



Gloucestershire

COUNTY COUNCIL

PARTNERSHIP
WORKING TO DELIVER
THE 30 HOURS
EXTENDED
ENTITLEMENT

Different ways in providers in different sectors can work in
partnership to deliver the entitlements

May 2017

The 30 Hour Extended Entitlement – Partnership Working to Deliver the Offer to Parents.

Introduction

From September 2017 the extended entitlement of 30 hours free provision – an additional 15 hours a week for working parents of three and four year olds will be introduced . This is on top of the universal entitlement of 15 hours a week for all three and four year olds. Eligibility for the additional 15 hours will be determined by HMRC.

Local authorities are required to adhere to the Department for Education’s statutory guidance to enable children to take up their full entitlement to a free place which best supports their learning and development and at times which fit with the needs of the parents to allow them to work or increase their hours of work.

Early Education and Child care: Statutory Guidance for Local Authorities March 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf

The guidance states the Local Authorities should ‘ Encourage strong partnership working between providers from all sectors (maintained schools , academies and fee schools , private voluntary and independent providers and child minders) to ensure the market offers maximum flexibility for parents to access free hours to meet their needs and the needs of their child . ’

1. What is partnership working?

The partnership model is based on providers working together to deliver the extended early education entitlement with any of the following (or a combination of all of them) participating:

- Schools.
- Private, voluntary and independent (PVI) sector, including sessional and specialist.
- Providers e.g. for children with SEND and those who currently only deliver out of school (OOS) provision.
- Childminders.
- Children’s centres.

Key principles are to maximise the use of space in buildings across the day and year and use a pool of staff available locally to achieve efficiency in delivery.

An element of this might involve retraining of sessional staff to deliver specialist Out of School (OOS) provision for children with SEND and also to increase the generic workforce.

An optional but welcome extra would include partnerships where children's centres are also working closely with early education providers to deliver family support, employability and early education readiness services to children and their families.

It is not envisaged that a partnership necessarily has to consist of a formal legal arrangement but could involve protocols between the partners and a joint business plan.

2. Why would providers want to work in partnership to deliver the entitlement?

- Providers can't or don't want to offer the whole 30 hour entitlement.
- Providers would like to build a network of local contacts to help them improve their offer to parents.
- Create new opportunities by joining up with local providers to create a joint offer that is appealing parents.
- Schools may want to work with other providers, not only to offer the entitlement in a flexible way, but to ensure continuity of education and support as children move from early year's provision to the reception year.
- Childminders may be interested in becoming part of local network to avoid operating in isolation.

3. What are the key features of a partnership?

There is no single model of partnership working that is right for everyone, but there are some common features amongst partnerships that work well :

- They have children's well being and development at their heart, with the delivery of high quality services as a common focus.
- Trust between partners is vital – strong working relationship need significant investment of time to establish them
- They share learning and good practice to the benefit of the partnership as a whole.
- They involve parents in the development and delivery, to ensure that the offer meets – and continues to meet – their needs.
- They use a pool of locally available staff to ensure efficient delivery.
- They allow partners to maximise the use of the buildings and space across the day and year.

4. Possible Models of Partnership Working .(taken from the Family and Childcare Trust toolkit) <https://www.familyandchildcaretrust.org/dfes-30-hour-mixed-model-partnership-toolkit>

There are various ways a partnership could work. These include:

Sessional and term-time only:

A school that provides a sessional offer currently and does not have enough space to accommodate the number of children they currently have in the Nursery; the school could work in partnership with a local PVI provider and/or childminders to accommodate the overspill but facilitate transition to the school Reception class; this could work well for children for whom a longer day in a group setting may be too challenging.

Stretched offer Example A:

A school provides the core day hours and a PVI provider delivers the additional hours during term-time and the holiday periods on the school premises to make up an all year round offer 8am-6pm, 50 weeks per year; in this case, the PVI providers delivers the offer by transporting their Ofsted registration to the school site.

Stretched offer Example B:

A school provides the core day hours on the school site and a PVI provider delivers the additional hours during term-time and the holiday periods on their own site.

Stretched offer Example C:

A school provides the core day hours on the school site and a PVI provider delivers the additional hours during term-time on the school site and the holiday periods on their own site.

Stretched offer Example D:

A partnership between a school, childminders, a voluntary sector play organisation with the school providing core day hours and a combination of childminders and a play centre delivering the additional hours, including a Saturday offer, during term-time and throughout the holidays.

Stretched offer Example E:

A partnership between a specialist provision for children with SEND and local childminders and PVI providers can deliver an offer that is suitable to the needs of the individual children.

Working in partnership with a focus on outdoor learning as part of the offer

Where indoor space is a challenge, a partnership of various providers, including specialists in outdoor learning, can maximise the use of the outdoor space available and integrate outdoor learning into the offer.

5. Establishing a partnership

There are a number of matters that will need to be considered when putting a partnership arrangement in place to deliver the offer. These include:

- Managing the partnership relationship
- Staff contracts if they working on different sites
- Insurance
- Inspection
- Health & safety and safeguarding
- Communication between partners
- Assessing demand and tailoring supply to meet it
- Action planning
- Financial modelling
- Agreements about communication with parents, including home visits
- Marketing/communicating the offer to parents
- Joint management of a child's education, including transition
- Family and employability support
- Charging policy
- Help with childcare costs.

These are dealt with in detail in the following parts of the Family and Childcare Trust toolkit: Getting Started., Partnerships and Working with Parents.

In addition the Department for Education in partnership with Action for Children plans to offer further support to

- develop effective partnerships between child minders and schools to deliver the 30 hour entitlement
- to demonstrate how partnership working can support children's learning and development , high quality provision and parents' need for flexible provision.

The support comprises of events and hands on support and more information will be published on Foundation Years website. <http://www.foundationyears.org.uk/events/>