

Delivering the 30 Hour Entitlement: Business Considerations

Presented by
**Chris Leigh & Julie
Quinn**





The Family and Childcare Trust works to make the UK a better place for families through:

Insight - research into childcare costs, families in an age of austerity

Influence - working with other organisations to lobby for change, Parents Week and the Family Friendly Scheme

Information - National Association of Family Information Services

Innovation - projects such as Parent Champions and 30-hour entitlement using mixed model partnerships

Aims and objectives of the two workshops



An opportunity to explore issues regarding the extended free entitlement (EFE)

- **Ensure clear overview of the extended free entitlement '30 hours' – its challenges and opportunities in order**
- **Understand local demand**
- **Support & guidance on business planning essentials in relation to EFE**
- Review different delivery models (incl benefits and challenges) and role of childminders
- Informed decisions about how your business may respond and what you need to do between now and September 2017
- Explore tools available to support your business

Overview the extended free entitlement '30-hours'



- **Additional 570 hours per year for working parents of 3 and 4 year olds**

- **Total of 1140 hours per year**

- **30 hours per weeks for 38 weeks**

- **Can be taken as stretched offer**

- **Rolled out nationally from September 2017**

- **Benefitting approximately 390,000 children**

Emerging delivery patterns:

38 weeks standard offer

30 hours per week, term-time only

45 weeks stretched offer

25 hours per week plus flexible 15 hours delivered as agreed between parent and provider

51 weeks stretched offer

22 hours per week plus flexible 18 hours delivered as agreed between parents and provider

Eligibility (source: DfE)



Will include households where:

- All parents (two-parent family / lone parent) working and earning the equivalent of 16 hours a week at the National Minimum or Living Wage (includes income received from tax credits or Universal Credit) and/or:
- One / both parent/s is away on leave (parental, maternal etc)
- One/ both parent/s is on statutory sick pay
- Parents on zero-hours contracts will be eligible, as are those who are registered as self-employed
- One parent is employed and the other parent has either: substantial caring responsibilities/ and or disability; is a foster carer with their own three- and four-year-old children
- Parents who are in training will **not** be eligible as they can receive other Government support

•

Eligibility Process (source: DfE)



- Parent applies directly to HMRC **not** Local Authority
- If eligible HMRC will set up a secure account for them
- Parent receives an eligibility code to their secure account
- Parent takes the code to their provider(s) to book a place
- Provider(s) validates the code with the Local Authority
- Provider(s) and parent agree start date

Ealing Council will provide detailed briefings/information once all the elements of the Eligibility IT system are in place & “going live” date issued by DfE

30hr extended entitlement SWOT analysis



- A SWOT analysis is a useful tool to review strengths and weaknesses (areas for development), and to look at opportunities and threats that exist.
- This tool helps to establish where to start when planning for change or growth.
- Discuss the SWOT in groups. We will be reviewing this at the end of the session today

Strengths	Things that are good about your business e.g. reputation/Ofsted grading and strengths 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 and/or could improve your sustainability, income etc. For example, a local employer that operates shift patterns or weekends could provide an opportunity for longer opening hours. A partnership with a school could provide an opportunity to offer wrap around care to parents
Threats	Risks that could affect the success of your plan; things that need to be prepared for, controlled or minimised e.g. a new nursery or school already advertising 30hr provision which could raise competition locally

Ealing parent demand survey



In December 2016 Ealing Council completed a Parental Demand Survey to ascertain the likely demand from parents and also how it may impact on their employment status. Overview of the key findings:

Demand	<i>HMRC estimated that 80% of eligible parents would take up the places</i>
92.2%	Definitely would or very likely to take up the additional 15 hours if eligible
86.8%	Would use between 11-15 of the additional hours
71.3%	Would be likely to switch to another provider to use the full 30hrs if their current provider could only delivery 15 hours
76.7%	Would use the additional 15 hours even if it meant the child had to go to different providers

Paying for Childcare

59.1%	Currently pay for additional hours: 36.4% pay for 26 hours or more. 22.4% pay for 15-20 hours
95.2%	Said it would significantly reduce the cost of childcare and 94.3% would use the additional 15 hours towards the childcare they currently pay for

Impact on Employment

78.1%	Would be likely to increase their hours of work or look for another job
91.2%	Parents not in employment said it would be likely that they would look for work to become eligible

Ealing parent demand survey



Demand by School Quadrant Area	Acton	Ealing & Hanwell	GNP	Southall
Would or very likely use additional 15hrs if eligible	97.6%	91.2%	95.6%	96.0%
Would use 11-15hrs per week	92.7%	82.7%	97.8%	91.7%
Likely to switch to another provider to use the full 30hrs if their current provider could only delivery 15 hours	64.9%	65.9%	73.8%	68.2%
Paying for Childcare	Acton	Ealing & Hanwell	GNP	Southall
Would significantly reduce the cost of childcare	100%	92.6%	97.2%	96.3%
Would use the additional 15hours towards the childcare they currently pay for	100%	93.3%	94.2%	100%



Conclusions

- Demand from eligible parents will be high across all quadrant areas
- Parents are looking to utilise their full entitlement
- A significant % would switch providers if they did not offer 30hrs
- If parents are currently paying for childcare, a high % will want to use their entitlement instead of paying
- Parents who are not currently employed will seek work to become eligible.

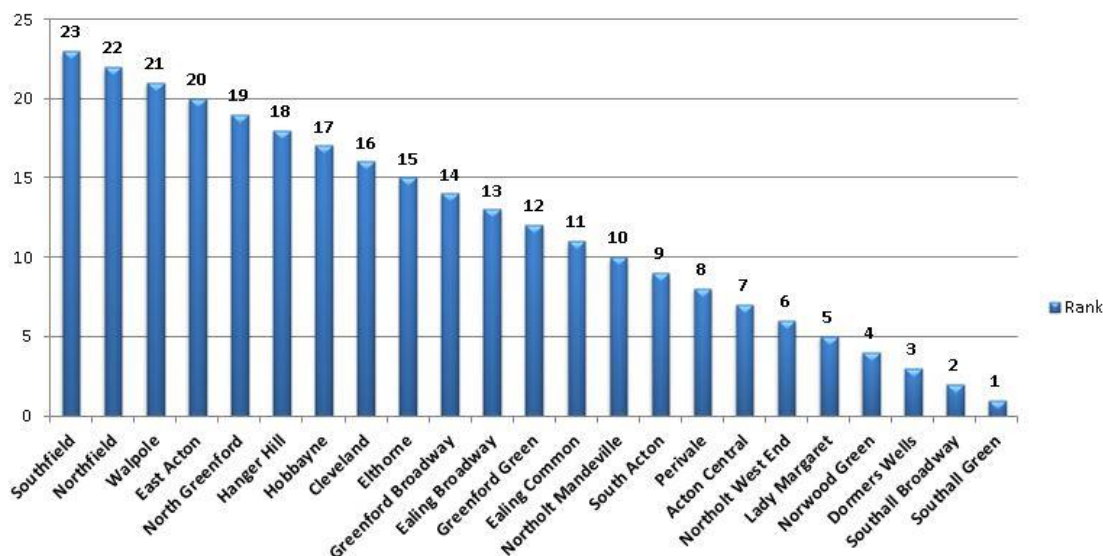
Further actions

- Comprehensive Childcare Sufficiency Assessment to begin
- Highly recommended that providers undertake their own parental demand survey. There are templates available to support this

Where we are anticipating the highest numbers of eligible children will reside



Rank of Ward with estimated highest numbers of eligible children for 30hr Extended Entitlement



Where Rank 23 has the highest numbers of eligible children

Preliminary analysis using census data to assess which wards may have the highest number of eligible children.

The DFE have estimated that there will be approx. 1700 eligible children in Ealing.

However this figure does not include the impact of the programme on parental behaviour, particularly those parents who will now seek employment.

In Ealing, **91.2%** of parents not currently employed have told us they would seek employment to become eligible.

Update regarding Ealing rates and supplements to schools and providers

Ealing's Proposed Early Years Single Funding Formula (EYSFF) 2017/18

	Maintained Nursery Class & Private Nurseries	Voluntary Nurseries , Pre-schools & play groups	Independent nursery classes
Base rate • Universal 15 hours & • Additional 15hrs	£4.64	£4.64	£4.64
Deprivation	£0.26	£0.26	£0.26
Quality QTS	£0.26	£0.26	£0.26
Quality EYPS	£0.22	£0.22	£0.22

Base rate + QTS = £ 4.90 (currently £3.96)

Base rate + EYPS = £ 4.86 (currently £3.78)

Deprivation is a mandatory supplement. This will be allocated to the 25% most deprived postcodes linked to IDACI (Income Deprivation Affecting Children)

Update regarding Ealing rates and supplements to schools and provider

Supporting Children with Special Educational Needs

Disability Access Fund	If a child is in receipt of disability living allowance they will receive a one off payment of £615 pa (this is the rate for 2017/18 and the value may change per annum)
Inclusion Fund	An element of the Inclusion fund (£500k) has been made available to assist providers with additional costs. The details of the fund and application process will be available shortly

Incentive to provide 30hr places 2017/18

There will be a one off fund of £450k in 2017/18 used to incentivise and implement the 30hr programme
The details of the fund and application process will be available shortly

From April 2017, Ealing Council will be paying providers monthly;

Process

- System Changes
- Headcount will be required to be updated monthly by providers.
- System will need to undergo testing
- Provider Support will be available
- Update on EYPP system change



As childminders what business considerations do you need to make in order to decide how you will respond to the EFE?

- Demand for the EFE
 - Asking parents what they would want regarding their 30 hours (1 provider, shared approach, additional hours etc)
- Impact on budget and likely take up
- Premises, flexibility and portability of Ofsted registration
- Partnership approach
 - Legalities
 - Communication
- Assessing risks

Delivering the 30 Hour Entitlement:

Delivery Models

Presented by
**Chris Leigh & Julie
Quinn**



Aims of the session



- Explore range of delivery models and benefits and challenges of each
- Explore benefits and challenges of partnership approaches
- Explore tools available to support partnership working
- Explore local partnership opportunities
- Revisit SWOT analysis and business considerations
- Identify your priorities
- Develop an action plan for your setting to ensure you are ready to deliver the EFE
- Explore further support you might need

FCT Mixed models partnership project



- FCT worked with 21 partnerships across 16 local authorities
- Between April and June 2016
- Explored a range of different delivery models
- Explored partnership approaches including challenges and opportunities
- Developed an online toolkit that is available on the FCT website

www.familyandchildcaretrust.org/access-dfes-30-hours-mixed-model-partnership-toolkit

Delivery Models



- **Single provider, single site** - one provider provides the full 30 hours childcare in their setting.
 - *E.g. a daycare nursery provides the full 30 hours in their nursery; a childminder provides 30 hours childcare from their home*
- **Co-provider, single site** - two or more providers, share the 30 hours childcare, but deliver care from the same site.
 - *E.g. a school provides 15 hours of childcare, with an after school club providing the remaining 15 hours at the same site*
- **Walking distance partnership** - two or more providers link up to provide the 30 hours childcare in partnership with each other.
 - *E.g. a school provides 15 hours in their nursery, and a childminder who lives close to the school provides the additional 15 hours.*
 - *E.g. a day nursery provides childcare in the morning, drops the child to a school nursery for 15 hours and then collects the child at the end of the school day.*
- **Innovative/Blended/Flexible offers** - providers develop a flexible offer to meet the needs of working parents.
- **Partnerships can also support other aspects of delivering the entitlement** e.g. staff training, family support

Models from the partnership project



- Example 1: primary school, nursery school and children's centre
- Example 2: two community nurseries
- Example 3: children's centre, specialist centre for children with SEND, PVI's, out of school providers and local authority to deliver places for children with SEND
- Example 4: partnership with wider family support services
- Example 5: maximising use of outdoor space
- Example 6: procurement
- Example 7: nursery school, children's centre and childminding network
- Example 8: primary academy/teaching school, stay and play group, childminder and university
- Example 9: single provider model

Example 1: primary school, nursery school and children's centre – key features



Plan to deliver an extended day and all year round provision

- Primary school – sessional hours but with space to increase capacity
- Nursery school – leads partnership; full and part time places
- Children's centre – 2YO; can passport its Ofsted registration; wants to offer extended ay and all year provision; have space available

Model

- Primary school staff deliver 9am-3pm TTO
- Nursery school staff deliver 9am-3pm TTO
- CC staff deliver extended day and all year provision on both school sites under CC registration and on holiday provision on school and/or CC sites
- Walking bus if needed
- Joint management of EYFS

Example 2: two community nurseries – key features



Plan to review business model to increase funding through all year provision in face of reducing LA subsidy

- Nursery 1 – open 10am-4pm; strong childminder network relationship to provide extended offer (8am-10am & 4pm-6pm); some holiday provision; could extend to 8am-6pm; extensive outdoor space
- Nursery 2 – open 9am-4pm; am for 3&4 YO, pm for 2YOs; option to expand into building in a nearby park; space available during holidays; could open from 8am
- Both could transport their Ofsted registration

Model

- Nursery 1 – 8am-6pm for children registered with them and during holidays and afternoon places for KGCCN children
- Nursery 2 – EFE mornings only; will walk children to Nursery 1
- Joint management of EYFS
- Seeking to bring shared local primary school into the partnership



Example 3: SEND through a partnership of children's centre, specialist centre for children with SEND, PVI's, out of school providers and local authority – key features

Plan maximise deployment of staff across delivery sites to deliver a stretched offer; develop new provision, ensure children with SEND don't have to travel between sites

- Specialist centre is Ofsted registered
- CC has a community room that could be used
- LA to submit capital funding bid and identify other buildings as a fall back position

Model

- 5 sites – 3 of which equipped for children with SEND
- Term-time – extended day (8am-6pm) with trained staff delivering across sites
- Holidays – use of a play hut or purpose built space (subject to capital funding)
- Workforce development programme to be developed based on training needs analyses

Example 4: wider family support services – children’s centre (CC) and other service providers key features



Plan ensure additional support needs of families are identified and met

Models

- Good relationship between CC family support staff and childcare providers
- Encourage parents to attend CC activities
- CC can support families with employability so that they can become eligible for the EFE
- Settings that offer 2YO can target these families to promote the EFE and encourage them to explore employment opportunities
- CCs can help families access other support e.g. for teenage parents, SEND children, speech and language, health visiting
- CCs can broker relationships with childminders to deliver a more flexible, stretched and/or extended offer

Example 5: maximising use of outdoor space – key features



Plan increase the number of available places by making better use of outdoor spaces such as parks, forests, meadows, outdoor space attached to schools or settings etc)

Local authority-led partnership involving children's centres, nursery/teaching school, infants school, PVI provider and an outdoor centre,

Model

- LA – strategic role - identify underused buildings / spaces and seek ways of bringing them back into use
- All – identifying open spaces
- Providers – maximising existing space
- Staff development – teaching school and outdoor learning centre to develop workforce development model to train 'outdoor learning champions'
- Delivery models being explored:
 - All children spend up to half their entitlement in outdoor provision
 - All children n spend half – whole day in outdoor provision
 - All children access outdoor provision at weekends/during holidays
 - Only children accessing free entitlement access outdoor learning

Example 6: procurement – key features



Plan explore options for delivering EFE

- School currently delivers wrap around provision
- School to deliver 15-hours with private provider offering top up
- School to deliver 30-hours full EFE
- Rent out space to external provider – chosen option

Model

- School contacted outstanding providers
- Arranged reciprocal visits and invited tenders
- Key issues – length of lease, rent, TUPE re: wraparound, access to premises, furnishing, shared ethos, practical aspects of decorating, uniforms,
- Benefits – sharing ideas, flexibility, marketing skills, financial (?)

Group activity



You have been given a case study of a blended model which involved childminders. Read through the case study and consider the following

1. Who was in the partnership?
2. What was the partnership trying to achieve?
3. What role does each partner (and particularly the childminder) play?
4. What challenges do you think the partnership may face and how could these be overcome?
5. What are the benefits of this approach in relation to what the partnership is trying to achieve?
6. Any other comments/observations?

Delivering as a single provider, offering the full 30hr. Consider the following

1. What are you trying to achieve?
2. Would you consider offering parents a wrap around solution in addition to the 30hrs? If so, why? If not, why?
3. What implications does this have on your childminding business?
4. What challenges do you think you may face and how could these be overcome?
5. What are the benefits of delivering as a single provider in relation to what you are trying to achieve?
6. Any other comments/observations?

Example 7: nursery school, children's centre and childminding network - key features



Plan increase the number of places available

- Nursery school – open 8.45am-3.35pm TTO with 2 sessions; no fee paying parents
- Children's centre – run by nursery school on same site; supports childminder network; space from which to deliver additional places
- Childminders – mix of fee paying and free entitlement places

Model

- Children spend 15hrs with nursery (likely to be 3 hours a day for 5 days) and 15 hours with childminder (hours can be flexible)
- Childminder will walk children to / from nursery
- Childminder will deliver additional (paid for) hours
- Joint management of EYFS

Example 8: primary academy/teaching school, stay and play group, childminder and university – key features



Plan: increase number of places from 48 to 60 through full daycare

- Primary academy delivers 7.30am-5.45pm TTO;
- Stay & play (S&P) group runs on academy site & provides paid for wrap around care; looking to expand their business
- Childminder – quality endorsement; possibility of more children
- University- placements for early childhood studies students & ability to respond to workforce needs of early years sector

Model

- Stretched offer – holiday provision delivered on school site by school and (S&P) staff
- Extended days – wrap around provision delivered out of hours and at weekends at school by childminders
- Enrichment – provided by S&P group incl. at weekends
- Workforce – formal agreements re: placements and workforce development opportunities

Partnership working - benefits



- Children can experience different types of childcare
- Maximising resources (space, staff)
- Share expertise
- Maximise strengths and learn from each other
- Share risks
- New business opportunities
- Efficient delivery
- Create economies of scale
- Reduce costs
- Improve sustainability

Partnership working - challenges



- Developing trust
- Time consuming
- Actual or perceived loss of autonomy
- Impact on decision making
- Working across different cultures, language, ways of working
- Roles and responsibilities
- Competition for places

Sole provider - benefits



- Keep control of your business
- Manage demand
- Choose how many funded and how many free places to offer
- Continuity of care for children
- Consistency of provider for parents / carers

Sole provider - challenges



- Capacity to meet extra demand
- Competition from other providers
- Impact on income

Sustainability – preparation and planning



Preparation

What are the biggest challenges for you as a childminder?

What are the opportunities for you as a childminder?

Action planning

Identify actions in relation to staffing, premises, business models, understanding demand, occupancy etc.

What is the action?

Who will do it?

When – high/medium or low priority?

What risks have you identified

Being a sole provider?

Being part of a partnership?

Doing nothing?



www.familyandchildcaretrust.org/access-dfes-30-hours-mixed-model-partnership-toolkit

Overview of the entitlement

Case studies

Tools to help develop and manage partnerships

FAQs

Joint management of EYFS

Templates for action planning and assessing risks

Examples of demand surveys

Sources of information, business and other support



- Family and Childcare Trust -
<https://www.familyandchildcaretrust.org>
- Knowledge Hub -
<https://khub.net/group/achievingtwoyearolds>
- Childcare works –
www.childcareworks.co.uk
- 4Children Early Learning and Childcare Hubs project -
<http://www.foundationyears.org.uk/hubs/>



- Overview of the extended free entitlement
- Blended approaches
- Developing and sustaining effective partnerships
- Range of tools
- SWOT analysis
- Sustainable business planning
- Actions – your next steps
- Evaluation

Connect with us



- FCT website for information and support
www.familyandchildcaretrust.org
- Sign up to our monthly newsletter to receive updates on consultations, resources etc.
www.familyandchildcaretrust.org/sign-up



@FamChildTrust



facebook.com/famchildtrust

Thank you

Please complete your evaluation form

