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**Early Years**

**Universal Flexible**

**Offer**

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**Early Years Service Feb 2017**

**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.

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| --- | --- | --- | --- | --- | --- | --- |
| **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. 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 better budget 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.

**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 only opened in the morning for 5 sessions. 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. This at present 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 to offer more flexible patterns for parents. Schools and childcare 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.**

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| **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**

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| **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. |
| 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 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 need to think about who are the key contacts to help with this:

* 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.
* Providers may wish to ask their Quality Support Officer for advice around registration and EYFS requirements.
* Providers in rented buildings should consult with the owner/management committee of the premises. Building good relationships is key to facilitating any 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.
* 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 area.

**Section 6 Partnerships**

In order to deliver flexibly it will be crucial to form partnerships with other types of providers in your 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

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**Section 7 Additional Charges**

If parents take more than 30 hours per week, (or the equivalent of 1140 hours per year), providers will be able to charge for any additional hours.

Parents will need to check with providers for details of these and any other additional charges such as for meals, snacks or additional services. However providers cannot make these a condition of a parent accessing their free entitlement.

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

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**Useful Docs:** 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)

**Early Years Service Contacts:**

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**Contact numbers:**

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