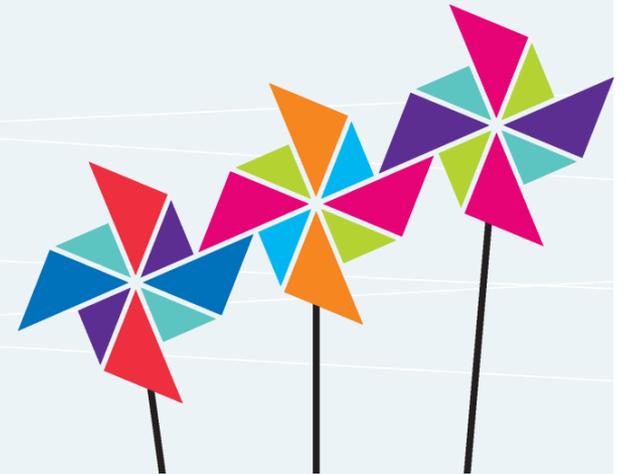


Delivering the 30 Hour Entitlement:

Facilitating Effective Partnerships

Presented by

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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 of the session



- Ensure clear overview of the extended free entitlement '30 hours'
 - its challenges and opportunities
- Review different partnership models of delivery
- Consider benefits and challenges of different models
- Explore tools available to support partnership working
- Explore local partnership opportunities
- Understand what we know about the likely demand from local families
- Develop an action plan for your setting to ensure you are ready to deliver the EFE

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

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

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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

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



What is a mixed or blended model?

- Partnership of providers sharing delivery:
 - Schools, PVI, childminders, before or after school clubs
- Partnership around other aspects of delivering the entitlement
 - Staff training and development
 - Access to physical space
 - Supporting families



- Example 1: primary school, nursery school and children's centre
- Example 2: primary academy/teaching school, stay and play group, childminder and university
- Example 3: two community nurseries
- Example 4: nursery school, children's centre and childminding network
- Example 5: SEND
- Example 6: partnership with wider family support services
- Example 7: maximising use of outdoor space
- Example 8: procurement

Group activity



You have been given a case study of one of eight blended model approaches explored. 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 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?

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: 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

Example 3: two community nurseries – key features



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

- SCCN – 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
- KGCCN – 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

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

Example 4: 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 5: 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 6: 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 7: 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 8: 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 (?)

Partnership working - benefits



- 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



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

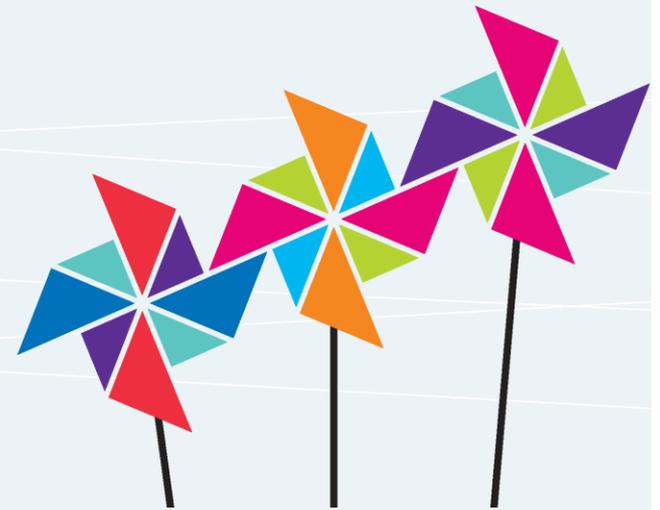
Examples of demand surveys



What do you need to consider?

- Likely demand
 - Current users / other potential users – local demographics
- Business modelling and sustainability
 - Your income/expenditure and break even point
- Delivery models
 - Level of flexibility – people and premises
- Partnership opportunities
 - Legalities
 - Communications
- Assessing risks of not getting prepared

Delivering the 30 Hour Entitlement: Business Planning and Support



Aims of the session



- Understanding local parent demand – what do we know? What else do we need to know?
- To explore partnership opportunities
- To think about key sustainability issues
- To develop a setting action plan

Partnerships – give and get



- What can your setting **give to** a partnership?
- What would your setting want to **get from** a partnership?
- What would a school be able to **give to** a partnership?
- What would a school want to **get from** a partnership?
- What would a childminder be able to **give to** a partnership?
- What would a childminder want to **get from** a partnership?

Partnerships – preparation and planning



Preparation

What is the purpose of the partnership?

Who could you work in partnership with?

How will you make contact with them?

Action planning

Identify 2 or 3 actions in relation to a partnership approach

What is the action?

Who will do it?

When – high/medium or low priority?

What else do you need?

Update regarding Ealing rates and supplements to schools and providers

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

	Maintained Nursery School	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	£4.64
Deprivation	£0.26	£0.26	£0.26	£0.26
Quality QTS	£0.26	£0.26	£0.26	£0.26
Quality EYPS	£0.22	£0.22	£0.22	£0.22

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

Base rate + QTS + Deprivation = £ 5.16 (currently £4.17)

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

Please note: The rates have been agreed at the School Forum, but have yet to be ratified formally by the Council which will occur in February 2017

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

The online place/income calculator is currently being updated to assist with your forecasts calculations and support your plans

Ealing parent demand survey



- Summarise key features of Ealing's demand survey – information to be provided by Michael



Preparation

What are the biggest challenges for your setting?

What are the opportunities for your setting?

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?

Risks

Sources of business and other support



- Family and Childcare Trust Toolkit
- DfE – to be done
- Knowledge Hub
- Childcare works website



- Overview of the extended free entitlement
- Blended approaches
- Developing and sustaining effective partnerships
- Range of tools
- Sustainable business planning
- Actions
- 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



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