



HM Government

More affordable childcare

Contents

Contents	2
Executive Summary	3
Introduction – A vision for childcare	8
The case for change	10
A plan of action	26
Annex A: EYFS requirements	42
Annex B: School case studies	43

Executive Summary

Childcare is a major concern for many families. For families across Britain, finding the right care for their children presents huge difficulties; whether that be availability, price or suitability. Parents often find it too difficult to arrange the right sort of care at the right price.

We want families to have a choice of high quality childcare. For families where it makes sense for parents to go out to work, we want to make it easier for them to do so. For this to happen, parents must feel confident that the childcare they choose is right for their child, and makes financial sense.

The government published *More great childcare* in January, which set out plans to improve the quality of childcare, including:

- reforming early years qualifications, introducing new Early Years Educators and Early Years Teachers;
- strengthening the inspection regime, making Ofsted the sole arbiter of quality; and,
- introducing new Childminder Agencies, to increase the number of childminders and improve the training and support they can access.

More affordable childcare builds on this, setting out the government's plans to:

- help families to meet the costs of childcare;
- increase the amount of affordable provision; and,
- give parents the right information so they can make informed choices about childcare.

Challenges

Despite the support that the government already provides to parents, many people who need or would like to work, or further their career, find that childcare costs can make it difficult or impossible.

Childcare is not always available at the time parents need it. The availability of before and after school and holiday care is a particular issue.

The traditional school day of 9am to 3pm does not always fit the demands of working parents in modern society. Too few schools offer activities before or after school that match the childcare needs of parents in full-time work.

Only half of parents are able to find suitable term-time childcare to fit with their working hours, but nearly two-thirds of parents of school-age children need before or after school or holiday care in order to combine family and work¹.

Regulation of childcare does not work as well as it should. Some requirements and processes are inefficient and are confusing for parents and childcare providers.

This report sets out the steps the government is taking to address these problems.

The plan of action

Meeting the costs of childcare

New funding

The government will increase childcare support to improve work incentives and ensure that it is worthwhile for parents to work up to full-time hours.

An additional £200 million of support for lower income families will be available within Universal Credit from April 2016, which could raise the childcare element of Universal Credit to 85 per cent of costs for families where both parents (or the lone parent) earn enough to reach the minimum tax threshold. This builds on the current offer of up to 70 per cent of childcare costs for working families being met by the government through the childcare element of Working Tax Credit (that will continue in Universal Credit).

The government has also announced a new Tax-free Childcare offer for working families not receiving tax credits or Universal Credit, which will be a huge boost to parents who want to work but cannot currently make work pay.

In the new Tax-free Childcare scheme, the government will contribute 20 per cent of working parents' childcare costs, up to a cost of £6,000 per child per year (worth up to £1,200 per child). A typical working family with two children under 12 will save up to £2,400 a year, once the scheme is fully rolled out.

The new Tax-free Childcare scheme will be phased in from autumn 2015. Eligible families with children under the age of five will be able to take up the offer from the first year of operation, building up over time to include children under the age of twelve. The scheme will benefit up to 2.5 million working families, more than the current Employer Supported Childcare (ESC) voucher scheme, which will be gradually phased out as the new scheme is introduced.

¹ Huskinson, T. et. Al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

The government will shortly consult on the details of the new schemes, including to ensure that they operate effectively together.

Funded early education

Funded early education supports children's development and also helps parents with childcare costs. The Department for Education (DfE) is extending funded early education already available to three- and four-year-olds to two-year-olds from lower income families over the next two years. Around 20 per cent of two-year-olds will be eligible from September 2013, and around 40 per cent from September 2014. This means that from September 2013, 130,000 two-year-olds from lower income families will have access to an early learning place, increasing to 260,000 from 2014.

We want parents taking up early learning for two-year-olds to have real choice from a range of providers, including schools. We will, therefore, work with schools to improve their flexibility to offer provision for two-year-olds.

We also want to make sure that as much funding as possible gets through to the front line so it can be spent directly on young children.

Increasing the amount of affordable provision

Childcare should be available at the times when parents need it. Existing providers should be supported to be more responsive by making it easier to offer childcare, with a simpler regulatory regime, and new providers should be encouraged to enter the market.

Improving regulation

Childcare rules and checks need to be clearer and easier to understand. It must be more straightforward to set up and run a childcare business. The focus should be on achieving good outcomes for children, not responding to unhelpful bureaucratic demands.

This report proposes bringing forward legislation to introduce a new childcare registration system at the earliest opportunity, following consultation. This would replace the current overlapping and confusing sets of rules with a single, consistent set of welfare and safeguarding requirements for all childcare providers.

Safety should come first. Unhelpful and unnecessary regulation will be improved or, where appropriate, removed.

This document also outlines our proposals to free up local authorities to focus their resources on championing the needs of children, particularly the most disadvantaged. Part of their role is ensuring that children and families are able to access high quality early education and childcare. This document sets out how local authorities can

complement Ofsted's role, as the sole arbiter of quality, by supporting the weakest providers to improve following inspection.

Making better use of schools

Schools are central to their local community, trusted by parents. The government would like to see primary school sites open for more hours in the day, from 8-6 if possible, and for more weeks in the year, offering a blend of education, childcare and extra-curricular activities. But this should not be driven by a centrally prescribed approach. We trust headteachers with the education of our children during the school day, and we should trust them to make sensible decisions about how best to offer before and after school care. To be effective, headteachers need to make decisions that are right for their school, children and parents. Our focus is on removing unhelpful bureaucratic barriers.

In September 2011, we removed the prescriptive process that maintained schools had to go through when changing their school day. All schools now have the freedom to change their opening and closing times as they see fit. We will now go further by extending to all schools the freedom enjoyed by academies, free schools and many maintained schools to decide how to arrange their term and holiday dates.

We have also brought forward legislation so that maintained schools in England will no longer have to consult when offering out-of-school-hours facilities, and will not have to follow advice about the provision of out-of-hours facilities from the Secretary of State or local authorities.

We now propose to bring forward legislation so that registered childcare providers will be able to register more than one set of suitable premises in a single process, and to notify Ofsted of any new premises without completing a further registration process.

The Department for Education will pursue further work with schools and childcare providers, looking at better ways of using the school estate.

Helping parents make informed choices

We want parents to have easy access to the information they need to make informed choices about childcare. It is important for parents, particularly those returning to work, to understand the financial support available and to know about the range of childcare providers in their area.

Information is currently held in different places, which parents can find hard to navigate and understand. We will commission an independent organisation to look at how to improve the way information is presented, working directly with parents. This work will report in the spring, setting out what works best and recommending how we might improve services.

World-class childcare and choice for families

In *More great childcare*, the Department for Education set out proposals to raise the quality of childcare and give parents more choice.

The actions outlined in *More affordable childcare* will help families to meet the costs of childcare and support a system that is more responsive to parents' needs. The regulatory framework will be easier to understand, be less bureaucratic, and have clearer accountability.

Our ambition is that childcare in this country will be world-class and widely available when parents need it. In this document we describe our plans to make that happen.

Introduction – A vision for more affordable childcare

- 1.1 Over the next 10 years, the government wants to see a significant increase in the supply of high quality, affordable childcare that is available at the times when parents need to use it.
- 1.2 Many parents choose to stay at home to look after their children full-time. They have the government's full support: being a stay-at-home parent is a demanding job. But other parents want to make the equally valid decision to go out to work, or need to for financial reasons.
- 1.3 4.2 million families in England use childcare, whether informal arrangements with family members and friends, or more formal care such as nurseries, after school clubs and childminders, or a mixture of these². Childcare plays an important role in enabling parents to combine work and family life successfully, as well as supporting children's development. It also means parents, and mothers in particular, are able to fulfil their career potential.
- 1.4 Having a good supply of world-class childcare and early education is not only important for individual children and families – it is also important for our wider society and economy. We are in a challenging global environment in which we must use the best of everyone's talents. Too many parents say that childcare costs affect their decisions about work.

Improving quality

- 1.5 We want every parent to be confident that their child is getting the best possible start in life. We know that high quality early education promotes children's development in their early years, and is crucial to their future success at school³. In *More great childcare*⁴, published on 29 January 2013, we set out our plans to improve quality in the early years further by:
 - reforming early years qualifications, introducing new Early Years Educators and Early Years Teachers;

² Huskinson, T. et al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

³ Sylva, K. et al. (2004) 'The Effective Provision of Pre-school Education (EPPE) Project: Findings from pre-school to end of Key Stage 1'.

Siraj-Blatchford, I. et al (2011) 'Performing against the odds: development trajectories of children in the EPPSE 3-16 study'. Department for Education, research report DfE-RR128.

Ibid & Sylva, K et al (2008) 'Final report from the Primary Phase: Pre-school, School and family Influences on Children's Development during Key Stage 2 (Age 7-11) EPPE'. Research report DCSF-RR061.

⁴ Available at: www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00002-2013.

- strengthening the inspection regime, making Ofsted the sole arbiter of quality; and,
- introducing new Childminder Agencies, to increase the number of childminders and improve the training and support they can access.

1.6 In addition, we will continue to encourage providers to employ graduates, by making greater use of the existing 1:13 ratio for three- and four-year-olds where there is a teacher, Early Years Professional, or other suitably-qualified graduate working directly with the children.

Childcare and work

1.7 The government is already making employment practices in the UK more flexible and family-friendly. We are reforming maternity, paternity, and adoption leave and pay to ensure the law better supports families. We are also extending the right to request flexible working to more people.

1.8 We want to help people overcome barriers to work and recognise that the sufficiency and availability of childcare are important factors to help parents to move into work, increase their hours, and take on jobs with more potential for progression.

1.9 Parents should be able to work, and have fulfilling careers, confident in the knowledge that their families will be better off as a result, even after taking childcare costs into account. Work should pay.

1.10 Work is the most sustainable route out of poverty, and tackling in-work poverty is critical to the government's objectives for ending child poverty: over half of all poor children live in households where at least one adult is working⁵. Enabling parents to work enough hours to lift their families out of poverty is crucial to tackling child poverty, and childcare has an important role to play in this.

1.11 However, it is not just lower income families who face difficult decisions about childcare and work. Many middle income families find it hard to see the financial benefit of work once childcare costs are taken into account.

The commission on childcare

1.12 In June 2012, the Prime Minister announced a commission on childcare to look at how to reduce the costs of childcare for working families, and burdens on childcare providers in England. The commission looked broadly at the issues facing parents, and at three key themes in particular:

⁵ DWP 'Households Below Average Income' series (HBAI) 2011-12.

- ways to encourage the provision of before and after school and holiday childcare for children of school age;
 - identifying any regulation that burdens childcare providers unnecessarily because it is not needed for reasons of quality or safety; and
 - how childcare supports families to move into sustained employment and out of poverty.
- 1.13 The Department for Education and the Department for Work and Pensions jointly led the commission. The terms of reference for the commission are available at: www.education.gov.uk and www.gov.uk/government/consultations/childcare-commission-informal-consultation.
- 1.14 The commission received evidence and ideas from people with an interest in childcare issues, including parents, early education and childcare providers, national children and parents' organisations, organisations representing providers and other delivery bodies, academics and researchers. It also sought information from officials and experts in other countries.
- 1.15 The commission issued an open call for evidence, performed a review of international childcare systems, and organised surveys and meetings that involved parents, providers, childcare professionals and others⁶.
- 1.16 Summaries of the findings of the call for evidence, and key surveys and reports are available at: www.education.gov.uk.

World-class childcare and choice for families

- 1.17 The measures set out in this document respond to the childcare commission and build on the *More great childcare* reforms to:
- help families to meet the costs of childcare;
 - increase the amount of affordable provision; and,
 - give parents the right information so they can make informed choices about childcare.
- 1.18 Our objective is to create an environment in which childcare businesses can flourish, and parents can find high quality childcare that they can afford at the times they need it.

⁶ www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/DFE-00025-2013.

The case for change

- 2.1 Parents face a number of challenges in finding suitable, high quality and affordable childcare at the times they need it in order to work.

There is significant government investment, and some progress...

- 2.2 The number of early years and childcare places has increased over the past five years⁷. More and more settings are being rated good or outstanding by Ofsted. 74 per cent of early years settings were rated good or outstanding in 2011-12, compared to 65 per cent in 2008-09⁸. Qualification levels of childcare professionals are improving all the time⁹.
- 2.3 The government has reduced bureaucracy, introducing a slimmer early years foundation stage framework that more strongly emphasises learning and development, and reduces unnecessary paperwork.
- 2.4 Every three- and four-year-old is entitled to 15 hours per week of funded early education¹⁰ (an increase from 12.5 hours per week in 2010, made possible through an additional investment of £340 million per year). Take up is high, with 96 per cent of three- and four-year-olds accessing at least some of their entitlement¹¹. This means that more than 1.2 million children have the chance to benefit from early education, supporting their development and preparing them for school. Government funded early education also helps parents manage their childcare costs and work.
- 2.5 The government is extending funded early education to two-year-olds from lower income families. Around 20 per cent of two-year-olds will be eligible for an early learning place from September 2013¹², and around 40 per cent of two-year-olds from September 2014¹³. The government has made available an additional £534 million in the current financial year, and £760 million in 2014-15. Taken together, these improvements to the funded early education programme will mean the government is investing over £1 billion more per year by 2014-15.

⁷ Brind, R. et al (2012), 'Childcare and Early Years Providers Survey 2011', OSR18/2012

⁸ The report of Her Majesty's Chief Inspector of Education, Children's Services and Skills: Early years 2011/12

⁹ Brind, R. et al (2012), 'Childcare and Early Years Providers Survey 2011', OSR18/2012

¹⁰ For 38 weeks of the year

¹¹ DfE (2012), 'Provision For Children Under Five Years Of Age In England: January 2013', SFR 23/2013

¹² around 130,000 children

¹³ around 260,000 children

- 2.6 Early education places are available in maintained nursery schools; nursery classes attached to primary schools; and private, voluntary and independent (PVI) providers, including playgroups, pre-schools, day nurseries, independent schools and registered childminders. 88 per cent of parents report that they are satisfied with their child's early education place.
- 2.7 We have asked childcare providers to offer funded early education hours to parents in ever more flexible ways – funded early education hours can now be taken between 7am and 7pm.
- 2.8 Each year the government spends around £5 billion on early education and childcare, mainly through¹⁴:
- the childcare elements of tax credits and benefits;
 - government funded early education for three- and four-year-olds; and
 - tax and National Insurance exemptions through employer-supported childcare (childcare vouchers, directly contracted childcare and workplace nurseries).
- 2.9 We are also making £2 million available over the financial year 2013-14 to help people set up new childcare businesses. For prospective new childminders, grants of £250 are available to help with start-up costs, such as training, Ofsted fees, or insurance. For those looking to start a nursery or after school club, grants of £500 are available¹⁵.

... but important challenges remain

- 2.10 Although improvements have been made, the quality of early education and childcare is not always as high, or as consistent, as it needs to be. Despite the increase in provision and high levels of government spending:
- many parents who work are struggling to afford the cost of childcare;
 - there is a lack of affordable provision available, when parents need it; and,
 - information for parents about how to access childcare needs to be improved.

¹⁴ Parents in full-time higher education and with children under 15 years old (or 17 years old if they have special educational needs) may be eligible for support with some of the costs of childcare through the Childcare Grant. Parents who are under 20 years old and studying may be eligible for support with some of the costs of childcare through Care to Learn. Parents aged 19 or over, on a further education course and facing financial hardship, may be eligible for Discretionary Learner Support (DLS) for costs, including childcare.

¹⁵ <http://www.childcarebusinessgrants.dcms.gov.uk/>

The cost of childcare

The cost of childcare is rising

- 2.11 According to the most recent figures, as a share of Gross Domestic Product (GDP), the government spends over 40 per cent more than the OECD¹⁶ average on childcare for children aged less than three years old¹⁷.
- 2.12 Despite government support, childcare costs can still use up a significant proportion of a family's income. This varies by age and number of children, the hours worked by parents, and how much they earn.
- 2.13 According to the Family and Childcare Trust, the average price of a nursery place for a child under two years old in England is now £4.34 an hour¹⁸. This adds up to around £5,600 per year for a nursery place of 25 hours per week. The high price of childcare compared to earnings means that even those on higher salaries can find it is not financially worthwhile to work at all, or work more hours, if they need to pay for childcare to do so.
- 2.14 According to Family and Childcare Trust figures, over the last decade childcare costs have increased significantly; rising by more than inflation since 2003, and faster than earnings since 2008¹⁹.

Working parents struggle to afford childcare costs

- 2.15 We want to help parents who want to work or increase their hours of work. Trying to find suitable, high quality childcare that fits around work can be a frustrating experience for parents. In a recent childcare and work survey for DWP a key reason for parents not to be in work, or to be working only part-time, was because they could not afford to use formal childcare (33 per cent), along with a lack of available work at suitable hours (57 per cent) or with suitable pay (31 per cent)²⁰.
- 2.16 A DfE survey from 2011 found that just over a quarter (26 per cent) of families found it difficult or very difficult to meet their childcare costs²¹. In another recent survey of working parents, nearly half of those who used formal childcare said that they found it difficult or very difficult to meet childcare costs. The impact of childcare costs on ability to work was felt most keenly by low and middle income

¹⁶ The Organisation for Economic Co-operation and Development (OECD) collects, analyses and publishes data and policy recommendations about its 34 member countries (including the UK). The OECD covers a broad range of social and economic topics, including employment and education.

¹⁷ These figures are from 2009, and the source is Social Expenditure database 1980-2007; Eurostat for Non-OECD countries; US Department of Health and Human Services.

¹⁸ Daycare Trust & Family and Parenting Institute (2013) : Childcare Costs Survey 2013

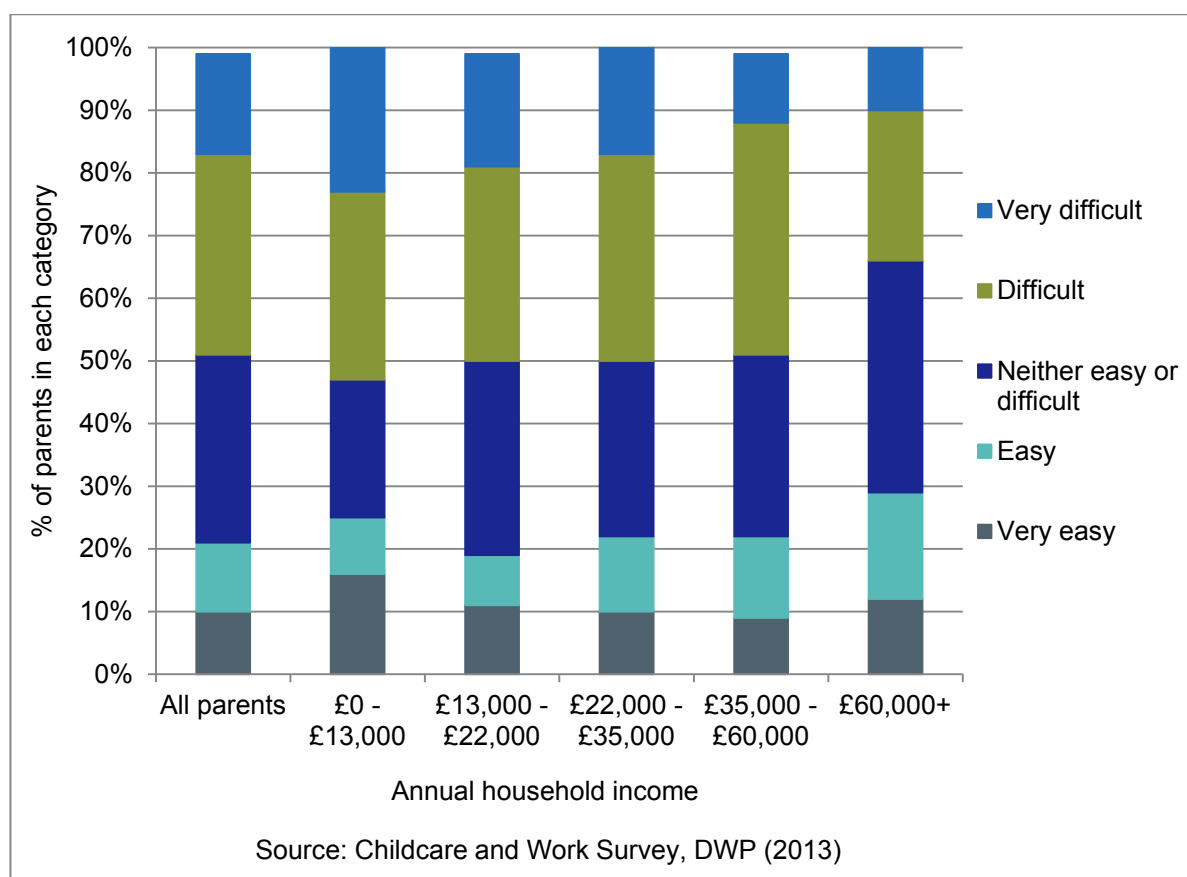
¹⁹ Daycare Trust & Family and Parenting Institute (2013) : Childcare Costs Survey 2013

²⁰ Borg, I. and Stocks, A. (2013), 'A survey of childcare and work decisions among families with children', DWP working paper 114

²¹ Huskinson, T. et. Al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

families, but households earning over £60,000 also said that they experienced difficulties²².

Figure 1 – How easy or difficult parents on different household incomes find it to meet the cost of childcare, DWP 2013



- 2.17 Parents often find themselves spending significant sums of money on childcare. Some respondents to our call for evidence said that even with the support for childcare they receive through tax credits and benefits, they often struggle to make work pay.
- 2.18 For lone parents, or the second earner in a household, total childcare costs to work an extra hour can be greater than the extra they would earn after tax, National Insurance and any benefits, such as tax credits are withdrawn.
- 2.19 In responses to the commission’s call for evidence we were told that families earning just over the Working Tax Credit threshold were also struggling with the cost of childcare.
- 2.20 The costs of childcare are often higher for parents of very young children, who do not get 15 hours of early education paid for by government²³.

²² Borg, I. and Stocks, A. (2013), ‘A survey of childcare and work decisions among families with children’, DWP working paper 114

- 2.21 School-age children need childcare for shorter periods of time. However, many parents still need to organise childcare for older children at the start and end of the school day and during the holidays.
- 2.22 We know that many parents who work part-time would like to work more hours in order to increase their incomes and be able to provide for their families. We want to support those parents who tell us that the extra costs of childcare prevent them from taking up full-time opportunities.

Childcare costs prevent some parents from working

- 2.23 For many parents, staying at home to look after their children is a natural choice that is right for their children and right for them. We absolutely support parents who want to make that choice. But others would like to make a different choice.
- 2.24 The choices parents make about work are complex and will take into account a range of factors, including income and finding the right balance for them between work and spending time with their children.
- 2.25 Childcare costs can be a barrier for those parents who want to start a new job or increase their hours. In line with studies in other countries, UK evidence shows that higher childcare costs lead to fewer mothers being in employment²⁴.
- 2.26 The Labour Force Survey²⁵ showed that there are around 2.3 million people of working age who are not in the labour market, or looking for a job, due to looking after their family or home. 90 per cent of these are women and 75 per cent have childcare responsibilities.
- 2.27 Department for Education survey data shows that more than half of stay-at-home mothers would prefer to be in paid employment if they could arrange reliable, convenient, affordable, good quality childcare. Similarly, nearly a quarter of employed mothers would increase their working hours if they could arrange such childcare²⁶.
- 2.28 As their children get older, mothers tend to work more, and for longer hours, but maternal employment rates still do not match those of fathers with dependent children of the same ages.

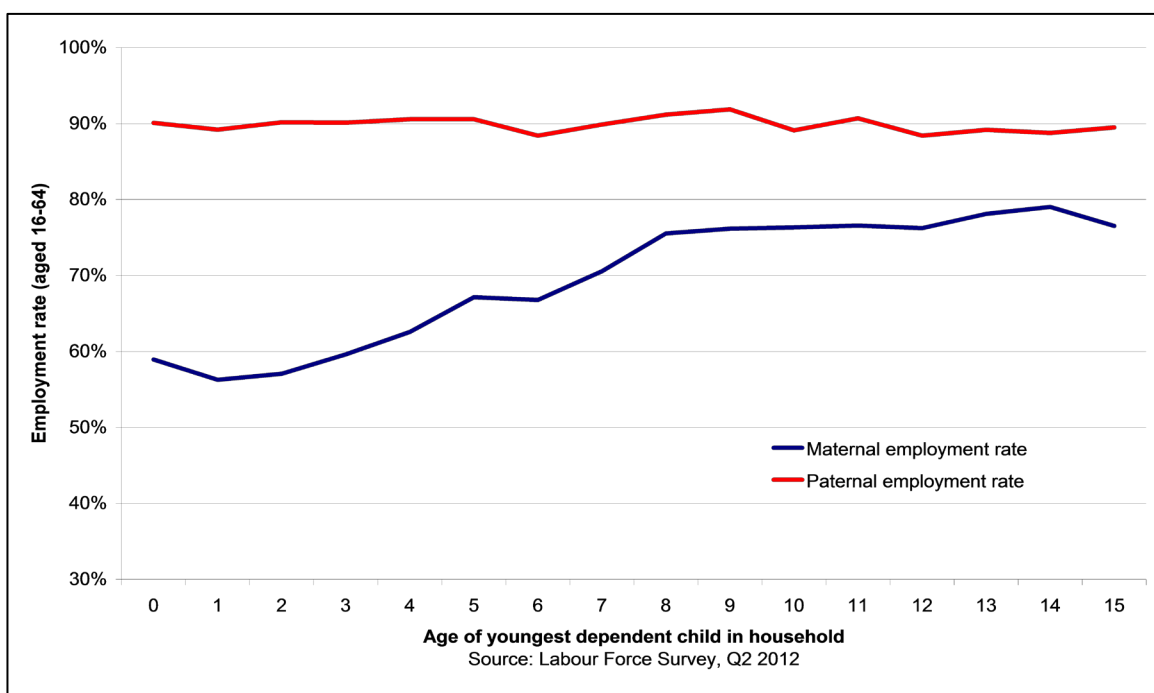
²³ Daycare Trust & Family and Parenting Institute (2013): Childcare Costs Survey 2013. This survey shows that average nursery and childminder costs are higher for children under two than they are for children over two in both England and Britain.

²⁴ Viitanen, T. K. (2005) 'Cost of Childcare and Female Employment in the UK', Labour, Vol. 19, No. S1, pp. 149-170. This study analyses data on married (or cohabiting) mothers in the UK.

²⁵ Labour Force Survey, Data for Q4 2012. Working age defined as 16-64. Childcare responsibilities defined as having at least one dependent child under 18.

²⁶ Huskinson, T. et. Al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

Figure 2 – Parental employment by age of youngest dependent child in household, Q2 2012
(for individuals aged 16-64, UK)²⁷



- 2.29 Having a child has more of an impact on a mother’s career than a father’s. 56 per cent of working mothers in the UK are working part-time hours, compared to 7 per cent of working fathers²⁸. Those who have taken time out of the labour market after having children may face a wage penalty²⁹.
- 2.30 We know that many parents want to work to increase their income and have fulfilling careers, but can find the high cost of childcare acts as a barrier to these aspirations. We want to help these parents realise their work and career ambitions and make the most of their potential.
- 2.31 The potential additional contribution to the UK economy is why the Women’s Business Council has been looking closely at childcare, alongside other barriers to women reaching their potential in the workplace. The Women’s Business Council’s report, published in June 2013, recognised that affordable, flexible childcare is key to enabling women to participate in the labour market, if they want to.
- 2.32 The decision to work when their children are young is not one which will suit every parent. Our proposals are designed to ensure that there is real choice, suited to a time when parents are finding more flexible ways to balance work and family life.

²⁷ The analysis used in Figure 2 can be found in Table 1 in the ad-hoc analysis publication 'Maternal and paternal employment rates by age of youngest dependent child in the family unit, Quarter 2 2012' at the DWP ad-hoc analysis publications page on the gov.uk website.

²⁸ DWP analysis of Labour Force Survey Q2 2012; Labour Market Statistics August 2012, Office for National Statistics; mothers and fathers are defined as being a parent with a dependent child in the household.

²⁹ Olsen, W. & Walby, S. (2004), 'Modelling gender pay gaps', University of Lancaster working paper series no. 17

Not enough money gets through to the frontline

- 2.33 The Department for Education funds local authorities to provide early education services. The government spends £2.1 billion on early education in the Dedicated Schools Grant, at a national per-child average of £2,569³⁰. Local authorities are responsible for setting funding rates for early education providers.
- 2.34 Local authorities spend vastly different amounts of money per child on early education, partly due to different settlements from central government. In 2013-14, the early years component of the Dedicated Schools Grant, on a per-child per-year basis, varied between £5,227 and £1,847³¹.
- 2.35 Local authorities also often set different hourly funding rates for early education providers operating in their area, depending on whether they are a private, voluntary, or school-based setting. Some local authorities also retain money centrally for other activities, some of which duplicates the work of Ofsted. This can result in some early education providers receiving less money than others to provide the same early education experience, and can act as a disincentive for good providers to expand into new areas. It also means that some children do not have the same opportunity to access high quality early education as others.

The local authority role is unclear, and can hinder providers

- 2.36 Local authorities are responsible for allocating Department for Education funding for early education places for three- and four-year-olds, and for early learning for two-year-olds. Under the current system, local authorities are encouraged to set local eligibility criteria for early years providers to deliver funded places.
- 2.37 In order to make funding decisions, local authorities often undertake assessments of the quality of provision in their area. Given financial constraints, it is not a good use of taxpayers' money for local authorities to duplicate the role of Ofsted.
- 2.38 Overlapping quality regimes mean that high quality early years providers often have to satisfy numerous and inconsistent criteria to receive government funding. This can be confusing and bureaucratic, particularly for providers who are part of chains operating across local authority boundaries, as well as potentially putting new childcare providers off from entering the market.
- 2.39 Many high quality early years providers are required to take part in quality improvement or training in order to qualify to deliver funded places. Some providers tell us that they can get bespoke support and training that better meets

³⁰ Department for Education (2012) Dedicated Schools Grant 2013-14 Allocations. (<http://media.education.gov.uk/assets/files/xls/t/dedicated%20schools%20grant%20allocations%202013%2014.xls>)

³¹ *ibid*. The per child data given here has been converted from full-time equivalent (25 hours) a week to part-time equivalent (15 hours a week).

their needs from other sources, such as through their nursery chain’s in-house quality assurance team or from their membership association. The current system sometimes does not give high quality providers the freedom to opt-out of local authority training, and forces local authorities to provide training, information and guidance to all providers, even those who don’t need it or can access it elsewhere.

- 2.40 Provision in disadvantaged areas is often of lower quality, and yet evidence shows that children from lower income families benefit most from high quality early education. Poorer quality provision, especially in these areas, needs to be incentivised to improve and local authorities need to have the flexibility to be able to focus resources on supporting them to do so.
- 2.41 There are particular challenges for childminders. In some cases ‘good’ and ‘outstanding’ childminders have been prevented from delivering early education places. This has resulted in relatively few childminders offering funded places – less than one per cent of funded early education places are currently delivered by childminders³² – and diminished parental choice.

Affordable childcare, when it is needed

- 2.42 Childcare needs vary with age, with families more likely to use formal childcare for younger children.

Figure 3 – Use of childcare by age of child, 2011³³

Use of childcare	Age of child					
	0-2	3-4	5-7	8-11	12-14	All
	%	%	%	%	%	%
<i>Base: All children</i>	<i>(1,249)</i>	<i>(1,402)</i>	<i>(1,169)</i>	<i>(1,429)</i>	<i>(1,110)</i>	<i>(6,359)</i>
Any childcare	57	90	71	67	56	67
Formal providers	36	87	54	51	35	51
Informal providers	34	30	34	29	25	30
No childcare used	43	10	29	33	44	33

- 2.43 Parents can face problems finding childcare that is flexible enough. Only half of parents are able to find suitable term-time childcare to fit with their working hours³⁴.

³² Department for Education (2012), ‘Provision for children under 5 years of age in England’ (www.education.gov.uk/researchandstatistics/statistics/statistics-by-topic/earlyyearsandchildcare/a00210484/provision-for-children-under-five-in-england-jan-2012).

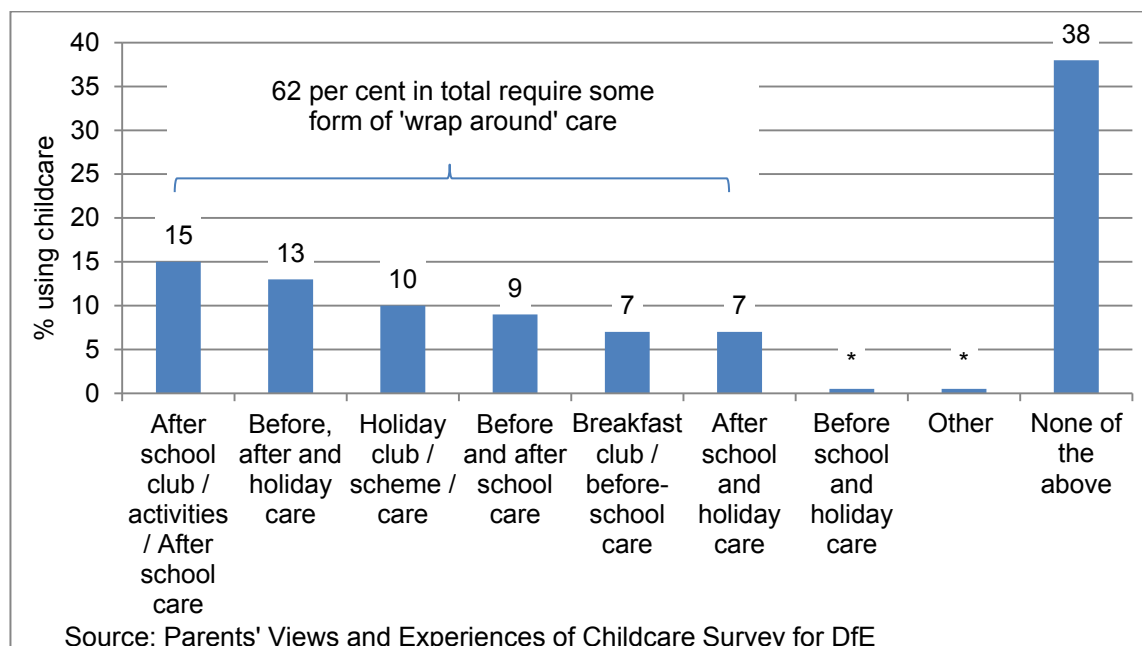
³³ Huskinson, T. et. Al. (2013), ‘Childcare and early years survey of parents 2011’ DfE SFR08/2013

³⁴ Huskinson, T. et. Al. (2013), ‘Childcare and early years survey of parents 2011’ DfE SFR08/2013

There is not enough childcare for school-age children

2.44 There are particular issues for school-age children – only 31 per cent of local authorities report that there is enough provision for children aged 5 to 11 in their area³⁵. Nearly two-thirds of parents of school-age children say that they need before or after school or holiday care to combine family and work³⁶.

Figure 4 - Types of before and after school care parents of school-age children need in order to work³⁷



2.45 But parents tell us they particularly struggle with childcare after school hours (between the hours of 3pm and 6pm) and also during the school holidays³⁸.

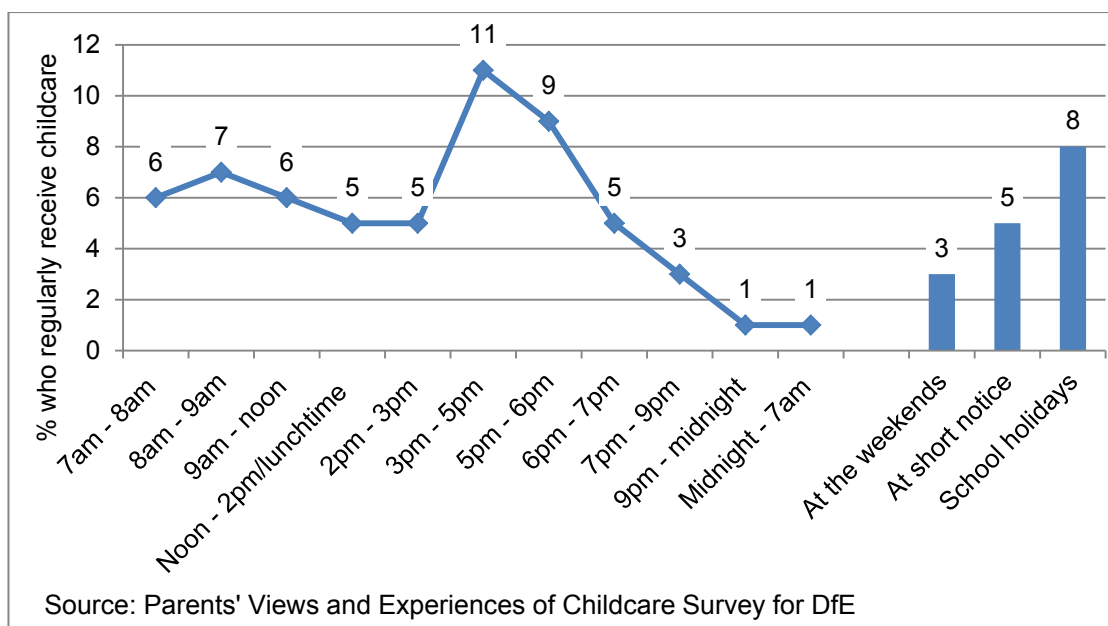
³⁵ Daycare Trust and Family and Parenting Institute Childcare Costs Survey 2013

³⁶ Booth, C et al. (2013) Parents' views and experiences of childcare. DfE research report.

³⁷ Base: 752 parents with a child aged five and over who are working or seeking work (or who have a partner who is working or seeking work); fieldwork dates 4 to 23 September 2012

³⁸ Booth, C et al. (2013) 'Parents' views and experiences of childcare'. DfE research report.

Figure 5 – The times parents needed childcare in order to work and found it difficult or impossible³⁹



The regulatory system can discourage providers from offering childcare

- 2.46 The regulation of early education and childcare providers should be focused on keeping children safe and promoting good quality. Regulation is effective when it is clear, transparent and proportionate, when it is easily understood, and when it focuses attention and scrutiny where most needed. It is most effective when it ensures that responsibility for making decisions rests with those who are best placed to make them – frontline professionals.
- 2.47 Poor regulation gets in the way of professionals doing their job, stifles innovation and discourages good judgement. It leads to confusion and uncertainty, and ultimately can compromise safety and quality.
- 2.48 Some requirements and processes governing the current childcare system (the registration requirements, for example) are inefficient and confusing for parents and childcare providers. Childcare providers are not always clear about what the law requires them to do and what they have discretion to decide. In our call for evidence, for instance, a number of childcare providers commented that the law required them to complete learning journals for children, and that they did not agree that these were necessary. In fact, the law does not require childcare providers to do this. Greater clarity is required⁴⁰.

³⁹ Base: 635 parents of children aged 0 to 14 who had regularly used childcare in the past six months; fieldwork dates 4 to 23 September 2012

⁴⁰ Annex A seeks to clarify key requirements on providers following the early years foundation stage.

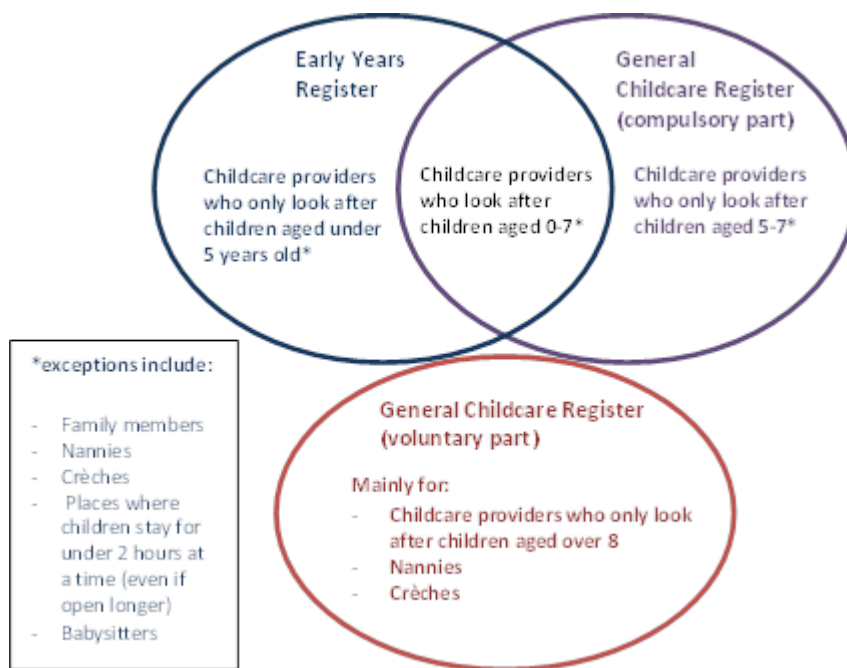
Childcare registration is confusing and inefficient

- 2.49 Most childcare providers are required to be registered with Ofsted. This means that they have to meet minimum standards and Ofsted inspects them. Ofsted registration enables eligible parents to use tax credits and employer-supported childcare vouchers to pay some of their costs.
- 2.50 Other childcare providers, such as nannies, those caring for children aged eight and over, and crèches do not have to register, although many choose to do so voluntarily. They may do this to demonstrate to parents that they meet certain standards, or to enable parents of children in their care to use tax credits or employer-supported childcare vouchers in payment.
- 2.51 There are currently two different registers operated by Ofsted, one of which has two parts:
- The Early Years Register, for those caring for children aged five and under⁴¹ for more than two hours a day. Providers on this register must meet all the requirements of the early years foundation stage⁴²;
 - The General Childcare Register (compulsory part), for providers caring for children aged five to seven for more than two hours a day; and
 - The General Childcare Register (voluntary part), for providers of childcare who are not required to register with Ofsted but choose to do so.

⁴¹ The age limit for a child, for providers subject to the early years foundation stage, is the academic year in which they turn five. For example, a child turning five on 31 August 2013 would no longer be within the EYFS 'ambit', on 1 September 2013, whereas a child turning five on 1 September 2013 would.

⁴² The early years foundation stage sets the standards that those looking after children aged from birth until the academic year in which they are five years old must meet to ensure that children learn and develop well and are kept healthy and safe.

Figure 6 – The current system of registration



2.52 These registers have different requirements. This creates unnecessary complexity because most childcare providers look after children of a variety of ages and join more than one register, which means having to follow more than one set of requirements, some of which are contradictory.

2.53 This may also mean that parents find it difficult to know what the law requires. We need to improve transparency and be clear what is required of different types of provider so that parents can make informed decisions about the childcare they use.

2.54 Respondents to the commission’s call for evidence said that while criminal records checks are important, the current system can significantly add to the length of time it takes to employ new staff or set up new childcare provision.

In particular, the burdens on the care of school-age children are disproportionate

2.55 Many school-age children, including those in their reception year, receive childcare at breakfast or after school clubs or during the holidays⁴³.

2.56 Parents and children of course expect that this provision is safe, but current rules for this type of childcare blur the distinction between learning and care. Those who provide childcare outside the school day for children attending reception class are currently required to be guided by the learning and development requirements of the EYFS. Some providers who offer this type of care tell us they are unsure what is expected of them.

⁴³ Huskinson, T. et. Al. (2013), ‘Childcare and early years survey of parents 2011’ DfE SFR08/2013

Regulations stifle sensible arrangements between friends

- 2.57 Anyone who is paid for caring for children under eight years old for more than two hours a day (with a few exceptions such as family members and nannies working in the parents' home) must be registered with Ofsted. For children up to the age of five, this includes meeting the full requirements of the EYFS (safety and welfare, learning and development, and assessment) and being subject to the full force of Ofsted inspection.
- 2.58 Parents may prefer to pay for informal childcare such as a friend or a neighbour to look after their children on a regular basis, in the same way that they might want a member of their family to. Although childcare provided by family members does not need to be registered with Ofsted, other informal childcare such as by close friends and neighbours does. This can discourage the supply of flexible childcare that supports working parents..

Not getting maximum value from school sites

- 2.59 Through the commission's call for evidence there was a lot of support for more activities being provided by schools or on school sites. Schools are known and trusted by families and out-of-hours provision on school sites can offer a more seamless experience for children and parents, removing the difficulties of making travel arrangements to other places.
- 2.60 While some schools offer provision that 'wraps around' the school day, too few schools currently offer activities on their sites. The full potential of school sites is not being realised.
- 2.61 Evidence from home and abroad suggests that participation in extra-curricular activities can have positive effects on pupil attainment. Particular benefits are noted in terms of pupils' self-confidence, raised aspirations and attitudes to and engagement with learning⁴⁴. It can also help to narrow attainment gaps between disadvantaged pupils and their peers⁴⁵. We want to learn from what other countries are doing on this issue, and from best practice in this country.

⁴⁴ Carpenter, H; Peters, M; Oseman, D; Papps, I; Dyson, A; Jones, L; Cummings, C; Laing, K; Todd, L (2010) 'Extended Services Evaluation: End of Year One Report'. DfE research report RR016.

Cummings C, Dyson A, Muijs D, Papps I, Pearson D, Raffo C, Tiplady L and Todd L (2007) 'Evaluation of the Full Service Extended Schools Initiative: final report'. DfES research report 852.

⁴⁵ Darling N (2005) 'Participation in extracurricular activities and adolescent adjustment: cross-sectional and longitudinal findings'. *Journal of Youth and Adolescence*, 34(5):493–505.

Lipscomb, S. (2007) 'Secondary school extra curricula involvement and academic achievement; a fixed effects approach'. *Economics of Education Review*, 26(4) 463–472.

Pfeifer, C. and Cornelisen, T. (2009) 'The impact of participation in sports on educational attainment – new evidence from Germany'. *Economics of Education Review*, 29, 94-103.

Blau, D. and Currie, J. (2003) 'Pre-School, Day Care, and After-School Care: Who's Minding the Kids?'. www.princeton.edu/~jcurrie/publications/Whos_Minding_the_kids.pdf.

- 2.62 Specialist providers of before and after school and holiday care can sometimes struggle to offer viable services at an affordable price to parents. This is because of the range of costs involved, often including renting premises).
- 2.63 Schools are well-placed to expand affordable provision. Making school sites available to other providers could generate savings, which could be passed on to parents through lower fees. Survey evidence suggests that for group-based providers, mortgage or rent costs make up 7 per cent of total costs, so savings could be significant⁴⁶.
- 2.64 In some cases, regulation can get in the way of schools setting up before and after school and holiday provision. For example, before maintained schools are able to run services out of school hours, they must consult a range of people, including the local authority.
- 2.65 If schools want to work with a specialist provider to offer services to children under eight, such as breakfast and after school clubs on-site, that provider has to register that provision with Ofsted, even if they are already registered to run such activities elsewhere.
- 2.66 Some childcare providers and schools have told us that although they are interested in working together they are put off from doing so because of a lack of clarity about the most straightforward approach. This includes how to work together on important issues of responsibility and accountability, such as criminal records checks and access to school premises.

Parents do not have sufficient access to information about childcare

- 2.67 Respondents to the commission's call for evidence said that they access information about childcare in a number of ways, but that information is sometimes confusing or out-of-date.
- 2.68 Online information about childcare is held in a range of places, including Gov.uk, the Ofsted website and local authority Family Information Service websites. Many childcare providers have their own websites and several independent websites combine government data with reviews from parents (although some nurseries only provide very basic information online).
- 2.69 Department for Education survey data shows that 38 per cent of parents think there is not enough information available to them about childcare in their local area⁴⁷. This may be a barrier to parents being able to access the childcare they need.

⁴⁶ Brind, R. et. al. (2012) 'Childcare and provider finances survey' DfE-RR213.

⁴⁷ Huskinson, T. et. Al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

2.70 The same survey shows that finding information about childcare is particularly difficult for parents of children with special educational needs⁴⁸.

⁴⁸ Huskinson, T. et. Al. (2013), 'Childcare and early years survey of parents 2011' DfE SFR08/2013

A plan of action

- 3.1 In *More great childcare*, we set out the steps we will take to improve the quality of children's early education and childcare. That document set out the government's plans to:
- reform early years qualifications, introducing new Early Years Educators and Early Years Teachers;
 - strengthen the inspection regime, making Ofsted the sole arbiter of quality; and,
 - introduce new Childminder Agencies, to increase the number of childminders and improve the training and support they can access.
- 3.2 Improving quality is a critical part of improving early education and childcare and giving parents confidence. We want to do more to improve the affordability and accessibility of childcare so that parents have reliable, suitable childcare at the times they need it in order to work their preferred hours.
- 3.3 This document now sets out the government's plan to:
- help families to meet the costs of childcare;
 - increase the amount of affordable provision; and,
 - give parents the right information so they can make informed choices about childcare.

Meeting the costs of childcare

- 3.4 Work should always pay. We want to help parents who want to work or increase their hours of work. This means ensuring an affordable, high quality and reliable supply of childcare, and we want to see parents, supported by a clear system of benefits and tax credits, better off for working.
- 3.5 We are going to provide extra support with the costs of childcare to working families. This will:
- make work pay by allowing people to keep more of their income as they work extra hours;
 - help reduce childcare costs for low income working families and enable more families to work the hours they need to move out of poverty; and,
 - better support parents who wish to return to work.

New funding

Tax-free childcare

- 3.6 **The government is introducing a new scheme to offer Tax-free Childcare to working families**, as announced by the Prime Minister and Deputy Prime Minister on 19 March 2013. Ultimately the new offer will be available to up to 2.5 million working families in the UK – more than the current Employer-Supported Childcare (ESC) system, which is only available to some employees.
- 3.7 Under the new scheme, the government will contribute 20 per cent of parents' yearly childcare costs (equivalent to the basic rate of income tax) up to a cap of £6,000 per child. This means parents getting up to £1,200 of their childcare costs, paid by the government (per child).
- 3.8 The new scheme will be phased in from autumn 2015, with eligible families with children under five able to take up the offer from the first year of operation, building up over time to include children under 12.
- 3.9 To be eligible, families will have both parents (or the lone parent) in work, each earning less than £150,000 a year, and not be receiving support through tax credits or Universal Credit.
- 3.10 The ESC voucher scheme will continue for current members if they want to stay in it, but in the future eligible parents will get support through the new Tax-free Childcare scheme. The ESC voucher scheme will also be open to new joiners until the Tax-free Childcare scheme is available. Eligible ESC recipients may choose to move onto the new scheme if they wish (but will not be able to receive both).
- 3.11 For a family with two children, the new offer will be worth more than double the amount of a single claim for ESC. The tax exemption available for workplace nurseries will remain.
- 3.12 The government will shortly consult on the detail of the new scheme.
- 3.13 Final details of the new scheme will be set out following consultation, but it is expected that parents will be able to open an online voucher account into which they pay and have their payments topped up by the government. Under this system, for every 80p families pay in, the government will put in 20p up to the annual limit (a £1,200 contribution from the government) on costs for each child. Our intention is that parents will be able to use the vouchers with childcare providers who meet the relevant registration requirements in England (and the equivalent requirements in Scotland, Wales, and Northern Ireland).

Universal Credit

- 3.14 For people on lower incomes, Universal Credit will make claiming government support more straightforward by bringing together a number of working age

benefits, including tax credits, into a single monthly payment, starting from October 2013. Working parents claiming Universal Credit will continue to be eligible to claim for up to 70 per cent of their childcare costs (as is the case currently with the childcare element of Working Tax Credit).

- 3.15 Universal Credit will support not only families on the lowest incomes but also some families with household earnings up to around £45,000 and more.
- 3.16 Universal Credit offers a number of improvements on the current tax credit system, including:
- support towards the cost of childcare being available from the first hour of work (there is no requirement to work 16 or more hours), which will help an extra 100,000 working families;
 - providing help with the upfront costs of childcare; and,
 - support with existing childcare costs if parents become unemployed.
- 3.17 **From April 2016, the government will provide £200 million of additional support with childcare costs within Universal Credit**, as announced by the Prime Minister and Deputy Prime Minister on 19 March 2013. Increasing childcare support within Universal Credit will improve work incentives, ensuring that it is financially worthwhile for low and middle income parents to work more hours.
- 3.18 Details of the new Universal Credit offer are subject to consultation and will be confirmed in due course, but the additional £200 million could raise the childcare element of Universal Credit to 85 per cent for families where both parents (or the lone parent) earn enough to reach the minimum tax threshold.

Funded early education

- 3.19 The government is strongly committed to early education for young children. Evidence shows the positive impact that high quality early education has on a child's later success at school. Funding spent on early education pays dividends in later outcomes⁴⁹. **The government remains committed to funding 15 hours a week of early education for all three- and four-year-olds and will extend this to around 20 per cent of two-year-olds from September 2013 and around 40 per cent of two-year-olds from September 2014.**

⁴⁹ Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2012) 'Effective Pre-school, Primary and Secondary Education 3-14 Project (EPPSE 3-14) - final report from the Key Stage 3 Phase: Influences on Students' Development from age 11-14'.

Sylva, K. et al. (2004) 'The Effective Provision of Pre-school Education (EPPE) Project: Findings from pre-school to end of Key Stage 1'.

Siraj-Blatchford, I. et al (2011) 'Performing against the odds: development trajectories of children in the EPPSE 3-16 study'. Department for Education, research report DfE-RR128.

Enabling local authorities to act as ‘champions’ for disadvantaged children and their families

- 3.20 To ensure government’s investment in early education goes as far as possible, we need to reform the system to reduce burdens on providers offering funded places and maximise choice for parents.
- 3.21 Local authorities play an important support role to schools as the ‘champions’ of children and parents, especially the most disadvantaged. They focus their resources on supporting and intervening in those schools which are struggling to improve quality. We want to free up local authorities so that they are able to undertake a similar role in the early years. We want local authorities to focus on challenging and securing support for early years providers who ‘require improvement’, to ensure that all children in their area are able to experience a high quality early education. We launched a consultation on reforming the role of the local authority in early education on 25 March. This consultation has now closed and the following paragraphs set out those reforms we intend to take forward.
- 3.22 As ‘champions’ of children and parents, local authorities will identify harder-to-reach families, make sure they understand the early education and childcare support available to them, and support them to choose an early education provider for their child. It will be particularly important that local authorities play this role in supporting the implementation of early learning for two-year-olds.
- 3.23 Local authorities will continue to play an important part in ensuring there is high quality provision in their areas. However, at a time when resources are under pressure, it does not make sense for local authorities to undertake their own quality assessments of providers.
- 3.24 A provider’s ability to deliver government funded early education places should depend primarily on Ofsted’s judgement of their quality. **We will therefore reform the requirements that government has placed on local authorities to add local eligibility criteria. We intend to amend the law, at the earliest opportunity, so that local authorities cannot refuse to offer to fund a place at an early education provider rated good or outstanding by Ofsted if an eligible child wants to take up a place there. We also intend to change the law to prevent local authorities from making additional quality-based requirements on good or outstanding private, voluntary and independent sector providers. We also intend to amend the law so that local authorities will be required to offer to fund a place at a new early education provider, registered with Ofsted, prior to their first Ofsted inspection, if an eligible child wants to take up a place there.**
- 3.25 Nationally consistent criteria will create a level playing field for all good quality providers, including childminders, and make it easier for high quality providers to expand into other local authority areas.

- 3.26 Where a provider receives a 'requires improvement' rating from Ofsted, this will trigger further action by local authorities, based on the issues raised by Ofsted in their inspection. We want local authorities to work closely with Ofsted, using the information gathered in inspections to target the support and challenge they give to providers who 'require improvement'. Local authorities will therefore specify that these 'requires improvement' providers take-up appropriate support as a condition of funding.
- 3.27 Some respondents to our consultation also asked whether Ofsted would be aware of safeguarding concerns in specific providers. Good links between local authorities and Ofsted will continue to be important. Local authorities will continue to come into contact with their local providers when arranging places for children and will often be the first contact for parents with complaints about providers. Local authorities will continue to share any concerns about providers with Ofsted, so that it can consider early re-inspection.
- 3.28 We know that the quality of provision is particularly important for disadvantaged children. **Our new guidance on early education therefore sets out the expectation that local authorities should only fund early learning places for two-year-olds in settings judged to be 'good' or 'outstanding'**. We will consider whether, from September 2015, to require that local authorities only fund early learning places for two-year-olds in settings judged to be 'good' or 'outstanding'. This will provide a strong incentive for weaker quality providers to improve quickly.
- 3.29 A stronger Ofsted inspection regime will also drive improvement in the sector. Ofsted have consulted on plans that weaker providers are inspected more frequently, inspectors will look explicitly at the quality of leadership, staff qualifications and training, and there will be greater involvement of Her Majesty's Inspectors in the early years. Providers will be left in no doubt that if they fail to address the concerns identified by Ofsted, they risk losing their registration and, on the local authority side, their ability to offer government funded places.
- 3.30 Weaker providers need access to support and training to improve their practice and raise the quality of their staff. There are many good examples where such providers have benefitted from the quality improvement expertise that their local authority has been able to provide. However, at a time when local budgets are tight, it also makes no sense for the government to compel local authorities to deliver support services to high quality providers who do not need or do not want them, perhaps because they have other effective arrangements in place.
- 3.31 **We therefore plan to refocus the current duty on local authorities to secure information, advice and training, on meeting the needs of providers who have been rated as 'inadequate' or 'requires improvement'**. Local authorities will need to ensure that these providers can access training and support, and where such support is not available, local authorities will need to provide it directly.

But high quality providers who may have their own quality improvement and support systems, such as nursery chains or childminder agencies, will not be required to access this support. Local authorities will, however, still have a power to provide information, advice and training for high quality providers if they wish to.

- 3.32 We want to encourage new high quality providers to enter the early years training market, so that all providers, including smaller settings, can access a variety of high quality training and quality improvement support. The new duty will also allow good quality providers, particularly smaller providers, who value the support they receive from their local authority, to continue to draw on local training and advice.
- 3.33 We will provide an annual update of our existing benchmarking data on the proportion of providers rated 'good' or 'outstanding' in each local authority area. For the first time, from this summer, it will include data on the proportion of children accessing their funded place in a provider rated as 'good' or 'outstanding' in each area.

Getting more funding to the frontline

- 3.34 **The government will reform early education funding so that it is simpler and more transparent and to ensure that more funding goes directly to providers.**
- 3.35 We want, in time, to look at introducing a national funding formula for the early education programme. Our objective is to make funding truly fair, address the current inconsistencies and inefficiencies, and give providers the predictability they need.
- 3.36 We have decided not to make any regulatory changes to the funding system for the 2014-15 financial year in advance of broader changes. We are collecting data on local authority spend and will publish better data on the rates that local authorities pay to providers this autumn. We are working with providers to look at different cost models for high quality provision.
- 3.37 We will also act to make sure that there is greater transparency about public funding for early education. The Department for Education recently published data on its website which allows comparison of how much different local authorities pay childcare providers for each education place they provide⁵⁰.
- 3.38 From the 2013-14 financial year local authorities will be required to publish more information about how much funding they retain centrally and how they use it. This will enable early years providers to judge whether the service they receive from their local authority is value-for-money and to challenge whether that money could be better spent.

⁵⁰ www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/b00211546/foundation-years-benchmarking-tool.

Offering start-up grants to help people set-up new childcare businesses

- 3.39 **Under the Childcare business grant scheme funded by the Government Equalities Office, we are making £2 million available over the financial year 2013-14 to help people set up new childcare businesses.** For prospective new childminders, grants of £250 are available to help with start-up costs, such as training, Ofsted fees, or insurance. For those looking to start a nursery or after school club, grants of £500 are available.
- 3.40 New providers are also being encouraged to access a free business mentor, to help steer them through the business start-up process; and are being directed to specialist advice⁵¹. Evidence shows that effective business mentoring can greatly improve the viability of new businesses. The scheme will help launch up to 6,000 new childcare businesses.

Increasing the amount of affordable provision

Improving regulation and removing barriers

- 3.41 We want the rules and checks that govern childcare businesses, and the work of childcare professionals, to be clearer and easier for parents to understand. We also want to make it easier to set-up and run childcare businesses and for childcare professionals to be free to focus on children's development and safety, undistracted by unnecessary paperwork.
- 3.42 Some regulation is essential to ensure safety and improve outcomes but too often providers misunderstand what is legally required. We want to make it easier for providers to understand the assessments they are required to undertake and the paperwork they must keep. We have set out a summary of some common misconceptions about the requirements of the early years foundation stage in Annex A of this report.

Simpler and clearer registration arrangements

- 3.43 Parents rightly expect that those who are paid to care for their children meet a basic set of standards to ensure that children are safe and well cared-for. **We will reform childcare registration so it has a stronger focus on child safety and welfare.**
- 3.44 We intend to bring forward legislation at the earliest possible opportunity to introduce a new childcare registration system. We are consulting on the detail of

⁵¹ <http://www.mentorsme.co.uk/>

how this is best delivered, but the following principles will apply to any new system:

- There should be a **single, consistent set of welfare and safeguarding requirements**, simplifying the confusing sets of overlapping rules currently in existence, and strengthening safety requirements.
- Early years providers, as now, should meet the requirements of the early years foundation stage with their focus on children's learning and development. Ofsted will inspect such providers on a routine and regular basis.
- Providers that are paid for caring for children aged between five and seven years old will continue to be required to register and meet welfare and safeguarding requirements that are better aligned with the early years foundation stage. This would mean some additional requirements being placed on providers of care for older children (for example to ensure a stronger focus on child protection), whilst other requirements will be removed. These providers will continue to be subject to inspection by Ofsted on a 10 per cent sample basis that includes all cases in which a complaint has been made.
- As now, childcare providers who are not required to register will be able to, if they want to. For these we will also retain the current inspection arrangements whereby Ofsted inspect a 10 per cent sample that includes all cases in which a complaint has been made.

3.45 It is right that we keep the safety and security of all children at the forefront of any new proposals. It is also right that we acknowledge the different needs of younger and older children and ensure that the requirements we place on providers are proportionate and effective.

3.46 In particular, **we think there is a strong case for removing the staff to child ratio and staff qualification requirements for providers of 'wraparound' care for children in full-time education at school.** This would address a current inconsistency which is that these children spend most of their day in school in much larger groups than the current 1:8 ratio for childcare permits. Younger children need smaller groups in order to access learning and development in the EYFS. But for children in full-time education, the focus of requirements of childcare, outside the school day, and the responsibility of the staff caring for them, should be ensuring their safety.

Trusting professional judgement

3.47 The best guarantees of effective early learning and childcare are the skills and knowledge of the people caring for children. We want to place greater trust in childcare providers to judge what constitutes a safe and suitable environment for children in their care. **The new childcare registration system will remove unnecessary prescription.** For example, we will make it clear that it is for

professionals to manage and reduce risks and that they are responsible for judging how best to do that.

- 3.48 We are keen to offer more help to childminders. We have already put forward a number of proposals in *More great childcare*, including increased flexibilities in the early years foundation stage, building on those introduced in September 2012, and the introduction of childminder agencies.

Exemptions for 'wrap around' providers

- 3.49 Four-year-olds receiving education in a school reception class do not need a duplicate 'learning offer' from an early years provider they attend before or after their school day. **We therefore propose that a provider offering before and after school and holiday care for four- and five-year-olds attending reception class will no longer be required to meet the early years foundation stage learning and development requirements when caring for these children.**

Childcare provided by friends and neighbours

- 3.50 Currently, parents can pay family members to care for their children without the family member registering as a childcare provider. But if they want to pay for other forms of informal childcare such as a trusted friend or neighbour to care for their child (on a regular basis and for more than two hours a day) that friend or neighbour must register with Ofsted. This means that a friend or neighbour must follow requirements placed on other registered providers (for example following all of the EYFS requirements if they are caring for children under five). **We intend to encourage informal childcare by raising the threshold so that the requirement to register with Ofsted commences after three hours of regular care, rather than two.**

Consultation on registration

- 3.51 We are today launching a consultation on the regulation of childcare with a view to legislating at the earliest opportunity. The consultation covers the proposals to change the registration system (as outlined in this document) and proposals to help increase the availability of before and after school care.

Suitability Checks

- 3.52 Criminal record checks are now issued by the Disclosure and Barring Service (DBS) which has taken over from the former Criminal Records Bureau (CRB). It has also taken over from the Independent Safeguarding Authority (ISA) in making independent decisions about who is barred from working closely and regularly with children.

- 3.53 In June, a new DBS Update Service started. Employees and volunteers working closely with children no longer have to apply for a criminal records certificate each time they apply for a job if they subscribe to the service. They only have to apply once for a certificate and can choose to subscribe to the Update Service. If the individual has subscribed, an employer or other organisation can then go online for an instant check to see whether the certificate remains up to date.
- 3.54 This will, over time, reduce the need for new DBS certificates for all applications, either when childcare providers apply to join the childcare register, or when childcare professionals move between employers. It will mean that childcare registrations and employment checks will take less time and cost less. There will be a small annual subscription fee for employees (although the employer may choose to pay this) which will be considerably less than the historic cost of repeating a criminal records check.

Making better use of schools

- 3.55 We would like to see primary school sites open for more hours each day and for more weeks each year, creating a seamless service for parents wherever possible.
- 3.56 Wherever possible, families should be able to rely on their children's primary school as a single-site location of their child's education as well as before and after school childcare. Schools such as the Free School Norwich have shown that this can be done (see Annex B). In rural areas, we would like to see schools working together to offer similar services.
- 3.57 Some parents are able to access a range of optional activities before and after the school day and during the holidays for their school-age children. Some of these activities complement formal teaching in schools, including activities to help pupils to catch up with their peers if they are in danger of falling behind. Others focus on sport or other recreational activities.
- 3.58 A wide range of organisations are involved in providing these activities, including before and after school clubs, holiday clubs, schools, nurseries, childminders and children's centres. This provision is often linked to a school, either offered by schools directly, or by specialist providers operating on school sites. The case studies at Annex B give examples of different arrangements.
- 3.59 Schools might provide services directly, or work with other organisations to provide services on their site. We want to see the majority of schools offering consistent provision before and after school and during holidays on their sites. We must look at how the school estate can be used more efficiently.
- 3.60 **We will work with schools and childcare providers to look at ways in which we can help make it easier for out-of-hours provision to be made available**

on school sites. Schools will continue to have autonomy to make decisions about the hours that they are open.

Learning from other countries

- 3.61 Some other countries, including Germany, have made significant changes to the arrangement of their school day and year to the benefit of pupils and parents. We want to learn from the experience of these countries.

Case study

Until ten years ago the majority of schools in Germany operated on a half-day basis. In 2002, the Ministry of Education and Science sought to increase the number of full-day schools across the country.

By 2010, 51 per cent of schools in Germany offered full-day school (a minimum of seven hours on at least three days per week) – up from around 16 per cent in 2002⁵². The school system differs from state to state within Germany. In Berlin in 2013 all primary schools offer full-day school. Alongside the expansion of all-day schools, Germany introduced national standards in key subjects in primary and secondary school, increased the autonomy of schools, and targeted support to meet the needs of disadvantaged pupils, particularly those of ethnic minorities.

Full-day schools can use the extra time in their day to offer catch-up classes and extra-curricular activities as well as normal classes. They are encouraged to design programmes of activities that complement and reinforce the curriculum. Over the period of expansion in all-day schools, Germany's position in international studies comparing pupil achievement improved⁵³.

- 3.62 Out of school hours childcare services are particularly well-established in the USA, Sweden, and Denmark. All of the Organisation for Economic Co-operation and Development (OECD) countries that we surveyed on this topic for the childcare commission reported a variety of provision available before and after school and in school holidays⁵⁴. In Denmark, for example, 88 per cent of six- to eight-year-olds take advantage of before and after school or holiday care.

⁵² 'Bildung in Deutschland 2012, Ein indikatorengestützter Bericht mit einer Analyse zur kulturellen Bildung im Lebenslauf'; http://www.bildungsbericht.de/daten2012/bb_2012.pdf.

⁵³ OECD (2011), 'Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education'.

⁵⁴ OECD Family Database Indicator PF4.3 Out of School Hours Care (2011).

Changing the school day

- 3.63 More and more schools are becoming academies, and are benefiting from the freedom to spend money and run activities in ways that suit their local community, their pupils, parents, and those working in partnership with the school. Each year, more free schools are also opening, bringing new and exciting ways of arranging teaching hours, out-of-hours childcare, school terms and extra-curricular activities, tailored to meet the needs of parents in the local area. We want more schools to follow their example.
- 3.64 We are not asking teachers to work longer hours. Some schools already offer a service like this in partnership with other organisations, without placing any additional burdens on existing staff.
- 3.65 In September 2011, we removed the prescriptive process that maintained schools had to go through when changing their school day. All schools now have the freedom to change their opening and closing times as they see fit. This change allows schools greater freedom to change the school day in the best interests of pupils and parents.

Possible school day structures:

- schools could redefine the length of their timetabled school day, e.g. 8am-6pm. There would be no charge to parents;
- schools could keep a traditional 8:30am-3:30pm school day but make provision for before and after school activity to cover, for example, 8am-6pm. Schools can charge parents for use of these services or subsidise costs; or
- schools could keep a traditional 8:30am-3:30pm school day and offer premises available to other organisations outside of those hours. Parents deal directly with providers and services are charged by that provider.

Giving schools the freedom to change the school year

3.66 We will act now to extend to all schools the flexibility already enjoyed by academies, free schools and many maintained schools to decide how best to arrange their term and holiday dates.

3.67 Many schools – around 70 per cent of secondary schools and around 30 per cent of primary schools – already have the responsibility for setting their own term and holiday dates⁵⁵. **On 2 July, the government published clauses in the Deregulation Bill that would mean the governing bodies of all maintained schools in England would have responsibility for setting their own term and holiday dates.**

⁵⁵ This includes the increasing number of academies and free schools, as well as some types of maintained schools – such as foundation schools or voluntary-aided schools.

- 3.68 This would mean that community, voluntary-controlled, community special and maintained nursery schools will, for the first time, enjoy the benefits of a freedom that other schools already have. Subject to approval by Parliament, this change would take effect from September 2015.
- 3.69 All schools must act reasonably: giving notice to parents of term dates, and considering the impact of their decisions on those affected – pupils, their parents, teachers and the local community. We recognise that schools may wish to put local arrangements into place to co-ordinate term dates to avoid unintentional problems for parents and teachers.
- 3.70 Giving schools freedom over their term and holiday dates makes it easier for them to make changes that will benefit pupils' education and to be more responsive to the needs of, parents and the communities they serve. Some schools which already have these freedoms have moved from the traditional 'one-size-fits-all' three-term year (with a long summer break) to a six-term year with a shorter summer break. Reducing the length of the summer holiday may help parents manage the costs and practicalities of expensive holiday childcare. These decisions will remain in the hands of schools.

Making it easier for childcare to be offered on school sites

- 3.71 We want to make it easier for parents to access childcare on the premises of their child's school. Through the *Children and Families Bill*, we are removing barriers that may be holding schools back from running before and after school and holiday care onsite, either themselves or in partnership with other providers.
- 3.72 To remove delays and unnecessary processes for schools setting up onsite childcare, we are:
- **abolishing the duty on maintained schools in England to consult when offering out of school hours facilities; and**
 - **removing a requirement to have regard to advice and guidance issued by the Secretary of State and local authorities when making this kind of offer.**
- 3.73 This will mean that schools will be able to react more quickly to the needs of their pupils and their pupils' parents for before and after school and holiday care.
- 3.74 To make it easier for schools and childcare providers to work together to offer activities, **we intend to bring forward legislation at the earliest possible opportunity so that, once registered, childcare providers will be able to work in multiple locations, for example both in a nursery and on a school site, without needing to register each site separately.** Ofsted should satisfy themselves that each of the premises are suitable.

- 3.75 Schools are not required to register separately any before or after school or holiday provision that they deliver directly.

Sharing premises

- 3.76 Schools that already offer childcare and other activities on their sites see clear benefits to pupils and their families. The availability of before and after school and holiday care can be an important selling point for a school. KOOSA Kids, for example, works with a number of schools in Berkshire, Hampshire and Surrey, and has found that many parents see the availability of before and after school care as a key attraction when selecting a school for their child.
- 3.77 We want schools and local authorities to think carefully about the benefits to pupils, their families, and the local community of affordable and reliable before and after school and holiday provision, including when deciding rents. This could include considering how, if for example a school charges a below market rent, the benefits of extra childcare provision can be made available to all children, not just those whose parents can afford charges. Wroxham Primary School offers its facilities to maths tutors free of charge after school. In return these tutors provide a number of free maths sessions to disadvantaged children and to parents.

Funding for out of school hours activities

- 3.78 We know that some schools offer a full range of out of school hours activities to meet the needs of their communities, in a sustainable way. Annex B includes examples of schools that are successfully running breakfast clubs, after school care and holiday clubs that are sustained through the fees they charge parents.
- 3.79 Schools may subsidise places for pupils from disadvantaged backgrounds to ensure that they too can benefit from these services.
- 3.80 From April 2011, the funding for extended services that had been distributed through the Standards Fund was incorporated into the Dedicated Schools Grant, and remains part of school budgets. This gives schools the freedom and flexibility to offer such activities as they judge would best meet the needs of their pupils and the wider communities they serve.
- 3.81 On 16 March 2013, the Prime Minister announced additional funding of £150 million each year for the academic years 2013/14 and 2014/15, to support the provision of physical education (PE) and sport in primary schools. This funding, which will go directly to primary school headteachers, is ring-fenced and schools must use it to improve the provision of PE and sport. Headteachers will have freedom within that requirement to determine what best meets the needs of their pupils. They may decide to provide specialist coaching and teacher training, or could support competitions after school or at the weekend.

Further work to engage schools

- 3.82 These are our first steps but we want to go further. We are interested in bringing providers wishing to operate on school premises together with schools to discuss what needs to happen to make our vision a reality – increasing numbers of primary schools operating a longer day, with more provision of out-of-hours care on school sites, and with all children having fair access to these services.
- 3.83 Our expectation is that schools will embrace this challenge, will be responsive to the needs of their pupils' parents, and will innovate to find creative solutions.

Making it easier for children from disadvantaged backgrounds to access early education at school

- 3.84 From September 2013, 130,000 two-year-olds from lower income families will be able to access an early learning place, increasing to 260,000 from 2014. Many primary schools already offer high quality provision for under-fives and we want to encourage a diverse range of high quality early years provision for children aged two, to give parents real choice.
- 3.85 Increasing numbers of schools see the potential to improve children's attainment by accepting two-year-olds. For example, schools such as Easington Lane Primary School and Hylton Redhouse Nursery School in Sunderland began accepting two-year-olds as a result of a pilot programme to increase provision that ran in the city during 2011-12.
- 3.86 ***More great childcare*** included a proposal to remove the requirement for schools to register separately with Ofsted when offering provision to two-year-olds. Subject to the will of Parliament, we intend to make this change at the next available legislative opportunity. From September 2013, we will work with schools to explore more flexible ways of providing high quality early learning for two-year-olds within the existing regulatory framework and ratio requirements.

Improving information available to parents about childcare

- 3.87 The government is taking forward a programme of work to improve the information available to parents about childcare. It is important for parents, particularly those who are thinking about returning to work, to have up-to-date and accurate information about:
- their eligibility for government support with the costs of childcare, and how to access this support; and
 - information about childcare providers in their area.

- 3.88 We want parents to tell us how best to improve the information available about childcare providers in their area. **We will ask an independent organisation to work with parents to find out what they think of the current information sources (Gov.uk, Family Information Services, Ofsted, and others) and make recommendations in the spring about which channels are most useful to parents and how services might be improved.**
- 3.89 There are a number of things the government is already doing:
- The Department for Education will work with Ofsted to make better information available about the qualifications of staff working at a provider;
 - The government is legislating to provide for childminder agencies – which will offer a ‘one-stop shop’ for advice and help with finding a childminder;
 - Gov.uk will become a clear and authoritative source of information about the financial support available for parents to help with childcare costs;
 - The Department for Work and Pensions is reviewing and improving the information it provides to Jobcentre Plus advisers to enable them to better support parents with childcare and work; and
 - Government is legislating to improve information about childcare provision for children with special educational needs and disabled children. Through the Children and Families Bill, the Department for Education will place a new duty on local authorities to publish the provision and support available to children with special educational needs and disabled children in their area, including information on early years provision.
- 3.90 Early education and childcare providers, and their representative bodies, need also to play their part, providing clarity about their services to parents and carers, and advice on the support that is available to them.

Annex A: EYFS requirements

This table sets out a summary of common misconceptions about the requirements of the early years foundation stage, to help make it easier for providers to understand which assessments they are required to make and the paperwork they must keep.

Issue	Required	Not required
Outdoor space	Access to an outdoor play area, or outdoor activities planned and taken on a daily basis.	'Freeflow' of children between indoor and outdoor areas.
Written assessment of learning and development	<ul style="list-style-type: none"> • A Progress Check report for parents, at age two. • EYFS Profile assessment in the summer term of Reception year. 	'Learning journeys' or other similar documents.
Risk assessments	Providers other than childminders: general policy on risk assessment, and judge when to put specific risk assessments in writing.	Written risk assessments for all issues and risks.
Other policies and procedures ⁵⁶	For providers except childminders written policies on the following: <ul style="list-style-type: none"> • Child protection • Equality • Health and safety • Responding to specific health needs of children who are ill or infectious • Administering medicines • Managing behaviour • Overall approach to risk assessment • Complaints 	Other written policies and procedures (e.g. on food and drink).

⁵⁶ For childminders, *no* written policies and procedures. For schools, no separate policies on EYFS, if requirements are met through an existing policy.

Annex B: School case studies

Bethnal Green Academy	
Before school	Free breakfast is available for all pupils from 7:45am. Activities before school include a football club run by an external provider, free of charge, and targeted study support.
After school	<p>Clubs are run after school until 5pm at no cost to parents.</p> <p>Activities outside of the normal school day, whether academic or otherwise, are run by academy staff, including teachers. Deputy Principal Jennie Montgomerie believes that this helps to ensure the activities are of a high quality, while familiarity with the staff delivering the activities helps to improve pupil attendance.</p> <p>Pupil premium funding contributes to running these activities. These activities help to build rapport between staff, pupils and parents, and help families to feel that the academy is a hub in the local community.</p>
Weekend provision	Weekend provision during term time.
Holiday provision	<p>Bethnal Green Academy has been running activities during the school holidays for many years. These activities are funded by the academy, and are free for parents whose children participate.</p> <p>The academy also runs two weeks of activities during the summer for their incoming Year 7 pupils, as well as activities for Year 7 pupils during the Easter holidays. The academy found that the summer school made the transition between primary and secondary school much easier for Year 7 pupils.</p>

Brookside Primary School

School site open	At Brookside Primary School it is possible for children to be on the school site from 8am to 6pm, for 51 weeks of the year.
Before school	Additional childcare available between 8am and 9am.
After school	<p>Brookside Primary School serves a rural community in Somerset and runs an after school club until 6pm each day to meet the needs of local parents.</p> <p>An oversubscribed school, Brookside expanded its after school club when the headteacher, Claire Axten, found that one reason parents were so keen for their children to attend the school was the offer of on-site childcare outside of the normal school day.</p> <p>Brookside now offers after school care to pupils from three local schools (as well as to its own pupils) two in the same village, and one two miles away. The club is run and staffed by teaching assistants and nursery assistants.</p> <p>A minibus service is provided which picks up pupils from other schools at the end of the day, at a fare of £1.30 a day. All parents are charged a flat price of £7.75 per day for a place at the club, regardless of whether their child attends Brookside and whether or not they have special educational needs or are disabled.</p>
Holiday provision	<p>Brookside also offers holiday-time care. The summer school is also open to pupils from any local school, and is advertised through a community learning partnership of 17 schools.</p> <p>Structured activities take place between 9am and 3pm at a cost of £15 per day, with additional childcare available between 8am and 9am and between 3pm and 6pm at the same price as in term time.</p> <p>Brookside keeps the cost to parents as low as possible by raising money to subsidise its out of school hours provision through renting out its premises and minibuses to community groups when not needed. It is able to manage fluctuations in demand for places at the after school club thanks to innovative flexible contracts for its support staff.</p>

The Free School Norwich

School site open	The Free School Norwich is open from 8.15am to 5.45pm six days a week, 51 weeks a year.
Before school	<p>The school offers well-attended onsite childcare, called Squirrels, which is open to pupils from 8.15am six days a week, 51 weeks a year. Squirrels costs £3 per hour during term time. This offer of childcare has proved popular with working parents.</p> <p>Activities are run by trained childcare professionals, who are separate from the school's teaching staff.</p> <p>The fees paid for these activities cover all costs, including snacks and meals. To get started, Squirrels raised around £1,000 of start-up funding from local companies to buy equipment, but it is now entirely self-sufficient.</p>
After school	<p>The school offers on-site childcare, called Squirrels, until 5.45pm six days a week, 51 weeks a year.</p> <p>Recently, the school has introduced sleepovers so parents can get a night off now and again.</p>
Weekend provision	Open Saturdays.
Holiday provision	<p>On-site childcare Squirrels costs £15 for a full day in the holidays including meals.</p> <p>The Free School Norwich opened in September 2011 with an innovative six week term structure, with two weeks of holiday between each term and a four week holiday in August. Holidays overlap with those in the local authority area.</p> <p>Both parents and pupils seem keen on the term structure, which was designed taking into consideration feedback from prospective parents. Staff find it easier to plan across the year groups, pupils get less tired, and pupil absence rates are low.</p>

Guiseley Infants and Nursery School

<p>School site open</p>	<p>Guiseley Infants and Nursery School has a children’s centre on-site and works in partnership with two private childcare organisations to keep its premises open between 7.30am and 6pm for 48 weeks a year.</p> <p>The school’s close relationship with local childcare providers means that young children become familiar with the school and its staff. The transition of those pupils who join it is smoother as a result. School and childcare providers are able to share information and expertise. This means they can proactively plan and implement joint child development programmes together. Special educational needs are identified earlier and access to services such as speech and language therapy is arranged quickly.</p> <p>Since its childcare provision was set up, the number of pupils attending the school has doubled and the school is now full. Parents see the childcare offer as a selling point and children’s development at five years old, as demonstrated through the early years foundation stage profile results, have improved.</p>
<p>Before school</p>	<p>The school runs a breakfast club costing £5.50 from 7.30am to 9am.</p> <p>Children under three can attend a nursery and playgroup. The cost of a full day is £19.50 for play sessions from 9am to 3.15pm.</p>
<p>After school</p>	<p>The school runs an after school club from 3.15pm to 6pm, costing £7.50 per session. Charges are on a sliding scale with funding for low income families made up by extended services or the children’s centre. Local childminders are also offered space in the children’s centre to meet, use the facilities, and access other services.</p>
<p>Holiday provision</p>	<p>Guiseley Infants and Nursery School works in partnership with two private childcare organisations to keep its premises open between 7.30am and 6pm for 48 weeks a year.</p>

King Solomon Academy Primary School

<p>School site open</p>	<p>King Solomon Academy Primary School is open from 7.50am to 5pm.</p> <p>The academy has a teaching day that runs from 8.30am to 4pm. This is a longer school day than that of other schools in the area. The academy uses the additional teaching time to focus on English and mathematics, as well as music lessons and daily PE.</p> <p>Teachers at the school sign contracts that do not specify working hours, but the broad envelope of working hours are between 8am and 5pm. In recognition of these longer hours, they are paid slightly more than their peers in maintained schools. The academy enjoys a significant number of applications from both newly qualified and experienced staff, for all vacancies, and the longer school hours have not proven to be an obstacle to recruitment.</p>
<p>Before school</p>	<p>The academy runs a breakfast club from 7.50am to 8.30am, which is free for pupils on free school meals. Other pupils pay £2.50.</p>
<p>After school</p>	<p>After school hours are extended to 5pm by a range of after school clubs run by the school and external providers. These cost between £1 and £2.50 per session. In each case the academy recovers its costs.</p> <p>The academy also has a partnership with a local play centre, which works with the academy to provide after school care until 6pm (for roughly £4 per day).</p> <p>Support staff are contracted to work for an additional 37 hours a year, enabling the school to direct every support staff member to run a weekly after school club. All pupils could sign up for a club each week. As a result, the academy runs, at no extra cost, clubs every day, amounting to approximately 25 hours of extended activities per week.</p>
<p>Weekend provision</p>	<p>The academy has a partnership with a local play centre to provide after school care on weekends and in school holidays.</p>
<p>Holiday provision</p>	<p>Teachers and support staff run an Easter school for pupils who need targeted support.</p>

Peak Time Kids' Club

<p>School site open</p>	<p>Peak Time Kids' Club is open 51 weeks of the year and offers activities in the Hope Valley, a rural area between Sheffield and Derby, for school-age children before and after the school day and during the school holidays.</p> <p>Peak Time opened in 1995, following a decision by local parents to start their own before and after school and holiday care club for their children. By mobilising support, including in-kind support, from the local community, Peak Time was able to secure a building for the club.</p> <p>Peak Time Kids' Club shows how a group of parents can mobilise the resources of the local community to establish a before and after school and holiday care club in a rural area that meets their needs, and offers high quality activities for their children.</p>
<p>Before school</p>	<p>Peak Time is located on the site of a local primary school, where they provide activities for up to 30 children Monday to Friday during school terms.</p> <p>Children attend for a variety of sessions which means that parents can plan work patterns better. The morning session runs from 7.30am to 8.45am (for £5)</p>
<p>After school</p>	<p>Peak Time run sessions in the afternoon from 3.15pm to 6pm (for £9.10).</p> <p>The activities are not run at a loss, for the most part, and Peak Time is also able to generate some additional income by renting their facilities to a local playgroup. Transport can be an issue for parents in the Hope Valley, and Peak Time offers a transport service that picks up children from the schools each day (which costs £2.30 a day).</p>
<p>Holiday provision</p>	<p>During school holidays the club runs from 7.30am to 6pm (£22.40 for a full day and £13 for a half day). The second and subsequent children in a family receive a discount.</p>

Stour Valley Community School

<p>School site open</p>	<p>Administration staff work 8am to 4.30pm, and there is always someone around to supervise the use of the site.</p> <p>Transport is a big issue for Stour Valley Community School, as 80 per cent of pupils come into the school by bus. This has limited what Stour Valley has been able to offer in terms of a longer day, but the school negotiated with their local bus companies for some flexibility on Tuesdays to Thursdays.</p>
<p>After school</p>	<p>Stour Valley is able to offer an extensive range of 'Period 6' music, art, drama, sport, and GCSE clubs.</p> <p>Period 6 activities are delivered by volunteers from teaching and non-teaching staff, as well as individuals from the local community, on Tuesdays, Wednesdays, and Thursdays. They run during term time, from 3.10pm to 4.10pm, when a second round of buses will pick up the pupils who stayed for Period 6.</p> <p>The clubs are very popular with the students and 80 per cent of pupils attend at least one session. There have been no problems with CRB checks or insurance as staff are present and supervise the use of school equipment.</p>
<p>Holiday provision</p>	<p>Period 6 activities have challenged pupils in a social, developmental and ungraded environment, and the success of these activities has prompted the school to develop a two-week summer holiday school for higher ability students, which is focused on science. The summer school is run by paid teaching staff at no cost to parents. The costs will be covered by Stour Valley's Community Fund, which it has built up in order to avoid any child being excluded from programmes.</p> <p>Stour Valley Community School has a swimming pool on-site, which will remain open throughout the summer holidays thanks to a partnership with a community group.</p> <p>The school charges the group for use of the facility, and the group in turn charges £1 for a supervised session (9am to 1pm, or 2pm to 6pm, seven days a week) so that the children of the community can continue to benefit during the holidays.</p>

Wigmore School and Nursery

<p>School site open</p>	<p>8am to 5.45pm.</p> <p>There is an on-site nursery which is registered as a private concern. The nursery provides term-time care for children from the local community age three and over (including those of school staff).</p> <p>The nursery has its own separate and well-equipped classroom, and the children have access to all the school's facilities, including the hall and outside playgrounds and fields. The curriculum is planned to provide a wide range of play opportunities, and to develop basic skills and the knowledge necessary for a smooth transition into school.</p>
<p>Before school</p>	<p>An Early Bird session from 8am to 8.30am allows working parents time to get to work. Sessions are charged at £3.50 per hour.</p>
<p>After school</p>	<p>Nursery session from 3.30pm until 4pm gives parents some flexibility about when they can collect their children. Sessions are charged at £3.50 per hour.</p> <p>Wigmore also runs a wide range of after school activities on-site through the Wigmore Activities Club for Children and Young People, which runs until 5.45pm. Originally this ran until 4.30pm, but was extended due to parental demand. Activities include homework help for older children and extra-curricular sports and games clubs. The extra-curricular activities are charged at £3.50 per hour.</p> <p>The after school activities are particularly welcomed by working parents and mid-week is the peak time for the clubs, due to parents' working patterns. Pupils like being in a familiar place, and enjoy the social aspect of the after school activities.</p> <p>The activities are run by a mixture of school staff and external providers, and there is always a qualified teacher and site manager on-site.</p>
<p>Holiday provision</p>	<p>Wigmore also offers holiday care in partnership with another school, and pupils from both schools can attend the same activities. These holiday schools are held for one week at Easter and three weeks in the summer, and run from 8.30am to 4.30pm.</p> <p>Parents can enroll their children for full or half-days, depending on their needs. A full day costs £15. The holiday schools are based at the Wigmore site, but are run by staff from both schools. The aim is to offer parents from both schools 'blocks' of holiday care to help them balance work and childcare.</p>

The Wroxham School

<p>School site open</p>	<p>The school site is open every day of the week until 10pm, and all day Saturday and Sunday, for a mixture of out of school care and community groups.</p> <p>This means that parents who were struggling to manage their working arrangements are able to access stimulating childcare in an environment where their children feel safe and happy.</p> <p>Before and after school and holiday care provided by Wroxham has had a positive impact on parents – the provision has enabled parents to go back into full-time training or employment. The care on offer has been particularly helpful for lone parents who might otherwise have found it difficult to make alternative arrangements for childcare whilst they are working.</p>
<p>Before school</p>	<p>Wroxham Breakfast Club runs from 7.45am to 8.45am (£2.80).</p>
<p>After school</p>	<p>Kids Club runs from 3.15pm to 6pm (£3.27 per hour).</p> <p>Wroxham offers pupils a wide range of activities outside of the core school day, such as karate, French lessons, and intensive tuition for phonics/spelling and mathematics. Some of these activities are run by external providers. For example, the school offers its facilities to mathematics tutors free of charge. In return these tutors provide a number of mathematics sessions for staff, parents and ex-students free of charge.</p> <p>Wroxham employs a full-time sports coach to deliver sporting activities to children before, during and after the school day. This has not only had a positive impact on children’s health and well-being; teachers have also noticed that children who participate have increased motivation and focus for learning in the classroom.</p> <p>The school uses some of its £8,000 pupil premium to subsidise activities for disadvantaged pupils, including breakfast club, and parents can also save money by booking activities well in advance. This also helps the school to manage fluctuations in demand.</p>
<p>Weekend provision</p>	<p>Open weekends.</p>
<p>Holiday provision</p>	<p>Kids Club runs during school holidays. The holiday Kids Club is available to children across the local area.</p>

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