

Managing the Sustainability of your Nursery Class

Tuesday 17 April



**achieving
for children**

Objective

Identify the cause of vacant nursery places in schools and explore possible solutions and how they can be implemented.



Defining the Issue

Is your school's nursery class undersubscribed?

- Is this a new or historic problem?
- Have you identified the possible causes?

E.g. Ofsted rating, competition in the area, an incident, your nursery offer, parental demand, marketing your nursery, siblings etc.

Possible Solutions...

There are possible solutions for schools to explore, which can help in managing the sustainability of nursery classes:

- ✓ Carry out a demand survey and find out what parents want, to adjust your model
- ✓ Understand childcare offers in the local area
- ✓ Deliver 30 hour places
- ✓ Identify local providers and set up partnerships
- ✓ Take funded 2 year olds
- ✓ Take rising 3s
- ✓ Have more than 1 intake in the year

Understanding Demand and Supply

What are parents asking for? Do they:

- need wraparound care?
- prefer the one provider model?
- require non-term time childcare?

What are the childcare offers in the local area?

- Do local providers offer 30 hours and how do they offer it?
- Do local providers offer 2 year old places?
- Is there non-term time childcare?
- What type of childcare providers are local to you?
- Is there wraparound care?

Developing your Model

You should shape your school's nursery class delivery model based on a comprehensive understanding of demand and supply in the local area.

Your delivery options include offering:

- full time places (30 hours)
- part time places, working in partnership with other providers
- wraparound care – e.g. breakfast club, after school club
- non-term time childcare

Delivery Models

There are many different flexible packages that a school can adopt to deliver the 30 hour entitlement, but these must be within the parameters set out in the statutory guidance. They are:

- no session to be longer than 10 hours
- no minimum session length
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day

School Self-Delivery 1

Delivery Model 1

KEY

	funded hours
	chargeable hours or pick up hours

	Morning session	Lunch	Afternoon session	
Monday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 2.45pm	2.45 to 3.30pm
Tuesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 2.45pm	2.45 to 3.30pm
Wednesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 2.45pm	2.45 to 3.30pm
Thursday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 2.45pm	2.45 to 3.30pm
Friday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 2.45pm	2.45 to 3.30pm

School Self-Delivery 2

Delivery Model 2

KEY

	funded hours
	chargeable hours or pick up hours

	Morning session	Lunch	Afternoon session
Monday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Tuesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Wednesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Thursday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Friday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm

School Self-Delivery 3

Delivery Model 3

KEY

	funded hours
	chargeable hours or pick up hours

	Morning session	Lunch	Afternoon session
Monday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Tuesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Wednesday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Thursday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm
Friday	8.45 to 11.45am	11.45am to 12.30pm	12.30 to 3.30pm

Staffing Arrangements

For children aged 3 and over in maintained nursery schools and nursery classes in maintained schools:

- there must be at least one member of staff for every 13 children*
- at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002*
- at least one other member of staff must hold a full and relevant Level 3 qualification*
-Statutory Framework for Early Years Foundation Stage (2017)

“We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, the provider will need to ensure that quality and safety is maintained”.

-Statutory Framework for the Early Years Foundation Stage (2017)

	Breakfast club	Morning session	Lunch	Afternoon session	After school club
Term Time	Level 3 1:8	QTS 1:13	Level 3 1:8	QTS 1:13	Level 3 1:8

Staffing Arrangements

The Operational Guidance (2017) identifies that all children accessing a maintained nursery place are recorded on the termly DfE School Census, and are therefore given the status of 'registered pupils' of the school. This means that there **must** be a qualified teacher (with 1:13 ratio) as outlined in the EYFS statutory framework.

This puts limitations on schools where:

*'Once a child is a **registered pupil**, then that is their status. For example, it is not possible for a child to be a pupil in the morning and a non-pupil in the afternoon.'*

– Operational Guidance (2017)

Staffing Arrangements

What does this mean for school nurseries?

This means that within the two session school day, a QTS must be leading the nursery provision, even where there are children taking up the extended 15 hours (making up the 30 hours).

Depending on each specific model, this may not always work for all schools.

There are solutions to this...

Possible Solutions to Staffing Arrangements...

1. If your school runs a two session nursery

1.1 Based on the EYFS indoor space requirements, you can measure the area of the nursery to see how many children the nursery can take

1.2 If the main nursery class is not big enough to accommodate the 30H children, the class should be adjacent to the main nursery class or in an open plan style, where the QTS floats between and oversees the provisions

1.3 If both points 1.1 and 1.2 are not possible and your school can only afford a non-QTS, you may need to look into deregistering these pupils and setting up a **separate provision**

2. If your school runs a one session nursery

2.1 If the number of children accessing 30 hours (and therefore moving into a second session in the school day) is large enough, your school may want to review if this can cover the cost of a QTS for the second session

2.2 If 30 hour children are accessing the afternoon session (with a non-QTS) you may need to look into deregistering these pupils and setting up a **separate provision**

Setting up Separate Provision

The Education Act 2002 (Section 27) gives schools the freedom, under community powers, to operate governor-run provision which allows 'nursery' provision to be delivered without requiring a separate registration with Ofsted. This allows schools the flexibility to operate without a QTS. 30 hours children will need to be **deregistered** so that they are no longer 'pupils of the schools' and will be recorded on the **Early Years census** instead.

This is known as Section 27 or Governor Run provision.

You will need to:

1. Discuss with your governors
2. Consider wider implications of deregistering children and setting up Section 27 provision
3. Carry out a non-statutory consultation with key stakeholders (e.g. parents, LA, local providers etc.)

Nursery Applications

Once you have decided your school's delivery model, you will need to think about how you manage your nursery class applications.



You might want to have indicators to find out if families:

- Are already eligible and have a code
- Think they may be eligible and want to take up a 30 hour place
- Would like to take up a 30 hour place if they become available (this is where the school does not offer a fixed number of 30 hour places)

It is also a good chance to send information on the 30 hours to parents who may still be unaware of the offer, .e.g. 30 hour leaflet, link to www.childcarechoices.gov.uk

Admissions

Chart 1
30 hours admissions and place allocation

52 place nursery	
36	fixed 15 hour places
8	fixed 30 hour places

All places allocated in criteria order regardless of 15 or 30 hour application		
Places Available	15 hour Places (up to 36)	30 Hour Places (up to 8)
1	1	
2	2	
3	3	
4	4	
5		1
6		
7	5	
8	6	
9	7	
10		2
11		
12	8	
13	9	
14		3
15		
16		4
17		
18	10	
19	11	
20	12	
21	13	
22		5
23		
24	14	
25	15	
26	16	
27	17	
28	18	
29		6
30		
31	19	
32		7
33		
34	20	
35	21	
36	22	
37	23	
38	24	
39		8
40		
41	25	
42	26	
43	27	
44	28	
45	29	
46	30	
47	31	
48	32	
49	33	
50	34	
51	35	
52	36	

This parent has applied for a 30 hour place and has been allocated 2 x 15 hour places for their child.

For a school offering a fixed number of 15 and 30 hour places:

If there are more applications (both 15 and 30 hour applications) than there are places available, places should be offered according to the published admissions criteria (as set by Richmond/Kingston).

Chart 2
30 hours admissions and place allocation

52 place nursery	
52	fixed 15 hour places
	parents interested in extended 15 hours & offered
unknown number	unallocated places

Places Available	15 Hour Places with admission criteria applied
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
Priority of places applied to remaining vacancies to offer additional session to children already allocated a 15 hour session (place number from above used)	
44	4
45	10
46	12
47	18
48	22
49	29
50	34
51	vacant
52	vacant

This parent indicated on the application form that they would be eligible and interested in taking up a 30 hour place, if it were to become available.

Due to vacancies, the school was able to offer this parent a 30 hour places for their child.

These places remain empty.
School can:
-Continue to market this place to parents
-Consider filling the place through a later term intake

Admissions

For schools that are only publishing 15 hour places

If schools are only offering 15 hour places and find that they are undersubscribed they may want to consider offering 30 hour places to parents that are interested. To do this, the application form should allow parents to indicate if they would like to take up an extended 15 hours place if it becomes available.

Consider developing partnerships

If your school cannot deliver the full 30 hours, or wishes to extend its offer, it may be a good idea to consider developing partnerships with local providers. This can include: out-of-school providers, childminders, preschools and day nurseries.

Why work in partnership?

- Meet parental demand and remain sustainable
- Where children access more than one provider, splitting provision with a school is most common.
- 67% of children who split entitlement between two providers attended a school nursery.
- Most commonly the split provision was shared between a school and a preschool (47%) and with a childminder (34%).

The partnership model is one that works. By developing your own partnership network you are more likely to attract demand and remain sustainable.

Consider Rising 3s

Who are rising 3s?	When can school's admit rising 3s?	How does the funding work?	Ratios
<p>Children that have not yet turned 3 years, but will do so by the end of the term in question</p> <p>This can be children who are:</p> <ul style="list-style-type: none">• eligible for 2 year old funding• on the school's waiting list <p>Priority should be given to funded 2 year olds.</p>	<p>During the term in which the child turns 3 years</p>	<ul style="list-style-type: none">• If the child is eligible for 2 year old funding, the place will be covered by this funding for the remainder of the term in which the child turns 3• If the child is not eligible for 2 year old funding, there are no funds available, but the school may choose to absorb this cost	<ul style="list-style-type: none">• 1:4 for children aged 2 years (up to the day of the child's 3rd Birthday)• 1 QTS:13 children aged between 3 and 4 years

Schools that have places available in the nursery class may wish to consider taking in rising-3s to fill the vacant places and to secure funding for the upcoming terms.

Consider Funded 2 Year Olds

What are the financial implications of taking in funded 2 year olds?

- Extending provision to 2 year olds potentially increases occupancy rates, as these children feed into the nursery class when they become 3 and 4 year olds
- Higher staffing costs due to additional staff needed to cover the necessary ratios

Benefits of taking in funding 2 year olds:

- Raises attainment, as funded 2 year olds progress into the school
- Support early learning and education for disadvantaged children
- Reach disadvantaged families early
- Addressing sufficiency and quality issue borough wide

Where a school wishes to take 2 year olds as pupils, the school will need to lower the age range of the school.

How we can support you...

Brokerage service

This service supports parents to find suitable funded childcare for 2, 3 and 4 year olds. You can contact brokerage if you have families that require help finding childcare, or if you have places available at your school.

Contacts:

Richmond: Aileen.Wilson@achievingforchildren.org.uk

Kingston: Maxine.Darling@achievingforchildren.org.uk

020 8547 5215

Parents can also use the childcare search on the AfC website:

https://www.afcinfo.org.uk/community_information/childcare_providers

Do you want to take part in a pilot partnership hub project?

What is the aim of the partnership hub?

- To bring together the early years sector to promote all of the early years education and childcare entitlements
- To work in partnership to support and meet parental needs, share information on demand, flexible models of delivery
- To share and develop best practice across the EYFS
- To enhance transitions for all children

If you are interested contact nada.hassanatou@achievingforchildren.org.uk