcare on your school site
- commissioning PVI providers to provide wraparound childcare as a service on your school site

- agreements to signpost to provision off school site, including transport arrangements
- community or cluster models

Private, voluntary and independent (PVI) providers include childminders and early years providers. Note that while childminders mostly work on domestic premises, they can currently work from non-domestic premises for up to half of their time. The government has passed legislation, and is working to implement the changes, to create a new category of childminder who would work entirely on non-domestic premises, alongside expanding the amount of time domestic childminders are able to work on non-domestic premises.

Although wraparound delivered on the school site can be convenient for parents, and facilitates wraparound being built around the school day, wraparound can also be delivered off the school site, as long as safe transport is provided.

In models where schools charge parents for wraparound, schools may use fees charged when delivering wraparound to invest in the school and/or community facilities, if delivering wraparound as a community facility, as noted in the guidance on [charging for school activities](#).

School run provision

Many schools choose to deliver wraparound childcare directly. Staff may be existing school staff and/or staff recruited specifically for wraparound provision.

Benefits of this model can be:

- maintaining high levels of control on every aspect of provision, including activities offered and prices for places
- continuing existing relationships between school staff and children
- supporting vulnerable children with free or subsidised places
- managing how wraparound compliments other out of school and extracurricular activities

In partnership with other schools

Schools can:

- provide additional wraparound places for children outside of their pupil cohort
- establish a consortium of schools to offer wraparound for pupils attending multiple schools in their area

Benefits of this model can be:

- it supports schools that do not have sufficient demand to run provision alone
- it reduces costs by achieving economies of scale

- sharing best practice

In partnership with private, voluntary and independent (PVI) providers

Some schools may wish to work in partnership with local PVI providers, on or off the school site.

This model could involve:

- the school and partner organisation splitting responsibility for childcare across the day, with one organisation running either before *or* after-school care and the other running childcare on the other side of the school day
- provision is delivered by one organisation, with a mix of school and external staff

The model may be attractive because of:

- a lack of school staff experience in running childcare provision
- a shortage of time or staff to manage the provision
- the opportunity to share expertise

Private, voluntary, and independent (PVI) providers delivering on a school site

Schools can set up contracts or service level agreements with PVI providers to deliver wraparound childcare.

Agreements on what the school and the provider expect from the arrangement should be established. It's important that all parties understand and agree terms and responsibilities when working together. If based on a school site, the PVI provider must be able to hire or lease space on school site to operate provision.

The model may be attractive because:

- PVI providers have expertise in childcare
- PVI providers may be able to offer additional services to the school
- staffing provision is the responsibility of the PVI provider
- management of the provision is outsourced, including booking systems and everyday admin
- there is the possibility of additional income through leasing or hiring school space

Community models

Similar to working in partnership, in a community model the local authority co-ordinates provision for children from multiple schools on one site. This could be operated by:

- a lead school

- a PVI provider
- a community organisation
- any other appropriate body

The model may be attractive to some:

- if they do not have sufficient demand to run provision alone
- as it can reduce costs, e.g. by achieving economies of scale
- as it encourages shared learning and expertise

Understand current local provision

Local authorities should be able to inform you of available wraparound provision in your area – they have a duty to complete an annual childcare sufficiency assessment.

You may wish to contact your local authority wraparound lead for more information, or consult your local authority's Family Information Service or equivalent local authority website, for information on wraparound provision available to parents in their local area.

Consider use of school space

The control of the occupation and use of school premises outside school hours is normally the responsibility of the governing body (in the case of a community or community special school, or a voluntary school) or the academy trust (in the case of academy schools). This position is subject to any directions given by the local authority or any transfer of control agreement (i.e. a lease or hire agreement) or a trust's funding agreement (in the case of academy trusts).

If you are unsure if wraparound fits within the permitted use, you should check whether the owner – who controls use of your school site – is happy with the proposal to deliver wraparound on school site.

Where wraparound is delivered to children who are not pupils at the school, you may require the agreement of the landowner of charitable land held for specific purposes. You will also need written consent or active participation from the relevant body that owns the school site to rent out school facilities for wraparound provision.

This could include consent or participation from:

- the local authority
- trustees of the school
- the relevant religious authority or religious body in relation to schools with a religious character
- private organisations

For PFI schools, you should ensure you review your contract to understand what you can offer under your contract.

Practical considerations

You will need to consider where in the school wraparound could be delivered. This could be the school hall, a classroom, portacabin or another area of the school.

You will want to consider practicalities in relation to the physical space, including:

- access to the school site
- security
- cleaning
- maintenance

You should also consider if wraparound will impact on any pre-existing activities using school space, and how that will be managed.

Lettings

If you plan to let school premises to PVI providers to deliver wraparound on a school site, you will need:

- the capacity to be able to hire out the site, and appropriate site management
- a clear lettings policy and written hire agreement, which includes safeguarding requirements
- appropriate risk assessments and safeguarding requirements in place for age and needs of children
- well-researched and competitive rates – these will vary depending on the space they want to use
- clear financial responsibilities and agreed payment points
- to ensure PVI providers have:
 - the right insurance
 - completed relevant safeguarding checks

The academy trust board may deal with some aspects of the lettings process in an academy within a multi-academy trust (MAT).

In some cases, it will be for the relevant landowner, rather than the school itself, to make the rental agreement directly with the PVI provider.

For more information on setting fees for the use of school facilities, creating a letting policy, and alternative options to letting policies see Annex 1.

Determine your role in wraparound childcare

The government expects all schools to have wraparound childcare on school site, unless there is a reasonable justification not to, having considered all support available.

Examples of the many ways wraparound can be delivered on school site are outlined above.

When determining whether wraparound childcare should be delivered on school site, you should consider:

- advice from your local authority
- whether there is sufficient current, or future, demand for wraparound childcare in your school, taking into account:
 - financial support for parents (e.g. UC Childcare or TFC)
 - support from the [national wraparound childcare programme](#). Through the programme your local authority may be able to cover startup costs or running costs of new provision while demand is being build, to remove financial risk. For more information, contact your local authority's designated wraparound lead
 - whether there are nearby providers (including other schools, or PVI providers) with which you could collaborate to reach a critical mass
- whether there is a suitable space to deliver wraparound childcare, including:
 - testing options for where on school site wraparound could be delivered
 - advice from the relevant landowner
 - whether space could be reasonably be adapted
- whether quality provision already operates locally, which meets existing and future parental demand, and does not require parents to pick up or drop off their children between the school day and wraparound childcare
- the views of stakeholders – including parents, governors, trustees in a trust, your local authority, relevant staff and PVI providers (where appropriate)

You should communicate your decision on whether you deliver wraparound childcare on school site, or not, to:

- parents and carers
- your local authority

If you determine that there is:

- need for wraparound childcare on your school site, which may be school run or run by a PVI provider, this provision should meet standards for wraparound provision as outlined below
- reasonable justification to not deliver wraparound childcare on school site, you should support parents to access wraparound childcare off school site

Checklist: determining your role in wraparound childcare

1. Gather information to understand the needs of parents and children
2. Consider different delivery models for delivering wraparound
3. Understand existing provision in your area
4. Understand if you are able to use school space for wraparound
5. Work with local authority wraparound lead and others in the sector, to identify how you can support parents to access wraparound
6. Decide whether or not to deliver wraparound
7. Communicate your decision and how you will support parents to access wraparound to parents, carers, and the local authority

Setting up school run or PVI provider run wraparound childcare on school site: advice for schools and trusts

Checklist for schools and trusts setting up wraparound childcare provision on school site

If you set up wraparound childcare on school site, you will need to:

- establish and agree the vision and aims of provision with stakeholders – including parents, governors, trustees, staff and PVI providers (where appropriate)
- ensure activities do not interfere with your school's responsibility to provide a high quality and safe teaching environment
- agree who will lead on wraparound childcare within your school or trust, and partner organisations where appropriate
- when working in partnership, establish and agree how you will work together and any written agreements between the relevant parties
- have all necessary permissions from the landowner to use school facilities for wraparound
- have a plan for which days and times you will offer provision
- have a suitable location to offer childcare, including ensuring school facilities are safe and are in good condition
- have, or check, appropriate Ofsted registrations in place, where applicable
- understand and meet the requirements and standards for delivering wraparound childcare, including:
 - robust and effective safeguarding and welfare practices that adhere to [keeping children safe in education](#)
 - health and safety policies
 - inclusivity
 - where needed, travel to provision
 - having appropriate staff

- ensure provision meets minimum safe standards of childcare and adheres to the law
- promote and support use of government subsidies such as Tax-Free Childcare and Universal Credit Childcare
- establish a sufficient and appropriate workforce
- establish a clear and transparent charging and remissions policy, including any extra charges
- check you have the correct insurance cover
- if offering food, adhere to appropriate guidance
- check you have the appropriate policies and agreements in place

Establish vision and aims

At its core, wraparound is about childcare, although you may want to set other aims and expectations for your provision.

When deciding on your expectations for your provision, you can consider:

- what you want children and families to get from wraparound childcare
- how your vision and activities will meet children's and families' diverse needs
- how you want wraparound to interact with, complement or support other aspects of your school's provision, such as your enrichment and extracurricular activities
- how you will make sure your provision is safe, inclusive, accessible and affordable
- how you will measure and check the quality of your provision
- the costs of running the provision and your expected income

The vision and aims of wraparound provision should be agreed across:

- the senior leadership team
- school governors
- trustees of the school (if academy trusts)
- partner organisations (where applicable)

When working in partnership, you should also share policies (such as behaviour and safeguarding policies) with partners, in line with local procedures.

Determining roles within your school and in partnerships

You should establish the roles and responsibilities of:

- staff members
- governors and trustees
- your partner organisations (where appropriate)

The requirements of roles will vary between wraparound provision, although you should have a clear idea of who the operational and strategic leads are.

Responsibility when delivering wraparound

If wraparound childcare is established using the powers of the governing board of your school or trust, the provision is the legal responsibility of the governing board. The trust board can delegate decision-making authority to others, e.g. local governing bodies in accordance with its scheme of delegation, but ultimate responsibility remains with the trust board.

The governing board is responsible for the strategic direction and monitoring of this provision.

Trusts may wish to capitalise on existing structures and experience by managing some elements of provision across the trust. This could include sharing learning and good practice through school-to-school support. You may also want to consider sharing:

- management costs
- administration
- finance reconciliation

Operational management

Be clear on who is responsible for setting up and/or running wraparound provision, and for what. The operational lead for wraparound may or may not be involved in the day-to-day delivery of childcare itself.

You should clearly define the role of the lead(s). The role of the lead(s) will vary based on the type and scale of provision. For example, in school-run provision, this may be an existing individual within a school or trust for whom you add responsibilities for wraparound provision into their job description. When working in partnership with a PVI provider, there may be two operational leads. In this case, responsibility of the school's operational lead will be more limited than if provision were run by the school itself, with many responsibilities being held by the PVI operational lead.

When determining who takes on this responsibility, consider:

- your delivery model
- who has the expertise to lead
- whether they'll need any support
- whether this role can be managed within their existing role

Operational management of wraparound does not have to sit with executive leaders in schools and trusts. You may wish to consider if the following people could take on the role:

- office manager
- dedicated wraparound manager
- business professional

- finance manager or officer
- member of senior leadership team
- other member of school staff

Working in partnership

If you choose to work in partnership with another school or PVI provider, you should:

- have a clear aim when choosing your partner
- put in place clear and open channels of communication
- establish clear roles and responsibilities
- establish and agree working agreements. This may be formalised in a partnership agreement or service level agreement
- ensure appropriate safeguarding arrangements are in place
- have regular meetings to reflect on successes and challenges
- regularly evaluate the partnership arrangement
- establish and agree terms of use of school facilities, such as leases, licences or hire agreements
- agree on the input of personnel and resources, for example:
 - staff
 - facilities
 - cleaning services

You may also want to consider:

- the provider's track record of financial sustainability
- the length of contract to allow provision to grow and become sustainable
- what would trigger a break clause
- an exit strategy
- experience in providing childcare
- whether provision will meet standards for provision outlined below
- whether providers have appropriate registrations in place, and encourage them to register with Ofsted, where they are eligible to do so

Meeting the standards for wraparound provision

You have responsibilities to make sure your wraparound provision meets the minimum standards. The responsibilities will vary depending on the delivery model you choose.

All wraparound childcare should:

- meet minimum safe standards of childcare and adhere to the law
- have robust and effective safeguarding practices
- be inclusive
- provide safe transport, where needed

- have appropriate staff

Safeguarding and health and safety

Safeguarding and promoting the welfare of children is everyone's responsibility. All wraparound settings should be a safe and happy place for children. Parents and carers should feel confident that their child is well looked after and that robust safeguarding arrangements are in place.

When a school manages a service on a school site, it is responsible for ensuring appropriate safeguarding policies and processes are in place.

For school run wraparound provision, your arrangements for child protection will apply. You will need to:

- follow the statutory guidance on [keeping children safe in education](#)
- meet the Childcare Register's requirements, even if you are a school providing childcare that is not eligible for registration on the Childcare Register
- make sure all staff receive safeguarding training, and that they know the identity of the designated safeguarding lead (or deputies) and how to contact them
- make sure all staff, including volunteers, have obtained an enhanced Disclosure and Barring Service (DBS) check
- make sure you have appropriate policies and procedures in place to identify and deal with safeguarding incidents quickly
- follow the safeguarding and welfare requirements within the [Early Years Foundation Stage statutory framework](#), when children in reception year or younger are cared for

It is important that volunteers are properly supported and given appropriate roles, and schools continue to follow the checking and risk assessment process set out in part three of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If another organisation is providing wraparound provision on your site, you are responsible for ensuring appropriate arrangements are in place to keep children safe. You should:

- make it clear to parents that it is the organisation delivering wraparound that is responsible for children attending their wraparound provision and not the school.
- adhere to [keeping children safe in education](#). All schools should ensure that:
 - the provider has appropriate safeguarding and child protection policies in place (including inspecting these as needed)
 - there are arrangements in place for the provider to liaise with the school on these matters, where appropriate. This applies regardless of whether the

children who attend any of these services or activities are children on the school roll

- safeguarding requirements are included in any transfer of control agreement (i.e. a lease or hire agreement), as a condition of use and occupation, and that failure to comply can result in termination of this agreement
- providers registered with Ofsted understand that they are also expected to follow the requirements of the [Childcare Register](#)
- providers who are not registered with Ofsted or a childminder agency (or who are not a school, college, registered education setting or 16-19 academy) understand that they are expected to follow [safeguarding guidance for out-of-school settings](#)
- when caring for children in reception year or younger, obtain assurances that the provider follows the safeguarding and welfare requirements within the [Early Years Foundation Stage statutory framework](#).

Health and safety

Children should be kept safe. The risk management to keep them safe should be proportionate to the nature of the activities. Schools should follow existing guidance on their responsibilities and duties on [health and safety](#).

Creating inclusive provision

All wraparound providers, including schools and trusts, should make wraparound inclusive and accessible for all children. This includes children with special education needs and disabilities and children considered vulnerable.

When deciding how to offer wraparound on school site you should take into account the individual needs of the pupils at your school who will be accessing the provision.

Under the [Equality Act 2010](#), you must make reasonable adjustments for children with disabilities. If a child with disabilities needs a reasonable adjustment to attend wraparound, childcare providers (such as schools, trusts, or PVI providers) must pay for it, not parents.

When deciding whether an adjustment is reasonable, you may wish to consider:

- whether the adjustment is essential in enabling a child equal access to the same provision as their peers
- its practicality
- the affordability of any one-off or ongoing costs

Where adjustments are deemed unreasonable by the wraparound provider but are necessary in order for the child to access the provision, parents may be asked to cover the associated costs.

To make sure the wraparound provision is inclusive, consider:

- having an appropriate offer for children with special educational needs and disabilities (SEND), including appropriate staff to child ratios
- making sure all staff are appropriately trained to deliver high quality, accessible and inclusive provision
- having a plan to ensure you can identify the needs of children with SEND – this may include working with school SENCOs
- speaking to families regularly to understand individual needs and how these may change
- what transport arrangements may be necessary

When working with other providers, you should consider whether the childcare is inclusive and appropriate for the needs of the children at your school. Information on wraparound provision should be included in the published SEND Local Offer.

Travel to provision

Wraparound childcare should be practical for working parents to use and should **not** require parents to pick their children up from school and drop them off at another location. If wraparound is being provided to pupils who do not attend your school, you should:

- consider practical solutions for escorting or transporting children between locations. This should include transport for those children who are eligible for free home-to-school travel from the local authority.
- take into account the individual needs of children, including health and disability related needs, ensure safety of children, and compliance with the [Equality Act 2010](#). You may find it helpful to seek advice from health professionals if needed.

Offering affordable childcare

Charges to parents made by schools, including school-run wraparound, should be in line with the guidance on [charging for school activities](#).

It is important that childcare is affordable. When setting up wraparound you should:

- make places as affordable as possible for parents
- support and promote the use of government funding to help with the cost of childcare
- consider how parents access and pay for wraparound, such as through mobile applications, and how you administer the government childcare support schemes. HMRC is currently taking steps to help parents access Tax-Free Childcare (TFC) through mobile cashless payment systems. A technical enhancement is due to be

made available to businesses that operate cashless payment systems by September 2024.

If the provision is registered with Ofsted, or subject to inspection as part of a school's overall provision under the education inspection framework, eligible parents can access Tax-Free Childcare and the childcare element of Universal Credit. Enabling parents to access this financial support will support parents with the cost of childcare, and also support the availability of provision in the longer term.

To set up your wraparound provision so parents can use government childcare subsidies:

- [sign up to Tax-Free Childcare if you're a childcare provider](#)
- check with your local authority what documentation you will need to enable parents to evidence and reclaim childcare costs through [Universal Credit](#)
- schools and PVI providers should produce appropriate documentation (i.e. invoices, receipts) to enable parents to evidence and reclaim childcare costs through Universal Credit

When working in partnership, you should encourage providers that are exempt from compulsory registration to register with Ofsted on the voluntary register, where they are eligible to do so.

When to register with Ofsted

Schools and trusts should consult [Ofsted's guidance](#) for childcare providers, to understand when the wraparound provision must be registered with Ofsted or a childminder agency, when it cannot be registered, and when it does not have to be.

As a school, you will not need to register wraparound childcare with Ofsted if:

- you are offering it directly as part of your school's activities
- you employ the staff working in the wraparound childcare, and
- there is at least one registered pupil of the school attending

In these instances, it falls under the Ofsted education inspection framework. If you are a school providing childcare that is not eligible for registration on the Childcare Register, you must still meet the register's requirements.

Where your governing board manages the childcare provision, Ofsted will consider this provision as part of the school inspection. During a school inspection, Ofsted may observe pupils at before and after-school clubs if the school leads and manages them. Inspectors would consider evidence proportionately and appropriately in the context of the wider evidence base for the inspection.

Most PVI providers caring for children under 8 years old must [register with Ofsted](#), unless exempt, and would otherwise be eligible for voluntary registration with Ofsted. This applies irrespective of whether PVI providers operate on or away from school sites, and

would include out-of-school clubs. They are then subject to their own inspection and separate grade.

If a PVI provider is working on school site, you should:

- check providers have appropriate registrations in place
- otherwise encourage them to register with Ofsted, where they are eligible to do so
- ensure providers you work with are following the requirements of the Early Years Statutory Framework and/or Childcare Register, dependant on the age of the children being cared for

For more details, see Ofsted's guidance on [registering school-based childcare provision](#).

Registration with Ofsted will enable parents to use Tax-Free Childcare and Universal Credit entitlements, and will also help ensure they are delivering appropriate standards of care.

Contact your local authority if you have concerns about a provider not meeting Ofsted standards as set out in EYFS or Childcare Register. Ofsted inform local authorities of all Ofsted inspection grades.

Where you have safeguarding concerns in relation to an unregistered provider, which is legally not required to register with Ofsted, you should follow your internal safeguarding procedures, and otherwise contact the Local Authority Designated Officer.

Staff for wraparound childcare

Any wraparound provision will need staff or volunteers to provide the childcare itself. These individuals could be:

- school staff working in the school already (such as teaching assistants)
- staff you employ specifically to work on wraparound
- individuals or groups of individuals from PVI providers, including childminders

We do not expect schools to deploy staff from their existing teaching workforce.

Wraparound leads should use their judgement to identify the most appropriate people to deliver wraparound, depending on your context, existing staff contracts and arrangements, and the mix of skills and experience required.

Schools should:

- consider whether they use volunteers and/or work with other organisations and institutions to run their wraparound provision, including those in the private and voluntary sectors
- consider whether they use supply staff or temporary workers to help run their wraparound provision, where needed

- exercise financial prudence when taking on additional staff, and seek the best rates available
- consider using the DfE and [Crown Commercial Service agency supply deal](#) if hiring agency workers

Ratios

The staff to child ratios needed are dependent on the age of children and the qualification levels of staff. You will need to determine how many staff you need to ensure the safety and welfare of children, considering:

- the types of activity
- the age and needs of the children, including SEND or medical needs
- if any children need 1:1 support
- safeguarding

If your wraparound provision includes children who normally attend reception class during the school day, or younger children (aged 5 or under) there must be sufficient staff as stated in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\) for group and school based providers](#) from paragraph 3.36.

If your wraparound provision is being delivered by a PVI provider registered on Ofsted's Childcare register, who only provide care for children 6 and above, the provider should follow the ratio requirements set out in the guidance for [daycare providers on the compulsory Childcare Register: Ofsted requirements](#).

Otherwise, wraparound is subject to normal class size regulations, although in many cases higher ratios will be deemed more appropriate.

You should also make sure you:

- have a process for staff absences to make sure you can continue to meet the correct ratios
- have enough staff to supervise children when eating or drinking
- have enough staff to support a child who is taken ill or requires medical attention

Qualifications and training

You are responsible for considering the staff qualification and training requirements if running wraparound provision. There are no specific staff qualification requirements for wraparound for school-aged children.

When considering what level of training is required, you should be aware of:

- the individual needs of the children attending the provision
- the requirements set out by the relevant regulatory bodies, such as:
 - Ofsted [education inspection framework](#)

- Ofsted compulsory [Childcare Register](#)
- Ofsted voluntary [Childcare Register](#)
- [Childminder Agencies \(CMA\)](#)
- follow the safeguarding and welfare requirements within the [Early Years Foundation Stage statutory framework](#) when children in reception year or younger are cared for

If children in reception year or younger are present, at least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times. The certificate must be for a full course consistent with the criteria set out in Annex A of the [Early Years Foundation Stage statutory framework](#).

Make sure staff have appropriate equipment so they can provide flexible and responsive care.

You may wish to consider additional training options for your staff.

One training option is an apprenticeship, which usually takes around 18 months to complete and is a mix of study and workplace learning, enabling staff to earn and learn on the job. There are a range of apprenticeships that are relevant to working in wraparound childcare. More information is available on [Institute for Apprenticeships and Technical Education's website](#).

Staff may be interested in [becoming a playworker](#).

Charging

Parents should pay for wraparound childcare. Charges to parents should be in line with the guidance on [charging for school activities](#).

Schools should ensure that provision is affordable to parents, as far as is reasonably practical. In addition, when setting fees, you may want to consider:

- benchmarking prices against other wraparound provision in your area
- what you will need to charge to maintain the financial viability of provision

In order for schools to [charge parents](#) for wraparound childcare, there must be a charging and remissions policy.

Charging policies may cover:

- how the charge will be worked out
- who might qualify for help with the cost (or even get it free)
- any extra charges which may be applied

Remissions policies should outline any circumstances in which you propose to wholly or partly remit a charge outlined in the charging policy, for example:

- reducing the costs for children whose parents deliver the wraparound provision
- reducing the cost for children whose parents are in receipt of certain benefits
- reducing the cost for children who attend free to access enrichment clubs, or breakfast provision, during time they would attend paid-for wraparound

Insurance and alternatives to insurance

One person in your school or trust should be responsible for overseeing all insurance policies. This may involve:

- ensuring the right policies are in place
- filling out insurance forms with care, disclosing all relevant facts
- ensuring policies are current and paid for
- ensuring wraparound provision covers what the organisation needs and is not under-insured
- considering value for money when selecting insurers

When working with another provider, you may wish to clarify when they are responsible for their own insurance.

The insurance your school requires will vary. However, all wraparound provision will need [employer's liability insurance](#). You should also consider if you need other insurance policies, including whether current policies cover wraparound provision. Examples of these policies include:

- public liability insurance
- buildings insurance
- road traffic insurance

You can get insurance by:

- buying insurance directly from an insurance company or an insurance broker
- using DfE's [approved framework agreement](#) to help you buy goods and services for your school
- using the [get help buying for schools service](#) – a free and impartial procurement service for schools and multi-academy trusts, provided by DfE

Alternative to insurance

For schools and multi-academy trusts who are members of the [DfE's risk protection arrangement \(RPA\)](#), full details of cover are available in the membership rules.

Offering food

It is important that children eat nutritious, tasty food at school:

- to help their growth and development

- to help develop healthy eating habits
- as fuel for learning

Food is an optional element of wraparound provision. [The School Food Regulations 2014 \(the school food standards\)](#) applies to all food and drink provided to pupils on school premises up to 6pm. This means you will need to meet these standards if you're a breakfast or after-school club:

- on school premises
- on other premises but that the local authority or school governing board requested

[Guidance and resources for schools on the school food standards](#) are available. Schools may need to work with different food providers if the wraparound provider is separate to the school.

The school food standards do not apply to independent breakfast and after-school clubs not connected to a school, but they may wish to use the standards as a guide.

Responsibilities when offering food

If you want to offer children food as part of before and after school childcare, you will need to:

- consider whether you need to [register with your local authority](#) – this is likely if you regularly cook, store, handle, prepare or distribute food as part of your wraparound care
- meet [food regulations](#) – guidance on [safer food, better business for childminders](#) guidance may also be useful for schools
- ensure that anyone handling food receives appropriate supervision and training in food hygiene
- provide healthy and nutritious food that meet the [requirements for School Food Regulations 2014](#)
- comply with [allergen regulations](#), this means you need to:
 - be aware of pre-existing food allergies, intolerances or coeliac disease
 - have processes in place to ensure the availability of safe food options
- minimise the chance of choking incidents when looking after children aged 5 years old and under by making sure:
 - staff know how to [prepare food appropriately](#) for their age and development
 - the children are within the sight and hearing of a member of staff when eating
- be aware of any medical, religious or cultural requirements when considering individual pupils' needs

Funding food

You may want to identify potential sources for funding parts of your provision. If you are a state-funded school in a deprived area, you may be eligible for the [national school breakfast club programme](#).

You could also consider other organisations such as Magic Breakfast, Gregg's or Kellogg's, who provide valuable support to schools with breakfast provision.

Supporting access to wraparound childcare: for schools that do not have wraparound on school site

Schools should support parents to access the childcare they need even when a decision has been made that provision cannot be delivered on school grounds.

You are expected to work collaboratively with your local authority to ensure parents are, at a minimum, signposted to appropriate provision which does not require them to pick up or drop off their children between the school day and wraparound.

Childcare options

Your local authority should provide a list of available wraparound childcare provision in your area. With this support, you are expected to communicate appropriate wraparound childcare options to parents.

You may wish to establish formal or informal partnerships with local childcare providers to signpost to. That provision may be offered by:

- other schools
- PVI providers, including childminders and early years providers
- your local authority

When communicating wraparound options to parents, you should consider whether it would meet the individual needs of the pupils at your school who will be accessing the provision. Information on wraparound provision should be included in the published SEND Local Offer.

Parents can also access childcare information via your local authority's Families Information Service.

Transport

Wraparound childcare should be offered in a way that is practical for working parents to use. When signposting to provision off school site, you should ensure that children are able to access that provision without parents needing to pick up their children from school and drop them off at another location.

You should:

- consider whether the childcare provider is able to pick up and/or drop off the child(ren)
- establish a process for easy pick-up and/or drop-offs between the school and childcare provider(s)
- support pick-ups or drop-offs, for example running a walking bus, if there are no existing and appropriate options

When considering transport options to off-site provision, schools should:

- consider practical solutions for escorting or transporting children between locations. This should include transport for those children who are eligible for free home-to-school travel from the local authority.
- consider the individual needs of children, including health and disability related needs, ensure safety of children, and compliance with the [Equality Act 2010](#). You may find it helpful to seek advice from health professionals if needed.

You may wish to contact your local authority wraparound lead to:

- understand what additional support may be available through the national wraparound childcare programme
- seek advice. Local authorities are not required to provide support for this arrangement but are experienced in tendering contracts for the provision of home-to-school travel and may be able to offer advice

Local authorities are required to make arrangements to enable a child to travel to school for the beginning of the school day and to return home at the end of the school day. They are not required to make arrangements to enable a child to attend extra-curricular activities, childcare or any other commitments outside of school hours.

Part C

This section will help you to monitor and maintain wraparound provision delivered on school site, offering practical considerations for schools.

Monitoring demand and feedback

Your governing board should monitor the success of providing wraparound childcare on school site, and demand for wraparound childcare. Governing boards should monitor:

- whether demand, such as number of requests from parents, is being met. Inform your local authority about demand, especially if you are not able to meet it yourself
- at a high level, financial sustainability, customer feedback, and (if wraparound is delivered on school site) wider impact of wraparound on school and pupils

You will need sufficient demand from paying parents to sustain provision, although this may take some time to build. Demand can be supported by improving access to government subsidies such as Tax-Free Childcare and Universal Credit Childcare, which help parents and carers with the affordability of childcare.

You should monitor demand to make sure you can maintain your wraparound offer. Note that demand will likely take time to grow. Provision often becomes more sustainable over time, which should be considered in this assessment.

This could include tracking the number of places you offer and fill. This will help to identify variations in available places and filled places across the weeks, months and year. You will need to consider how you respond to any trends in variations. For example, you could consider:

- increasing or decreasing staff
- marketing for times with low occupancy
- extending the childcare offer during busy periods

Managing costs and income streams

You can maintain an understanding of your budget and cashflow by tracking your actual income and expenditure against monthly projections. Examples of costs include:

- staff costs
- the maintenance of facilities and resources
- utilities
- payment and planning systems

You should review costs and reduce these where possible to ensure income is sufficient.

You may wish to consider:

- working in partnership with other schools (hub model) – this can help by sharing resources and staffing
- taking on volunteers to support provision or transport where needed
- using revenue from lettings and events to support provision costs
- involving stakeholders in supporting provision or aspects of it, for example, by asking pupils, parents or the local community to:
 - plan sessions
 - choose resources
 - provide transport
 - help with activities and sessions

Related government programmes and schemes

Wraparound childcare has links with other government-led programmes and schemes. You should explore how these schemes can support wraparound in your school.

National school breakfast programme

The [national school breakfast programme](#) subsidises the food and delivery costs of breakfast provision for schools in disadvantaged areas.

Providing breakfast clubs may be wraparound care depending on the delivery model.

Holiday activities and food programme

The national wraparound childcare programme only covers term-time provision. It does not extend to holiday childcare. Through the [holiday activities and food programme](#), we have provided more than £200 million of annual funding to 153 local authorities to coordinate and provide free holiday provision. This includes healthy food and enriching activities for children in receipt of free school meals.

Each local authority will have a nominated holiday activities and food programme coordinator. Their role is to ensure that the offer of free holiday club provision is available for all children in receipt of benefits related free school meals in their area.

We expect local authority wraparound leads to work closely with holiday activities and food programme coordinators. This will ensure both programmes capitalise on any opportunities for join-up, and may help with provider sustainability.

Ministry of Defence wraparound childcare scheme

The [Ministry of Defence wraparound childcare scheme](#) helps to remove some of the barriers that service families face around childcare. It provides funding to support eligible service families with children aged 4 to 11 years old (16 years old if in receipt of certain disability allowances).

If eligible, service families can claim up to 20 hours per week of funding for each child that is attending before and after school care during term time.

Opening School Facilities programme

The [Opening School Facilities \(OSF\) programme](#) supports schools to open their sporting facilities beyond schools' core hours. The OSF Programme supports the most disadvantaged and vulnerable young people (and wider community members) to access facilities that enable them to be more physically active.

Quality of provision

Wraparound settings should inspire confidence in families by ensuring children's time in wraparound is fun, engaging and something they want to attend. You should consider how different environments, activities, resources and staffing arrangements can affect the quality of provision delivered.

You could also consider allocating staff with relevant qualifications and training to help with the wraparound provision, for example, staff who have training in playwork. This may help increase the quality of provision.

Provision may be different in before and after school childcare. Where possible, you should offer a varied and flexible approach to wraparound provision by, for example:

- giving children a choice of enriching activities that they enjoy
- making sure the wraparound care uses varied and stimulating resources and equipment
- not expecting children to complete homework or catch up on learning from the school day

Many schools will already offer high quality enrichment and extra-curricular activities before and after the school day. You may find it helpful to consider how these activities could interact with, complement, or support delivery of wraparound childcare provision.

You should support PVI providers to offer quality wraparound on your site by:

- enabling children to use both indoor and outdoor space as much as possible
- allowing easy access to resources and equipment
- working with providers to identify and meet the needs of children

Checklist for providing high-quality, sustainable wraparound provision

Consider the following when developing high-quality, sustainable wraparound provision.

1. Make sure premises and facilities are safe, suitable, and meet children's needs.
2. Check the environment is safe, welcoming, non-stigmatising, and inclusive.
3. Make sure the staff providing care are empathetic, considerate, and child-focused.
4. Confirm that staff have the skills to provide child-led, choice-based activity and play.
5. Check that any resources are safe, stimulating, varied and age appropriate.
6. Your provision should be accessible to all children.

Part D

This section should help you to understand how various models of wraparound work in practice, how others have overcome barriers, and the benefits of delivering wraparound childcare.

Case studies on benefits

Wraparound can have a variety of benefits for schools, pupils and parents. Below are examples of wraparound provision and its benefits.

Benefit: Admissions, supports working parents and vulnerable children

Case study: School run provision, multi-academy trust, Newham

“Offering wraparound at our four schools attracts parents who are in work or want to work. Our schools cater for every child, no matter who they are, or how much their parents can afford. We allow working parents who are eligible to subsidise their wraparound by using Tax-Free Childcare and Universal Credit Childcare.

We as a trust pay for some extra empty spaces in our wraparound provision every day for the most vulnerable children, and in case of emergencies. This really builds trust with our families as they know we are flexible and can meet their needs, even when the school day is over.” – Trust CEO

Benefit: Attendance, supports working parents and vulnerable children, and embeds behaviour expectations

Case study: School run provision, voluntary-controlled school, Bury St Edmunds

“We run wraparound ourselves so that we can fund places for vulnerable children, as it’s important to have familiar staff for those children. The children also know our school rules, so we can expect the same level of respect and behaviour we have during the school day.

There are children at school who had poor attendance, and it was because they were hungry from their evening meal. So, we decided to let them come to breakfast club for free and give them a really good breakfast. Now their attendance is better.

Wraparound is important to families and supporting them to work. Otherwise, those families wouldn’t be able to cope and then we have a different challenge.” – Headteacher

Benefit: Ability to make a profit

Case study: PVI led provision on school site, Community School, Manchester

“Our wraparound is delivered by a private provider that rents our school hall. As a school, we make a profit of £15,000 through renting the space. It is a straight-forward set-up – the company that delivers it carries out the admin, the day-to-day running of provision, and liaising with parents. We provide safeguarding and health and safety training for their staff. At the moment, we are oversubscribed – it works really well.” – Headteacher

Benefit: Supports a soft start to the school day, attendance, vulnerable children

Case study: School run provision, academy converter, Coalville

“The staff enjoy working in wraparound – they know the children, they know the expectations of the school, and our school messaging doesn’t get lost. It gives continuity for children.

As we are a large school, the drop-off at the start and end of school can be manic. Having 60 children starting earlier and leaving later is helpful. We also have a pastoral team which run a breakfast club for 30 mins before the start of day. It gets the children in, gets them settled, makes sure they get breakfast and get taken to class and avoid the madness at the start of the day. It means we can keep a firm eye on attendance, can see if they’re in school earlier and can ring home if they’re not there.

We’ve offered free places to children under child protection to make sure they still come into school when their parents are going to court. We’ve used our wraparound for vulnerable children to get them into school and give them a breakfast before school. This has helped improved their attendance.

Wraparound is a service we provide to parents, which they appreciate. The more we can support parents to get their children into school on time, the more it benefits parents but it also benefits schools.” – Headteacher

Benefit: Supports working parents, children’s enrichment

Case study: Provision delivered by school and PVI in partnership, community school, London

“Wraparound at our school helps parents’ ability to work and increases our children’s access to a variety of different opportunities – things that we don’t provide in the normal school day.

The fact the clubs are busy and well-attended shows children and parents want the opportunities to be able to experience different activities out of school. Lots of our kids also do other activities outside of school, such as external clubs.

For some parents that's important that they go elsewhere and meet other children but for other parents it's very convenient that wraparound is in the school and there's a wide range for them to choose from." – Deputy Head

Case studies on overcoming barriers

We know that there are some barriers to delivering wraparound. What those barriers are, and achievable ways of addressing them, will vary. Below are some examples of how schools have addressed various barriers to delivering wraparound childcare.

Barrier: transport

Case study: Provision delivered by schools in partnership, academy converter, London

"It is important to parents who have both junior and infant-aged children that they have reliable childcare that allows them to work. We partner with the infant school next door to provide our wraparound care.

Children who attend the infant school are accompanied across to the after-school club and dropped off in the morning by their parents at the junior school to attend the breakfast club. All children are then able to use the facilities together, playing games such as table tennis, board games and craft.

For us, this expanded customer base helps make our wraparound childcare a sustainable model. For parents, especially with children across the two age groups, they benefit from not having to drop their children off at multiple addresses before going to work." – Headteacher

Case study: Wraparound delivered by community model, Gateshead local authority

"In Gateshead, a range of innovative delivery models are used to provide school-aged childcare. One example is a nursery which provides wraparound to approximately 17 primary schools situated across the central area of Gateshead. The nursery has dedicated space to operate this provision and offers a safe pick-up/drop-off service. Although only small numbers of children are picked up from each school, via bus, car or walking bus, this is an important service for families where there is insufficient demand to run sustainable out of school provision in individual school sites. Children have usually attended the nursery when they were younger so they are already familiar with the staff and building. Operating the provision in this way allows parents to collect their nursery children at the same time as their older children, so avoids them having to travel to different locations."

Barrier: managing workforce

Case study: School run provision, academy converter, Coalville

“We started wraparound in 2017 in response to parents asking for it. We use our own staff – it’s a way for learning support assistants and teaching assistants to work more hours. One of the benefits of being a bigger school is that there are at least 20 learning support assistants and teaching assistants who are happy to take it on board.

We employ two members of staff just for wraparound, but they also work as midday supervisors. We have four people who cover the other hours between them; two who work as a job-share and swap over each week; one member who does mornings only and one who does afternoons only. We also have two members of staff who are 'backup' – if there's an illness, we can call on them when needed.” – Headteacher

Barrier: recruitment

Case study: Provision delivered by school and PVI in partnership, academy, Stockport

“We have a long-established demand for wraparound that has lasted for over twenty years. Recruitment has been a struggle since the COVID-19 pandemic, so we looked for other ways to provide quality care to our children.

A local sports company that provides PE lessons for children is now helping us run our after school wraparound childcare, where we look after up to sixty pupils a night. Provision is not always sports focused, but the children love it when it is.

This model removes barriers for us in recruitment, helps support a local business, and importantly provides quality childcare that enriches our pupils whilst allowing their parents to work.” – Headteacher

Barrier: supporting SEND provision

Case study: School run provision, academy, Cheshire

“We are a really inclusive school and have a high demand from parents of children with SEND to use wraparound. We find that wraparound helps provide consistency for our children with additional needs. Our very experienced TAs work in our wraparound provision – they know the children and have the expertise to support all children who attend.” – Headteacher

Case study: PVI provision on school site, community school, Manchester

“If we have children with SEND who are moving into wraparound, we will always meet the club beforehand so that they can make an informed decision on what they would need to put in place to help that child. We have some children with SEND with EHCPs

who are in wraparound for two or three nights a week. The team knows why they're SEND, what their needs are – they know the strategies that we use in school so they try to use those as well. A lot of it is just about communication. If children with SEND want a place, and the place is available, they can have it. In the past, the club has employed someone to be near the child with SEND. It was like having a keyworker, just to make sure everything was okay because he was a child with quite complex needs.” – Headteacher

Barrier: affordability for parents

Case study: School run provision, community school, Cheshire

“My intention when we broadened our offer was to ensure that working parents would choose our school. My school is within a deprived estate with 60% of the children entitled to Free School Meals. I wanted to ensure we supported more parents that aren't entitled to FSM, but don't have huge amounts of money and are time poor. We chose this year to market ourselves as a price freeze, which was a conscious decision not to raise prices. We offer best value in our area. In addition, we offer a sibling discount.

I moved our staff hours around to make this work so there was no additional cost to us. I have moved TAs into working in the before and after-school clubs. We're able to offset the cost of food through working with charities.” – Headteacher

Barrier: managing relationship when working in partnerships

Case study: PVI provision on school site, community school, Milton Keynes

“We have a positive relationship with our provider. It's important to be clear on the set-up process, to have a clear contract in place, and to set out your expectations in terms of cleaning and locking up. We produced a supplementary handbook for our provider that lays out the role of the school and the role of the provider. It really is important they know what it is that they are renting so they're not veering into other spaces. You need to make sure you have the provider's safer recruitment documentation and a continuous line of communication between you and them so if they hire new staff, you have all their details as well (DBS, name, photo).” – Headteacher

Barrier: planning sessions

Below are examples of organisations who offer, or support schools to deliver activities, in wraparound childcare. They are exemplars and not a recommended list of organisations to work with – schools may wish to consider similar organisations when planning wraparound sessions.

Case study: community school, Telford

[Into Film+](#) is a film streaming platform designed for use in all school settings. It is available to every English state school without additional charge, through a licensing and service agreement with DfE. It offers a catalogue of over 450 feature films, plus short films and documentaries, all curated and ‘tagged’ for the educational and youth context and accompanied by learning resources.

“We run an after-school film club using [Into Film+](#). Pupils at our club watch a range of films. Pupil Premium children with limited access to the cinema often refer to new films they have watched as “the best film I’ve ever seen”. We’ve developed our club into one that focuses on filmmaking, as well as film watching. Into Film’s filmmaking guides such as [How to light a film set](#), [Editing](#) and [filming on an iPad](#) are particularly helpful.” – Teacher

Case study: community school, Chesterfield

[Lawn Tennis Association \(LTA\) Youth Schools](#) provides a range of resources and training to support the delivery of tennis in schools and as part of wraparound care.

“A colleague and I completed the LTA training online about two years ago, and from that we received an activity booklet and a voucher. Paul from Graves Tennis Centre contacted the school to ask if we wanted some coaching using the voucher, and we found some dates and just went from there. Paul was great to work with and we had the kids playing in no time. The children really enjoyed them and gained some very good basic technique for tennis and generally for racket and ball games. It was clear to me that he was teaching some very good fundamental skills.” – Teacher & PE Co-ordinator.

Annex 1: Advice on setting fees for school facilities, creating a letting policy, and alternative options to lettings

Setting fees for the use of school facilities

When setting fees for lettings, consider:

- what facilities and parts of the school you are charging for
- researching what other schools and organisations in similar areas are charging as a basis for a pricing structure
- checking your local authority's policy on shared use and if they have a scale of charges
- when you will need to adjust any fees
- making sure you have included all costs of facilities into fees such as:
 - services, for example, heating and lighting
 - staffing, for example, additional site management
 - administration
 - wear and tear
 - using the school's equipment
- any fees charged by a lettings adviser or company
- post-hire cleaning charges
- any additional insurance costs

Creating a letting policy

Your letting policy should cover:

- the responsibilities of relevant staff members and hirers
- information about the pricing structure, additional costs and deposits (including any potential damage charges)
- payment and invoice arrangements
- insurance arrangements
- health and safety considerations
- safeguarding requirements, in line with guidance on use of school premises for non-school activities as set out in KCSIE
- any DBS checks that staff will need
- data protection
- information on the use of equipment and the school site, including:
 - how damages are managed
 - which areas of the site hirers can access
- the circumstances under which a lettings arrangement will be terminated

There are organisations that can help you set up and manage lettings, including:

- [School Booking](#)
- [Schools Plus](#)
- [School Hire](#)
- [School Space](#)

Alternative options to lettings

Alternative options to lettings may be appropriate in some cases. This could include a transfer of control agreement and leases.

Some schools may be able to use a transfer of control agreement to allow other organisations to use their premises. Transfer of control agreements are a way for governing boards of maintained schools to allow other organisations to use their premises. Schools can use them where a licence or long-term lease is not suitable. To use a transfer of control agreement, you will need the consent of:

- your local authority
- the land trustees of the school (if applicable)

Leases are in place when a third-party user has exclusive possession of part of the school site (for example, wraparound childcare provider, or a private nursery located on part of the site). This would provide the tenant with certain statutory rights relating to security of tenure. It can make it very difficult for the school to end the arrangement, but can provide dedicated space for childcare which does not impact on the school use of classrooms and school halls after teaching has concluded.



Department
for Education

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