

## DELIVERY OF THE FLEXIBLE EXTENSION – EXAMPLES

The following examples are taken from local authorities involved in the pathfinder pilot programmes. Whilst these may help with planning it should be noted that some of the detail may differ from the offer in Oxfordshire. The offer in Oxfordshire will be to provide 15 hours of free early education to all 3 & 4 year olds over 38 weeks, by September 2010. The offer must be flexible and offered over a minimum of 3 days. Access will be for not less than 2.5 hours or more than 6 hours in one day.

Capacity in Nursery: 78

### **How are you delivering the 15 hours in a flexible way?**

Children can access five three hour sessions with flexible start and finish times. Morning children can arrive at 9.00 or 9.30 and stay until 12.00 or 12.30. Children using the later session include lunch, which is eaten 12.00-12.30. Afternoon children can arrive at 12.30 for lunch and stay until 3.30 or can arrive at 1.00 and stay until 4.00.

### **How do you allocate flexible places?**

All parents were given a list of options and asked to indicate which session times they wished to access. All of these have been accommodated. After Christmas we are aiming to enable children to access full days of provision over 2 ½ days per week.

### **How is the provision staffed?**

We have one qualified teacher and 2 FTE level 3 teaching assistants. The level 3 staff are now on 37 hour per week contracts and work until 4.30pm. We also have an additional level 2 teaching assistant who provides extra cover over lunch time. Experienced staff are on a rota to support the level 2 teaching assistant. Breaks are staggered so that at least 2 staff are with the children at all times to ensure ratios are adhered to. The teacher's lunch break is covered by the HLTA. All staff receive 50 minutes lunch break, but are working later. The teacher is now working until 4.00 every day but has not had any change in contract. Staff are organised and rotas exist to ensure staff are effectively deployed. Although complex, this system is working well.

### **Have there been any impacts on caretaking, cleaning or security?**

There have not been any impacts on caretaking and cleaning.. Security of children is maintained by staff knowing which children are arriving and leaving at each time. Changeovers are managed carefully with children being collected being taken to their parents before the next session children come in.

**What happens over lunchtime?**

Children bring a packed lunch and eat this as part of their provision – late morning children eat 12.00-12.30 and early afternoon children eat 12.30-1.00. Staff breaks are staggered to ensure there are always three members of staff with the children.

**How do you cater for children needing a rest/quiet time?**

An area is provided to enable children to access high quality activities but at a lower intensity. Lunch is also a low intensity activity. No outdoor play is provided over lunch time due to time restrictions and several groups of children arriving and leaving.

**How do you plan the curriculum and avoid duplication for full day children?**

The same activities are offered at all times, with children's progress being tracked and monitored as before. Planning is done in PPA time with phased meetings to enable joint discussions.

**How do you ensure quality and monitor children's attainment?**

We use the same observation and recording systems as at present.

**Are you developing any partnerships with other providers?**

Some children use mornings at the school nursery and then go the playgroup for the afternoon. This is usually paid for by the parents as an additional session as the children take up their full 15 hours in school.

**Have you identified any benefits for the school/parents/children?**

Children who stay until 4.00 receive almost 1:1 staffing so quality is maintained even though the number of children is small. Parents have all been able to access their preferred session time. More flexibility is planned to enable some children to have full day provision after Christmas.

Capacity in Nursery: 52

**How are you delivering the 15 hours in a flexible way?**

Children access five two and a half hour sessions and then take up two additional lunch time sessions of one and a quarter hours each. This additional provision has only been offered to the transition children who are

due to transfer into reception.

**How do you allocate flexible places?**

Parents of the transition children were asked to indicate which two days they would like to have their lunch blocks. All of these have been accommodated.

**How is the provision staffed?**

The nursery is part of a foundation stage unit. There are currently 13 F2 children and 26 nursery children, with one teacher and 3 L3 TAs. This will increase to two teachers in January when F2 numbers will increase to 30. Over lunch time one of the existing nursery L3 TAs is joined by another L3 TA from within main school who provides cover for the nursery staff on a staggered basis.

**Have there been any impacts on caretaking, cleaning or security?**

There have not been any impacts on caretaking, cleaning or security as the nursery operates the same hours as before. Two members of staff accompany the children to and from the dining room at lunch times. The nursery children go to the dining room before the main school.

**What happens over lunchtime?**

Children have a school dinner, with the older ones, in the dining room. We have a special table in the dining room for the younger ones and two members of nursery staff accompany them. The same two lunch time supervisors either serve the lunch or clear it away

The children get to know the lunch time supervisors, as they attend to the other children and they also start to talk to/mix with the older ones. The nursery children have settled well into this routine and enjoy the new experience.

**How do you cater for children needing a rest/quiet time?**

Lunch is provided as a separate activity outside the nursery, away from focused activities.

**How do you plan the curriculum and avoid duplication for full day children?**

Planning is carried out on a weekly basis to cater for the extended hours. This complements the topic being covered in nursery and offers extensions to activities.

**How do you ensure quality and monitor children's attainment?**

Normal observations are carried during extended hours. Monitoring is carried out by the head teacher on a regular basis. Evaluations are carried out by staff involved on a regular basis.

**Are you developing any partnerships with other providers?**

Busk Meadow is on the site of The Meadow Children's Centre. Partnerships are developing with the centre to enable children to access their free entitlement over an 8.00-6.00 day.

**Have you identified any benefits for the school/parents/children?**

Children spend longer in school and experience lunch time prior to starting full time school. This breaks down a lot of the barriers and will make transition easier.

Families have the opportunity to extend their work hours.

The staff are working very hard! At times we are stretched and jobs around the base such as tidying up and display do suffer.

Capacity in Nursery: 78

**How are you delivering the 15 hours in a flexible way?**

Children can access either five half days or 2 ½ full days. Opening hours are now 9-12 and 12-3, or 9-3 for full day children. Children are matched with another child to share the week (Monday, Tuesday, Wednesday morning and then Wednesday afternoon, Thursday, Friday).

**How do you allocate flexible places?**

All parents were given the option of either continuing with five half days or moving to the 2 ½ full day model. We are currently able to accommodate all the requests to change. If demand for flexible places exceeds the number of places we can offer (determined by how many children can be accommodated for lunch) we would prioritise the oldest children first.

**How is the provision staffed?**

We have one qualified teacher and 2.5 FTE level 3 teaching assistants. We have used the Pathfinder funding to employ an additional teaching assistant and the half time post starts at 12 to provide 5 staff over lunch time. Breaks are staggered so that children leaving are with one staff member, children arriving are with a second, children having lunch are with a third and other staff are either on breaks or deployed to ensure ratios are adhered to at all times. The teacher's lunch break is covered by the HLTA.

<b>Have there been any impacts on caretaking, cleaning or security?</b>
There have not been any impacts on caretaking and cleaning as the provision still operates within the normal school day. Security of children is enhanced by using two entrances to check children as they arrive and leave at 12.00.
<b>What happens over lunchtime?</b>
Children who are staying for a full day eat lunch in nursery, with a member of nursery staff. Children bring a packed lunch and eat this as part of their provision while the other children are leaving and arriving for the next session. Staff breaks are staggered to ensure there are always three members of staff with the children.
<b>How do you cater for children needing a rest/quiet time?</b>
An area is provided to enable children to access high quality activities but at a lower intensity. Lunch is also a low intensity activity for full day children.
<b>How do you plan the curriculum and avoid duplication for full day children?</b>
By joint planning at weekly planning meetings thus ensuring provision / experiences are not duplicated. The school is looking towards the EYFS and individualised learning so the learning is already set up in such a way that it accommodates the individual needs of every child so the fact that some will only be there for one session and others will be there for two does not really make any difference.
<b>How do you ensure quality and monitor children's attainment?</b>
We use the same observation and recording systems as at present.
<b>Are you developing any partnerships with other providers?</b>
We are currently developing a partnership with the Black Women's Resource Centre who will shortly be based in close proximity to the school. Children will be able to split their entitlement between the school and BWRC to provide a flexible offer between 8.00am and 6.00pm. We are currently looking into transition arrangements, exchanging staff and other forms of cooperation (this has been delayed due to a fire at Byron Wood requiring the school nursery to occupy the building where BWRC will be based).
<b>Have you identified any benefits for the school/parents/children?</b>
We are responding to parental demand as we have 14 children waiting to come into F2 and 42 on the F1 waiting list. We do a lot of work with the parents (lifelong learning) and this would be a way to support them with that.

We are having to carry out outreach work with the children on the waiting list so the links with the families have already been made. We are also part of the Leading Parent Partnership, which forms real partnerships with parents. This project will help us to develop these links with parents. Attendance could also improve and transition into school and continuity would be better for the children.

Capacity in Nursery: 78

**How are you delivering the 15 hours in a flexible way?**

Children can access either five half days or 2 ½ full days. Opening hours are now 9-12 and 12-3, or 9-3 for full day children. Children are matched with another child to share the week (Monday, Tuesday, Wednesday morning and then Wednesday afternoon, Thursday, Friday). A breakfast club operates within school and can include nursery children but so far no one has taken up this option.

**How do you allocate flexible places?**

All parents were given the option of either continuing with five half days or moving to the 2 ½ full day model. We are currently able to accommodate all the requests to change but will reduce the number of places being offered over lunch time next term to enable planning and preparation time in nursery for the staff team.

**How is the provision staffed?**

One qualified teacher and two level 3 teaching assistants, who are being fast-tracked for HLTA status. An extra teaching assistant is employed to provide overlap across lunch time and staff breaks are staggered. All staff are in the nursery unit between 12.00 and 12.15 to manage the changeover of children. Level 3 staff are given one afternoon every two weeks for preparation and assessment.

**Have there been any impacts on caretaking, cleaning or security?**

There have been no impacts on caretaking, cleaning or security as the school session times have not changed. Children arriving at the start of each session use the nursery entrance but those leaving at 12.00 use the main school entrance to ease the congestion. Both gates are locked during sessions.

**What happens over lunchtime?**

Children having lunch and staying for the afternoon go to the dining room with the FS2 children at 11.30 for lunch. Nursery children all bring a packed lunch.

Children accessing mornings only remain in the nursery unit until the end of the session at 12.00. Afternoon children arrive at 12.00 and the children who have had lunch return to the unit at 12.00 to start the afternoon session. One extra member of staff is employed across this time to support lunch provision and accompany the children to the dining room while the core staff share working with the morning children and resetting the unit for the afternoon.

**How do you cater for children needing a rest/quiet time?**

Organisation of the nursery allows children to access different activities.

**How do you plan the curriculum and avoid duplication for full day children?**

Joint planning is more difficult as staff no longer have chance to get together as a team at lunch time. Organisation and management of the day have been challenging but are now working well.

**How do you ensure quality and monitor children's attainment?**

Observation, monitoring and assessment are as before.

**Are you developing any partnerships with other providers?**

Not at present.

**Have you identified any benefits for the school/parents/children?**

Parents have been very positive about the longer day, and all have been able to have their first choice.

Children have also enjoyed having extra time in nursery and at joining with FS2 children for lunch.

Capacity in Nursery: 52

**How are you delivering the 15 hours in a flexible way?**

Children access a combination of three hour sessions and additional lunch time provision, as the sessions are 8.45-11.45 and 12.20-3.20. Parents can choose to take up a lunch 11.45-12.15 as part of their free entitlement and access a shorter session elsewhere in the week, or they can pay to access the lunch club over and above their five morning or five afternoon sessions. Some children stay for full days on fewer days per week. Breakfast club has also been offered on the same basis but there has been no take up for this as

yet.

**How do you allocate flexible places?**

All parents were offered the flexible options and asked to indicate which sessions they wanted to take up. Some parents are paying for additional lunches but no parent is paying to access additional morning or afternoon sessions. Parents of new children were advised to give them time to settle before taking up additional provision.

**How is the provision staffed?**

The nursery is part of a foundation stage unit. Staffing is one teacher and two level 3 teaching assistants. An extra teaching assistant from main school joins the session half an hour before the end and stays to cover lunch. An additional new recruitment also provides an extra half hour of cover to release a member of nursery staff to set up the afternoon session. This is organised on a rota basis and staff breaks are staggered.

**Have there been any impacts on caretaking, cleaning or security?**

There have not been any impacts on caretaking, cleaning or security as the nursery operates the same hours as before. Children arriving and leaving are counted by staff to ensure security. Children are collected from their group bases by parents.

**What happens over lunchtime?**

Children bring a packed lunch which they eat in the nursery unit. Two members of staff are on duty with the lunch time children. Afternoon children who come for lunch then move into the afternoon session, morning children who have stayed for lunch are collected from their group bases by parents.

**How do you cater for children needing a rest/quiet time?**

Children have a range of directed and less focused activities throughout both sessions.

**How do you plan the curriculum and avoid duplication for full day children?**

Planning is difficult as it used to happen at lunch times but there is now insufficient time. Some weeks planning meetings are held at the end of the day. The nursery teacher shares planning with other staff in staff meeting times.

**How do you ensure quality and monitor children's attainment?**

Monitoring and observation are carried out as before, within the sessions,

Staff have found it difficult to fit in some observations with the changeovers and rotas.

**Are you developing any partnerships with other providers?**

Not at present, although extending provision to after school time is being looked at and may result in a partnership with another provider.

**Have you identified any benefits for the school/parents/children?**

Increased contact time overall is welcomed. Parents are increasingly showing interest in the new extended provision. There is no waiting list but numbers have increased from last year (this was a concern as a large number of catchment children were using a full day care provider outside the catchment area and then moving into the adjacent primary school, leaving surplus capacity).

Capacity in Nursery: 52

**How are you delivering the 15 hours in a flexible way?**

Children access a combination of three hour sessions and additional lunch time provision, as the sessions are 8.45-11.45 and 12.30-3.30. Parents can choose to take up a lunch 11.45-12.30 as part of their free entitlement and access a shorter session elsewhere in the week. If using this option parents can also choose to pay extra to use the full session. Some children stay for full days on fewer days per week.

**How do you allocate flexible places?**

All parents were offered the flexible options and asked to indicate which sessions they wanted to take up. Some parents agreed to swap with one another to fit around what was available where there were conflicting preferences. Parents can also take up the lunches as an extra paid-for session and book these on a weekly basis. The allocation process was managed by the school manager, who has produced rotas, letters for parent, lists of children/registers etc. The aim has to be as flexible as possible within reason and what can be accommodated within the ratios etc.

**How is the provision staffed?**

Staffing is one teacher two full time level 3 teaching assistants. All staff are on 37 hour contracts and work flexibly. An additional level 3 teaching assistant has been recruited to provide cover over the lunch time period. An additional 'play leader' (dinner time supervisor with defined responsibility for serving dinner and leading play activities with the children) has also been recruited. A level 3 teaching assistant remains with the children at all times

over the lunch period. Staff breaks are staggered. Staff meetings take place after 3.30pm to compensate for the lack of time at lunchtime, and all staff attend the whole-school briefings at 8.30am two days per week.

**Have there been any impacts on caretaking, cleaning or security?**

The session times have altered slightly but still coincide with the main school day. St Catherine's is due to be expanded to for September 2008 so the site is currently being prepared for building works.

**What happens over lunchtime?**

Children bring a packed lunch or can have a school dinner, which they eat in the nursery unit. One member of the nursery staff and the play leader sit with the children while the other two nursery staff set up the afternoon session within the same room. Children have outdoor play again with the play leader and a member of nursery staff while the lunch is cleared away and the tables re-set for the afternoon. Afternoon children have a small group time as they arrive and are then integrated into the session as the lunch children come back into nursery.

**How do you cater for children needing a rest/quiet time?**

Part of the nursery has been re-modelled to provide a quiet/rest area which children can access during the session if they need a rest.

**How do you plan the curriculum and avoid duplication for full day children?**

Planning is the same in both sessions but children choose from three focused activities so still have a choice even when they stay for a full day. Children are all in key worker groups and the key workers monitor the activities taken up by their children across the full day.

**How do you ensure quality and monitor children's attainment?**

Staff undertake focus groups and complete written and pictorial observation evidence. Staff have undertaken in-house training to help them adapt and think differently about the way provision is offered to ensure quality across the more flexible service. The play leader is also being upskilled with defined responsibilities and input from other staff to provide high quality interactions over lunch time.

**Are you developing any partnerships with other providers?**

Not at present.

**Have you identified any benefits for the school/parents/children?**

Staff have monitored children to ensure they do not duplicate activities when staying all day, however some children have benefited from being able to re-visit areas of learning and consolidate. The class teacher adapts planning and ensures there is scope for activities to be altered in response to the needs of different groups of children.

Staff have been very positive about making this work and the school has succeeded in engaging parents to find out what they need and respond to it. The organisation by the school manager has been brilliant – the school used some of the additional funding to pay for extra administrative capacity to set up systems while ensuring the burden did not fall onto nursery staff.

Capacity in Nursery: 78

**How are you delivering the 15 hours in a flexible way?**

Children access a combination of two and a half hour core sessions and additional provision at breakfast, lunch or after school clubs. Any of these sessions can be added together to total 15 hours of free entitlement, and parents also have the option of paying for more sessions if they want to. Core sessions are 8.45-11.15 and 12.30-3.00 with breakfast 8.00-8.45, lunch 11.15-12.30 and after school any hours between 3.00 and 6.00.

**How do you allocate flexible places?**

All existing parents were offered the flexible options and asked to indicate which sessions they wanted to take up. The nursery teacher then allocated the sessions for all the children. Choosing the sessions has now become part of the pre-admission home visit carried out by the nursery teacher. Where parents have requested changes to their pattern the school has tried to accommodate this but is asking parents to stick to one pattern for a minimum of a term to reduce the administration and disruption. The most popular option has been lunchtimes.

**How is the provision staffed?**

Staffing in core nursery is one teacher and two level 3 teaching assistants. The breakfast club, lunch club and after school club are Ofsted registered as a childcare provider and have their own staff who deliver the free entitlement at the ratio of 1:8. Staff from the breakfast club escort the children into nursery and accompany them in choosing their activities for the session. Staff from the after school club collect children at the end of the core session and escort them to the club. The staff who cover the lunch period are both employed elsewhere in the school and so know the children well.

**Have there been any impacts on caretaking, cleaning or security?**

There have not been any impacts on caretaking, cleaning or security as the nursery operates the same hours as before. The use of parts of the building by the out of school provider was already in place.

**What happens over lunchtime?**

The lunch time staff arrive at 11.15 to coincide with the end of the morning core session. One member of staff is qualified to level 3 in Playwork and is about to undertake training to convert this into a Childcare qualification. The other member of staff is unqualified. The school nursery staff are within the area across the whole lunchtime period so the ratios are adhered to. Children sit at tables of 8 with one member of staff per table. One member of staff finishes at 12.30 as the children finish and the other one stays until 12.45 to tidy up the area. Pathfinder funding is paying for these additional posts.

**How do you cater for children needing a rest/quiet time?**

Children have a range of directed and less focused activities throughout both core sessions. There is a quiet area in one section of the nursery for children who need a less intense activity.

**How do you plan the curriculum and avoid duplication for full day children?**

Under the childcare registration some children stayed all day anyway and so planning has been based around the individual needs of the children for some time. Group times are adapted to the needs of the children in each session. Children select three 'jobs' from the range on offer at the start of each session, with direction from the staff where children are staying all day.

**How do you ensure quality and monitor children's attainment?**

Monitoring and observation are carried out as before, within the core sessions.

**Are you developing any partnerships with other providers?**

The partnership with the out of school provider is already strong as the provision is managed by a committee, which is run by the school. The headteacher of the NI school is on this committee and the provision operates in an integrated way.

**Have you identified any benefits for the school/parents/children?**

The primary benefit for children has been around the social skills gained by having lunch in school. Children have been encouraged to try new foods, to sit at a table with a group and use cutlery etc. The headteacher believes the take up of school meals by these children as they move through school will be

higher than is currently the case. The project has also supported the sustainability of the additional childcare on offer.

For some children the range of experiences has proven too much and there have been some issues with children settling. These have been resolved by working with parents to build up the sessions gradually and settle children gradually, particularly for the youngest children.

Capacity in Nursery: 52

**How are you delivering the 15 hours in a flexible way?**

Children access a combination of three hour sessions and additional lunch time provision, as the sessions are 8.45-11.45 and 12.10-3.10. Parents can choose to take up a lunch 11.45-12.15 as part of their free entitlement and access a shorter session elsewhere in the week. Some children stay for full days on fewer days per week.

**How do you allocate flexible places?**

All existing parents were offered the flexible options and asked to indicate which sessions they wanted to take up. Parents of new children were allocated remaining sessions which fit around the flexible options being taken up by existing children.

**How is the provision staffed?**

Staffing is one teacher one full time level 3 teaching assistant. Two extra teaching assistants have been recruited on a part time basis to cover the middle of the day and support lunchtime. Staff breaks are staggered and the full time level 3 remains with children over lunch time (maximum 7 children per day) while the two new staff set up for the afternoon session.

**Have there been any impacts on caretaking, cleaning or security?**

The session times have altered slightly but still coincide with the main school day. Woodhouse West is due to become a Children's Centre in March 2008 and so ongoing building work is impacting on the nursery entrance and outdoor area. Children arriving and leaving are checked in and out by staff, one on the external door and one on the internal door.

**What happens over lunchtime?**

Children bring a packed lunch, which they eat in the nursery unit with the full time level 3 teaching assistant. Afternoon children who come for lunch then move into the afternoon session, morning children who have stayed for lunch are collected by parents. There is a rota for the housekeeping tasks over lunch time.

<b>How do you cater for children needing a rest/quiet time?</b>
Children have a range of directed and less focused activities throughout both sessions.
<b>How do you plan the curriculum and avoid duplication for full day children?</b>
Planning is done in PPA time. Provision is the same in both sessions but a wide range of activities is available so children do not duplicate. Children also benefit from having the opportunity to revisit some areas of learning. Outdoor provision has to be carefully planned at present due to the building work associated with the Children's Centre.
<b>How do you ensure quality and monitor children's attainment?</b>
Tracking and monitoring of individual children is being carried out as before.
<b>Are you developing any partnerships with other providers?</b>
Not at present, although extending provision to after school time is being looked at and may result in a partnership with another provider.
<b>Have you identified any benefits for the school/parents/children?</b>
<p>Children have benefited from being able to return to activities/spend longer on activities when staying for longer sessions. Parents are very positive and see this as supporting their children's transition to school.</p> <p>The school has managed to implement the new entitlement in spite of the long term sickness absence of the nursery teacher. Staff have been very positive about making this work and the school has succeeded in engaging parents to find out what they need and respond to it.</p>

Capacity in Nursery: 78
<b>How are you delivering the 15 hours in a flexible way?</b>
Children access a combination of two and a half hour sessions in school with the additional two and a half hours being taken up at the Sure Start building, which is next door. The school and Sure Start are developing jointly into a Children's Centre. School session times are 8.50-11.20 and 12.30-3.00. Parents were offered a choice of sessions which combine with the school sessions to provide a 5-hour block on one day (8.50-1.50 or 10.00-3.00).

<b>How do you allocate flexible places?</b>
All parents were offered the flexible options and asked to indicate which sessions they wanted to take up. All the parents' first choices have been accommodated.
<b>How is the provision staffed?</b>
The school employs four staff, one teacher, one HLTA and two level 3 teaching assistants. Staff are deployed at different times during the week to facilitate joint working with Sure Start on a planned programme. Joint planning also takes place during this time.
<b>Have there been any impacts on caretaking, cleaning or security?</b>
There have been no impacts on caretaking, cleaning or security as the school session times have not changed. Children being transferred to/from the Sure Start building are accompanied by staff and signed for on arrival.
<b>What happens over lunchtime?</b>
Sure Start provide lunch for the children as part of their provision. Children do not have lunch in school.
<b>How do you cater for children needing a rest/quiet time?</b>
Sure Start provide a range of different activities for children on the day they stay for their long session.
<b>How do you plan the curriculum and avoid duplication for full day children?</b>
Planning is being managed jointly with Sure Start to build on the existing provision in school. This has not changed as the children still take up two and half hour sessions in school.
<b>How do you ensure quality and monitor children's attainment?</b>
Tracking and monitoring of individual children is being carried out as before.
<b>Are you developing any partnerships with other providers?</b>
The partnership with Sure Start has been developed and strengthened through this project and forms part of the continuing development of the Children's Centre.
<b>Have you identified any benefits for the school/parents/children?</b>

Parents have been very positive about the longer day, and all have been able to have their first choice. The benefits for the school have been in developing the relationship with Sure Start and building on the Children's Centre development. There have been some challenges around putting in place the infrastructure to offer more flexibility (e.g. breakfast and after school sessions) and then finding that parents don't take these options up.