

Report to: Children & Young People's Panel
Cabinet

Date: 12th March 2009
19th March 2009

Subject: Admissions to Maintained Nurseries

Report of: Executive Director of Children and Young People's
Services

Contact officer: Val Lewis 01942 486175 v.lewis@wigan.gov.uk
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Purpose / summary: To inform members of changes to admissions and practice in maintained nursery classes and schools and to request Cabinet to approve the proposed advice on admissions policies.

Alternative options considered and reason for selecting the one recommended: None due to the complexity of the aspects to be incorporated.

Recommendation / decision: It is recommended that members note the changing nature of maintained nursery classes and nursery schools and that Cabinet approves:

- 1) the changes to admissions policy in maintained nursery classes and schools;
- 2) the criteria for developing new maintained nursery classes;
- 3) the changing nature of maintained nursery classes and approve the ability to deliver flexible services in the ways described in the report; and
- 4) the list of nursery settings where children will receive 15 hours from September 2009.

Key Decision: This report involves a key decision within ground 1.

The decision made as a result of this report will be published within **48 hours** and cannot be actioned until **seven working days** have

elapsed, i.e. before 31st March 2009

This item is included in the Forward Plan.

Risks / Implications:

Financial:	Revenue costs will be contained within DSG / new standards fund
Staffing:	None to centrally employed staff. Some to schools but financial aspects covered (above) plus advice on consultation with staff accounted for in proposals.
Policy:	Yes – will require updating of LA Early Years Policy and Admissions to nursery policy. Will require school Governing Bodies to amend their admissions policy
Equal Opportunities - Has a Diversity Impact Assessment been conducted?	Yes
Wards affected:	All

Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?

No

If yes, have the property implications been agreed with the Corporate Property Officer?

Does this proposal have significant implications for the Council and the local population?

A full diversity impact assessment has been undertaken and is attached as an appendix to this report.

Does this proposal involve a new policy or procedure or significant changes to an existing policy or procedure?

A diversity impact assessment has been undertaken and is attached as an appendix to this report.

Has the Service Director - Borough Solicitor confirmed that the recommendations within this report are lawful and comply with the Council’s Constitution?

Yes *

Has the Service Director - Corporate Services confirmed that any expenditure referred to within this report is consistent with the Council’s budget?

Yes *

Are any of the recommendations within this report contrary to the Policy Framework of the Council?

No *

* delete which applicable

For Cabinet reports only :

Categorisation of the report:	
Discussion leading to a decision	
Monitoring	
Sharing for corporate understanding	

Discussion	
Decision	X
Information	

Tracking/Process:

	Consultation	Ward Members	Partners
	Nov – Dec 08		
Panel	Overview & Scrutiny	Cabinet	Council
12.03.09		19.03.09	

There are no Background Papers to this Report within the meaning of Section 100D of the Local Government Act 1972.

Proper Officer



Date

24th February 2009

1. Background:

- 1.1 This report builds upon a report in May 2008 that informed members of changes to staffing ratios in maintained nursery classes as a result of the introduction of the Early Years Foundation Stage (EYFS) from September 2008. The EYFS is one of the major elements of the Childcare Act 2006 and provides a curriculum framework for 0-5 year olds. Importantly, the EYFS removes the distinction between early education and childcare for children in this age range and locally we have begun to describe this as Early Years Provision.
- 1.2 With the introduction of EYFS staffing ratios are 1:13 rather than 1:15 as was the case in Wigan LA maintained nurseries. Following consultation, some nurseries requested to alter their admission number to 52 (from 60) but others wished to remain at 60, employing an additional Teaching Assistant to meet the 1:13 staffing ratio. Previously members have approved a change in admission number for some maintained nurseries and this has met local need.

2. Wider Implications of the EYFS and changes to Ofsted Registration:

- 2.1 The EYFS also requires nurseries to offer more choice and flexibility for parents to enable them to balance the demands of work and family life. This will require nurseries to change their traditional service delivery. (Until now most maintained nurseries have offered 5 morning or 5 afternoon sessions.)
- 3 A group of schools with maintained nursery classes (and settings from the private and voluntary nursery sector) (PVI) have been part of the Flexible Delivery Pilot. These providers have been trialling a more flexible offer for parents based on parameters set by the LA (consistent with DCSF guidance). The maintained nurseries within the pilot have been giving parents access to **free** Early Years provision (Nursery grant) and in some, to **charged** Early Years provision as well – additional time in the setting for which parents must pay. This has brought the maintained sector on more of an even footing with the PVI sector and for those with surplus places this has helped them to balance their budget.
- 3.1 Ofsted have changed the way they register and inspect nursery provision on school sites and this, in addition to the ability for Governors to deliver nursery provision as a community service under Section 27 of the Education Act 2002, is leading to a wider variety of provision in the maintained sector. (Community pre schools)
- 3.2 In order to minimise the financial liability to the LA from any extended services that Governors can now deliver (under Section 27 of the Education Act 2002) a Management & Governance Panel, (a group of officers from a wide range of teams/branches across the council) has been established and criteria for Section 27 applications have been developed.(Appendix 1)
- 3.3 Instead of the traditional maintained nursery class which has a teacher and a Level 3 Teaching Assistant to every 26 children, in Community Pre- schools this will not be the case. Because they are still registered separately by Ofsted they must meet the staffing ratios /qualifications for a private / voluntary nursery which is 1 staff member to 8 children with 1 member of staff

being qualified to Level 3 and half the rest of the staff to Level 2. These Community Pre Schools will still be funded as a PVI sector nursery.

- 3.4 Taking account of the LA Duty to improve outcomes by the end of the Foundation Stage, a panel of officers have been considering the potential benefits of some of these Community Pre Schools becoming maintained nurseries. Criteria have been drafted in order to support the decisions on where this might be appropriate. (Appendix 1 Section 4)
- 3.5 This would also mean that the LA had criteria against which to judge applications from schools who have already established a Community Pre School using their Section 27 powers, if they then chose to use the statutory process available to them to extend the age range of the school.
- 3.6 In addition, from September 2009, the most disadvantaged 25% of 3 and 4 year olds will receive 15 hours free nursery provision instead of 12.5 hours. This will be funded from central government, initially from a new Standards Fund and then through the DSG in the same way as the existing free nursery grant. Based on guidance from DCSF and analysis of local data related to children living in the most disadvantaged households and the intensity of attendance in settings, 34 settings have been identified, some of which are maintained nursery classes and some PVI. Subject to member approval, all children attending these settings will receive 15 hours free nursery entitlement from September 2009. (Appendix 2)

All 3 and 4 year old will receive 15 hours free from September 2010.

3. Implications for school budgets

- 3.1 Alongside the changes already covered, some Early Years Funding Reforms are required by 2011. The details of the reforms are not covered in this paper but proposals in this paper take account of the implications of these reforms which are likely to have a significant impact on the maintained sector unless Headteachers embrace the new flexibility demanded by the EYFS. A summary of the reforms can be found at Appendix 3. The necessary background work to amend existing formulae for the free nursery provision in schools, private and voluntary nurseries has begun.

4. Consultation

- 4.1 All nursery sectors have been informed about the implications of the EYFS regarding flexibility and the changes to 15 hours.
- 4.2 In order to inform the proposals in this paper, 12 nurseries from the maintained sector and 12 from the PVI sector have participated in a "Flexible Delivery Pilot" and provided feedback to inform this paper.
- 4.3 Feedback from the Flexible Delivery consultation is tabulated at Appendix 4.
- 4.4 A number of Headteachers with maintained nurseries have discussed the advantages and disadvantages of reducing the admission number to 52 or maintaining it at 60 with the LA. There are advantages and disadvantages to

both but the decision is affected by the local position. Where there is greatest demand for places, maintaining the higher number will be beneficial to parents in the local area and will give Headteachers more flexibility to deliver the free and charged elements of the nursery provision.

- 4.5 In addition, those selling charged Early Years provision have been asked to consider how selling additional provision to the children on roll in the Autumn term will impact on the admission of younger children as they become eligible in subsequent terms. Of the 7 maintained nurseries trialling this, 6 believe that they would choose to sell additional provision to the children on roll rather than saving places for children who may be eligible in subsequent terms. This is due to the financial shortfall resulting from the nursery running with surplus places. Younger 3 year olds would have to seek places in other nurseries in either the maintained or PVI sector if space was not available as a result of this.

5. Proposals:

- 5.1 It is proposed that Cabinet amends the Admission to Nursery policy to enable individual Governing Bodies to use their former admission number (60 in most cases) or the revised admission number (52 in most cases) in order to manage the demand for places and the financial implications of being under subscribed, adjusting staffing levels accordingly in line with EYFS ratios. It is also proposed that individual Governing Bodies be responsible for making the decisions related to selling surplus / saving places for younger children to enable them to remain sustainable and prevent the nursery class being propped up by other parts of the school budget.
- 5.2 It is proposed that Cabinet notes the changing picture of service delivery in maintained nurseries, and approves that schools can sell surplus places (charged Early Years provision) as part of the changes, subject to discussion with appropriate LA officers and approval from the Management & Governance panel..
- 5.3 It is proposed that Cabinet approves the list of providers that will deliver the increased free nursery entitlement (15 hours) from September 2009.
- 5.4 It is proposed that Cabinet approve the process and criteria for approval of pre school groups coming under the management and governance of the school governing body to become a Community Pre School.
- 5.5 It is proposed that Cabinet approve the additional criteria for the development of maintained nursery provision.

Alternative options considered and reason for the recommended option:

None.

Conclusions:

In order to comply with DCSF targets and to enable the maintained sector to be sustainable, the proposals above are regarded as the best options.

Diversity Impact Assessment form

Section: CYPS

Policy/Service Area: Early Years & Childcare

Person Completing Form: Val Lewis

Date: February
2009

Do any of the below groups suffer specific disadvantage (please indicate)

	Yes	No		Yes	No
Race		X	Disability		X
Ethnicity		X	Gender		X
Age		X	Religion		X
Class		X	Sexual Orientation		X

Is there evidence of disadvantage or associated problems?

The proposals seek to positively advantage parents in their choice of how they access free nursery entitlement for 3 / 4 year olds in order to support them in accessing training or employment.

There will be greater flexibility to take the hours to meet their needs and access to the free entitlement over the lunch time period when maintained nurseries have normally been closed.

Unless the changes are implemented, the maintained nurseries will not be able to accommodate the increase to 15 hours flexibly, will be unable to compete in the marketplace and the current surplus place issue in maintained nursery classes will be perpetuated.

Three year olds who are not eligible for admission to a maintained nursery in the September term may not get places in subsequent terms if nurseries are selling additional EY provision. However to save places is causing losses and schools are having to subsidise the nursery from other areas of the school budget. There are sufficient places for all children in the sector overall.

How was the information collected and/or who have you consulted with?

Headteachers, nursery practitioners, LA officers, PVI sector, DCSF, National Strategies, Government Office North West

Action Plan – *What specific actions are planned to tackle any disadvantage identified?*

Training about flexible delivery and the increase in the free nursery grant across all sectors working systematically with pilot groups from each sector.
Amendment to the LA Early Years Policy and the current LA contract for nursery grant (private & voluntary sectors).

Is the policy in line with current equality legislation and relevant codes of practice?

Yes

Timescale	
Responsibility	
Comments	

Are the actions specified included in any other documents/plans?

Departmental Service Plan	
Section/Team Plan	Early Years & Childcare Plan
Other (Specify)	Early Years Quality & Inclusion Team Plan

Date for further review: March 2010

Appendix 1

Best Practice Guidelines for Section 27 Applications – Schools with Established Extended Services

including EY Provision, Out of School Childcare, Holiday Care and 0-3 services, to which schools must have regard when exercising their Section 27 powers.

1. Consultation and Guidance

Prior to use of s.27 powers the governing body must consult with:-

- i.the local education authority
- ii.staff and parents
- iii.pupils if appropriate
- iv.and with such other persons the governing body consider appropriate

In addition the governing body must have regard to any relevant guidance issued by the Secretary of State and to any advice given to them by the Local Authority.

The Governing Body is required to inform the LA of the steps taken following receipt of this advice.

The GB must consult with the LA at least 8 weeks before exercising its community facilities power.

2. Infrastructure

The proposal must be:-

1. Permitted by the school's instrument of government and charitable in nature. The proposal must also demonstrate benefit to pupils of the school or their families, or the local Community.
2. In line with LAs Provision Planning Proposals / net capacity policy
3. An identified need in Childcare Sufficiency Assessment
4. Demonstrate commitment to develop provision for a minimum of 48 weeks per year if required by the LA and to deliver EY Provision flexibly within core school day (including lunch time) if this is one of the services covered by the application.

3. Finance / Staffing Issues

Based on S28 of the 2002 Education Act :-

- 3.1 The GB must provide detailed information regarding the financial viability of the proposal (Business Plan). The Business Plan must meet the following criteria.
- a. Must provide evidence of sustainability.
 - b. VMC or other must have been in existence for 3 years minimum.
 - c. Accounts must be made available to the LA to substantiate the figures provided.
 - d. Copies of bank statements to support financial appraisal must be provided.
 - e. Consideration of the school's overall financial position regarding its main statutory functions must be made.

A checklist must be provided to demonstrate that all the following have been considered:-

- f. VAT re activities being undertaken
- g. New bank accounts created
- h. Staffing structure is clearly defined
- i. Contracts make clear that new jobs are aligned to extended school activity and that it is these jobs that would be at risk if the extended service/s fail.
- j. Employment of staff under Local Government terms and conditions is affordable
- k. TUPE process will be followed for transfer of staff
- l. Charging policy exists
- m. Exit strategy exists and has been quantified and a contingency plan considered.
- n. SWOT analysis undertaken & local competition identified.
- o. School premises can facilitate the proposals both now & in the future.

- p. Premises / provision planning teams have been consulted.
- q. A risk assessment been undertaken and any implications costed.
- r. All direct & indirect costs have been identified with assurances that the delegated budget is not picking up any costs.
- s. LA processes / procedure / standards in respect of audit requirements must be upheld in respect of:-
 - Treatment of income and surpluses
 - Health & Safety
 - Insurance
 - Taxation
 - Banking

3.2 To safeguard the financial position of the LA & school the GB must submit the detailed business plan for agreement with the LA (to which the LA must respond within a 4 week period.)

3.3 Separate accounts must be maintained for additional activity.

3.4 Every six months a GB must supply a financial summary re income & expenditure. Failure to submit can lead to the suspension of a governing body's right to have a delegated budget.

4. Additional Criteria for schools seeking consideration as a maintained nursery, subject to statutory consultation on changing the age range of the school.

- i. Full approval of Diocese if appropriate
- ii. School based in disadvantaged area (using acorn criteria / definitions)
- iii. School based in an area where the development of alternative EY Provision and Childcare for older children would not be an attractive business proposition for a new provider
- iv. In line with needs identified in the CSA
- v. Balance of provision between sectors in the local area maintained
- vi. Service judged by Ofsted to be at least good
- vii. Accredited or working towards accreditation under Wigan Quality Standard (EY Provision, Out of School Childcare)

Appendix 2

(Based on analysis of attendance at settings from children in Acorn Hard pressed category.)

LA Maintained Nursery Classes

Marsh Green
 Westfield
 Higher Folds
 Meadowbank
 Ince CE
 Hindley All Saints
 Beech Hill
 Westleigh Methodist
 Britannia Bridge
 St Williams

PVI Settings

St Gabriel's
 Young Person's Centre
 St James' Starter Group
 St John's Playgroup
 St Cuthbert's Pre School
 Little Stars
 Little Dragons
 Rose Bridge
 Lamberhead Green
 Mini Zone

St Jude's
St Patrick's
Worsley Mesnes
St Peter's Infants
Bedford Hall Methodist
Canon Sharples

Agape
Happy Hours
Heron Day Nursery
Nicol Mere Early Years Centre
First Steps at Cansfield
ABC Childcare
The Ducklings
Madinah
Little Sunshine's
Honey Bears

16

20

36 Total

Appendix 3



Report to: Schools Forum

Date: 14th November 2008

Subject: Early Years Funding Reforms

Contact officer: Peter Haggart 01942 486042 : p.haggart@wigan.gov.uk

Purpose / summary: To provide Schools Forum with an update on the Early Years Funding Reforms between now and 2011.

Recommendation / decision: To note the content of the report and the work to be undertaken and to approve the methodology for allocating deprivation funding to PVI's.

Risks / Implications:

Financial: None at this stage.

1. Introduction

Schools Forum has already been notified of the Early Years Funding reforms between now and 2011.

The purpose of this report is to provide Schools Forum with an update on the work done to date and required in the next few months.

2. Deprivation Funding for PVI's

For the 2008/11 budget period the government provided local authorities with extra funding. In Wigan the decision was taken to allocate this funding using Acorn data to target deprivation.

For 2008/09 £60,000 is available, and £103,500 is available for 2009/10. For 2010/11 the Local Authority will have introduced a single early years formula and the sum of £180,500, earmarked as deprivation funding for PVI settings will be allocated through the relevant factors. The work on the formula will be completed over the next twelve months.

As a temporary measure the Local Authority is proposing that the total sum of £163,500 available over 2008/09 and 2009/10 is distributed to the PVI's over the five terms, commencing September 2008. The amount **available** each term has been allocated based on the number of children attending PVI settings each term.

The proposal is that each PVI will receive an additional payment each term for deprivation based on its relative Acorn score to that of all of the PVI's.

The Acorn scores used are based on the Hard Pressed Category only, so that those PVI's with a greater proportion of children who fall into that category will receive a greater proportion of the funding available.

The early years sub group have been contacted with regards to their approval of the methodology we have suggested. Of the nine members of the group contacted only one return is outstanding. Of the eight responses we have had, only one member objected to the methodology.

Members of Schools Forum are asked to ratify the proposal for distributing the funding to PVI's as outlined in this report.

3. Consistent Pupil Count

Currently the situation is as follows:

- Local Authority funded by DCSF based on a single pupil count in January.
- Primary schools with a maintained nursery are funded based on the January census. Each pupil is counted as 0.5 fte. No adjustments are made to school budgets in respect of pupil numbers in the Summer and Autumn terms.
- PVI's are funded based on termly head counts reflecting actual provision. Every hour of early years education counts up to a maximum of 12.5 hours per week.

Changes

- From 2009 Local Authorities are required to count children on the basis of participation not places across all settings. The Early Years Census and the

Schools Census will be brought into line with each other in 2009 and DCSF will collect individual child level information about the number of hours of free entitlement a child receives in a given week of the term.

Local Authorities are not **required** to move to participation led funding until 2010/11 although they can do so if they so wish from 2009/10.

Work has commenced to determine the potential impact of funding maintained nurseries based on participation rather than the January census only. Early indications are that in **total** less fte's will be funded using the participation model than would be the case currently, but there are inconsistencies on a school by school basis. More data is required before firm conclusions can be made.

4. Flexible Delivery – including extension to the free entitlement

In July 2008 the DCSF issued guidance to local authorities on how to deliver the flexible extension to the free entitlement offer for 3 and 4 year olds. The objectives are:

- From September 2010 every local authority to offer 15 hours of free early education to 3 and 4 year olds, over a minimum of 38 weeks. That offer must be made flexibly to meet parental demand over a minimum of 3 days.
- As a step towards that, from September 2009 all local authorities will be required to make the offer available to 25 per cent of their most disadvantaged 3 and 4 year olds.
- Funding of £357,807 has been made available in 2009/10 through the Standards Fund to enable Wigan to deliver the additional 2.5 hours. The money is ring fenced and can **only** be used to deliver the extension.
- The target will only be in place for one year. By September 2010 there will be a universal offer for all those who wish to access it. On this basis the DCSF do not want to be overly prescriptive and set strict eligibility criteria, and it is their view that a setting rather than child based approach is used.

Val Lewis the Early Years Advisor is currently working on identifying the settings (both maintained and PVI) which will be targeted for the additional funding with effect from September 2009. These proposals will be brought to the next meeting of the Schools Forum in December, and the intention is to use Acorn (Hard Pressed Category) data.

The Local Authority has been running a pilot working with a number of establishments aiming to move away from sessional provision and to incorporate the Lunchtime as part of the free entitlement.

Another pilot will be run in the Spring term.

5. Single Funding Formula

Local Authorities must use a single local formula to fund early years provision in the maintained and PVI sectors by 2010/11.

Any changes in this respect will coincide with changes to the termly pupil counts for Wigan – already referred to.

Although a detailed piece of work was undertaken at the beginning of the year, this will need to be revisited over the coming months in preparation for 2010/11.

The Local Authority will use the Early Years Funding sub group to move forward in this respect.

6. Funding Regulations

Funding Regulations are due from the DCSF later in the Autumn Term. These may be changes to these regulations to:

- Allow local authorities to fund on a termly basis
- Determine whether funding should be based on retrospective pupil numbers
- Determine whether or not MFG for early years provision in maintained settings should be retained.

7. Summary

Although a substantial amount of work has already been undertaken regarding the Early Years Reforms, careful consideration of the implications of participation based funding and a single funding formula is required to ensure a smooth transition to the new arrangements.

Appendix 4

Feedback from Pilot 1 Flexible Delivery Maintained Sector Nursery Classes

1. Positive Outcomes of Flexible Offer

- Parents have more choice, increased flexibility and are able to select sessions that fit in with their work commitments (6)
- Very positive comments from parents (2)
- Strengthened links between parents, nursery staff and school admin staff as working more closely together as a team to provide excellent service for all
- Increase in numbers of children attending (3)
- Increased numbers making the nursery viable
- Increased number of children means increased staffing (and higher ratio) (2)
- Staff morale
- Able to establish rotas/routines for all areas/environments with increased staffing

- Improved teaching and learning, children benefit from sustained activities facilitated by longer session times
- Continuity for children going into Reception class
- Opportunities to develop PSED enhanced through attendance over lunch time (2)
- Flexibility of pupil groupings has been successful
- Children making wider social relationships
- Key workers groups set up and successful
- Some vulnerable children can now attend all day

Positive Outcomes of Flexible Offer for those selling additional EY Provision

- Increased number of sessions used by families
- More families have come to the school because we offer top up sessions
- Prices are competitive and provide best value for parents
- Parents are able to increase their sessions when the children have settled and in preparation for full time education
- Additional funds generated through income (2)
- Money from income can be re-invested into FS to further improve provision
- Income contributes to marketing budget
- Sale of surplus places has economic benefit to the school
- Admin time being paid for to administer fees/letters etc (2)
- With the before and after school club we are now able to offer full day care for 3/4year olds

2. Challenges & Solutions (FREE provision)

Challenges	Solutions
Knowing which children should be in nursery for each session	Produced daily as opposed to weekly registers
Organisation (2)	Additional time for manager to plan sessions/finance. Establishing rota for 3 staff
Curriculum Planning	PPA time for teacher and manager to liaise. Additional staff member who covers PPA.
Staffing lunchtime	New attendance / registration formats
Staff – keeping positive attitudes in light of challenges	Consultation and discussion at every stage

Healthy eating and lunches	Working with kitchen staff
Planning sessions and ensuring things are not repeated for those children staying all day	Key worker groups have helped. Additional activities and change of focus in the afternoon Staff working on progress records (baseline) and 2 week plan to ensure coverage and balance. Rolling timetable to ensure variety for those staying all day
Making sure the children who are not in nursery every day have the same opportunities	Key worker groups allocated according to attendance Timetabling has helped eg having extra PE & ICT sessions timetabled where children would otherwise miss out
Time management	Release time for teacher to work with admin. Person to meet with parents
January intake	Limited availability (using the admissions criteria)
Registers	With such a range of sessions available, the registers have become sign in / sign out sheets in key worker groups
Letters to parents (with children coming and going at different times)	Post pockets have been introduced
Parents wanting to change contracts	Parents can now only change contract at the end of each term. (Requests considered any time in exceptional circumstances)
Some children are unsettled, especially if their friend is not attending all the same sessions and some have been unsettled at lunchtime	Yet to find a solution
Providing continuous provision at lunchtime costs the school salaries	Using income from sale of additional hours. Need to monitor budget for coverage
Providing lunches and transporting them to unit	Eventually H&S issues overcome but as numbers increase we will have to invest in a heated trolley
Parents signing their child in & out of sessions. As the start of nursery sessions are busy with numerous parents coming in and out, nursery staff have found it difficult in some cases to ensure all parents sign their child in & out.	Frequent reminders to all parents by nursery staff, this has gradually improved this issue.

Challenges & Solutions (ADDITIONAL PAID provision)

Payments	4 hours a week to administer collection and
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	receipts for fees and chasing of non payment.
Recording payments	Admin person being trained in Excel
Vouchers	Working with bursar to sort out the admin related to a variety of voucher schemes. Involved many phone calls
Not all parents pay on time	Letters have been sent home indicating how much is owed and informing them that their contract will end if payment not made by given date
Numerous changes by parents of childcare sessions required. This is sometimes as much as 2-3 times per week with some parents. This involves new contract letters issuing, payments recalculating, school systems need updating, nursery registers need amending and staffing levels checked and possibly changed. This can take a considerable amount of time off an already busy SBM	Possible solution – review contract signed by parents and include in it that even though we are flexible changes cannot be made as regularly as they are and that admin charges could be applied to try and discourage parents.
Some parents wanting provision on a daily/weekly basis due to the nature of their working pattern ie shifts. This caused challenges with payment schemes and contracts and involved extra administration time.	Requested that parents who require this type of flexibility provide a monthly/weekly rota of when they will need nursery care in advance, so payment can be taken in advance and staffing can be organised. It has been stressed to parents that we will try to accommodate them but as numbers increase in the nursery this flexibility could decrease.
Collecting arrears is time consuming as this needs to be monitored, parents need to be contacted which involves numerous correspondence and in some cases lengthy telephone conversations.	Only 2 reminders letters issued requesting arrears and if payment is not made within 7 days after final reminder then contract is terminated and childcare apart from free sessions is stopped. This is to ensure that arrears don't build up causing stress and debt for both parents and school. In most cases this works and payment is made but increased admin time is used and usually lengthy telephone calls arise between SBM and parents involved

3. Remaining Challenges

FREE Provision

Input on planning EYFS

Managing admissions if / when oversubscribed (will need LA support)

Systems and procedures to manage assessment

Additional PAID Provision

Parents paying for additional sessions (arrears)

Financial training for admin person

Increased pressure on school business manager
 Staffing implications – are salaries covered by income?

4. Lessons learned that other schools will benefit from

FREE Provision

- Found the daily register really useful
- Organise the timetable when all the children have been admitted to ensure full entitlement
- Plan on a rolling programme i.e. activities and objectives move days each week
- Good communication between Nursery, SBM and Head is vital and regular briefing sessions would be a benefit especially at the setup.
- Need to design a register that not only records attendance but also informs who should be in and when. This has been a problem due to frequent changes made by parents of sessions booked, and due to all the different sessions now available for each day.
- Cluster meetings and support from other providers / LA very important
- Need to be very organised, prepare staff, inform all staff and parents. Important to support nursery staff during process and for team to work together.
- Keep parents informed of changes
- Supporting children who are staying on when others are being picked up
- Limit lunch time numbers to less than 1:13
- Deadline for contract changes. Have a cut off period after which the parent cannot change the contract until the following term or half term unless exceptional circumstances

PAID Provision

- Ensure all systems are in place before the start of the delivery of paid sessions.
- Keep a record of the start date for each contract for paid sessions
- Good payment monitoring systems need to be put in place to enable efficient tracking of payments and arrears.
- Ensure all arrears are dealt with promptly and have solid procedures for the collection of arrears in place.

5. Uptake patterns noticed

<p>Setting 1 Parents select a.m. or p.m. sessions only Parents select a.m. or p.m. sessions only then pay for additional sessions Children attend full days</p>	<p>Setting 2 (in order of popularity) (Service not advertised, take up via word of mouth, need to address advertising) Main choice is still a.m. / p. m. Wed p.m. and all day Thursday and Friday Monday – Wednesday Flexible, any sessions Full time – 3 children</p>
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<p>Setting 3 Mon – Wed very popular. Most common pattern 2 or 3 full days</p>	<p>Setting 4 Many children attend morning session and have lunch</p>
<p>Setting 5 Majority opted for 5 mornings mainly because this has been the traditional pattern Many parents like option 2 which involves nursery on 4 days with lunch on 2.</p>	<p>Setting 6 Wednesdays popular. This could be because some children have their provision over 3 days – Mon Tues Wed or Wed Thurs Fri. About 15 just mornings, about 10 just afternoons. More uptake of dinner sessions than anticipated.</p>
<p>Setting 7 Wide variety but a lot wanting full days Non working parents prefer mornings, sometimes with lunch Sessional provision remains prevalent Parents like the flexibility to take extra sessions as required</p>	

6. Uptake of paid additional provision by maintained nursery class (only 7 of the 12 on the pilot are providing this service)

- Out of 39 children, 24 have additional paid provision (61.5%)
- Out of 52, children, 27 have additional paid provision (52%)
- 60%
- 60% purchase additional provision – mainly lunchtimes and Mon – Wed full days. Majority chose 12.5 plus additional hours
- 51% are buying additional provision
- 33%
- 33%

**Feedback from Pilot 2 PVI Settings
+ 1 Children’s Centre with maintained and PVI integrated**

1. Positive Outcomes of Flexible Offer

- Parents have more choice, increased flexibility and are able to select sessions that fit in with their work commitments (3)
- More children being give greater opportunities in a safe and stimulating environment
- Small number of free places freed up by opening over lunchtime
- Parents pleased with lunch time provision
- Positive feedback from parents (3)
- Even though only minor flexibility available, parents have appreciated it

- Parents returning to work or training
- Being more flexible generates more custom. Open 7.30 – 6.00
- Can offer flexibility from 7.30am until 1pm and 1pm – 6pm over any number of days
- Good uptake of flexible delivery across the sessions
- Pre-school full
- Up to 20 accessing over lunch time
- Now extending to 4pm

Positive Outcomes of Flexible Offer for those selling additional EY Provision

- Able to sell empty slots

3. Challenges & Solutions (FREE provision)

Challenges	Solutions
Staff feel that children who only attend the 2.5 session miss out as they do not have a meal	
Due to sessions made available some parents can only take 11 hours of the free entitlement	Remains unsolved. Increase to 15 hours would make a difference and would allow full take up of free entitlement
Shared building so cannot extend beyond morning. Shared kitchen. (2)	Parents currently do not require longer hours but if this changes need to discuss with church committee
Children being picked up late and running into other sessions affects ratios	Moving to hourly rate
Curriculum for children attending 2 full days	Yet to be solved
Staffing for later finish (4pm) – especially maintained staff	Still developing. Maintained regs need to be discussed and staffing organised

Challenges	Solutions
Continuity in after school provision	Still developing
Overlap of provision into pm session eg full, therefore limits flexibility	

Challenges & Solutions (ADDITIONAL PAID provision)

Challenges	Solutions
Financial implications arising	Yet to be solved

from parents being able to have unlimited choice	
May be long term shortfall	
Shortfall on fees	Yet to be solved

3. Remaining Challenges

- Taking one step at a time and listening to parents, carers and church community
- Flexibility for maintained register without compromised voluntary provision / staffing contracts (Children’s Centre)

4. Lessons learned that other settings will benefit from

- Consultation with parents carers essential
- Working with parents and meeting their needs
- Spent a lot of time looking at different scenarios to ensure it was viable in every way
- Don’t be too adventurous at the start – being too flexible can lead to “inflexible”, therefore turning people away
- 10 out of 15 choosing to buy additional
- 4 choosing flexible delivery

5. Uptake patterns noticed

Setting 1 9-1pm x 3 days 9-12 x 4 days 1-4 x 4days	Setting 2 Bulk accessing 9-3pm
Setting 3 Sessions over lunchtime	Setting 4 9.15 – 11.45
Setting 5 (Mornings only setting) Some parents don’t want every morning	Setting 6 Mornings or afternoons
Setting 7 2 full days 6hours + 6.5 hours Mornings with lunch a few days each week Afternoons with lunch a few days a week All day Friday for children attending mornings the rest of the week	Setting 8 9 – 12.30pm

6. Uptake of paid additional provision by setting

- 9 parents buying additional
- 50%
- 10 out of 15 (67%)
- 20% buying additional
- 39%
- 25%