

EXAMPLE OF 15 HOUR DELIVERY MODEL FOR THE EARLY YEARS ENTITLEMENT

The current Early Years Entitlement (EYE) is typically delivered over 5 days in 2.5 hour sessions, allowing children to access 12.5 hrs per week during term time. The Extension to 15 hours of Flexible Entitlement needs to be carefully considered by schools.

Several schools in Lincolnshire are delivering 15 hours of Early Years Entitlement as part of this pilot year and two models of delivery are being used successfully, extended sessional delivery and full day delivery.

EXTENDED SESSIONAL DELIVERY

The sessional option has retained the traditional morning or afternoon approach, sessions are extended to 3 hours but if only morning or afternoon sessions are offered, this does not meet Flexibility. Offering parents a combination of morning and afternoon sessions meets a minimum Flexible delivery.

In this example model, sessions have been extended to 3 hours during the morning and afternoon. As this delivery model does not offer a full day of EYE to children, a break between sessions can be maintained.

In order to facilitate the extra 30 minutes per session providers have revised their start times. In some cases this has meant that nursery age children start before the rest of the main school and may then finish after the main school.

The DCSF have indicated there should be no major effects on staff contracts.

The diagram below indicates how revised hours can work:

8.30am - 9.00am	9.00am-12.00pm	12.00pm -12.30pm	12.30pm-3.30pm	3.30pm -4.00pm
	3 hour session delivery		3 hour session delivery	
Teacher begins work ½ hour before session delivery		Teacher has break	Teacher continues to work ½ hour after session has finished	
TA 1 working			TA 1 not working	
TA 2 not working		TA 2 working		

Using the delivery model above, staff are shown to receive a 30 minute lunch break which the DCSF have indicated complies with existing contracts.

Two TA's support preparation, if only 1 TA is present then the routine will need to be addressed. Children should be encouraged to support in maintaining their environment.

Some schools have wished to keep Teachers breaks in line with the rest of the school where 20 minutes is for lunch and 40 minutes for preparation, planning etc... In these models either the TA's have overlapped to cover the extended break from the children or additional staff have been deployed to cover in line with the Statutory

Framework for the Early Years Foundation Stage (May 2008: Suitable People, page 32 and Appendix 2, page 49).

FULL DAY DELIVERY

In this example model, the maximum 6 hour offer is delivered to children. Parent's select between 6 hours on Monday & Tuesday and 3 hours on Wednesday morning **or** 3 hours on Wednesday afternoon and 6 hours on Thursday and Friday to constitute their 15 hour entitlement.

Providers can limit the number of full time places available so they can maximise place availability. One key person would be assigned to the children accessing the 6 hour delivery model for consistency of care. Having one staff member responsible for this group also facilitates adjustments in planning, assessment and record keeping. This model requires tailoring to suit the wider school offer.

The diagram below indicates how this can work:

8.30am - 9.00am	9.00 - 3.00pm		3.00pm - 4.00pm
	6 hour session delivery		
	3 hour session delivery	3 hour session delivery	
Teacher begins work ½ hour before session delivery		Teacher has break	Teacher continues to work 1 hour after session has finished
TA 1 working	TA has break	TA 1 working until 3.30pm	TA 1 not working
TA 2 not working	TA 2 working to cover breaks only	TA 2 not working	

The exact models of delivery vary between every Early Years Provider. This on the whole is due to the consideration of the following factors;

- Current staff contracted hours and deployment
- Hours of operation of the school
- Location of nursery on site
- Community requirements
- Feeder schools operation hours
- Suitability of premises
- Preferences of individual staff teams

A number of providers have adapted their delivery during the pilot to address individual issues as they have arisen to ensure the best model of delivery that balances children's, parent's and staff's needs.