



Partnerships Case Study

*Effective Partnership Arrangements
Felton C of E Primary School and Pumpkin Pie
Childcare*

30 hr Case Study - North Locality



Felton C of E Primary School

School provides maintained nursery provision, working with a mixed age range of nursery aged children, reception and year one with nursery children attending morning sessions only.

Pumpkin Pie (Lucy Grieve)

Private childcare provider on school site based in school porta-cabin providing services which support school and parents (wrap around care, OOSC, full day care and Funded Education for 2, 3 and 4 year olds). Provision operates 51 weeks of the year.

How the partnership became established

Lucy was previously an Outstanding Ofsted Registered Childminder who forged strong links with school through transition arrangements of children in her care as well as her own children who also attended school. Due to the need for more childcare in Felton the School and Lucy worked in partnership to establish and develop full day care provision on the school site that provides early education, wrap around and out of school provision for and in the local community from 8am to 6pm.

Example of impact and positive outcomes

Parents within this locality, including a member of School staff (who is also a parent and school governor) are able to benefit from the 30 hours pilot because there is wraparound childcare available on the school site.

The school and Pumpkin Pie work in collaboration to ensure seamless transitions for children. Effective transition is supported in a range of ways including many opportunities for joint working which incorporates new parent intake events, joint staff training, creating and using opportunities for discussion, shared planning, ideas and practice with some staff working across both provisions. Peer mentoring and support for higher qualifications and providing opportunities for CPD between provision is another contributing factor. Furthermore, both school and the PVI setting purposely meet to plan effective transition into school and use opportunities for joined up moderation.

Staff /governor/parent benefitting from 30 hours pilot, using childcare on site and school nursery and also accessing tax free childcare trial.



Challenges



1 Space

Having re-designated as a Primary School has resulted in the need for accommodation for two additional school year groups there is no capital funding available to support.

Whilst there is a portacabin on the school site, this space is currently rented to Pumpkin Pie Childcare which provides wrap around services for parents/users of the school and forms an integral part of the school offer.

The portacabin does have a limited lifespan and will need replacing at some point.

2 Lease

There is a local agreement between school and Pumpkin Pie re the use of the portacabin on the school site. Work is ongoing to determine if a formal lease is in place with the School and Church Diocese or Northumberland County Council (NCC) and obtaining clarity may be further complicated by the fact that the land ownership is partly diocese land and partly NCC. Local Authority officers are supporting with this.

Challenges - *continued*

3 Accommodating parental demand

Parental demand presents challenges and impacts on Early Years provision in school (space, ratios, class sizes/regulations). School currently works closely with parents and local childcare provider, Pumpkin Pie to meet parental demand. If Pumpkin Pie closed or moved any significant distance from the school this would be detrimental to both school and the setting as childcare plays an important factor for parents when considering their chosen school.

4 Funding

Being a private provider limits opportunities for funding/grants therefore Pumpkin Pie has reviewed their business structure and considered various options with the support of NCC Community Funding Support Officer and Social Enterprise.

5 Pupil Admission numbers

Another challenge could occur as a result of the Local Authority reduction of the School PAN (Pupil Admission Numbers) as school is growing in popularity as a result of positive outcomes. Particularly outcomes relating to children's good level of development 'GLD' and flexible childcare on the school site. Some parents travel from areas outside the school catchment area to attend as they are able to have their childcare needs on their commute to work.



Identified benefits/outcomes

- Increased numbers on roll for school including children out of catchment from early years up
- Seamless transition for children between school and setting which is improving school readiness
- EYFS ratio requirements met effectively and efficiently supporting continued financial viability for both provisions
- Quality enhancement of both provisions through sharing of good practice, joint planning, joint moderation and shared CPD/training opportunities
- Childcare on school site meets parental and community need (see examples next slide/models)



Example 30 hours models

Example 1

Family one, access school and PVI setting for funded entitlement (FE) and childcare for 2 children. This is required term time to enable parent to work. Parent has also registered for HMRC tax free childcare trial.

Child A accesses 15 hours FE in the mornings at school and 15 hours FE in setting in the afternoons.

Child B attends school full time and accesses care alongside their sibling before and after school.

Additional paid for hours are accessed weekly during term time only:

- four sessions 8-9 am weekly
- two afternoons sessions 3-5pm weekly

Example 2

Family two, will access 6 FE hours at school and 24 FE hours at the PVI setting. In order to meet the family's needs FE hours are being stretched over the school term and school holidays.

6 hours over 38 weeks in school
17.88 hours over 51 weeks in PVI

Example 3

Family three, child accesses half the 30 hours in school and half the hours in the PVI setting. The 15 hours at school are provided term time only with the remaining 15 hours being stretched over the number of weeks the setting operates annually.

15 hours over 38 weeks school
11.2 hours over 51 weeks PVI

Future considerations/development/activity



- **School will need additional long term space for two new year groups as they move from a first school to a primary. This could compromise the space currently available to Pumpkin Pie.**
- **Due to the positive partnerships already developed, School and Pumpkin Pie are keen to create a joint Early Years space both indoors and outdoors.**
- **This provides an exciting opportunity to create space for school and community use (including possible use during school holidays, evenings and weekends)**
- **The durability of the existing portacabin needs to be reviewed, this could impact upon both School and Pumpkin Pie and there may be a need for a new building for which capital funding would need to be sought. The possibility of grants and loans are currently being explored.**
- **Recently reduced Pupil Admission Number (PAN), may need to be reviewed/consulted on in order to raise if school numbers continue to grow**

Tracking of Developments

Lucy has met with a member of the Social Enterprise team to discuss different business structures and capital funding options. Pumpkin Pie have become a 'limited company'

Pumpkin Pie have agreement from the School/Church Diocese in principal to put a new provision on site, however formal agreement/approval requires many processes, this is currently with the diocese legal team

If School/Church Diocese agreement/approval is receive, planning approval will then need to be sought from NCC

Social Enterprise team will support with funding applications if agreement and planning permission is received. It is anticipated there would be little or no disruption to children and families and every possible measure would be put in place to ensure services continue during any re-development.

