

## **Wraparound Care**

A guide to help you think about providing effective care for children who spend more time at another setting, including school

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**Supporting members to provide the highest standards of care and learning for children**

**This practice guidance has been developed for all professionals including childminders, nursery workers and nannies.**

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## 1. **Introduction**

Providing wraparound care, or childcare that fits around the hours of other early education or school settings, is a vital service for working parents. 15 hours of free early years education per week, the 9am to 3pm school day and the long school holidays do not allow enough working hours for most jobs.

Whether you're a nursery offering a breakfast and after school club or a childminder offering a home environment before and after the busy school day, you are enabling parents to travel to and from work, work longer hours and giving them peace of mind that their child is well cared for.

You are also providing a service that is in short supply according to the Government in England's blueprint outlining their childcare plans, More Great Childcare, published July 2013. "Only half of parents are able to find suitable term-time childcare to fit in with their working hours, but nearly two-thirds of parents of school age children need before or after school or holiday care in order to combine family and work."

In the Welsh Government's plan for early years and childcare outlined in Building a Brighter Future (p4), they also want to "look at ways to improve the availability of wrap-around holiday childcare and play provision and introduce a Voluntary Childcare Approval Scheme for over-eights childcare."

And The Daycare Trust response to the 2012 Childcare Commission in England mentions that there are still key gaps in childcare provision, particularly for older children and in the school holidays. Parents want care that fits seamlessly with the school day, and childcare that meets the child's individual needs. "Many children want 'down time' at the end of the school day and parents worry about them having a

long day at school. The childcare activities should therefore be different, fun and enable the children to relax if they want to.”

## 2. Meeting Ofsted and CSSIW requirements

In England, If you’re caring for children who are in school but under the age of 5, and you are registered on the Early Years Register, you must deliver the EYFS. This includes meeting all the legal requirements relating to children’s safety and welfare. It also includes children who are aged five and still in the reception/EYFS age band.

But, the EYFS (1.3) states that wraparound care and holiday providers should be guided by, but not necessarily meet, the learning and development requirements. Providers need to seek the support of parents and carers and to complement the learning in settings where children spend more time.

**Think about** how you can show that you’ve found out how to compliment the learning in schools or settings where children spend more time. Also, how you will show the communication you’ve had with parents about the care the child needs.

If you are caring for children over five in England and on the compulsory or voluntary part of the Childcare Register, you must meet requirements relating to people, premises and safeguarding children.

**Think about** how you will meet the requirements of the Childcare Register while also offering quality play activities, giving older school age children space to relax, study if they want to, let off some steam, and be with friends.

In Wales, whether you are providing wraparound care or full childcare, if you are taking care of children under eight, you will need to meet the requirements of the Regulations for Children’s Daycare for Under 8’s and the National Minimum Standards for Regulated Childcare. Within this, it states that childcarers need to ensure that the principles of the Foundation Phase for 3-7 year olds and its seven areas of learning are understood and applied in a way appropriate to the abilities and stage of development of children in their care and the nature of provision.

**Think about** how you will support and extend the children’s learning and development that they are experiencing in their funded education setting.

## 3. Balancing the needs of full-time children alongside those before and after school

The requirements of Ofsted’s Childcare Register (CR6.4) in England, which applies whether compulsory or voluntary state: “The registered person must ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children.” This is also good practice in Wales.

### At your setting

How will you provide a balance of activities so that both older and younger children are occupied? Do you have space to keep the older children separate? Do you want to do that? If you're a childminder, it may not be feasible to do that, so **think about** how you will provide space for the older children to study if they want to, have quiet time to relax, or play, all while keeping the younger children occupied and safe.

Plan activities for the out of school children, so that they get a fun, quality experience where their learning and development needs are met while they are at your setting even if it just for a short time. Try not to let their time be taken up with routines, for example, pick ups, drop offs, and meal times.

Use termly and seasonal themes explored in the other settings the children attend to influence your activities so that there is some continuity between settings, extending the children's learning and development. **Think about** liaising with other settings to share planning.

### Balancing different ages

Children of different ages learn a lot from each other. The younger ones by watching the older ones and imitating them, and the older ones by taking care of the younger ones, and learning how to play with them, replicating a family environment. One Montessori childminding setting supports older children with the care of the younger ones, helping them learn practical life skills.

### Letting off steam

After a day sitting down at school, children often want to let off some steam. If you don't have space for children to run around at your setting, **think about** building in some time after school to let them do just that at the local park, nature area, or with permission from the school, the school playground.

### The school run

If you drop off and pick up from another childcare setting, different schools, or after school activities, it can be busy for the younger children. Allow plenty of time for the journeys, so you don't have to rush the younger ones. Pre-school children on the school run will become familiar with the routine, the school building and other parents they see. The journeys also give you plenty of chance for communication, learning about road safety, and making friends along the way, for example with the road crossing patrol.



**Think about** how you can make regular short journeys fun for the children. But also, think about what's feasible and fair for the full-time children you take care of. If you're asked to pick up from a school or activity you don't already go to, what impact will that have on the children?

#### 4. Providing evidence to regulatory body and parents

**Generally Ofsted inspectors will expect you to be able to answer questions and provide evidence in the following areas during an inspection, and it is worth using this list to prepare if you live in Wales and will be inspected by CSSIW:**

- how well you know and understand what children can do, their interests, knowledge and skills and how you seek to support children to develop further
- how you help children feel safe and secure and promote their good health
- the range and type of activities you provide and whether these support children's progress in the prime areas of learning
- how you help children to be happy and enjoy what they are doing, behave well and form positive relationships with adults and their peers
- where children receive their main early years experience and the contact you have with that provider or providers
- how you are informed about what is provided in the other settings the children attend
- how you share information about:
  - children's interests and achievements
  - any concerns affecting children including any safeguarding concerns.

(from Ofsted leaflet: Regulating provision made before and after school or during school)

Make some notes here on the evidence you might use to demonstrate the points above:

#### **Self-reflection**

You will have your own methods of observing children, planning activities, reviewing them and self-reflection. The evidence you gather need not involve lots of written documents, records and policies, but you will need to **think about** how you can show the progress children make and how well you provide care for their needs. For children covered by the EYFS, you will need to show how you complement the children's learning and development at their main setting.

In England, if the child you care for is still in the EYFS age band but spends more time elsewhere, you do not have to deliver the learning and development requirements of the EYFS, but complement what they are learning elsewhere. It is a good idea to be able to show that you keep in touch with what they are learning elsewhere, and that the parents understand and are happy that you are not delivering the learning and development requirements.

And if you are in Wales, self-reflection will help you with Standard 18: Quality assurance (National Minimum Standards for Regulated Child Care).

**Think about** evaluating your practice using the Ofsted self-evaluation form if you are in England. This helps you reflect on how well you are doing taking account of the criteria Ofsted inspectors use.

## 5. Partnership with parents

Parents want wraparound childcare that fits seamlessly with the end of the school day, and that meets their children's needs. They also want childcare that fits around their working hours, 6pm may not be late enough for someone with a long commute. (Daycare Trust, 2012)

The outcome for Standard 6 of the National Minimum Standards for Regulated Child Care in Wales, Working in partnership with parents, is "parents are kept fully involved in and informed about their child's activities, achievement and progress."

And one of the overarching principles in the EYFS (p3) includes that "there is a strong partnership between practitioners and parents and/or carers." Also (p4), "practitioners should discuss with parents and/or carers (and other practitioners and providers as appropriate) the support they intend to offer, seeking to complement learning in settings in which the children spend more time."

Ask parents what they want you to provide for their children regularly, to keep on top of changes. Drop off and pick up times can be busy and while fine for a quick update, sometimes you'll want to have a more in-depth chat. Some might prefer a face-to-face meeting and others will be fine with a phonecall once the children have settled in to bed.

**Think about** the best ways to communicate regularly with the parents of the children you care for. Talk with parents about their expectations of the service you will provide, for example, whether they expect you to provide support with homework or reading.

### Supporting working parents

Taking care of school age children may mean that you have more contact with, and spend more time in the school than the parents.

**Think about** how you can share verbal messages from the school with the parents, and bring their attention to notes that may be in the child's school bag, for example accident and injury notices or notes about school events. Clarify with the school whose responsibility it is to pass messages on to parents.



Also, you may notice signs in the school, or reminders for events that the parents miss when they're not on the school premises each day. **Think about** how you can pass these on, acting as a bridge between the school and the parent.

Keep a note of term dates, inset days and special events for all the schools you pick up from.

### **After school activities**

Some children will have after school activities planned, whether straight after school, or later on in the evening, for example Cubs or Brownies.

**Think about** whether you can drop off or pick up from those activities, and what effect it will have on the other children you care for.

If you care for a child most days after school, they may miss out on chances to cement friendships with play dates. **Think about** whether this is something you can facilitate or accommodate. This may be easier if you are a childminder or nanny, for example with agreement from the parents you could agree to pick up a child from a friend's house after tea or meet another family in a public space after school such as a park.

## **6. Partnerships with other settings**

Ofsted inspectors in England will not seek the views of other settings delivering the EYFS for the children who attend your provision so you may wish to consider how you show that you work in partnership with providers. It is also good practice in Wales to think about how you work in partnership effectively with other settings.

If there are childminders that drop off and pick up regularly at your nursery setting, **think about** setting up a meeting with them to share planning and to make sure the work you are doing compliments each other.

Schools will often have meet the teacher evenings at the beginning of a school term or newsletters about what they are planning to learn. They may also hold events for parents on how to support children with numeracy and literacy at home. **Find out** if you can attend these events and get copies of newsletters.

Arrange meetings with each child's teacher or key worker, if you can, to discuss how best to support that child after school, and keep in regular informal contact, with brief chats at drop off or pick up times. Talk about whose responsibility it is for

passing messages on from other settings to parents. Would these messages be required in writing?

### **Wraparound care and fees**

If a child attends a playgroup or sessional care, and you are providing wraparound care before and after the session, you are not likely to find another child to fill that space. So, make sure you are clear in your contract who is paying for childcare fees, and whether you charge for the time the child is at the other setting. If you qualify to draw down early education funding (in England), **find out** if the parent is also claiming the full 15 hours at another setting. If not, they could claim the balance from you.

Since wraparound care of school-age children can be varied and often not even make up a full hour, some settings charge a standard rate for before and after school care.

**Think about** whether you will offer a fully cooked tea or breakfast or just a snack and how your charges will reflect this.

**Think about** how you will manage fees and charges for your wraparound care. Some families will want term-time only contracts, and others holiday care only. **Think about** how your contracts will cover any teacher training or INSET days, or unexpected closure of schools and other settings, for example, if there is snow.

## **7. Resources**

**Regulating provision made before and after school or during school holidays – a childcare factsheet** – Ofsted, January 2013

**Requirements for the Childcare Register: childcare providers on non-domestic or domestic premises – a childcare factsheet** – Ofsted, February 2013

**More Affordable Childcare** – HM Government, July 2013

**Building a Brighter Future: Early Years and Childcare Plan**–Welsh Government, July 2013

**Commission on childcare: call for evidence – Joint response from Daycare Trust and the Family and Parenting Institute**, August 2012

**EYFS and school age children** – PACEY factsheet

## **8. Frameworks and Legislation**

### **England**

**Early Years Foundation Stage Framework (EYFS)**, Department for Education, 2012



## Wales

**National Minimum Standards for Regulated Childcare in Wales**, Welsh Government

**Foundation Phase: Framework for Children's Learning for 3 to 7-year-olds in Wales**, Welsh Government, 2008

### 9. Support from PACEY

As a PACEY member you can get more help by visiting the website [www.pacey.org.uk](http://www.pacey.org.uk) or by calling 0845 880 0044

PACEY is the Professional Association for Childcare and Early Years. A standard-setting organisation, we promote best practice and support childcare professionals to deliver high standards of care and learning.

Since 1977 we have provided high quality support to our members and have worked with government, local authorities and others to raise standards.

Together with our members - childminders, nannies and nursery workers - we are working to become the professional association for everyone in childcare and early years and ensure our members are recognised for the vital role they play in helping children get the best start in life.

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