



By working in partnership to meet the childcare need

A toolkit to support schools and
providers / childminders in the
provision of out of school care

HOW

ACTION FOR CHILDREN

IS WORKING WITH



Department
for Education

This toolkit is designed as a step by step guide for schools and childcare providers (including childminders) to establish partnerships to meet the childcare needs of their community. It focuses on school aged children between the ages of 4 - 12 years.

Section One:

Introduction

High quality childcare is known to provide important cognitive and emotional benefits for children, including those from disadvantaged backgrounds. High quality childcare in the early years will benefit children to through their school years and into adulthood.

Information for schools

The purpose of this toolkit is to provide information to schools (and childcare providers) about the benefits of partnership working to meet the childcare needs of parents.

Working in partnership with other providers will offer schools a solution to meeting the parental demand for childcare.

Once a school has established that there is a need to offer out of school (wraparound) childcare, it must consider the most appropriate way to provide it.

Meeting the Childcare need through Partnership working

Schools have four main options when considering offering wraparound childcare:

- Establishing wraparound childcare that is run by the school. This form of childcare need not be registered with Ofsted as it will come under the same Ofsted registration as the school. These conditions apply as long as the staff are employed by the Governing body and at least one child attending the provision is on the school roll.
- Working in partnership with an existing Ofsted registered provider such as an out of school club or childminder agency.¹ Schools may consider working in partnership with out of school clubs, existing childminder agencies or could consider establishing their own Childminder Agency (CMA).
- Working in partnership with other schools to offer the provision
- Working in partnership with registered childminders. This toolkit provides information about the possible options for working in partnership that schools may wish to consider. Schools may also be interested in non-statutory guidance *Wraparound and holiday childcare Parent and childcare provider 'rights to request'* for local authority maintained schools, academies and free schools on how to manage parent requests for childcare and childcare provider requests to use the schools site for childcare.

Partnership working (schools)

In this section, the options for working in partnership with external providers to facilitate wraparound care on school sites will be discussed. Consideration will also be given to how schools can work in partnership with childminders. Templates of documentation necessary when setting up the partnership model are included.

The main forms of wraparound childcare that are most widely used for school age children are breakfast / out of school clubs on the school site; childcare provided by an external provider off the school site or childcare with a registered child minder.

Many schools already offer an extension to the school day by providing their own breakfast or after school provision on the school site. This type of provision does not need to be registered separately with Ofsted as it will come under the school's own inspection as long as the staff are employed by the Governors and that at least one child attending the provision is on the school roll. Guidance for this is available on the [*Ofsted website*](#).

Some schools may consider offering wraparound care by working in partnership with an external provider. In many cases this provision is offered off site with children being transported to and from school by the external provider.

Meeting the Childcare need through Partnership working

Benefits for schools working in partnership with an external provider to provide wraparound childcare on a school site:

- Provider expertise and track record in providing a range of age appropriate inclusive activities
- same site provision
- familiarity for children
- additional income from the use of school buildings outside normal school hours
- additional employment opportunities for school staff
- ease of communication with provider

Benefits for providers operating from school site:

- same site provision
- no transport issues / expenditure
- children familiar with environment
- ease of communication with school
- purpose built environment

Partnership working (schools)

Benefits for schools using childminders:

- childminders may operate for 50% of their time at an alternative site – this may be an option to use the school premises for before or after school or in school holidays. This will re-enforce the message that the school is involved in the care of the child through the partnership with the childminders
- schools are able to offer parents more flexibility in the options they can offer
- schools are able to support childminders with the quality of a wraparound service, reassuring parents of quality of provision
- schools with small numbers of pupils are still able to offer parents a viable option for childcare which they would not be possible without partnership working

Benefits for child minders:

- schools advertise and sign post parents to child minders
- schools respect loco parentis role of child minder
- opportunity to operate for 50% of time on school premises

Meeting the Childcare need through Partnership working

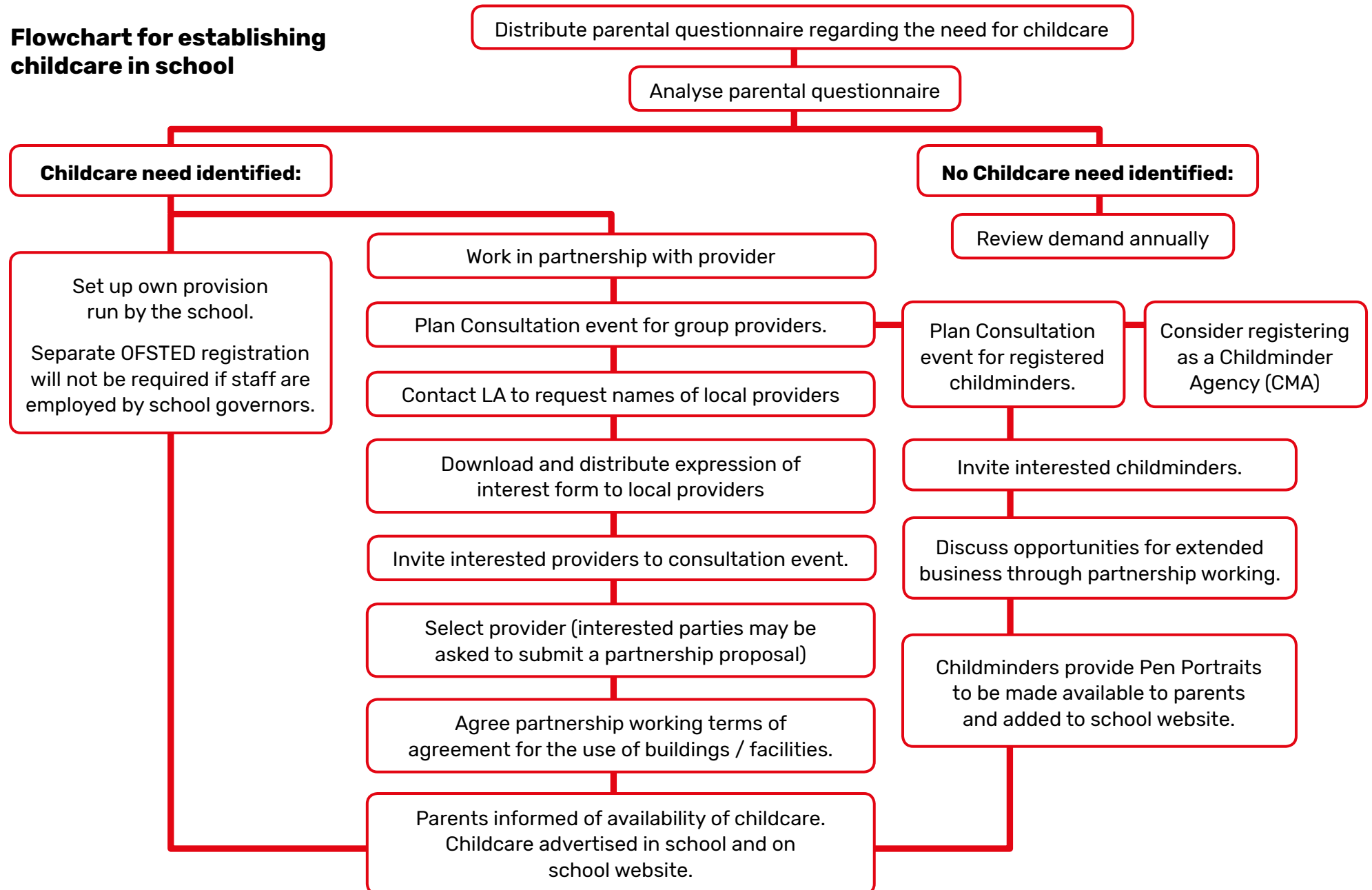
Schools must ensure that the wraparound or holiday childcare providers fully recognise their responsibility to have arrangements in place to safeguard and promote the welfare of children, including ensuring that childcare providers and their staff (both paid and volunteers) are properly vetted before they care for children.



Partnership working (schools)

Meeting the Childcare need through Partnership working

Flowchart for establishing childcare in school



Partnership working (schools)

Setting up a partnership

In order to set up a partnership, schools should consider the following:

- is there enough demand for wraparound care?
- will provision be inclusive e.g. accessible for children with SEND?
- what wraparound services are already on offer in the area?
- are there any existing providers in the area who may consider working in partnership to offer wraparound care?

Action: Download Action Plan. (Annex A)

Is there enough demand for wrap around care?

Schools need to consider if there are enough parents requiring childcare to make this service viable. The most successful way of doing this is to undertake a survey of parents with children aged 4 – 12 years. Schools may download this questionnaire.

Action: Print off and distribute questionnaire. (Annex B)

Will provision be inclusive e.g. accessible to children with SEND?

It is important that any wraparound and holiday childcare being considered by schools is suitable for all children in the school, including those with disabilities or SEN. Schools should ensure that wraparound or holiday childcare providers consider the needs of children with disabilities or SEN when planning their activities to prevent discrimination, promote equality of opportunity and foster positive relations.

Meeting the Childcare need through Partnership working

What wraparound services are already on offer in the area?

Schools may be aware that some of their children already access childcare outside of school hours with other providers. It is important that schools have a sound knowledge of the other providers in the area who may already offer this service. The most up to date register of providers will be available through contacting the Local Authority Families Information Service who will be able to provide the names of all providers registered with OFSTED. Families Information Service will also hold a record of the providers latest OFSTED Inspection grading. This is important information when schools are considering who they may form partnerships with. (See section on quality of provision).

Action: Contact Local Authority Families Information Service to request information about other providers in the area.

Action: Download and complete Local Childcare Audit (Annex C)

Schools may also include a question on their parental questionnaire concerning where children already access childcare.

Partnership working (schools)

Meeting the Childcare need through Partnership working

Are there any existing providers in the area who may consider working in partnership to offer wraparound care?

Information about OFSTED registered providers is available from the Local Authority Families Information Service. Schools should request the list and make contact to establish if any providers may be interested in forming a partnership with the school to offer Wrap around Childcare. This could be through completing an expression of interest form or through an open meeting with all providers. (See flowchart)

Action: Download expression of interest template and circulate to neighbouring providers. (Annex D)

Action: Arrange consultation event.

Action: Invite interested parties to consultation event.

Planning the consultation event.

Before the event ensure that discussions have taken place with Governors and various models of delivery have been shared.

Agree the preferred model to present to providers.

Selecting a provider

Following the consultation event, practitioners should be invited to submit a partnership proposal.

A Partnership Proposal template can be [downloaded here](#).

Governors will then select their chosen provider.



Partnership working (schools)

Schools working in partnership with childminders.

Schools may decide that they do not wish to provide wraparound care on site either by working with an external provider or by offering to deliver it themselves. There may also only be a limited number of parents requiring this service which may not make it financially viable for the school or for an external provider e.g. in small rural schools. An alternative option may be for the school to work in partnership with Ofsted registered childminders in the area.

How do schools find out who the local childminders are?

In the same way that schools find information about external providers, the Local Authority Families Information Service will have the names and addresses of Ofsted registered childminders in the area. The Families Information Service will also have the latest Ofsted inspection grading of the registered childminders.

Schools should also be informed by their Local Authority of the registered Childminder Agencies that operate in their locality. Childminder Agencies are well placed to provide liaison between registered childminders and schools, and are responsible for ensuring quality of the childminders registered to the agency.

A list of Childminder Agencies is available [here](#).

Meeting the Childcare need through Partnership working

What are the benefits for schools of working in partnership with childminders?

Schools may consider this a form of partnership working as the preferred option to meet the parental demand for childcare out of school hours for the following reasons:

- small numbers of parents requiring childcare
- school building not required. The exception to this being if the school wishes to host the childminders on site at the school.*

*childminders may now work for 50% of their childminding time in premises other than their own home. This could mean that childminders may group together and work in a room in the school offering before and after school care. It may also be an option for childminders to provide holiday clubs on the school site during school holidays as the 50% can be spread over 52 weeks.

Parents may prefer the option of a school working in partnership with childminders for the following reasons:

- more homely environment
- smaller number of children being cared for
- more flexibility of childcare hours
- siblings can be cared for in the same setting after school and in school holidays

Partnership working (schools)

Why would childminders want to work in partnership with schools?

Schools could encourage childminders to work in partnership with them by offering free marketing of their childcare business through including their details (pen portraits) on the school website. In addition schools could offer a brokerage service between parents looking for wraparound care and the childminders.

Establishing a partnership with childminders.

Establishing a partnership with local registered childminders is similar to establishing partnerships with group providers. Schools need to source contact details from their Local Authority Families Information Service. They should arrange to invite childminders to an information session to explain how the partnership with schools could benefit the childminders. It should be borne in mind the hours that childminders work when arranging these information sessions. Childminders are not always available during the day. Schools may consider setting criteria to ensure that they are seen to be supporting high quality childcare for their pupils. This could be through limiting partnership working to only those childminders who have an Ofsted inspection grade of good or above or through only using childminders who have a relevant childcare qualification.

Meeting the Childcare need through Partnership working

Childminder Agencies.

A Childminder Agency is an organisation that registers childminders and provides a range of services to its members and parents. Introduced by the Department for Education in 2013, childminder agencies are obliged by law to:

- ensure a childminder's suitability, including, where appropriate their capacity to deliver the statutory requirements of the Early Years Foundation Stage (EYFS)
- support the training and development of childminders
- help parents find and work with a suitable childminder
- improve the quality of provision
- monitor the standard of care provided by the childminders they register.

Childminder agencies may provide childminders with support services such as marketing, administration, training and development. They also carry out assessments of the childminders registered with them. Agencies may provide parents with matching services to help them find a childminder, as well as access to holiday and sickness cover. Any organisation that meets the requirements outlined in Ofsted's Childminder Agency Handbook can register to become a childminder agency. The Department for Education has published guidance for anyone wanting to register and operate as a childminder agency. The DfE guidance and a toolkit offering guidance for schools and other organisations interested in becoming a CMA can be found [here](#).

For more information and support in registering as a Childminder Agency contact CMA@actionforchildren.org.uk

Partnership working (schools)

Meeting the Childcare need through Partnership working

Quality of provision.

An important consideration that schools and providers should make when entering into a partnership is the quality of the provision.

Children who experience high quality provision are well placed to achieve higher outcomes at school and develop better social, emotional and cognitive abilities necessary for life-long learning.

Poor quality provision does not support children's learning and development in the long term.

All schools and Ofsted registered providers will have an Ofsted Inspection judgement which is a measure of the standard of provision. Child minder Agency childminders will also have a grading that will reflect the level of quality of provision.

Quality improvement is all about ensuring that all settings and all professionals consider how best to create, maintain and improve provision in order to offer the highest quality learning and developing experiences for all children and their families.

Quality improvement is a continuous cycle based on planning; implementing; reviewing and analysing. It is a never ending journey involving children, parents and professionals.

Action: Review Ofsted Inspection reports of schools and providers who are considering working in partnership.

Action: Review gradings for childminders who are registered with a childminder agency.



Partnership working (schools)

Considerations when working in partnership with other providers.

The following considerations should be reviewed once a decision has been made about which provider / childminders schools will work in partnership with. These points will form the main agenda items for the first partnership meeting.

- Practicalities - transport, walking buses, suitable environments, providers' access to the school site, security, cleaning, provision of food and consistency with school healthy eating policy
- Expectations and accountability - written agreements, contract management, clarity on times of access and use and available space
- Provider track record - experience of providing suitable quality, age appropriate and inclusive play based experience for the children; ethos, aims and values, references and or visiting existing provision
- Legal responsibilities - Ofsted registration, staffing, health and safety, reasonable adjustments to allow disabled children to take part, insurance
- Information sharing - having clear policies and procedures around admissions, shared care, safeguarding children, moderation meetings, funding arrangements
- Managing routines - ensuring high quality transitions for children and families, key person, attachment
- Capacity - managing places, capacity to meet holiday demand
- Communication with parents - roles of the school and the provider in informing parents, keeping parents informed of any changes to arrangements

Meeting the Childcare need through Partnership working

Partnerships - meeting principles

When the partnership has been established the following principles should be agreed by all partners:

- the needs of the child are central and paramount to discussion and developments
- parents' needs are clearly identified
- parents are communicated with effectively
- clear communication
- honesty and transparency
- mutual professional respect and trust
- shared vision and values

This could be the starting point for drawing up a Partnership agreement and the main item on the Agenda for the first meeting of the Partnership.

Action: Download suggested agenda for first meeting

Section Two:

Information for childminders:

Working in partnership with schools can help to sustain and expand your business. Many schools are looking for ways of meeting the parental childcare demand. Childminders can play an important role in this through partnership working.

What can childminders offer?

- breakfast provision
- after school provision
- full day care
- holiday care
- stretched entitlement

Do you currently work with other PVI providers and schools? Are you aware of *'right to request'* guidance?

Childminders working in partnership with schools.

Childminders should consider the benefits of working in partnership with schools to help to meet the needs of the childcare market. Some schools do not have the capacity to offer wraparound childcare and may be considering establishing a partnership with another provider. Parents may prefer the option of having their child cared for in a home environment for those hours outside the school day.

Meeting the Childcare need through Partnership working

Benefits for child minders of working in partnership with schools:

- marketing opportunities - schools advertise and sign post parents to child minders
- stronger relationship with schools - schools respect loco parentis role of child minder
- opportunity for childminders to operate for 50% of time on school premises

Benefits for parents:

- more homely environment for childcare out of the hours of the regular school day
- good communication - childminders act in loco parentis
- smaller number of children being cared for
- more flexibility of childcare hours

Information for childminders:

Establishing the partnership:

Childminders may need to be proactive in establishing partnerships with schools. They need to be clear about what service they are able to offer and why schools should engage with them. Childminders should consider their existing networks, either formal or informal as it may be beneficial to approach a school as a local network (or as a CMA) rather than as an individual. Childminders should ensure that schools are aware of the following:

- relevant qualifications
- Ofsted/CMA registration
- Ofsted inspection / CMA grade
- flexibility of hours
- how many places they can offer and at what times

A meeting should then be arranged between the school(s) and childminders who may be interested in formalising a partnership. Other childcare providers could also be invited.

Action: Download Partnership presentation powerpoint for use at meeting

Following this meeting childminders should consider the following:

- is there enough demand for wraparound care?
- what wraparound services are already on offer in the area?
- are there any schools in the area who may be looking at options for working in partnership to meet parental demand for childcare?

Meeting the Childcare need through Partnership working

Is there enough demand for wrap around care?

Schools need to consider if there are enough parents requiring childcare to make this service viable. Childminders could be proactive and approach schools in undertaking a survey of parents with children aged 4 – 12 years. Parental demand for childcare after the age of 12 lessens considerably.



Information for childminders:

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Meeting the Childcare need through Partnership working

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Meeting the Childcare need through Partnership working

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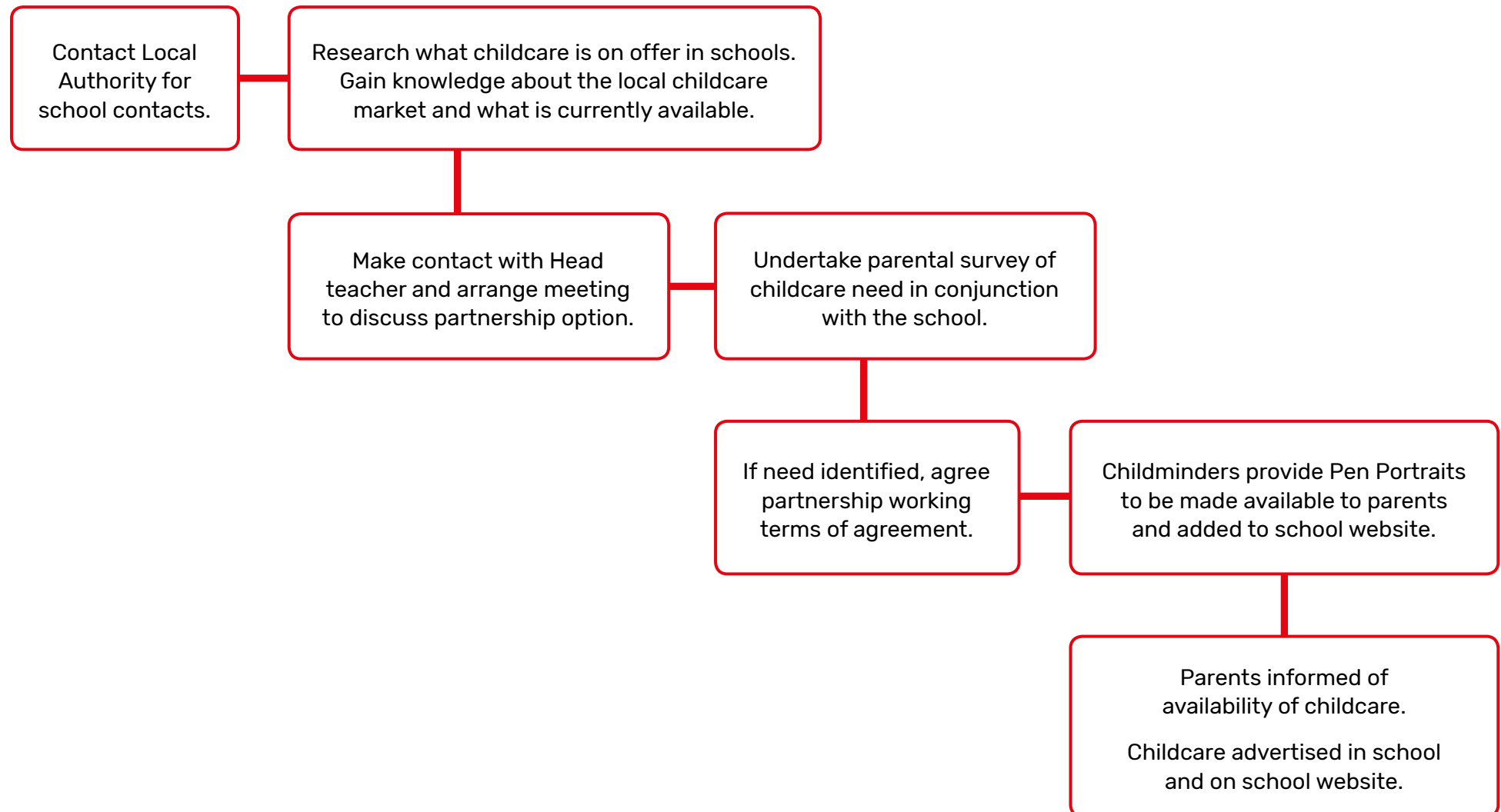
This could be the starting point for drawing up a Partnership agreement and the main item on the Agenda for the first meeting of the Partnership.

Action: Download suggested agenda for first meeting



Flowchart for childminders establishing partnerships with schools.

Childminders may wish to approach a school in the context of the '*Right to Request*' guidance.



Annex A:

Meeting the Childcare need through Partnership working

Action Plan 1

This is a basic action plan which could be used at the initial meeting to identify immediate actions that need to be undertaken when the partnership is being established.

Action: Download Action Plan 1

Action Plan 2

This is a more detailed Action Plan that could be used once the Early Years Partnership has been established. It includes separate sections for the following areas:

- Overview
- Partnership Management and Leadership
- Getting the legalities right
- The provision / delivery model
- Getting the environment right
- Management and staffing
- Financial Planning
- Communication and Marketing
- Future Planning

Action: Download Action Plan 2



Annex B:

Parent childcare questionnaire:

Dear Parent,

We are researching the need for (type of provision proposed) at (premises and/or area) to provide (care and education) for children between (give age range) (before school/after school/during the holidays).

We are considering providing the childcare through partnership working with other local providers / childminders.

To ensure any proposed services meet the needs of the local community we need to establish how many parents would be likely to take advantage of this service.

We realise that you may not want to commit yourself to using this service right now, and completing this survey would not commit you to using it, but we would still be very grateful for your feedback with regard to any future need, so we can plan the development of the service in a way that reflects and responds to these future needs.

Therefore if you would be interested in using some form of childcare provision either now or at some stage in the future, please fill in this questionnaire (tick appropriate box) and return to (-----):

1. Do you currently use any form of childcare? [Yes/No*]

If yes, please provide details:

.....
.....

2. Are you in favour of additional childcare opportunities to be provided through school? [Yes/No*]

Meeting the Childcare need through Partnership working

3. (a) Would you be interested in childcare before school?

Immediately In 3-6 months
In 6-12 months Not at all (go to Q4)

(b) How many children (4 to 14) would you need places for?

.....

(c) On which days would you use the childcare?

[Monday/Tuesday/Wednesday/Thursday/Friday*]

(d) Which times would you most prefer?

[7 am to 8.30 am/8 am to 9 am*]

Other (please specify)

4. (a) Would you be interested in using childcare after school?

Immediately In 3-6 months
In 6-12 months Not at all (go to Q5)

(b) How many children (4 to 14) would you need places for?

.....

(c) On which days would you use the childcare?

[Monday/Tuesday/Wednesday/Thursday/Friday*]

(d) Which times would you most prefer?

[3.30 pm to 5.30 pm/3.30 pm to 6.00 pm*]

Other (please specify)

Annex B:

5. (a) Would you be interested in childcare during the holidays? [Yes/Occasionally/No*]

(b) How many children (4 to 14) would you need places for?

.....

(c) During which holidays would you use childcare (please tick all that apply)?

Summer Christmas
 Easter Half terms

(d) Which times would you most prefer?

[8 am to 6 pm/8 am to 5.30 pm/8.30 am to 6 pm*]

6. Does your child (or children) have any special needs?

[Yes/No*]

If so, please tell us what they are:

.....

7. Please tell us how this provision would help you by ticking any boxes you agree with:

I will be able to carry on working/increase my hours of work
 I will be able to look for a job
 I will be able to undertake training

Meeting the Childcare need through Partnership working

Other (please provide details):.....

8. Please use the space below for any other comments or suggestions you may have:

.....

(*please delete as appropriate)

Cost

The proposed services need to be self-sustaining if we are to ensure the on-going provision of high quality, accessible, affordable and sustainable services. Therefore the cost of these services will be set at the level required to cover the cost of providing them. This is currently being calculated and will be advised asap.

Costs that will be considered include a percentage of the following:

- Caretaking
- Cleaning
- Heating and Lighting
- Wear and tear of equipment
- Replacement of equipment
- Daily resources
- Costs of opening building outside school hours / school holidays

Annex C:

Meeting the Childcare need through Partnership working

Local childcare provision audit:

Local full-day, full-year childcare provision (including school-based)

Name of provider	Contact details	Brief information about the provision, for example: time/days/types of sessions how provision is funded who it is aimed at (eg just 8 to 14 year olds).	Cost, for example: amount per day, hour or session per child any discounts for families with more than two children	Quality standard achieved, for example: Ofsted rating

Annex D:

Expression of interest form:

Dear Childcare provider

(Name of school) are considering options to meet the increasing demand by parents for childcare. We would like to offer this through partnership working with existing providers. We would like to invite you to submit an expression of interest form and to join us for an initial discussion on how we could work together in the future to meet the need for childcare.

The meeting will be held on:

(Insert details of meeting here)

.....
.....
.....
.....

Please complete the expression of interest form below.

We look forward to the opportunity of discussing this in more detail at the meeting.

Yours sincerely

.....

Meeting the Childcare need through Partnership working

Please complete and return this form to (insert contact details)

Name:.....

Setting name:
(childcare provider / childminder)

We / I currently offer :
(full day care / before / after school care/ holiday care)

We / I am interested in attending a consultation event on (add meeting details here)

Number attending

Contact telephone number:

Contact email address:

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