

## Ofsted registered childcare - Preparing for re-opening template

The information contained in this guidance has been prepared solely for the purpose of assisting providers in with the areas that they may need to consider as part of their Covid19 re-opening plans. It has been based on guidance from the Government which was available at the time of writing, as referred to below and other good practice guidance. We have also provided some links to additional information that may assist with your planning. It should not be solely relied on. It remains the owner's / Ofsted registered person / organisation's sole responsibility to check for the latest advice & guidance on the DFE GOV.UK website to ensure you plan your re-opening based on your specific settings situation.

Guidance used to create this template:

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings,](#)

[Safe working in education, childcare and children's social care](#)

and [Guidance for full opening: schools](#)

**Please ensure that you regularly check for the latest Government advice & guidance on the [DFE GOV.UK](#) website.**

| Planning and organising   | How will this requirement be met | Responsible person in organisation | Completion Deadline |
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| <b>Assess demand for childcare provision vs ability to supply</b>   |                                  |                                    |                     |
| - Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.               |                                  |                                    |                     |
| - It may be necessary for providers to introduce a temporary cap on numbers and/or phased return of children to ensure that safety is prioritised.                |                                  |                                    |                     |
| - If you are not able to fully reopen, create a priority list for attendance if you must restrict numbers (you may want to consider some or all of the following, |                                  |                                    |                     |

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| <p>priority should be given to vulnerable children and those with SEND):</p> <ul style="list-style-type: none"> <li>- Children who are Looked after or previously Looked after</li> <li>- Children subject to CP or CIN plans</li> <li>- Children with SEND / SEN Support Plans</li> <li>- Children who have an EHCP</li> <li>- Other vulnerable children (professional judgement) could include Open cases to Early Help or Children and Family Centres, Young Carers, children who have teenage parents, children who live in temporary accommodation etc</li> <li>- Children of parents who are Keyworkers or Critical care worker (as per Government definition)</li> <li>- Children transitioning to Reception class in September</li> <li>- Working families</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>- Consider revising service delivery model and/or reduce opening hours/session lengths to ensure that safety is prioritised.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Consider any parental contractual implications if you are not able to offer all of the childcare hours that you have been commissioned by them to provide</li> </ul>   |  |  |  |
| <b>Consult with parents about your plans</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Inform parents about your re-opening plans including numbers of places available and any priority criteria for places</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Parents will be anxious.<br/>Plan content and timing of communications to parents (including discussing attendance expectations and other specific things that parents should do to</li> </ul>   |  |  |  |

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| help prepare returning children, for example, arrangements for drop-off/collection, arrangements to keep children safe).  |  |  |  |
| - Discuss transition arrangements with parents  |  |  |  |
| - Create a 'communication strategy' e.g. more frequent newsletters  |  |  |  |
| <b>Children</b>   |  |  |  |
| - Plan to resume taking attendance registers and continuing to provide updated headcount submissions to the early years and childcare team within 24 hours of child starting or leaving setting to enable LA to update payment figures and submit attendance data to DfE  |  |  |  |
| - Plan how children of critical workers and vulnerable children will be accommodated alongside other returning children and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).  |  |  |  |
| - Children are hearing about the Coronavirus too and naturally, may be feeling scared and anxious. Plan likely mental health, pastoral or wider wellbeing support for children returning to your childcare provision (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with the LA's Children and family Centre and/or Early Help Services to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), | Encourage staff and parents to register for the new Waltham Forest Children and Family Centre Facebook page so that they are aware of the range of support services available to them<br><a href="https://www.facebook.com/groups/lbwfcfc">https://www.facebook.com/groups/lbwfcfc</a> |  |  |

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| and consider how these might apply to children who were not previously affected.  |  |  |  |
| <b>Supporting children with SEND and Vulnerable children</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Agree what returning support is available for vulnerable and/or disadvantaged children (children with a Social Worker or an open case with Early Help or Children and Family Centres) and put in place provision in conjunction with families (to gain their wishes and feeling regarding support needed)and other agencies and engage with partners who will help to provide that support, for example, local authorities.</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>- Agree what returning support is available and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families (to gain their wishes and feeling regarding support needed)and other agencies and engage with partners who will help to provide that support, for example, local authorities</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Ensure arrangements are in place to ensure EHCP assessment applications are made as appropriate and monitored to ensure completion, particularly those children transitioning to Reception in September.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Children are hearing about the Coronavirus too and naturally, may be feeling scared and anxious, particularly children with developmental delay/SEND and possibly vulnerable children</li> <li>- Explore therapeutic interventions for children</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Work with the LA's Early Years and Childcare and SEND services and families to identify what provision</li> </ul>  |  |  |  |

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| can be reasonably provided for in line with education, health and care (EHC) plans.   |  |  |  |
| <ul style="list-style-type: none"> <li>- Liaise with child's lead professional to let them know where the parents have chosen not to take up their place.               <ol style="list-style-type: none"> <li>1. children with developmental delay/SEND or</li> <li>2. vulnerable children with a Social Worker or</li> <li>3. an open case with Early Help or Children and Family Centres</li> </ol> </li> <li>- to agree plan for return, or support whilst at home</li> </ul> |  |  |  |
| <b>Workforce</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Draw up a list of staff with long term health issues e.g. diabetes, asthma.</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Draw up a table of any staff self-isolating, showing start date and planned end-date.</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Discuss transition arrangements with staff</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Consider how you need to support staff who are working in your setting</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Ensure that the facilities for staff allow for social distancing</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Ensure that the staff attending are aware of the most up to date <a href="#">Covid-19</a> information on the NHS inform website.</li> </ul>  |  |  |  |

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| - Ensure that you have the right staff to support the physical and emotional needs of children and staff   |   |  |  |
| - Review staff supervision rota to enable more frequent 1-2-1 supervision sessions for the first 3 months of reopening   |   |  |  |
| - develop plans to manage a skeleton staff and adapt current systems and procedures to support this. Consider how staff carrying out statutory roles, as set out in the EYFS will remain available (Manager, Named Deputy, SENCO, DSL, Paediatric First Aid trained staff)   |   |  |  |
| - Identify staff who can't return to your childcare provision at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education). |   |  |  |
| - Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).   |   |  |  |
| - Ensure sufficient staff numbers to keep group sizes small  |   |  |  |
| - Agree staff workload expectations (including for leaders).   |   |  |  |
| - Decide what staff training (either delivered remotely or in your childcare provision) is needed to implement any changes your childcare provision plans  | <a href="https://www.acas.org.uk/coronavirus/returning-to-the-workplace">https://www.acas.org.uk/coronavirus/returning-to-the-workplace</a> |  |  |

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| to make (for example, risk management, curriculum, behaviour, safeguarding).   |   |  |  |
| <ul style="list-style-type: none"> <li>- Consult with staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. See</li> </ul>  | <a href="https://www.acas.org.uk/coronavirus/returning-to-the-workplace">https://www.acas.org.uk/coronavirus/returning-to-the-workplace</a> |  |  |
| <ul style="list-style-type: none"> <li>- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> </ul>   |   |  |  |
| <ul style="list-style-type: none"> <li>- Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</li> </ul>   |   |  |  |
| <ul style="list-style-type: none"> <li>- Put in place measures to check on staff wellbeing (including for leaders). Staff may be feeling scared and anxious. Plan likely mental health, pastoral or wider wellbeing support for staff returning to your childcare provision (for example occupational health &amp; bereavement support).</li> </ul>  |   |  |  |
| <p>What staff can encourage parents to do</p> <ul style="list-style-type: none"> <li>- Inform parents and communities about the measures that you are taking and get their help to implement them</li> <li>- Talk to their children about coronavirus (COVID-19), social distancing and hand washing</li> <li>- Do not gather at entrances or in playgrounds, and model social distancing so that their children learn good practice.</li> <li>- Follow the GOV guidance for households with possible coronavirus infection</li> </ul> |   |  |  |

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| <ul style="list-style-type: none"> <li>- Consider speaking to local schools or organisations that may consider allowing your staff to park on their premises to avoid the need to travel on public transport, or buying parking permits from the LA</li> </ul>   |  |  |  |
| <b>Learning</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Agree ongoing learning offer for children who can't attend your childcare provision, as well as offer for those that continue to be out of your childcare provision. Think about engaging parents and children in digital education resources</li> </ul>  | Encourage staff and parents to register for the new <a href="#">Waltham Forest Chit Chat Pitter Pat</a> home learning Facebook page for daily learning ideas |  |  |
| <ul style="list-style-type: none"> <li>- Consider how you structure your learning               <ul style="list-style-type: none"> <li>• Individual working</li> <li>• group work using technology</li> <li>• Alternative approaches that allow for social distancing (for example during games and activities)</li> </ul> </li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Consider the content of your teaching and support:               <ul style="list-style-type: none"> <li>• Tailor key messages and information to the children in your care</li> <li>• Careful and considered communication about risks and behaviours</li> <li>• Personal resilience</li> <li>• hygiene</li> <li>• Staying healthy</li> </ul> </li> </ul> |  |  |  |

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| <ul style="list-style-type: none"> <li>• Staying fit</li> </ul>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Ensure setting is engaged in the LA's starting school together project to ensure appropriate plans are in place during the Summer Term to facilitate a smooth transition for children starting reception in September 2020</li> </ul>  | <p>Information regarding Starting School Partnership meetings can be found here:<br/> <b>For practitioners</b> - <a href="https://thehub-beta.walthamforest.gov.uk/transition-to-school">https://thehub-beta.walthamforest.gov.uk/transition-to-school</a></p> <p>Please signpost families who have a child transitioning to Reception in September 2020 to this exciting project through the link below:<br/> <b>For families</b> - <a href="https://www.walthamforest.gov.uk/content/s tarting-school-together">https://www.walthamforest.gov.uk/content/s tarting-school-together</a></p> |  |  |
| <ul style="list-style-type: none"> <li>- Ensure sufficient equipment available for each room/ group space</li> </ul>  |  |  |  |
| <b>Protective measures and hygiene</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Refresh your risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures.</li> <li>- Read the Governments advice on protective measures and safe working and agree how this will be implemented in your childcare provision, including agreeing on any necessary updated health and safety policy and risk assessments</li> </ul> | <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare setting</a></p> <p>and</p> <p><a href="#">Safe working in education, childcare and children's social care</a></p>   |  |  |
| <ul style="list-style-type: none"> <li>- Decide the physical and organisational structures needed to limit risks and limit movement around the building(s), for example: <ul style="list-style-type: none"> <li>• classroom layouts,</li> </ul> </li> </ul>   |  |  |  |

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| <ul style="list-style-type: none"> <li>• entry and exit points,</li> <li>• staggered arrival and departure times</li> <li>• stagger lunch times,</li> <li>• stagger break times</li> <li>• stagger the movement of pupils around the setting to reduce large groups of children gathering,</li> <li>• class sizes,</li> <li>• lunch queues,</li> <li>• use of communal staff areas.</li> </ul> <p>- Agree how safety measures and messages will be implemented and displayed around your childcare provision.</p> |   |  |  |
| <p>- Plan parents' drop-off and pick-up protocols that minimise adult to adult contact</p>  |   |  |  |
| <p>- Think about providing signage and floor markings in key areas such as entrances and exits to try maintaining social distancing between parents and staff</p>   |   |  |  |
| <p>- Although New FSA guidance reassures consumers that food risks from coronavirus (COVID-19) remain low, you must ensure you maintain high standards for the preparation and serving of food.</p>   | <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a> and <a href="#">Food Safety Standards News</a> |  |  |
| <p>- Decide which activities will be delivered</p>  |   |  |  |
| <p>- consider which learning/play activities could take place outdoors and outdoor play space</p>   |   |  |  |
| <p>- use the timetable and selection of classroom or other learning environment to reduce movement around the childcare provision or building</p>   |   |  |  |

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| - plan parents' drop-off and pick-up protocols that minimise adult to adult contact  |  |  |  |
| <ul style="list-style-type: none"> <li>- Decide the approach to enhance hygiene (for example, toilet use, hand washing, hand sanitizer) <ul style="list-style-type: none"> <li>• Will you need more sanitiser points internally and externally?</li> <li>• Ensure that there are hand sanitisers available at key points such as entrances and exits.</li> <li>• Do you have enough lidded bins in low risk areas for disposal of gloves/tissues etc</li> </ul> </li> </ul>  |  |  |  |
| - Decide on policy related to usually shared items (for example, books, toys, practical equipment) and purchase a handheld non-contact thermometer   |  |  |  |
| <ul style="list-style-type: none"> <li>- Update hygiene policy with regards to PPE in line with Government/Public Health guidance.</li> <li>- Plan and make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: <ul style="list-style-type: none"> <li>• if your staff provide intimate care for any children or young people</li> <li>• and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li> </ul> </li> <li>- Look at the possibility of joining up with other childcare providers to purchase together and share.</li> </ul> |  |  |  |
| - Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers,  |  |  |  |

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| grounds maintenance, transport providers), including when in your childcare provision.  |  |  |  |
| - Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously   |  |  |  |
| - Decide what an enhanced cleaning schedule looks like and how it will be implemented in your childcare provision (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.   |  |  |  |
| - remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)   |  |  |  |
| - make arrangements for regular cleaning of surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal   |  |  |  |
| - Consider how you will maintain social distancing - Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, practitioners must exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised. |  |  |  |
| - It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.   |  |  |  |

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| - Work with your catering supplier to ensure meals are available for all children in childcare provision and have alternative arrangements in place should catering arrangements be affected by staff sickness etc        |   |  |  |
| - remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere   |   |  |  |
| - consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Ensure parents are aware of this guidance. | Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> |  |  |
| - You will need to ensure staff to child ratios are tailored to the requirements due to social distancing (i.e. fewer children in a room) and changing pupil mix and support requirements                                 |   |  |  |
| - Evaluate what additional support you need to implement social distancing measures in your setting   |   |  |  |
| - Develop links with your local Early Years providers and consider opportunities to put secondment arrangements in place to temporarily transfer staff if you are experiencing difficult in meeting staff: child ratios   |   |  |  |
| - Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents  |   |  |  |
| - Rearrange all visits, meetings, reviews etc and avoid visitors from entering your premises as much as   |   |  |  |

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| possible. You may want to create a visual for your front door / reception area or a leaflet   |  |  |  |
| - Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a> )                        |  |  |  |
| - Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend   |  |  |  |
| - Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)   |  |  |  |
| - Familiarise yourself with the current guidance about should educational settings ask parents to report pupils' temperatures at the start of each day?   |  |  |  |
| - Consider introducing a plan that on entry every day parents are asked a series of questions to help assess risk i.e. relating to them and their children's health and contact with people who may be infected or Critical care worker (as per Government definition) Please be aware of changing list of symptoms |  |  |  |
| - Familiarise yourself with the current guidance for what you must do if someone should fall ill on site  |  |  |  |
| - Protocols to be put in place if a positive case occurs and for isolation procedures to be strictly followed which may include the development of isolation areas  |  |  |  |

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| - Update yourself on all the symptoms associated with Covid-19 e.g. high temperature, repetitive cough, loss of smell etc and raise awareness in your setting and with parents   |  |  |  |
| - Familiarise yourself with the current guidance for what you must do if a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature  | Follow the <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> and <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> . |  |  |
| - Familiarise yourself with the current guidance for what needs to be done if there is a confirmed case of coronavirus in a setting?   | Follow the <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> guidance   |  |  |
| - Familiarise yourself with the current guidance for Testing for Covid-19  | Follow the <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> guidance   |  |  |
| <b>Safeguarding</b>  |  |  |  |
| - Ensure all contact details are up to date for staff, governors, 3rd party partners, children and families  |  |  |  |
| - Check for revised protocols from your local authority and update safeguarding policy if necessary. Sign up for Waltham Forest's safeguarding newsletter and attend online safeguarding forums and safeguarding training as appropriate/required. |  |  |  |
| - Consider how you will record children's absence and assess and report any welfare or safeguarding concerns that may arise as a result  |  |  |  |

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| <ul style="list-style-type: none"> <li>- Agree what safeguarding provision is needed in your childcare provision to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to your childcare provision, including those with problems accessing online offers</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>- Update safeguarding children and other health, safety and welfare policies e.g. <ul style="list-style-type: none"> <li>• Ill and infectious children</li> <li>• Risk assessments</li> <li>• Health and safety</li> <li>• Administering medicines</li> </ul> </li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to your staff, students and parents and review uniform expectations.</li> </ul>   |  |  |  |
| <b>Other considerations</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>- Although there is no concrete evidence regarding specific dietary factors that can reduce risk of acute infections like COVID-19, we all know that eating a healthy diet, being physically active, managing stress, and getting enough sleep are critical to keeping our immune system strong.</li> </ul>                                    |  |  |  |
| <ul style="list-style-type: none"> <li>- Agree approach to any scheduled or ongoing building works.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>- Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</li> </ul>   |  |  |  |

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| <ul style="list-style-type: none"> <li>- Ensure staff continue to access the LA's training information to access appropriate support and advice and training (link to training info on Hub/Traded services) regarding: <ul style="list-style-type: none"> <li>• Learning &amp; Development</li> <li>• Meeting the needs of children with SEND</li> <li>• Meeting the needs of vulnerable children</li> <li>• Safeguarding</li> <li>• Health &amp; safety</li> <li>• Business &amp; Finance</li> </ul> </li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>- Think about the possibility of opening during the traditional childcare provision summer holidays (if you are a term time only setting)</li> </ul>   |  |  |  |

### Financial Sustainability

| What  | How  | Who   |
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| Reduced number of pupils returning from 1 June 2020 | Beyond 1 <sup>st</sup> June when enforced closure is lifted, the Government expects all children to be able to return to early years settings from 1 <sup>st</sup> June. In line with this, it is the Councils expectation that school nursery classes and Ofsted registered childcare settings open, and resume providing an FEEE place to as many children as they safely can, and where their parent/carer require one. Those providers who meet this expectation would continue to receive Summer Term Guaranteed FEEE funding in June, July and August. If the number of actual FEEE hours provided in the Summer 2020 term exceed those that the guaranteed funding is based on (Summer 2019), they will be paid additional funding for these hours. | Early Years Childcare and Business Development (EYCBD) Service – Early Years Finance & Business Manager |

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|  | If schools/settings make the decision not to re-open their nursery provision to any children, and any parents want to take up their statutory entitlement to an FEEE place at an alternative provision, the FEEE funding would follow the child. Therefore, the school nursery class or Ofsted registered provider that is offering a place would be paid FEEE funding for the hours that are being provided, and the FEEE budget for the school/setting which has closed would be reduced by this amount. |   |
| The medium-term financial impact on settings due to the effect on pupil numbers if parents continue to keep children at home beyond September 2020 |  |   |
| The long-term financial impact on settings, particularly day care settings, whose private income will reduce if pupil numbers reduce.              | Review financial planning and ensure the settings are accessing all possible government grant funding schemes eg. Coronavirus Job Retention Scheme.  |   |
| Short-term cashflow issues if there is a time-lag in receiving grant funding from central government eg. CRJS, small business grants               | LA is paying setting monthly FEEE grant at the start of the month (instead of the usual mid-month) to assist with cashflow.  | Early Years Childcare and Business Development (EYCBD) Service – Early Years Finance & Business Manager |

### Sufficiency of places/ Access to local provision

| What   | How   | Who  |
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| If Setting decides to remain closed or reduce capacity beyond 1 <sup>st</sup> June 2020, there may be parents of children that previously attending that setting that require a place, to enable them to go back to work | Contact LA's Early Years Childcare and Business development Service to provide details of numbers of parents requiring alternative provision to enable team to seek alternative places for these children in settings that are open within the vicinity of the closed setting | Early Years Childcare and Business Development (EYCBD) Service – Communication and Participation Manager |
| Change in demographics due to the current financial climate may lead to a higher level of unemployment,  | Setting may need to review childcare offer to meet changing demands   |  |

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| which could lead to a reduction in the number of parents entitled to the extended 3&4 year old places and increase the number of children entitled to receiving a 2 year old FEEE place |  |  |
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