

**Finding your
way through**



Agenda

- Aim and purpose, introduction
- Update from York City Council
- Leadership – managing through this crisis
- A summary of known information
- Sharing the actions you have taken and what's worked
- The challenges and opportunities for sustainable delivery
- Summary, next steps and close

- Q&A sessions are included between sections

What we can do: Hempsall's

- York City Council has asked Hempsall's to support them and you through this in this information session
- For 20 years our work has included supporting everyone to make sense of government policy and funding arrangements, whilst considering carefully the needs and demands of children and parents
- Training, research and consultancy
- Find out more www.hempsalls.com

This session is about:



- Having the latest, clear information
- Knowing what could or should be done
- Working together and helping each other
- Asking and answering questions
- Identifying and tackling common problems
- Thinking ahead.



We will go through a six-part process

But first, an update from York City Council Early Years

And a word about leadership:
Managing through this crisis

Change like never before

- Our direction has been diverted in unimagined ways
- It is difficult and often overwhelming for everyone
- Its our biggest ever challenge
- This challenge will continue for months to come
- Things are uncertain and there are many unknowns
- Everything has changed and will change
- Families will have different needs and demands
- Our ability to deliver is changed
- We must lead and manage change

What principles can help us?

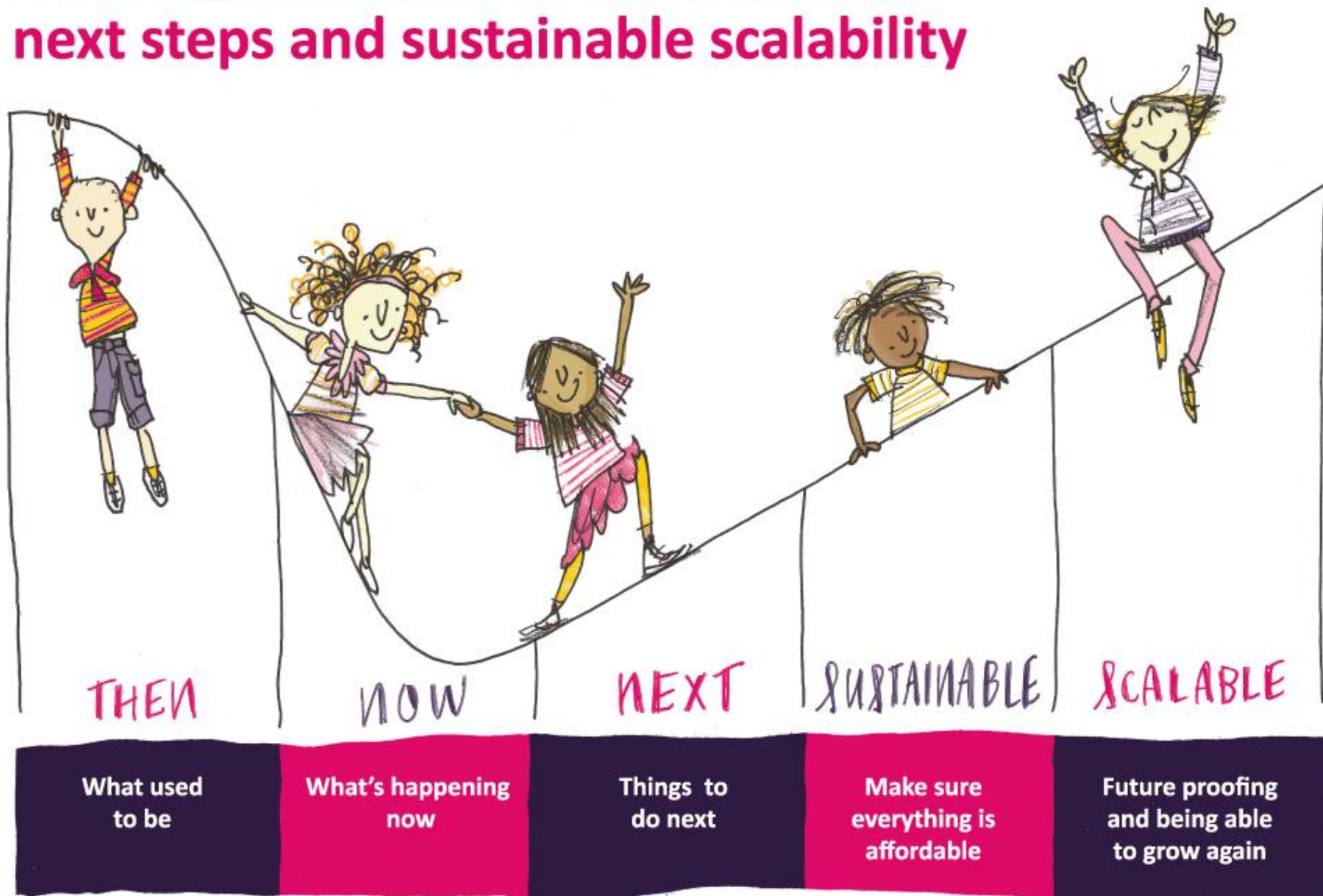


- We can help each other
- Use guidance, don't allow it control you
- Invest time in listening and acknowledging
- You are going to have to make decisions
- Be prepared to let go of what used to be
- Also take the longer-term view
- Look after yourself



Starting the six-part process

Thinking about business direction, next steps and sustainable scalability



Financial Support



- Government financial support
- We have produced a summary A–Z (with links) and this is provided to support this session
- The gov.uk questionnaire is quick, simple and provides all the latest information. If you haven't done it already, we recommend you do:
<https://www.gov.uk/business-coronavirus-support-finder/y>

Bounce Back Loan		Easy to apply for smaller business loans.
Business Interruption Loan Scheme		Larger loans more suitable for larger businesses.
Business rates support for nursery businesses		If you pay business rates as a nursery business, you are entitled to a 12 month holiday period from 1 April 2020.
LA Discretionary Grants Fund		This new fund supports small and micro businesses that are not eligible for other grant schemes. LAs choose what sectors are eligible.
Deferring self-assessment payments on account		July 2020 payments can be deferred until January 2021, if needed.
Deferring VAT		Childcare services are exempt from VAT.
Early Years entitlement funding		Paid in full until further notice. The council does have the ability to move funding from setting to setting if necessary. Funding may follow the child in the future (not confirmed).
Job Retention Scheme (JRS) (Furloughing)		Employees can be placed on JRS proportionately according to the %age of non LA funding applied to the salary bill.
Self-employment Income Support Scheme		Only if someone is self-employed. Unlike furloughing, recipients can continue to work whilst receiving this. An option for some childminders.
Small Business Grant Fund (SBGF)		If you are a small business that already pays little or no business rates because of: small business relief (SBBR) or rural rate relief (RRR), tapered relief.
Top-up to local business grant funds scheme		If you are using non-domestic premises and a portion of your rent includes business rates in shared space.
Statutory Sick Pay rebate		If this applies to employees.
Time to Pay (tax) service		If you cannot pay your tax bill, apply for this.

Green = tasks completed or options to consider now
Amber = options to consider, some may not be possible
Red = possible options for later if and when needed



- With **staff** – what's possible?
- With **parents and families** – what are they thinking, wanting and needing?
- With the **LA and other providers** – what is happening in the local childcare market?

Staff

- How available is the team? Many will have been directly affected by the virus: including bereavement, illness and mental health.
- Household arrangements will be different: school and childcare availability for own children, family economics and employment.
- How is their wellbeing?
- What are their needs and preferences?
- What they can do and what they would like you to do?
- **Consult on initial ideas and arrangements.**

Parents

- Many will have been directly affected by the virus: including bereavement, illness and mental health.
- Household arrangements will be different: family economics and employment.
- How is their wellbeing?
- What do they need, what would they prefer?
- What changes do they need?
- When will they start? Summer 2020 or a delayed return in autumn term?
- Are they keyworkers and/or vulnerable children?
- **Consult on initial ideas and arrangements.**

Parental demand changes provision. Parental demand is changing, so should provision.

<p>Health & safety/PPE</p> <p>views about their children's health and safety and how children attending childcare affects their own households.</p>	<p>Employment changes</p> <p>redundancy, reduced or different hours, new jobs, new lower or higher income levels, change of location of work.</p>	<p>Ability to pay</p> <p>reduced or increased ability to pay for childcare.</p>
<p>Anxiety</p> <p>feelings of apprehension and nervousness around coming out of lockdown, wellbeing issues.</p>	<p>Single setting</p> <p>wanting to use only one setting to reduce H&S risk, or for more convenience, as a result of guidance, or to fit new needs.</p>	<p>Changes of eligibility</p> <p>families could fall in and out of eligibility for two-year-olds and 30 hours funding.</p>
<p>Vulnerability</p> <p>families and children becoming vulnerable where they were not before.</p>	<p>Household routines</p> <p>work and life changes, e.g. working from home, reduced commute times, new beginnings and ends to the day.</p>	<p>Change of mind</p> <p>switching from wanting a group setting or home-based setting and vice versa, or opting for informal or familial care.</p>

Factors affecting parental preferences

The LA and other providers

- Who is open and how have things changed?
- Who is remaining closed?
- What are other families asking for?
- How has employment changed?
- What does future policy look like?
- **Consult on initial ideas and arrangements.**



**What changes
are possible?**

Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak, 1 July 2020

This guidance is relevant for those providers which fall within the government's definition of an out-of-school setting (OOSS), as well as those providers caring for children over the age of 5 and registered with Ofsted on either the compulsory or voluntary childcare register.

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>

Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak 2 July 2020.

Providers caring for children under the age of 5 should refer to the guidance for Early Years and Childcare providers during the coronavirus (COVID-19) outbreak.

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

Other guidance

- The Government's COVID-19 recovery strategy: <https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy>
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020: <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings : <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) Updated 16 June 2020 <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
- Early years and childcare planning guide: <https://www.gov.uk/government/publications/early-years-and-childcare-planning-guide/early-years-and-childcare-planning-guide>
- Actions for early years and childcare providers during the coronavirus outbreak: <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Early Years Foundation Stage: coronavirus disapplications <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>
- COVID-19: cleaning in non-healthcare settings: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
- COVID-19: personal protective equipment use for non-aerosol generating procedures: <https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures>
- COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>



Halfway through the six-part process



- Health and safety
- Wellbeing
- Finances
- Delivery model

<p>Health and safety of the workforce, parents, families, and children. Physical and mental health and wellbeing.</p>	<p>Demand from families for paid-for childcare, and for funded entitlements. Parental confidence, and changes in employment patterns and household routines.</p>	<p>Availability of workforce ability and willingness (impacted by school and childcare availability for own children, health, household needs, family economics, employment offer, and anxiety).</p>
<p>Finances and funding income levels from Govt. inc. COVID-19 financial support and funded entitlements. Paid-for childcare. Increased costs of delivery.</p>	<p>PPE ability to source and need and preferences of use (DfE, workforce and parents) within an early years context.</p>	<p>Premises control of and access to own or shared premises e.g. community buildings or school sites. Being able to adapt to new requirements.</p>
<p>Groups in need meeting the needs of vulnerable children and the children of keyworkers, helping children's wellbeing, supporting families.</p>	<p>Service delivery the impact on previous models of delivery and the design and delivery of emerging new ones. Balancing workforce deployment and costs.</p>	<p>Children's cohorts managing groups of children, including children moving around settings/schools and changing setting(s).</p>

Factors affecting our re-opening



Checklist

1. CV-19 risk assessment, including fire safety and Legionnaires' disease
2. H&S and PPE arrangements
3. Policy updates (add annexes it is quicker)
4. Demand and numbers estimated
5. Model of delivery
6. Place capping and prioritisation (if needed) is clear
7. Do the finances add up?
8. Staffing requirement
9. Staff and parents' agreement/support
10. New routines

Free business planning tools

- **The Out of School Alliance (OOSA)** provides information and support to individuals and organisations setting up and running out of school clubs, including breakfast clubs, after school clubs, holiday clubs and play schemes. <https://outofschoolalliance.co.uk/>
- **PACEY – Group Setting Cost Calculator.** This calculator developed with London Borough of Merton, funded by DfE helps to understand the cost of delivering childcare services. <https://www.pacey.org.uk/working-in-childcare/nurseries/group-setting-cost-calculator/>
- **PACEY – Occupancy levels calculator** helps providers to work out the ideal occupancy levels in group settings and different staffing models. <https://www.pacey.org.uk/working-in-childcare/nurseries/group-setting-occupancy-tool>

Free business planning tools

- **PACEY Coronavirus support**

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/sources-of-support-coronavirus>

- **Early Years Alliance Cost of delivery calculator.** Can be used to calculate provider's total costs and total hours delivered. Information can then be entered into the spreadsheet, which automatically estimate hourly delivery costs

<https://www.eyalliance.org.uk/cost-delivery-calculator>

- **Early Years Alliance Coronavirus business support**

<https://www.eyalliance.org.uk/coronavirus-early-years>

Fees and finance

- Monitor your projected income. What was it before CV-19? How has it changed, how is it changing, and how do you think it will change over the summer and Autumn?
- Making sure families renew and obtain 30 hours codes
- Signpost and enable applications to support the cost of childcare: Tax Free Childcare, Universal Credit (claims for this have increased)
www.childcarechoices.gov.uk
- Keep updating the cash flow, it will show how new arrangements are affecting your business and will help with loan applications if needed



- Your plans and new offer
- Market your services, fill the available places
- Lead the staff team change

1. Communicate throughout the cycle
2. Show how you have asked and listened to staff/parents
3. Explain what is possible, what is not
4. Share the rationale, acknowledge the difficulties – you are trying your best
5. Use all of this in your marketing materials (posters, website, leaflets etc.)
6. Use social media
7. Provide virtual new parent meetings, home visits, show arounds and open days using Skype or Zoom etc.
8. Support staff with things to say, key phrases, and acknowledging behaviours to support everyone's anxiety



Checklist



- Manage changes
- Adapt as needed
- Review constantly



Checklist

1. The summer term, holiday period and autumn terms will include lots of new trends
2. Demand will ebb and flow
3. Not all will return quickly, or at all
4. The Job Retention Scheme ends 31 October 2020, and goes through transition from 1 August 2020
5. When and how will staff return to work?
6. How can vulnerable children and those at home still be supported?
7. Monitor forecasts to check if they are inline with actual
8. Can your model continue without extra financial support?



Summary and close