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**Early Years**

**Universal Flexible**

**Offer**

**Early Years’ Service Updated August 2017**

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**Flexible Extended Early Education**

The new entitlement is an extension of the current universal education entitlement for 3&4 year olds and provides an additional 15 hours of free childcare for children that are eligible. The additional 15 hours will be available to children age 3 at the start of the term following their 3rd birthday and whose families meet the eligibility criteria.

Not all parents will require the full entitlement and may choose to take up fewer hours than available are available to them.

**Section 1 Who can deliver?**

* Current providers of the funded 15hr universal early education places will be part of the delivery of the extended entitlement. You may not choose to, or be able to, offer the full 30 hours to parents, but all schools and private, voluntary and independent settings delivering funded places will be part of the extended entitlement delivery.
* Many childminders and out of school childcare facilities do not offer funded early education places, but do provide wraparound care for children attending school nurseries and pre-school places. These providers may well be able to claim funding for some or all of the additional hours of childcare from September 17.

The categories below show the types of providers who can offer funded hours for the universal and extended hours for 3&4 year olds.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Private/ Voluntary/ Independent sector (PVI)****Maintained**  | **Term Time****All year round Holidays Only** | **Sessional (EG:AM/PM )** **All day** | **General Opening hours** | **Age groups**(some do take older children) | **Can deliver universal and extended childcare**(not all will choose to) |
| Childminder | PVI | All Year Round | All day some offer evenings and weekends | 7am - 6pm | 0-16 years | Yes |
| Day Nursery | PVI | All Year Round | All Day | 7am - 6pm | 0-8 years | Yes |
| Pre School | PVI | Term Time | Sessional or someAll Day | 9am - 3pm | 2-5 years | Yes |
| Primary school with nursery class | Academy MaintainedIndependent | Term Time | Sessional or some All Day | 9am - 3pm | 3-4 years (in the nursery) | Yes |
| Nursery school  | MaintainedIndependent | Term Time | Sessional or some All Day | 9am - 3pm | 3-4 years (in the nursery) | Yes |
| **Before school** On the Early Years Register or school run  | Academy MaintainedIndependentPVI | Term Time | Sessional | 7am - 9am | 3 years + | Yes |
| **After school** On the Early Years Register or school run | Academy MaintainedIndependentPVI | Term Time | Sessional | 3pm - 6pm | 3 years + | Yes |
| **Holiday club** on the Early Years Register  | Academy MaintainedIndependentPVI | School Holidays only | All day or some Sessional | 7am - 6pm | 3 years + | Yes |
| Childminders, Before, After and Holiday clubs **only on the** Ofsted Childcare Register and Voluntary Childcare Register are not able to deliver. If you are interested e-mail sufficiency@bradford.gov.uk |

**Section 2 Flexible Patterns**

Changes in work patterns (e.g. shift work, long commutes, short-term contracts) mean that working families require access to more flexible provision, in order to meet their changing childcare needs. The extended entitlement will enable parents to make more childcare choices based on their working patterns.

The Government want to ensure that children are able to take up their full entitlement of a funded place at times that best support their learning, and at times which fit with the needs of parents to enable them to work

The funded hours need to work within the *Statutory Requirements* below:

* maximum session length 10 hours between 6am -8pm
* no minimum session length
* a maximum of 2 sites in a single day
* over a minimum 38 weeks of the year
* outside of school terms
* at weekends

The term “30 hours” means 30 hours a week taken term time only (38 weeks) but parents may choose to ‘stretch’ their hours over more weeks. This means they are still having the same number of hours as children who come term time only, but they have less hours ‘free’ in the week. Stretched hours help working parents who work all year round to spread the cost of their childcare. This can help parents to manage their budget better as it means their childcare bill does not increase during the holiday periods.

Eligible parents will be able to take up to 1140 hours free entitlement across the year.

**For example:**

* Up to 30 hours per week across 38 weeks per year (term time offer)
* Up to 24 hours per week across 48 weeks per year (stretched offer)
* Up to 22 hours per week across 51 weeks of the year (stretched offer)

Not all providers will be able to provide the stretched offer, the full 30 hours per week, or the particular pattern of provision that parents require. However, parents can split their entitlement between 2 sites in a day, so may choose to use a pattern that best suits their needs. As a provider you need to make it clear to parents, in your admissions policy (if you have one), how you will be delivering funded places so parents can make informed choices.

**Examples of flexible childcare**

**Example 1:** A school was not able to fill all their nursery places as numbers had declined over the last 5 years. Most of the parents in the catchment area work and had little access to extended family to support childcare. The school felt they were not offering what parents needed and so wanted to assess how they could change to meet parents’ needs and prevent having to close the nursery.

The school went through the following steps

* The school surveyed parents both present and future to see what types of ways they would like to take a place. They were given several options including traditional morning/ afternoon places or full days. **(see Appendix 1- template questionnaire)**
* The overwhelming majority of parents said they wanted full days with the option to purchase an extra session.
* The results were shared with the governors and it was agreed to change to meet parental demand
* The school had a meeting with local providers to discuss what they were doing and who would be able to supply additional hours for parents wanting additional hours for the remainder of the 2 ½ days
* The school reviewed staff’s contracts
* They reviewed how they would offer lunch and provide rest areas
* The school now operates 2 ½ days and all sessions are full

This example was for a school delivering 15 hours only but they will continue this way when the extended entitlement starts, with childminders delivering the additional 15 hours. The childminders will offer the extended 15 hours all year round to parents who require this. The parents will have 11 hours per week with them all year round, with any additional childcare hours being paid for. The school will offer the 15 hours universal entitlement term time only.

**Example 2:** A pre-school based in a separate building on a school site had between 80% -100% occupancy. They assessed that over 70% of their children would be eligible for the extended entitlement. They were open every morning for 5 sessions a week. The school have their own onsite nursery but their occupancy was lower at 65 - 70%, they offered morning and afternoon sessions and estimated 45% of their families would be eligible.

* Both providers met to see how they could offer the extended entitlement to the parents.
* Both providers sent out a questionnaire to their families and found who may be entitled.
* It emerged that families thought the school ran the pre-school.
* The pre-school secured additional use of the building they currently rent so they can now offer full days where needed and lunch time facility for 3 days a week.
* Both settings have agreed to market the 30 hours places together but ensuring parents know the differences in registration and staffing.
* Both settings plan to meet regularly to ensure parents who want the extended offer are able to access by splitting the hours between them both wherever possible.
* Both will have contracts with the parents but they are exploring ways in which they can avoid the parents having to duplicate the same information if they are splitting the hours, and making it clear which are the universal hours and which are the extended entitlement hours.
* They are exploring lunchtime arrangements where there will be joint staffing from both sites to supervise lunch on one site
* They will work on joint assessments for the child

This is a term time only blended model that will meet the needs of their current parents. Presently this is an idea in principle. There will be areas that will need to be worked on but the clear partnership between the school and the childcare provider is one of mutual respect and will benefit families and children with the flexible approach.

**Example 3:** In a small village the local school does not have a nursery. There is a pre-school that operate 9am-3pm term time only, and an out of school club providing before/after school/holiday operating in the village hall, the providers are separate but share the same facility. The pre-school had falling numbers of children as they felt that parents were using full day care in neighbouring villages/town. The local childminders were full and unable to offer wraparound the parents needed. The out of school club were Ofsted registered but did not deliver to the younger aged children.

* Both providers sent out questionnaires to parents but had limited response. However face to face conversations found that there were a large number of parents that will be eligible for the extended entitlement.
* The out of school club decided from September they will offer before/after school and holiday places to the 3&4 year olds
* Both providers decided they will advertise jointly to parents what facilities and hours they can offer.
* They plan to work more jointly on assessments and contracts etc. for parents
* They are working with childminders in the area who currently offer wraparound care

With the hours that both providers and local childminders can offer as part of the partnership arrangement there is now scope for term time only 30 hours, split hours with 2 providers and all year round provision.

All of these examples of models of delivery are what the Government refer to as the “blended offer” for further details on this (**See Appendix 2 & 3 from the Childcare Trust)**.

**Section 3 - How can I deliver a flexible offer provision?**

The Government want schools and childcare providers to offer more flexible patterns for parents. Providers have to find a balance between making their service flexible while also ensuring that they have appropriate facilities, space and staffing, whilst generating a sustainable income from the activity.

Here are some of the most frequently asked questions from providers (this is a working document that will be updated)

**However, you need to ensure any changes you make refer to the EYFS statutory requirements.**

|  |  |  |
| --- | --- | --- |
| **Frequently asked questions** | **What does the EYFS say** | **Good practice guidance** |
| What is the **minimum** m2 per child?If we want to expand our space what should we do? | **3.57** - Children aged three to five years: minimum 2.3 m2 per child.These calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets.**3.64** - Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.**3.77** - All registered early years providers must notify Ofsted or the childminder agency with which they are registered of: • any change in the address of the premises; to the premises which may affect the space available to children and the quality of childcare available to them**3.57** - The premises and equipment must be organised in a way that meets the needs of children. In registered provision, providers must meet the following indoor space requirements- Children aged three to five years: minimum2.3 m2 per child. | If you are an academy or maintained school you need to contact the LA who will assess the sufficiency of places in the area The LA will assess any increases to maintained schools PANs. This may be temporary or a permanent increase. Academies will need to send a business case to the EFA who will consult with the LA around sufficiency of placesIf you are in rented space you need to consult with the owners of the building to see if they are happy with the changes. Before undertaking any building work make sure you consult with the planning departmentConsult the document ‘Approaches to Play and learning birth to 7’ which has lots of tips and ideas in creating the environment |
| Are there any additional insurance requirements? | **3.63 -** Providers must carry relevant public and employer liability insurance.  | The registered person must be covered by liability insurance, which may be incurred for death, injury, public liability, damage or other loss.Source: [EY and childcare reg handbook.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551134/EY_and_childcare_reg_handbook.pdf) |
| Are schools required to have separate policies and procedures for the EYFS children? | **3.3** Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. | Check through the schools policies and see if these cover your requirements and update where needed to cover nursery specifics |
| What are the numbers of toilets & hand basins required?  | **3.60 -** Providers must ensure there is an adequate number of toilets and hand basins available. | Recommended - one toilet and hand basin per 10 children |
| Are nappy changing facilities required?  | **3.60 -** Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.  | Consider safeguarding arrangements and implement a ‘nappy changing’ policy and procedure.  |
| What are the First Aid requirements? | **3.25 -** At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings. | Note: the training MUST cover the course content as for St John Ambulance or Red Cross paediatric first aid and be renewed very three years.  |
| Is it necessary to have a rest / sleep area?  | Not an EYFS requirementHowever: **3.60** Providers should ensure that an adequate supply of clean bedding is always available.  | Recommended to have an area where children can sleep / rest. See ‘Approaches to Play and learning birth to 7’ which has tips and ideas |
| Do we have to have a Lead Practitioner for Safeguarding?  | **3.5 -** A practitioner must be designated to take lead responsibility for safeguarding children in every setting. | Recommended – ‘The designated safeguarding lead or an appropriately trained deputy should be available during opening hours for staff to discuss safeguarding concerns Source: [Inspecting safeguarding in early years education and skills settings.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547327/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf) \* There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. *(17 ‘Keeping children safe in education’, paragraphs 52–58 and Annex B, sets out who the designated safeguarding lead should be and what they should do;* [Keeping children safe in education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) |

**Section 4 - Staffing**

|  |  |  |
| --- | --- | --- |
| **Staffing** |  |  |
| What are the ratios for 3& 4 year olds?\* Consider these points when looking at appropriate cover during lunch time / staff breaks | **3.28 -** Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children’s needs are met**3.33 -** For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children• there must be at least one member of staff for every 13 children; and • at least one other member of staff must hold a full and relevant level 3 qualification.**3.34 -** For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status,Early Years Teacher Status or another suitable level 6 qualification is not working directly with the children: • there must be at least one member of staff for every eight children; • at least one member of staff must hold a full and relevant level 3 qualification; • at least half of all other staff must hold a full and relevant level 2 qualification. | We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, the provider will need to ensure that quality and safety is maintained.As a school or setting when considering staffing arrangements over lunchtimes/ breaks think about how you deal with any time the teacher is not directly working with the children. Have you risked assessed this? Are you working within the correct ratio’s? Is the quality and safety of the children assessed? Are all the staff working with the children at those times briefed on what/ how you would expect them to engage with the children to meet the EYFS requirements or what you are your focuses for various children?  |
| Can students / volunteers be counted in ratios?  | **3.29 -** Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.**Also note DBS requirements**: **3.9 -** Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable |  |
| What breaks are staff entitled to?  | Not an EYFS requirement. Employment Law covers this. **Rest breaks at work**Workers have the right to one uninterrupted 20 minute rest break during their working day, if they work more than 6 hours a day. This could be a tea or lunch break.The break doesn’t have to be paid - it depends on their employment contract.**Source:** [**Rest breaks work/overview**](https://www.gov.uk/rest-breaks-work/overview)Teachers T&C’s state “a reasonable time” however the NUT recommends 1 hour at the least. | If you are delivering the funded hours so it covers a full day/ lunch you may need to look at staggering the breaks to maintain staffing ratios. Many schools/ PVI providers have surveyed the staff to see if they require an hour break or would be happy to reduce to 30 minutes but eat their lunch with the children. The outcomes of the survey have then determined the break pattern. Check staff terms & conditions / contracts of employment before making any agreed changes |
| Do we have to have a separate staff room?  | **6.31 -** Providers must also ensure that there is an area where staff may talk to parents and/or carers confidentially, **as well as an area in group settings for staff to take breaks away from areas being used by children.** |  |
| How do we ensure we have the correct staffing at the beginning and ends of the day or to cover different shift patterns?  | **3.28 -** Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children’s needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing. | Seek advice from a Quality Support Officer if you are unsure.  |
| Should we hold regular staff meetings? | Staff meetings are not an EYFS requirement, however staff supervision meetings are: **3.21 -** Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. | Best practice would be to hold regular staff meetings to ensure staff are fully informed and involved in all aspects of the provision. Check staff terms & conditions / contracts of employment to ensure this is covered.  |

**Section 5- Key contacts for changes**

If providers want to make changes to their provision so they can offer a more flexible service to parents, they should think about who they need to contact for support:

* For all providers, Ofsted is a key contact. Providers wishing to change the way they operate will need to ensure this is within the registration and EYFS requirements. Click on the [link](https://online.ofsted.gov.uk/OnlineOfsted/public/ContactUs.aspx) to contact Ofsted
* Providers may wish to ask their Quality Support Officer for advice around registration and EYFS requirements. (details are in the contact section at the back)
* Providers in rented buildings should consult with the owner/management committee of the premises. Building good relationships is key to facilitating changes in the way providers currently operate. Landlords are more likely to support change if a provider has a clear plan to show them what they would like to do and how this can be of mutual benefit.
* All schools will need to ensure Head Teachers, Governors and the relevant diocese have been fully consulted and advice from the School Business Manager has been sought where applicable. Academies may need to consult with the Education Funding Agency, sponsors and or trusts. [EFA contact](https://www.gov.uk/government/organisations/education-and-skills-funding-agency)
* Maintained schools and academies will need to follow local and national guidance in respect to any changes to their Published Admissions Numbers.
* Providers can contact Bradford Early Years Sufficiency Officers who can give advice and guidance regarding the sufficiency and flexibility of provision in the local area. (details are in the contact section at the back)

**Section 6- Partnerships**

In order to deliver flexibly it is crucial to form partnerships with other types of providers in the local area. The idea behind a partnership is to have local knowledge and shared commitment to raise outcomes for families and children in the district.

A partnership approach can assist the assessment of demand for childcare places within a locality and determine whether there is unmet demand and a need for expansion or development of additional provision, this can include funded universal and extended 3&4 year old and 2-year-old places. By working together in a local area a partnership will be able to provide parents with a blended childcare model – developing wraparound provision from 8am – 6pm (or between the permissible 6am-8pm) to support working parents.

York Council has developed a successful ‘Shared Foundation Partnerships’ within the City. Providers in the area have formed partnerships and they have the outcomes for children as a key focus.

The partnerships were originally led by the Council to assist with the initial setting up but they are now self-running. Some have produced their own websites and marketing literature for parents that link with the Council’s Families Information Service. All providers in the partnership have a clear idea of vacancies and capacity in the area so that if they are not able to accommodate a parents needs fully they can signpost to others in the area that can.

The partnerships are made up of the PVI sector, schools and children’s centres and they meet 2-3 times a year (the initial set up involved a few more meetings). At the meetings they share sufficiency information, vacancies and any changes in their delivery. They also discuss quality and look at any themes in the area where child development is showing areas for concern and come up with joint strategies.

Bradford already has a number of partnerships; some are formal and meet regularly where others are more informal networks. Bradford parents and children would benefit from a network of partnerships where there is a consistent approach to the delivery of Early Education/Childcare and a clear path for parents to choose the type of care that suits their family situation.

If you are interested in setting up a partnership in your area and would like support from the local authority to start the initial discussions please contact the Sufficiency Officers or see the [Bradford Partnership guidance.](https://bso.bradford.gov.uk/content/30-hours) On Bradford Schools Online: 30 hour extended entitlement page.

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**Section 7- Additional Charges**

If parents want to take up their funded hours with you, you should use the government funding for childcare to provide 15 or 30 hours a week of high-quality, flexible early education and childcare.

It is not expected that the funding is to cover the cost of consumable items, such as drinks, meals or nappies, or additional services, such as baby yoga, music lessons and school trips.

You can charge parents for these additional items or services, but you must not make this compulsory for any parents taking up a publicly funded place for their child. You do not have to make any additional charges; this is entirely your business decision to make.

If you are making additional charges you will need to make it clear to parents, what they are getting free (15 or 30 hours) and what they are being charged for when you invoice parents.

However when calculating additional charges we would ask you to be mindful of affordability for families, particularly those in receipt of the 2 year old funded places who are on a low income.

For further details see **Appendix 4, from Childcare works on, lunchtimes and additional charging**

**Section 8 –Your business & delivery models**

In order to decide how you are going to deliver 30 hour places all providers including schools need to understand the needs of their business. Being able to identify ways to deliver the 30 hour entitlement is about looking at your chosen business model and looking at what best works for your setting.

This could involve looking at:

* Your admissions policy in terms of how many places you already offer and how many places you could offer and when they are available. Are you going to keep a certain number of places for 30 hour places, 15 hour places, 2 year old funded places and fee paying children? How will you prioritise and deal with requests from parents? How will the 15 universal and the 15 additional hours be recorded so they can be easily identifiable in case of parents falling out of eligibility or want to split them across more than 1 provider?
* The demand for these sessions (what’s the demand now? Do you think this will change?)
* The additional services you can provide
* Staffing implications – do you need to revise your staffing model? Can you maintain staff roles and ratios? Is additional training needed? Is there an effect on wages, holiday requests, workplace pension entitlements, staff contracts, working patterns?

Premises implications

It is important in both schools and the PVI sector to have a good understanding of finances and the managing and monitoring of money. As such, for good practice, you should know;

• How much it costs to deliver the funded places you currently offer

• What your occupancy level and hourly rate needs to be to achieve your breakeven point

• If your fee structure/income allows you to achieve your breakeven point or make a surplus

• The trends in your occupancy levels and how this is monitored and subsequently reflected in your business planning (e.g. do you have more children in the summer than autumn?)

• How your costs, occupancy levels and fee structure impact on your cash flow forecasts and have budgets that are set realistically to enable you to manage and monitor this

In finalising your delivery offer it is advisable to look at different cash flow forecasts to see what effect different scenarios have, such as different numbers of funded places, different fee levels, different occupancy levels, etc. to help you gauge the most cost effective solution and support you in identifying any potential financial issues early on when corrective action can be taken.

For childminders; deciding the rates you will charge parents who use your childminding service needs careful consideration. Like group providers you need to ensure that the fees you set will cover all the costs involved in running your childminding business.

There are a few questions you need to ask yourself. If you include food and outings etc currently within your hourly/ daily fee to parents will the money you receive for a funded place cover this? If not, you may need to think about the additional charges you may need to set to cover this. (see additional charges on page 11 or appendix 4)

For all providers it is also worth ensuring you are aware of additional funding some children may attract and how you can access it, such as Early Years Pupil Premium or Disability Access Fund (DAF).

Being aware of funding that parents can also access to pay for childcare, such as tax free childcare, childcare elements of tax credit and universal credit and employer support schemes, can also enable you to set your fees at realistic levels by sharing this information with parents.

[**Child Tax credit**](https://www.gov.uk/child-tax-credit/new-claim) **:** [**Working Tax credit**](https://www.gov.uk/working-tax-credit) **:**

**Delivery Models**

You may not be able to meet all the needs of all the parents but need to decide and be clear how

and what you can offer to parents for all funded hours.

Many providers are limited to what they can offer due to building constraints and other factors whilst

many will continue to offer in the way they always have such as:

* Term time only sessional (i.e. am/pm session)
* Term time only full and part days
* Stretched all year round
* Partnership model with other providers

**Term time only or stretched model (also see flow chart page 14)**

First make a decision if you are offering the funding hours term time over 38 weeks or stretched over more than 38 weeks

**Term time over 38 weeks**

Decide which 38 weeks you are delivering the funded hours, you may wish to consider the term dates of the local schools but you must ensure you have 38 weeks.

The entitlement is a maximum of 15 hour per week so over 38 weeks that equates to an entitlement of 570 hours per year, and 1140 hours per year for 30 hour entitlement children.

If a child attended more than 15hrs per week during the 38 weeks (and they are not entitled to 30 hours) then you should reduce their bill by the 15 hours and charge the additional hours at your published rate. If a child who is entitled to 30 hours and attends more than 30 hours a week you should reduce their bill by 30 hours and charge the additional hours at your published rate.

e.g. A child is attending for 40 hours a week. 30 of these are covered through the entitlement, 40 – 30 = 10 hours which should be charged at your published rate

If a child attend outside the 38 weeks then you should charge for all the childcare hours at your published rate.

**Stretched**

Decide how many weeks you are open/offering per year

The entitlement is a maximum of 15 hour per week so over 38 weeks that equates to an entitlement of 570 hours per year, and 1140 hours per year for 30 hour entitlement children.

To calculate the number of free entitlement hours per week, divide the total yearly funded hours entitlement by the number of weeks.

***Example 1***

* 15 hour child
* entitled to 570 hours per year
* open 51 weeks
* number of entitlement hours per week 11.17 hours
* 11 hrs per week plus 9 hours to allocate as agreed between yourself and the parent
* If a child attended more than 11 hours per week then you should reduce their bill by 11 hours and charge the additional hours at your published rate.

***Example 2***

* 30 hour child
* entitled to 1140 hours per year
* open 48 weeks
* number of entitlement hours per week 23.75 hours
* 23.5 hours per week hrs per week plus 12 hours to allocate as agreed between yourself and the parent
* If a child attended more than 23.5 hours per week then you should reduce their bill by 23.5 hours and charge the additional hours at your published rate.

**Term time only or stretched delivery model**

**Decide if you are offering term time or all year round places**

Decide which weeks you are open and make parents aware of the dates of your term

Decide how many weeks you are open and make parents aware of the weeks you are open

Divide the number of yearly hours the child is claiming by the number of weeks you are open

Parents should be able to access up to 15 or 30 hours per week (depending on eligibility and what they want to claim)

**If a child attends additional hours on top of the funded hours they are claiming, reduce their childcare bill by the number of hours they are claiming and charge the additional childcare hours at your published rate**

**Childcare Works** have produced a workbook for the PVI and School sector to work through their business and delivery models and are included as appendices 5 & 6

**Achieving for children** have developed exemplar models of how the universal and extended entitlement hours can be used by parents. These delivery models demonstrate what partnerships between providers can look like and how the hours can be shared between provisions.

They also have produced a range of tools if you would like to undergo business planning to support you in making an informed decision, on how you will deliver the extended entitlement, you can utilise the business planning tools

To access these useful national documents click on the following [link](https://www.achievingforchildren.org.uk/30-hours)

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**Useful Documents:**

**Family Childcare Trust** 30 hour Toolkit: [Home | Family and Childcare Trust](http://www.familyandchildcaretrust.org/)

**Childcare Works** tools and resources: [Resources | Childcare Works](http://www.childcareworks.co.uk/resources)

**Pre-School Learning Alliance** have also produced

‘A Guide to Early Years Funding and Delivery Changes’ <https://www.pre-school.org.uk/EYguide>

**Early Years Service Contacts:**

Sufficiency e-mail: sufficiency@bradford.gov.uk

**Contact numbers:**

Teresa Barrowclough - 01274 431031

Kay Holden - 01274 435289

Diane Lupton - 01535 618260

**Funding and budget enquires for the PVI sector**

Early education e-mail: EarlyEducationFund@bradford.gov.uk

**Contact number**: 01274 431965

Quality Support Officers e-mail Quality.Support@bradford.gov.uk

**Families Information Service** fis@bradford.gov.uk

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