Name of LA:

**30 Hours of Free Childcare Provider Toolkit**

(Version 1.0)



**Foreword**

Welcome to XXXX County Council’s ‘30 Hours of Free Childcare Toolkit’. This has been developed to give practical advice and guidance to providers who are considering delivering up to 30 Hours of Free Childcare. We know that the main reason many families struggle to get out of poverty is a lack of sufficient income. From September 2017, the Government will introduce up to an additional 15 hours a week of free childcare for eligible working parents of three and four year olds to support them with the cost of childcare and enable others to return to work or to work additional hours. The biggest challenge facing many providers is understanding the future impact on their financial sustainability and business, whilst making sure their services remain of the highest inclusive quality. The impact on your business particularly, may vary, based upon your provision type as well as local demographics. We hope that this Toolkit will support and enable you to make your own contribution to this important and valuable agenda.

The toolkit is divided into sections comprised as follows:

Contents page

Section One              Sufficiency and Sustainability

Section Two              Improvement and Standards

Section Three           Equality and Inclusion

Section Four             Partnership and Integration

Section Five              Focus on Out of School Childcare

A similar toolkit is also available for Childminders.

We hope you find the toolkit useful and if you need any assistance please contact your Childcare Sufficiency Officer.

(Head of Early Years and Childcare)

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**2. Core Elements in Delivering 30 Hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements to consider** | **Description** | **Supporting Documents Yes / No** | **Review Yes / No** |
| **Sufficiency Survey** | | | |
| **Are you aware of the need for 30 hour places in your district?** | Demand mapping | Yes |  |
| **Are you aware of the need for 30 hour places in your planning?** | Demand mapping | Yes |  |
| **Parental survey to existing parents / carers** | Survey to existing parents / carers to establish those who may be eligible in September. | Yes |  |
| **Parental survey to new parents / carers** | Survey to new parents / carers to establish what parents' expectations are from September. | Yes |  |
| **Committee member involvement** | 30 hour joint thinking between committee members, managers and staff. |  |  |
| **Capacity and Sustainability** | | | |
| **SWOT** | Strengths, weaknesses, opportunities and threats affecting my business. | Yes |  |
| **Market research - Competitors' survey** | What competitors do I have, how far from my business are they and what do they charge? |  |  |
| **Risk analysis** | Shall I offer 30 hours? What may happen if I do / don’t? |  |  |
| **Attendance levels** | Review any waiting lists - ensure balanced intake between two year olds and three & four years olds. |  |  |
| **Admission procedure** | The provider should be clear and communicate to parents details about the days and times that they offer places, along with their services and charges. (Model Agreement - March 2017 - section 2.9) |  |  |
| **Review deployment of all staff** | Adult:Child ratios - child register, staff deployment, room layout and levels of SEND. |  |  |
| **Income: Childcare fees - wrap-around and additional charges** | Review patterns of delivery, lunch club, ASC fees and hourly charge-out rates. Consider minimum rates/fees and review fees regularly. Compare with other local provisions. |  |  |
| **Savings made by parents** | 30 Hours of Free Childcare will result in savings for parents. Be aware of these savings! | Yes |  |
| **Break-even analysis** | Does your income exceed your costs? | Yes |  |
| **Budgets - 3 year revenue budget** | Create and review revenue expenditure budget - Years 1 to 3. | Yes |  |
| **Cashflow: create and manage regularly** | This document can be populated to ascertain your monthly income and expenditure, and then reviewed on a regular basis for variances between actual and budgeted. | Yes |  |
| **Fees: bad debts, slow payments and penalties** | Do you have a bad debt procedure? Look at your total sum of bad debts and length of period outstanding and late payment penalties. |  |  |
| **Patterns of Delivery and Blended Models** | | | |
| **Example models** | Look at different patterns of delivery - discuss with your CSO with regards to your individual situation. | Yes |  |
| **Improvement and Standards** | | | |
| **Audit tool** | If you are considering extending your provision this audit could be used to ensure all EYFS requirements continue to be met. | Yes |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Equality and Inclusion** | | | |
| **Being Part of the INSERT Local Offer** | Some of your questions answered around the Local Offer | Yes |  |
| **Your Local Offer questions** | Your Local Offer questions answered for parents | Yes |  |
| **Making the Local Offer visible in your setting** | Ideas of how you can support the needs of children in your setting | Yes |  |
| **Partnership and Integration** | | | |
| **The role of collaborations** | How collaborations can work together to support the best outcomes for children and families | Yes |  |
| **Developing partnerships for 30 hour delivery** | How forming local partnerships may support the 30 hour delivery | Yes |  |
| **Out of School Provision** | | | |
| **Registration** | Registration requirements for Out of School provisions wishing to offer 30 hours | Yes |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3. Overview of Funding – March 2017** | | | | |
| **Name of funding /scheme** | **Brief description** | **Eligibility** | **Amount (if appropriate)** | **Additional Information** |
| **15 hours** (funding formula with supplements) | Universal entitlement | All three to four year olds | This equates to 15 hours a week for 38 weeks of the year. Children may stretch their entitlement over more than 38 weeks (and up to 52 weeks). This means taking fewer hours per week, subject to a maximum of 570 hours a year. | Funding supplements:-   * Base rate * Deprivation * Quality – QTS * Quality – QTS/EYPS * Quality – system leadership |
| **30 hours** | Extended entitlement   * Support working parents to manage the cost of childcare * Support parents into work * Enable parents to increase their working hours | A child will be entitled to the additional Free Early Education and Childcare from the term after both of the following conditions are satisfied:   1. the child has attained the age of three; 2. the child’s parent has a current positive determination of eligibility from HMRC. |  | **Childcare Choices**: The government is introducing **new** ways to help parents with childcare costs.  <https://www.childcarechoices.gov.uk/> |
| **Free for Two** (FF2) |  | A child will be entitled to Free Early Education from the term after, if both of the following conditions are satisfied:   1. the child has attained the age of two 2. the child or parent meets the eligibility criteria. |  |  |
| **Early Years Pupil Premium** (EYPP) | Additional funding to support learning and development. | * Provides extra funding for three and four year old children:   1. whose parents are in receipt of certain benefits or   2. who are in care or adopted from care | * £302.10 a year for any child receiving 15 hours of the Early Education Entitlement. |  |
| **Disability Access Fund**  (DAF) | The disability access fund aids access to Early Years places by, for example, supporting providers in making reasonable adjustments to their settings and/or helping with building capacity (be that for the child in question or for the benefit of children as a whole attending the setting). | Three and four year olds will be eligible for the DAF if they meet the following criteria:  • the child is in receipt of child disability living allowance and;  • the child receives free early education. | a one-off payment of £615.00 per year | TBC |
| **SEN Inclusion Fund Sept 17** | The SEN Inclusion Fund helps providers to better meet the needs of children with SEND. | TBC | TBC | Details to follow shortly |
| **Disability Living Allowance** (DLA) | Disability Living Allowance (DLA) for children may help with the extra costs of looking after a child who: | * is under 16 * has difficulties walking or needs more looking after than a child of the same age who doesn’t have a disability. | The DLA rate is between [£21.80 and £139.75](https://www.gov.uk/disability-living-allowance-children/rates) a week and depends on the level of help the child needs. The child may need an [assessment](https://www.gov.uk/disability-living-allowance-children/eligibility) to work out what help they need. | Use the [DLA claim form](https://www.gov.uk/government/publications/disability-living-allowance-for-children-claim-form) to apply for Disability Living Allowance (DLA) for children under 16.The form tells you where to send your application. **DLA Helpline**  Telephone: 0345 712 3456 |
| **Tax-free childcare** | Help with the cost of childcare, enabling more parents to go out to work, if they want to, to provide greater security for their families. | The scheme will be available for children up to the age of 12.It will also be available for children with disabilities up to the age of 17, as their childcare costs can stay high throughout their teenage years. | For every 80p you or someone else pays in, the government will top up an extra 20p.  This is equivalent of the tax most people pay - 20% - which gives the scheme its name, ‘tax-free’. The government will top up the account with 20% of childcare costs up to a total of £10,000 - the equivalent of up to £2,000 support per child per year (or £4,000 for disabled children). | **Parents**: open an online account, which parents can pay into to cover the cost of childcare with a registered provider. This will be done through the government website, GOV.UK. |

*Ref: Early Years National Funding Formula: Operational Guide December – 2016.*

**4. Example 30 Hour Sufficiency Data – for xxxxxxxx (by District)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The excel spreadsheet, complete with formulas, is attached to this Toolkit.  Autumn 2017: | | | | | |
| District | 3&4 Year Olds | Estimated 3 & 4 Year Old Eligible for 30 Hours | Estimated 30 Hour Take Up of 3 & 4 Year Olds | Current Estimated Capacity of 15 Hour Places | Estimated Surfeit/Deficit of 15 Hour Places |
| *e.g. Hoursville* | *1,565* | *982* | *891* | *3,282* | *945* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |
| Spring 2018: |  |  |  |  |  |
| District | 3&4 Year Olds | Estimated 3 & 4 Year Old Eligible for 30 Hours | Estimated 30 Hour Take Up of 3 & 4 Year Olds | Current Estimated Capacity of 15 Hour Places | Estimated Surfeit/Deficit of 15 Hour Places |
| *e.g. Hoursville* | *2,105* | *1,321* | *1,198* | *3,282* | *110* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |
| Summer 2018: |  |  |  |  |  |
| District | 3&4 Year Olds | Estimated 3 & 4 Year Old Eligible for 30 Hours | Estimated 30 Hour Take Up of 3 & 4 Year Olds | Current Estimated Capacity of 15 Hour Places | Estimated Surfeit/Deficit of 15 Hour Places |
| *e.g. Hoursville* | *2519* | *1581* | *1434* | *3282* | *-466* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |

**5. Parent Survey**

**Information for Parents**

In September 2017 the Government is introducing 30 Hours of Free Childcare for some eligible 3 and 4 year olds. Currently all 3 and 4 year olds are entitled to 15 hours per week during term time of free childcare, up to a maximum of 570 hours per year. The additional 15 hours will help families to reduce the cost of their childcare and will be available to:-

* Families where both parents/carers are working but neither parent earns more than £100,000 per year
* Lone parents/carers (sole parent/carer in the household) that are working and earning less than £100,000 per year
* Those earning on average a weekly minimum equivalent to 16 hours at national minimum wage
* Those parents/carers that are self-employed earning less than £100,000 per year
* Parents/carers who are on zero hour contracts who meet one of the above criteria

**Questions you may wish to ask parent/carers:**

* Do they believe by reading the criteria they will be eligible?
* What is a typical weekly working pattern?
* Does this include shift work?
* Would they like an earlier start or a later finish?
* Establish how many hours they currently use childcare for?
* Of these, how many are free early education hours?
* Do they access all their childcare hours at your setting?
* Would they like to increase their hours with you?
* How would they like to access their hours? You may wish them to complete a table or the patterns and hours you offer or just ask them to complete a table showing the days of the week.
* How many funded hours would they like to access at your setting?
* How many additional hours would they like to access at your setting?
* Would they like to, or consider, sharing their funded hours with another provider (i.e. nursery, childminder or holiday club etc.) who you would partnership with?
* Would they like to access their free funded hours over 38 weeks or longer?

**6. SWOT Analysis General Guidance**

**In order to complete the SWOT analysis you will need to think about and understand the following:**

* What are you trying to achieve from your business, what you are going to put into it and what you hope to get out of it.
* How your previous and current experience, skills and abilities will help you run the business successfully.
* Take into account the views other people (e.g. family and customers) may have about your business and the service you offer.
* Use all relevant and available information to make judgements about the service you offer/plan to offer.

**What is a SWOT?**

SWOT is one of the most useful marketing tools, which helps in your analysis and planning.

**STRENGTHS:** Things that are good about your business that can be improved or built on.

**WEAKNESSES:** Things that could let you down if they are not dealt with or resolved.

**OPPORTUNITIES:** Areas that have potential for development. Things that could improve your business.

**THREATS:** The risk that could affect the success of your business. Things that need to be prepared for, controlled or minimised.

You will find that the majority of strengths and weaknesses will occur within your business and will therefore be internal elements.

Opportunities and threats are usually elements that affect the business externally.

You are likely to find it easier to control the internal factors (Strengths and Weaknesses) than you will the external factors (Opportunities and Threats); however you should be aware of as many external factors as possible.

**SWOT Analysis**

From your knowledge and research into your business/proposed business, could you identify the **s**trengths, **w**eaknesses, **o**pportunities and **t**hreats (SWOT) facing the business over the next three years?

**SWOT Analysis**

|  |  |
| --- | --- |
| **Strengths** | Weaknesses |
| Opportunities | Threats |

**7. Parent Savings Per Place**

The below outlines the potential savings a parent could make using the free Early Education and 30 hour programmes. Savings are shown as per provider chargeable hourly rate. *Effective from Sept 2017*

|  |  |
| --- | --- |
| **Parent currently accessing: 50 hrs over 48 weeks at £4.50 per hour:** | |
|  |  |
| Chargeable hourly rate | £4.50 |
|  |  |
| Weeks per year | 48 |
|  |  |
| Hours per week | 50 |
|  |  |
| Total | £10,800.00 |
|  |  |
| FEE - 570 x £4.50 | £2,565.00 |
|  |  |
| Current invoice total after FEE | £8,235.00 |
|  |  |
| (EFE - 30 hours) - 570 x £4.50 | £2,565.00 |
|  |  |
| Reducing invoice total to | £5,670.00 |
|  |  |
| Accessing Tax Free Childcare, further saving 20% | £1,134.00 |
|  |  |
| New Invoice total from Sept 2017 | £4,536.00 |
|  |  |
| **Total savings made by parents** | **£6,264.00** |
|  |  |
| Can also access: WTC - Childcare Element, Universal Credit, Employer vouchers & other subsidies |  |
|  |  |

**8. Break Even - Fees**

Below are two examples of the break-even point for fees.

**Example 1: A Holiday Club**

* 24 place holiday club with approximately 75% occupancy
* Holiday club opens 5 days per week, 11 weeks per year
* Fixed costs are £17,475 per year

Based on the above, what is the break-even daily fee per child?

* Total costs ÷ chargeable days & children = £17,475
* (18 x 5 x 11) 990 = £17.66

**Example 2: A Pre-School**

* 30 place pre-school charges £15.00 per session
* Operates 5 mornings per week, 38 weeks per year
* Annual running costs are £58,450

Based on the above, what is the break-even number of children?

* Convert annual running costs into a daily rate, e.g.

£58,450 ÷ 38 (weeks per year) ÷ 5 (days per week) = £307.63

* Break-even number of children, e.g.

£307.63 ÷ £15 (sessional fee) = 21 children

**9. 3 Year Revenue Budget**

Below is an example of a 3 Year Revenue Budget to assist with your planning and forecasting. The excel spreadsheet, complete with formulas, is attached to this Toolkit.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Year 1 …… - …….** | **Year 2 …… - …….** | **Year 3 …… - …….** |  |  |  |  |  |  |  |  |
| **INCOME** | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Fee Income |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Funding for Free Early Education 2 yrs |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Funding for Free Early Eucation 3 & 4 yrs |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL INCOME (a)** | | | **£** | **£** | **£** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **EXPENDITURE** | | |  |  |  |  |  |  |  |  |  |  |  |
|  | **Staffing** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Total Staff Costs |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Training |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Pension |  |  |  |  |  |  |  |  |  |  |  |
|  | **Premises Costs** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Rent/Mortgage |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Utilities (electric, gas, water) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Maintenance (fire checks, PAT testing) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Business Rates |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Insurance Costs** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Public Liability & Employer Liability |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Building and/or contents |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Admin Costs** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Telephone / Mobile / Internet |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Stationery, Photocopying & Postage |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Lease Equipment (chip n pin, photocopier) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Accountant |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Information Commissioners Office (Data Protection) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Payroll / bank charges |  |  |  |  |  |  |  |  |  |  |  |
|  |  | DBS checks |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Registration & Inspection (Ofsted, PLA, Companies House) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | MPLC Licence |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Activities & Materials Costs** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Play Equipment (non-capital) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Consumables (paint, glue, glitter, paper, cleaning materials) |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Food & Drink |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Baby Essentials (disposal protective clothing) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Volunteer Expenses** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Travel reimbursement |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Induction |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Advertising Expenses** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Promotion Costs |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Recruitment Costs |  |  |  |  |  |  |  |  |  |  |  |
|  | **Transport Costs** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Repairs / Servicing & Fuel |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Tax & Insurance |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |
|  | **Other Costs (please specify)** | |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Please specify |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Contingency |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL EXPENDITURE (b)** | | | £ | £ | £ |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SURPLUS / (DEFICIT) ( = a - b )** | | | £ | £ | £ |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**10. Example Cash Flow Chart**

This is an example for your information. The excel spreadsheet, complete with formulas, is attached to this Toolkit.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cash Flow Year 1: Financial Year Date …… - …….** | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Financial Year Months** | | **Month** | | **Month** | | **Month** | | **Month** | | **Month** | | **Month** | |  | **Total** | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Income** | | Budget | Actual | Budget | Actual | Budget | Actual | Budget | Actual | Budget | Actual | Budget | Actual |  | Budget | Actual |
| Fee Income | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Funding for Free Early Education 2 yrs | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Funding for Free Early Education 3 & 4 years | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Other - please specify | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Other - please specify | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other - please specify | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| **Total Income (a)** | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  | £ | £ |
| **Expenditure** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Staffing* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Staff Costs | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Training | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| Pension | |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Premises Costs* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Rent/Mortgage |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Utilities (electric, gas, water) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Maintenance (fire checks, PAT testing) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Business Rates |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Insurance Costs* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Public Liability & Employer Liability |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Building and/or contents |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Admin Costs* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Telephone / Mobile / Internet |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Stationery, photocopying & postage |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Lease Equipment (chip n pin, copier) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Accountant |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Information Commissioners Office (data protection) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Payroll / bank charges |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | DBS / checks |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Registration & Inspection (Ofsted, PLA, Companies House) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | MPLC Licence |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Activities & Materials Costs* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Play Equipment |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Consumables (paint, glue, glitter, paper, cleaning materials) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Food & Drink |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Baby Essentials (disposal protective clothing) |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Volunteer Expenses* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Travel reimbursement |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Induction |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Advertising Expenses* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Promotion Costs |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Recruitment Costs |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
| *Transport Costs* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Repairs / Servicing & Fuel |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Tax & Insurance |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | Other - please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Other Costs (please specify)* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  | please specify |  |  |  |  |  |  |  |  |  |  |  |  |  | £ | £ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Revenue Expenditure (b)** | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  | **£** | **£** |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Capital Expenditure (c)** | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  | **£** | **£** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Expenditure (d) =** b+c | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  | **£** | **£** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Opening Balance **(e)** | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  |  |  |
| Increase/(Decrease) in Cash **(f)** = a - d | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  |  |  |
| Closing Balance ( = e + f ) | | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ | £ |  |  |  |

**11. Modelling 30 hours childcare places**

The following models have been designed to illustrate some of the ways you may choose to offer places to meet a variety of demands from parents who may require all year round, 38 weeks only or increased flexibility.

**Model one – standalone delivery across the year**

Some families will require childcare all year round (50-52 weeks a year), so you may choose to offer a simple model which stretches the 1140 hours over the number of weeks you are open. The rate for paid for hours is set by you and you may choose to include or exclude refreshments and additional services.

|  |  |  |
| --- | --- | --- |
| 8:00am – 6:00pm  51 weeks a year | 22.35 hours funded hours | 27.65 hours paid for hours at a rate set by you. |

**Model two – standalone, delivery term time**

Some of you may not want to or be able to extend your hours of delivery beyond traditional term time of 38 weeks. Those of you who deliver 15 hours in blocks of three hours can continue to do so.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AM | 3 | 3 | 3 | 3 | 3 |
| PM | 3 | 3 | 3 | 3 | 3 |

In this model, parents will access their child’s place at two providers. Partnership working and collaboration can offer solutions which allow sessional providers to offer longer days, all year round provision where needed. To make this model work collaborative relationships which collect, manage transitions and transport children to a second provider are required.

**Model three – increasing flexibility to support collaborative working and partnership**

Increasing flexibility by offering 15 hours over two and a half days can provide a more useable solution for families who are using two providers. This allows the family to use two settings for their 30 hours but split the 15 hours at each across the week rather than across the day, reducing transitions to only home and setting. One provider may offer three six hour days and the second two six hour days, both may provide 15 hours each or any combination of funded and paid for hours. Neither provider has had to make significant change but is now able to offer a 30 hour solution which is more practical for families.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AM | 3 | 3 | 3 | 3 | 3 |
| PM | 3 | 3 | 3 | 3 | 3 |

**Model four – extending the day**

If you plan to offer some or all families 30 hours across a week you need to ensure that extending a day to incorporate paid for lunchtime care is not **conditional**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AM | 3 | 3 | 3 | 3 | 3 |
| Paid for lunchtime childcare or parent picks up child | | | | | |
| PM | 3 | 3 | 3 | 3 | 3 |

It is easy to make a day **unconditional**. Move the paid for hours around the funded hours. Childcare around the funded hours can still be purchased. The meal and additional services can still be paid for or a packed lunch option offered.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Paid for childcare | | | | | |
| AM | 3 | 3 | 3 | 3 | 3 |
| PM | 3 | 3 | 3 | 3 | 3 |
| Paid for childcare | | | | | |

**Model five – Partnership working around sessional care**

Breakfast, after school and holiday clubs can provide solutions if you are a sessional provider who is unable to offer longer days across a school term and can be a useful solution where one or two families may need care across the year. A family may require 30 hours each week with some paid for hours as well but may want it for more than 38 weeks. Model five illustrates a partnership relationship between a term time provider and an Out of School provider/childminder or other partner. The parent stretches their entitlement across the year reducing their childcare bill across the 47.5 weeks. Parents may purchase the additional weeks.

|  |  |  |
| --- | --- | --- |
| 8:00-9:00 | 1 hour paid for per day with both partners | |
| 9:00-3:00 | 24 hours a week funded with partner one for 38 weeks (4 x 6hr days) and  24 hours a week funded in holiday care with partner two (4 x 6hr days) for 9.5 weeks | Parent pays 6 hours childcare with both partners each week |
| 3:00-6:00 | 3 hours paid for per day with both partners | |

**Model six – Additional services model**

This model is the same as model four, it assumes no additional hours beyond the six hour day and lunch is purchased. It has a time during the day in which families are given the option to purchase lunch and lunchtime childcare. Providers need to ensure the additional services offered are not **conditional** of taking up a place. It is easy to make a day **unconditional**. Move the paid for hours around the funded hours. Childcare around the funded hours can still be purchased. Lunch and additional services can still be paid for or a packed lunch option offered. Parents may buy additional hours around the core funded hours.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mon | Tue | Wed | Thu | Fri |
| 9:00-12:00 |  | | | | |
|  | | | | |
|  | | | | |
| Additional services charge | | | | | |
| 1:00-4:00 |  | | | | |
|  | | | | |
|  | | | | |

**Model seven – using three places to offer five 10 hour days**

This model uses the same three places as model 6 but offers parents a funded only place for three 10 hour days term time with an additional services charge of £5.00 for meals each day for the three days or bring a packed lunch.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place  10 hour day x 3 days a week | Mon | Tue | Wed | Thu | Fri |
| 1 |  | | |  |  |
| 2 |  | |  | | |
| 3 |  | |  | | |

There are no additional hours in a week to sell. Families may choose to buy additional hours beyond the 38 weeks offered by this model at your paid for rate.

**Model eight – stretching across 47.5 weeks**

You can offer a stretched offer for more than 38 weeks a year. This model looks at how you can stretch 1140 hours as 24 hours a week over 47.5 weeks.

**Eight A:** If you are open for 10 hours a day you could use three places to accommodate five funded families by offering 24 hours stretched as 3 x 8hr days across 47.5 weeks.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place  8 hour day x 3 days a week | Mon | Tue | Wed | Thu | Fri |
| 1 |  | | |  |  |
| 2 |  | |  | | |
| 3 |  | |  | | |

In this model there are 30 hours of childcare to sell around the funded places for 47.5 weeks a year.

|  |  |
| --- | --- |
| 8:00-9:00 | One hour can be purchased each day |
| 8 hour day  9:00-5:00 | Funded Hours |
| 5:00-6:00 | One hour can be purchased each day |

**Eight B: I**f you used four places to offer funded only places as a stretched model offering four six hour days across 47.5 weeks you can again provide funded places across the week for five children. Each child accesses 4 six hour days.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place | Mon | Tue | Wed | Thu | Fri |
| 1 |  | | | |  |
| 2 |  | |  |  | |
| 3 |  | | |  |  |
| 4 |  |  |  | | |

This model provides parents who are able to manage with four days or who work part time with an offer which covers most of the working year. You could still charge for the lunch or offer the packed lunch alternative and may if you choose offer additional services.

In the illustration above where 24 hours is modelled as four six hour days there are also an additional 16 hours to sell per place which can provide a family with access to 40 hours a week across 47.5 weeks a year.

|  |  |
| --- | --- |
| 8:00-9:00 | Four hours can be purchased in a week |
| 9:00-3:00 | 24 funded hours – 4 x 6 hours |
| 3:00-6:00 | 12 hours can be purchased in a week |

**All these models have been reproduced courtesy of Hempsalls (www.hempsallconsultancies.com).**

**Hempsalls must be credited when any of these models are reproduced.**

**12. Audit tool to support settings to offer the 30 Hours of Free Childcare**

This 30 hour audit has been developed to support Ofsted registered providers who are considering extending their provision to offer the 30 hours of childcare, in reviewing their compliance of the statutory requirements of the EYFS (April 2017). **The audit should be undertaken alongside the Safeguarding and Welfare Requirement Audit.**

The current EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation. Other duties on providers include: employment laws; anti-discriminatory legislation; health and safety legislation; data collection regulations and duty of care. It is the responsibility of the provider to ensure that all requirements are met. Providers may wish to share this with the Ofsted inspector on arrival.

**The Self Evaluation Audit should be a whole team approach and the catalyst for discussion and reflection. Questions require robust discussions of the evidence before deciding if:**

- No – we do not meet the required standard or requirement,

- Partially - we meet some of this, but action is required, OR

- Fully - this is fully met, implemented and understood by all staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key questions /Indicators** – taken from Statutory Framework 2017  SECTION 3 – The Safeguarding and Welfare Requirements with paragraphs noted | | | | |
| **CHILD PROTECTION: 3.4 – 3.8** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| There are sufficient trained and experienced DSL to cover the 30 hours and first aid and food hygiene to cover the 30 hours. |  |  |  |  |
| All the safeguarding policies and procedures for the safe and efficient management of the setting are updated to reflect the 30 hours of free entitlement and are reflected in practice and understood by *all* staff and volunteers. |  |  |  |  |
| **STAFF QUALIFICATIONS, TRAINING, SUPPORT & SKILLS: 3.20 – 3.26** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Induction procedures have been reviewed to reflect the extended day, including staff’s changing roles and responsibilities.  Welfare of staff is supported through appropriate breaks  Professional development needs of the staff are reviewed and supported in response to the differing needs of the setting. Skills and knowledge are cascaded within the staff team, to ensure the whole day is of the same quality. |  |  |  |  |
| There is sufficiently qualified staff to meet ratios over the 30 hours of freechildcare. |  |  |  |  |
| There is at least one person with a current paediatric first aid certificate *on the premises throughout the 30 hour offer and at least one during any outings.* |  |  |  |  |
| **KEY PERSON: 3.27** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Each child is assigned a key person (in accordance with paragraph 1.10)  The key person approach is consistent and supports children’s well-being and involvement throughout the 30 hour offer.  Transitional arrangements for children within the setting are well supported by the key person, meet the needs of the children and are shared and views of parents and carers are taken into account.  Pace and routine of the extended day is carefully considered to ensure children have a broad and balanced experience that encompass their care and learning needs - the routine fosters children’s PSED.  Transitional arrangements with other childcare providers are thoughtfully planned and implemented to meet the needs of children and families. |  |  |  |  |
| **STAFF child ratios: 3.28 – 3.43** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| There is sufficiently qualified staff to meet ratios over the 30 hours of freechildcare. |  |  |  |  |
| **HEALTH – food and drink: 3.47 – 3.49** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Lunchtimes reflect a family style dining approach, supported by the key person |  |  |  |  |
| **SAFETY AND SUITABILITY OF PREMISE, ENVIRONMENT AND EQUIPMENT – safety: 3.54 – 3.55** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Emergency evacuations are planned and practiced to ensure the procedures reflect the change in operation to 30 hours |  |  |  |  |
| **SAFETY AND SUITABILITY OF PREMISE, ENVIRONMENT AND EQUIPMENT – premise: 3.57 – 3.63** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Children have access to the outdoor area during the extended hours. |  |  |  |  |
| There is a place for rest/sleep that protects children and meets their individual needs.  Any area that is unavailable during rest/sleep is reflected in other areas e.g. book area. |  |  |  |  |
| There is provision for sheets and blankets to be laundered regularly to promote good hygiene practices across the extended day. |  |  |  |  |
| Insurance has been reviewed and updated to reflect the change in hours. |  |  |  |  |
| **SAFETY AND SUITABILITY OF PREMISE, ENVIRONMENT AND EQUIPMENT – risk assessment: 3.64** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Risk assessments reflect the 30 hours extended day, weeks and/ or changes to premises. |  |  |  |  |
| **INFORMATION AND RECORDS – information about the child: 3.72** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Child records have been reviewed and updated to reflect the needs of children over extended day e.g. emergency contacts and medication needs have been reviewed and updated. |  |  |  |  |
| **CHANGES THAT MUST BE NOTIFIED TO OFSTED OR THE RELEVANT CHILDMINDER AGENCY:3.77-3.78** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Ofsted and other relevant bodies have been notified of the operational changes e.g. planning departments where relevant. |  |  |  |  |
|  | | | | |
|  | | | | |
| **LEARNING AND DEVELOPMENT REQUIREMENTS** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| Observation, Assessment and Planning processes are reviewed to incorporate the extended day. |  |  |  |  |
| There are clear processes for the leadership and management to monitor the learning and development of children who are not accessing the 30 hours, to ensure they are not disadvantaged in their learning (narrowing the gap). |  |  |  |  |
| Evaluations of teaching and learning are made across the whole of the day to ensure consistency and quality. |  |  |  |  |
| Aspects of the environment reflect the softness and cosiness of home. |  |  |  |  |
| Provision for children’s comforters over the longer day is considered. |  |  |  |  |
|  |  |  |  |  |
| **OUT OF SCHOOL** | | | | |
|  | **No** | **Partially** | **Fully** | **Action (with timescales)** |
| All staff are knowledgeable about the learning and development requirements and how they should be guided by them when planning for the children in their care. |  |  |  |  |
| All staff are confident to discuss with parents/carers and other practitioners, as appropriate, the support they intend to offer the children in their care. |  |  |  |  |
| There is a plan in place to upskill staff’s knowledge in meeting the needs of younger children. |  |  |  |  |
| There is sufficient amount of qualified staff to meet ratios in line with the EYFS. |  |  |  |  |
| There is a well-defined plan in place to seek and share relevant information, where a child attends another setting. |  |  |  |  |
| Ofsted and insurance has been informed about changes to age range of children. |  |  |  |  |
| Risk assessments take into account the car seats for children aged three to four years and vehicle insurance is appropriate.  <https://www.gov.uk/child-car-seats-the-rules/using-a-child-car-seat-or-booster-seat> |  |  |  |  |
| Risk assessments are reviewed to include the younger age range. |  |  |  |  |
| Environment and resources are suitable for younger children e.g. a place to rest and sleep that is protected. |  |  |  |  |
| Routines reflect the care needs for three and four year olds. |  |  |  |  |

Following completion of this audit you may have identified areas that you need additional support with, to ensure practice remains effective and of a high quality. For information on training and strategic improvement visits that will support your identified actions, please click on the following link add LA link.

**Helpful websites**

<http://www.homeoffice.gov.uk/agencies-public-bodies/crb/> this should be checked regularly as requirements do change

<http://www.sja.org.uk> for first aid box contents

<http://www.hpa.org.uk> for health protection information

<http://www.hse.gov.uk/riddor/report.htm> Reporting accidents and ill health at work is a legal requirement. The information enables the Health and Safety Executive (HSE) and local authorities, to identify where and how risks arise, and to investigate serious accidents. If in doubt call 0845 300 9923

<http://www.ico.gov.uk> The Data Protection Act requires anyone who handles personal information to comply with a number of important principles. It also gives individuals rights over their personal information. It is a statutory requirement to be registered with the Information Commissioner. The ICO produces detailed guidance which provides organisations and individuals with all the information they need to know about the Data Protection Act

<http://www.communities.gov.uk/fire/firesafety/firesafetylaw/> Under the FSO, the responsible person must carry out a fire safety risk assessment and implement and maintain a fire management plan. A useful five step checklist is on the website to help

<https://www.gov.uk/guidance/early-years-qualifications-finder> please refer to website for updated qualification list

<http://www.kelsi.org.uk/curriculum_and_pupil_learning/early_years_and_childcare/policies_and_guidance.aspx> - policy guidance and information related to the revised EYFS documents

<http://www.foundationyears.org.uk/> - information to support practitioners in their work

<https://www.gov.uk/government/organisations/disclosure-and-barring-service> – information about responsibilities under the Safeguarding Vulnerable Groups Act 2006

<https://www.childcarechoices.gov.uk/> - information for parents on financial support for childcare costs

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf> - Early Education and Childcare Statutory Guidance for local authorities

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596462/free_early_years_provision_and_childcare_model_agreement.pdf> - Model provider agreement

<https://www.gov.uk/government/publications/30-hours-free-childcare-eligibility> - Eligibility for 30 Hours

**13. Early Years Education for Families with a Disabled Child**

**Being Part of the XXXXX Local Offer**

Early Years Education and Childcare for children with Special Educational Needs and Disability (SEND) is crucial to all families. Yet parents tell us that it can be difficult to find a suitable Early Years setting to meet their child’s needs. To enable parents to find the right setting for their child Early Years providers can promote their inclusive practice to parents/carers through the settings own Local Offer. This will provide a joined up link to both the XXXX Local Offer and the Children and Families Information Service (CFIS) to publicise your staff’s skills and expertise in supporting children with SEND.

**Q. Where does the term Local Offer come from?**

A. *The Special Educational Needs and Disability (SEND) code of practice: 0-25 years (2015)* and, in particular Chapter 4, places a statutory requirement on local authorities to make information (called the Local Offer) available to parents about the support available to children and young people with SEND.

**Q. What is the Local Offer?**

A. All local authorities are required to publish their Local Offer detailing the provision and services available in the local area. It should not just be a directory but an up-to-date, easily accessible, central source of information.

**Q. Is it a statutory requirement?**

A. It is a requirement for local authorities and Early Years providers have a duty to

co-operate with the local authority by contributing to the special educational provision available and by developing the range of early education services.

**Q. What is the purpose of the Local Offer?**

A. There are two key purposes:

* clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
* to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review

**Q. What sort of things should we include in our Local Offer?**

A. It should show how you meet children’s existing or emerging needs as well as your attitude to inclusive practice. The Local Offer will give you an opportunity to showcase good practice you have around supporting children with SEND to achieve their full potential.

**Q. What are the 12 questions?**

A. There are 12 standard questions set out to help you organise the content which we recommend you should complete (see below). These questions will be uploaded to your CFIS page for parents/carers who are seeking to find an Early Years and Childcare provider.

**Q. What should my answers include?**

A. Guidance has been provided in this toolkit to get you started. You will soon be able to upload your answers onto your setting’s CFIS page.

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| --- |
| **Your Local Offer Questions** |
| 1. How does the setting identify children with additional needs or SEND?   A child is described as having special educational needs or difficulties (SEND) if:  “They have a learning difficulty or disability which calls for special education provision to be made for him or her.”  Acorns Nursery staff identify children with additional needs by:  • Careful observation of each child and noting their behaviour, speech, play and interaction with others. • Referring to the average developmental stages for their age and noting any differences. • Discussion with parents both by appointment half termly and as concerns arise. • Co-operation with other professionals e.g. health visitor, speech therapist, etc. |
| 2. How will I be informed / consulted about the ways in which my child is being supported? |
| 3. How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs? |
| 4. What teaching strategies does the setting use for children with additional needs or learning difficulties? |
| 5. What additional support does the setting provide for children with additional needs or SEND? |
| 6. How will the setting monitor my child’s progress and how will I be involved in this? |
| 7. How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips? |
| 8. How accessible is the building for children with mobility difficulties / wheelchair users? |
| 9. How will you support my child’s transition to a new setting or school? |
| 10. How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?    Acorns monitors how effective the SEN provision is by:   * Weekly meetings where all staff review the progress individual children are making measured against their targets. * Ongoing discussions with parents about their child and seeking their views. * Discussions with other professionals involved to assess progress. * SMART targets set are regularly updated and amended when needed. * Acorns has often received positive feedback from other professionals concerning the work done with SEND children. |
| 11. Who should I contact if I am considering registering for a place at the setting? |
| 12. What arrangements does the setting have for feedback from parents / carers, including compliments and complaints? |

**14. Guidance on completing your Local Offer questions**

The Local Offer 12 template questions are intended as prompts and designed to help you pull together information so that parents know what support they can expect. The bullet points under each question are guidance and other items may also be added but do not use any personally identifiable information when using case studies to illustrate your practice.

1. **How does the setting identify children with additional needs or SEND?**

* information from parents and other settings and agencies
* key person observations within the seven areas of the EYFS
* completion of the Progress Check at 2
* My Unique Progress record

1. **How will I be informed/consulted about the ways in which my child is being supported?**

* daily informal contact
* written assessment three times a year
* learning journey
* involvement in targeted and personalised planning

1. **How will the setting adapt the EYFS Framework for my child’s needs?**

* planning for the unique child
* adaptations to the environment
* targeted and personalised planning to give children the most appropriate foundation for progress

Within the **prime areas,** examples might include:

**Communication and Language**

* working in line with Speech and Language Therapist advice
* a language-rich environment tailored to the needs of current children
* using targeted small group activities, such as those highlighted through the Every Child A Talker (ECAT) programme or the Inclusion Development Programme (IDP) series
* using a language intervention programme, such as I CAN Early Talk Boost
* providing ideas and resources for parents to use at home

**Personal, social and emotional development**

* linking with local specialist provision, advisers and health and voluntary sector providers for advice and support
* attending specialist information sessions e.g. SENCo forums, in-house training or ‘An evening with…..’ sessions (see Threads of Success programme)
* targeted small group or individual activities to promote well-being and resilience.

**Physical Development**

* building links with specialist therapists, such as occupational therapists
* offering an accessible environment and layout to meet families’ current needs
* demonstrating awareness of environmental factors that have a sensory impact on children such as noise, colour, lighting etc.
* frequent and regular access to outdoor spaces
* providing for a range of dietary requirements
* giving anonymous case studies on the use of technical or medical procedures

1. **What teaching strategies does the setting use for children with additional needs or learning difficulties?**

* planning for the ‘unique child’, including the characteristics of effective learning
* SENCo liaises with outside agencies to ensure therapists’ recommendations are carried through
* range of visual support materials / use of signing
* individual and small group activities
* availability of quiet spaces/areas
* SMART targets (**S**pecific, **M**easurable, **A**ccessible, **R**ealistic, **T**ime-bound)

1. **What additional support does the setting provide for children with additional needs or SEND?**

* close working relationship between key persons, SENCo and parents
* monitoring role of SENCo
* information e.g. training opportunities from Children’s Centre
* publish case studies

1. **How will the setting monitor my child’s progress and how I will be involved in this?**

* observations
* arrangements for summative assessments
* review of targeted and personalised plans
* XXX Progress Tracker data analysis
* regular formal and informal opportunities to discuss progress

1. **How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?**

* regular review with parents and staff
* evaluation of the way planning is differentiated
* research in advance of any trips and feedback afterwards

1. **How accessible is the building for children with mobility difficulties/wheelchair users?**

* number of floors
* stairs and height of hand rails, availability of lifts and ramps
* wheelchair access
* accessible toilet and changing facilities
* disabled parking spaces

1. **How will you support my child’s transition to a new setting or school?**

* My Unique Progress report which incorporates information about the characteristics of effective learning
* relevant paperwork, such as the Progress Check at 2, passed on with consent
* activities such as school uniform dressing-up, photo books
* visits to the school or setting
* meetings with school or other setting SENCo
* include case studies or examples of good collaborative working

1. **How does the setting assess the overall effectiveness of its SEN provision and how can parents /carers take part in this evaluation?**

* opportunities at LIFT meetings
* SENCo forum meetings
* evaluation of training and workshop content
* annual questionnaire/surveys
* review of SEF
* SENCo notice-board

1. **Who should I contact if I am considering registering for a place at the setting?**

* manager will outline admissions procedure which might include a home visit and trial sessions
* manager may arrange additional meetings with key person/SENCo

1. **What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?**

* open door policy /suggestions box
* information on our website/prospectus about previous good practice
* annual questionnaire/surveys
* three stage complaints procedure/policy and feedback process
* opportunities to join committee/parent forum

**15. Making the Local Offer visible in your setting**

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| **The ways in which you share your Early Years Local Offer information should:**   * reflect your ethos and attitudes to supporting children with Special Educational Needs and Disability (SEND) and their families * provide examples of how you meet the needs of current and future children with SEND and their families * consider parents and carers differing needs as well as the children   **Make sure your Local Offer information is completed and up to date with the Children Families Information Service Directory** | | | | |
| Make your information accessible and inclusive | Different ways to present written information:   * bullet points and lists * photos/symbols/visuals * bold text * colours * page layout and line spacing * wide margins and headings * flow charts/diagrams/boxes | Different languages of parents/carers:   * use translation services * use talking pens and other resources available | Different levels of literacy:   * keep sentences and paragraphs short * reduce amount of text * use a clear font * consider size of font * explain acronyms * avoid technical language or provide explanation * use plain English | Different learning needs/styles:   * present information in a range of formats * consider using coloured paper * use matt paper to reduce glare * make information/displays multi-sensory and interactive |
| Include Local Offer in your materials | Prospectus | Promotional materials, publicity and website | New starter pack | Policies and Procedures |
| Display information in a range of ways | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\8234455_orig.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\polly_pocket_folio_folder_1.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\aidata_swivel_weighted_base_flip_&_find_display_carousel_p1_300x300.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\aidata_flip_&_find_e_z_wall_display_document_display_carousel_p1_1200x650.jpg |
| Make displays interactive | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\1001420_00_EL00153.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\1005773_02_PS00407_2_large.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\thL6Q6S1DD.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\1002408_00_EY03326_10_large.jpg\\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\1003985_00_EL00389_large.jpg |
| Recordable Talking Wall Panel | Recordable Talking Wall Chart | Talking Photo Album | Recordable Talking Pegs  Recordable Button |
| Share your expertise and skills |  | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\thKFWU5M6C.jpg | We have links with professionals: Speech and Language Therapists, Specialist Teachers, Health Visitors | We have experience of working with families and children with speech and language difficulties, diagnosis of Autism, cerebral palsy, hearing impairment. |
| Explain roles and responsibilities in the setting:  e.g. What is a SENCo? Who are they in your setting? What do they do? | Share ‘One Page Profile’ type information about staff with parents/carers | Make a local directory to signpost parents to services, groups, useful information re SEND | Provide a list of courses staff have attended/are booked to attend to demonstrate expertise and knowledge in setting |
| Share examples of your good practice | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\Temp pictures\6403308891_e512d08afa_z.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\41pOzcQcCtL__SX342_.jpg | \\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\section_six.jpg\\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\fantastic_dishes_set_web.jpg\\invicta.cantium.net\kccroot\Users\bro-homedrive\HibbeE01\Workarea\09-13 onwards\signlanguage.jpg |  |
| Use digital photo frame to share information, examples of practice, photographs | Provide real examples or photographs of additional resources used to support children in setting e.g. talking pen | Explain how you use a strategy and why e.g. signing and visual supports:   * universal benefits for all children * targeted support for those who need it * specific methods for personalised support * use examples (anonymised) from your setting to show how this strategy has improved outcomes for children | Explain some XXXX processes for parents/carers e.g.   * Best Practice Guidance (BPG)\* * EY Local lnclusion Forum Team (EY LIFT) * SCARF (SEN Inclusion Fund Sept 17) * provide easy read guides for parents/carers (available on XXX website)   Explain BPG stages for parents:  Universal; Targeted; Personalised/Individualised |
| Include other useful information  We are signed up for Tax free childcare |  |  |  | We have some 30 hour free childcare entitlement places |

\*BPG is available at www.threadsofsuccess.co.uk

**16. The Role of Collaborations in Delivering 30 Hours of Free Childcare**

A collaboration can be described as a group of Early Years providers working together for the greater good of and best outcomes for the children and families in the community they serve. In XXX currently there are XX collaborations encompassing XXX settings across the county/In XXX we are looking to develop collaborations (LA to delete as appropriate).

Each collaboration decides and agrees itself how it wishes to run and what activities it will undertake to achieve its aims. This is detailed in a Terms of Reference document. Collaborations generally share good practice and information in a variety of ways such as through discussions and activities at meetings, learning walks in member settings and via WhatsApp or email groups. Often the collaboration will buy in shared training which can make it more cost effective for member settings.

Collaborations may be one way in which settings can work together in partnership to deliver 30 Hours of Free Childcare. Collaboration leaders felt they could be champions of 30 Hours helping collaboration members to problem solve issues.

There are a number of ways in which existing or new collaborations could explore how they can support the delivery of 30 Hours of Free Childcare, for example:

* Consider the production of a parent survey template together and share individual setting responses so that a clear picture of childcare needs is available across the local community
* Share information about vacancies within collaboration settings so that local member settings know where they can signpost families needing additional childcare
* For large collaborations, explore if smaller local delivery partnerships within the collaboration are possible
* Consider if the collaboration could make itself more accessible to childminders, such as revisiting meeting times, which will enable more partnerships to provide required parental hours
* Where full day care is already part of the collaboration, explore how experienced day care settings can provide advice and support to those extending their hours as a result of the 30 Hours agenda, enabling them to meet the needs of children
* Explore if there are ways in which the collaboration can provide cost effective solutions to running a provision, such as shared training, combined purchasing of resources and sharing equipment.

Settings wishing to find out more about leading or joining a collaboration can visit XXXX. Support to establish or join a collaboration can be provided. Please email XXXX

The Role of local partnerships in Delivering 30 Hours of Free Childcare

**Working in Partnership**

When deciding on how you plan to deliver up to 30 Hours of Free Childcare, you may wish to consider how working with other providers may support you to achieve this.  Many providers have expressed an interest in working in partnership with other providers to offer this.  Here are some frequently asked questions and answers:

**What is a 30 Hours local partnership?**

A: This is either a formal or informal arrangement whereby settings in a geographic location agree to work together to deliver the 30 Hours, for example: Morning only sessional pre-schools in an area may link with local childminders or maintained nurseries or pre-schools operating from 9am until 3pm and could partnership work with either an Out of School setting and/or with local childminders.

**How will I know who else wants to work in partnership in my area?**

A: XXX

**How do partnerships differ from collaborations?**

A:  Collaborations are formal and are bound by Terms of Reference agreed by all members and usually involve attending a minimum number of meetings per year.  Collaborations are not always located in tight geographic locations whilst a delivery partnership would need to be closely located provide a joint offer of 30 Hours of Free Childcare.

**Do I need to formalise a partnership with documentation?**

A: The Family and Childcare Trust were contracted by the government to support partnership working in the 30 Hour pathfinder authorities. They did not envisage the partnerships consisted of formal legal arrangements but have provided some templates in their toolkit suggesting protocols between partners might be useful. You will need to consider such things as communication between partners, communicating with parents, marketing the offer and managing the partner relationship. <https://www.familyandchildcaretrust.org/dfes-30-hour-mixed-model-partnership-toolkit>

**Can I be in a collaboration and a partnership?**

A: Yes. Collaborations might be a way of supporting a number of local delivery partnerships between its members.

**17. Out of School**

**Registration**

In order to deliver the 30 Hours of Free Childcare an Out of School provider will need to be either registered on the Ofsted Early Years Register or be exempt from registration with Ofsted as an Early Year’s provider i.e. schools. Providers will also need to deliver all of the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. With regards to the learning and development requirements of the EYFS the Department for Education states:

*‘Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day (see paragraph 3.40) do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.’*

The Early Years and Childcare Registration Handbook provides guidance for the registration of Early Years and childcare provision in England, under the Childcare Act 2006, and its associated regulations. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551134/EY_and_childcare_reg_handbook.pdf>

The Early Years Foundation Stage statutory framework:

* + sets the standards that all Early Years providers must meet to ensure that children learn and develop well
  + ensures children are kept healthy and safe
  + ensures that children have the knowledge and skills they need to start school.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf>

In order to deliver the 30 Hours of Free Childcare an Out of School provider will also need to comply with the XXX Provider Agreement which sets out the terms and conditions which providers need to meet in order to register on the XXX Directory and/or Register of Providers and to receive funding to deliver Free Early Education places. **XXX** maintains the XXX Directory of Private, Voluntary and Independent Providers (known as the XXXX Directory) delivering the Free Early Education to two, three and four year olds. Any provider wishing to register with XXX County Council to join the XXX PVI Directory should contact XXX by either email to XXXX or by phone on XXXX.