

# **Oxfordshire Foundation Stage Unit Handbook**

**(Establishing a nursery class)**

revised April 2011



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# 1. What is a Foundation Stage Unit?

## 1.1 Introduction

A Foundation Stage Unit (FSU) is another name for a nursery class or, in some cases, a combined nursery and reception/foundation stage class. Schools may apply to have their age range extended to take younger children if there is a proven need for additional early places for 3 and 4 year olds in the area, or where there is recognition between the two parties of the benefits of a voluntary managed pre-school and school coming together under school management.

The school must be in a position to fund any necessary alterations to the building to meet the requirements of the Early Years Foundation Stage and Oxfordshire Quality Framework for the Foundation Stage (see Annex 6).

In considering whether to create an FSU you will need to seek advice from various sources to ensure that the proposal meets all requirements and will be financially viable. You will also be seeking an extension to the lower age range of the school, which requires a statutory process. The procedure in part 4 of this guidance must be followed.

## 1.2 Summary of Oxfordshire terminology

Foundation Stage Class	=	Reception Class
Foundation Stage Unit	=	Nursery Class and Reception class together
Foundation Stage School	=	Nursery School

The 3 years of the Foundation Stage are known as:-

F1 The academic year children become 5 (the 4+ age group)

F2 The academic year children become 4 (the 3+ age group)

F3 At the beginning of each term January or April after children become 3 (the youngest age group in the Foundation Stage)

## 2. Why Develop a Foundation Stage Unit ?

### Benefits:

- To improve the quality of provision for children in the Early Years Foundation Stage
- So children experience continuity of educational experience throughout their time in the Foundation Stage –from age three to the end of the reception year (F1)
- To enable well being and early learning to be nurtured smoothly without the disruption of transition
- So children will be taught in a specialist Unit staffed by adults who are trained to teach in early years
- To enable children to work with staff who have time to get to know them really well
- So parents are more likely to choose to educate their children within their own communities from the outset if there is coherent provision for children from three to five years.
- To include wrap around or out of school childcare which is paid for by parents and can support parents' training or return to work.
- Potential benefits of childcare to the economic wellbeing of the family which can have a positive impact on children's learning. Childcare on site can also benefit schools staff and recruitment and retention

If approved, the school will receive funding for children in the lower age range through the Single Funding Formula for Early Years. For F2 and F3/nursery age groups the entitlement is for 15 hours funded education per week during term time.

### 3 . Requirements for a Foundation Stage Unit

#### 3.1 Management and Staffing

##### 3.1.1 Class size and staffing ratios

Proposals for F1 (reception) must conform to the Government's class size regulations. These limit the size of infant classes to 30 pupils per school teacher.

If mixed F1/2/3 class and more than 50% are F1 (reception) then the 1:30 teacher to child ratio applies. See table below or Annex 6.

This will require careful resource planning from the start of each school year.

For F1 (reception) children a minimum staff/child ratio of 1:15 is expected and this is one reason why the Oxfordshire unit of resource is higher for children in the Early Years Foundation Stage. Staffing must include a trained early years teacher and ideally, a suitably qualified Level 3 (NVQ3 or equivalent) Early Years Support Worker.

For younger FS children a minimum staff/child ratio of 1:13 is requirement of the Statutory Framework for the Early Years Foundation Stage, to include a trained early years teacher and at least one Level 3 (NVQ3 or equivalent) Early Years Support Worker. Any 3<sup>rd</sup> member of staff should, as a minimum, meet the requirements for a Level 2 (NVQ2 or equivalent) Early Years Support Worker.

In planning appropriate staffing levels for numbers of children, please refer to the following grid for guidance

#### F1 Children – Minimum Staffing Levels

If more than 50% of the total class are F1:

No. of children per session	Teachers per session	Early years support workers per session
Up to 15	1	1
16-30	1	1
31-45	2	1
46-60	2	2

F2/3 Children – Minimum Staffing Levels

If more than 50% of the class are F2 / F3:

No. of children per session	Teachers per session	Early years support workers per session
Up to 13	1	1
14-26	1	1
27-39	1	2
40-52	2	2

**For more detail please refer to the EYFS guidance [www.dfe.gov.uk/earlyyears](http://www.dfe.gov.uk/earlyyears)**

### 3.1.2 Staff qualifications

- The Teacher must be either early years trained or have attained the Oxfordshire Early Years Specialism Award (or be working towards it).
- The first Early Years Support Worker should be qualified with a 'full and relevant' Level 3 award or above as listed on the Children's Workforce Development Council (CWDC) Qualifications List for Those Delivering the EYFS. [www.cwdcouncil.org.uk/](http://www.cwdcouncil.org.uk/)

Relevant qualifications include:

QCF Level 3 Diploma for the Children and Young People's Workforce  
NVQ 3 in Children's Care, Learning and Development  
NNEB/ CACHE/Edexcel Diploma in Nursery Nursing  
CACHE/PSLA/PLA Diploma in Pre-School Practice  
CACHE/Edexcel Diploma in Childcare and Education.

- The second Early Years Support Worker should be qualified 'with a full and relevant' Level 2 award or above as listed on the CWDC Qualifications list for those delivering the EYFS. Relevant qualifications include:

QCF Level 2 Certificate for the Children and Young People's Workforce  
NVQ 2 in Children's Care, Learning and Development  
CACHE Certificate in Pre-School Practice  
CACHE Certificate in Childcare and Education.

The following teaching assistant and supporting teaching and learning awards are considered 'full and relevant' where the practitioner already possesses, or is studying towards one of the awards .

- Level 3 National Vocational Qualifications (NVQ's) for Teaching Assistants
- Level 3 National Vocational Qualifications in Supporting Teaching and Learning
- Higher Level Teaching Assistant Status
- Foundation Degree in Supporting Learning

Practitioners holding only these qualifications, who wish to be included in the ratio of qualified staff in any other setting delivering the EYFS must complete a full and relevant level 3 qualification by September 2012.

From September 2010 in order to count towards the EYFS Level 3 ratio requirement, practitioners entering the early learning and childcare workforce and working in a maintained or independent school setting for the first time will need to have, or be working towards, a full and relevant qualification as defined by CWDC on the Qualifications List for those delivering the EYFS. For further information on staff qualifications and training opportunities please call the Early Years Training and Workforce Team on 0845 604 23 46 or email [childcare.training@oxfordshire.gov.uk](mailto:childcare.training@oxfordshire.gov.uk)

### 3.2 Admissions and Funding of Places

If approved the school will attract funding for F2 and F3 children in line with the agreed delegated scheme of funding for schools. It will also be awarded a £9,000 'start up' grant for resources.

The F2/F3 children in the FSU will be funded for 15 hours per week at the Early Years Funding Formula rates. An explanation of the single formula funding can be found on the schools finance pages of the intranet. For more detail please call the School Finance Helpline on 01865 797500.

There is a County admissions policy for nursery classes, available on [www.oxfordshire.gov.uk/earlyyears](http://www.oxfordshire.gov.uk/earlyyears). A copy of the latest version is appended to your handbook. **Voluntary Aided schools** are not legally obliged to follow this policy, but are strongly encouraged to do so. The catchment area for the FSU will normally be the same as that for the school.

Places offered in line with the OCC nursery admissions policy are to be for a part-time (15 hour) place. Parents must be advised that the place represents their child's full free entitlement. Current policy does not allow parents to split their funded hours between schools and other providers. This policy is currently under review.

Admissions into the FSU would normally take place once, twice or three times a year (January, April, September) up to the maximum published capacity. Remember that funding is allocated on actual places filled each term and it is important to take this into account when financial forecasting and planning staffing arrangements in particular.

Schools should clearly inform parents/carers that a place offered to an F2/F3 child in the FSU does not guarantee a place in the school. Admission to the school in F1/reception year is co-ordinated through the Oxfordshire County Council admission arrangements.



### **3.3 Accommodation**

The scheme is open only to schools that have sufficient surplus accommodation to create a suitably sized unit. Any building or refurbishment required must be financed by the school.

The basic need requirements of the school and the effects on current and forecasted capacity will be fully assessed on receipt of your application but you will need to be sure there are no major barriers at an early stage in planning your proposal.

Your School Organisation and Planning Officer can advise on suitability in terms of the whole school site e.g. creation of an outdoor learning area should not reduce the recreation or team game areas to below the requirements for the rest of the pupils in the school.

The unit must adhere to the **Quality Guidelines for Foundation Stage Units in relation to accommodation and resources and also to the Statutory Framework for the Early Years Foundation Stage**

- adequate indoor space for the needs of young children as active learners; (as a guide: 2.3 square metres minimum per child).
- direct access to a safe, fenced and adequate outdoor learning areas for play and active learning. (as a guide: 9 square metres minimum per child).
- adequate space and resources for supporting teaching and learning both indoors and outdoors through child and adult initiated interaction and play.

See also Annex 6 on the Quality Framework

### **3.4 Additional information for schools with pre-schools on their site and developing partnership working**

Some schools offer their early years provision through extended services, or combine it with out of school childcare options – either under permitted governance rules for extended services or by working in partnership with a private or voluntary provider.

When planning a merger between a school a preschool, schools must submit written evidence that the pre-school fully supports the application.

Detailed guidance for both schools and pre-schools on partnership working and mergers is included in Annex 7. It is essential that schools considering a merger refer to this guidance, and that the headteacher keeps the pre-school fully informed on the progress of the FSU application at all stages.

For example, under TUPE the school may be legally required to assimilate some of the pre-school staff onto the County payroll at pay grades appropriate to similar local government roles. If the school is not able to offer employment, they will have to meet all redundancy costs.

Where the pre-school offers childcare services (e.g places for 2 year olds, after school club, wraparound care), the school must consider whether they intend to continue to provide these services and the implication for the community if it does not. The County Council has a statutory responsibility to ensure provision of sufficient childcare.

The school will need to register separately with Ofsted for any childcare provision (for 2 year olds) and can seek support from a Childcare Business Development Officer in planning appropriate charges (see useful contacts page). A business plan including income and expenses for the proposed childcare services should be included in your finance assessment. Your contact officer will be able to refer you to a childcare development officer/business support advisor to assist you with this if needed.

Younger children, such as babies and 2 year olds are likely to be best provided for through childminders or other childcare providers who specialize in this age range. Schools should look to understanding local families' needs, working in partnership and supporting high quality for young children in their community wherever this is provided. There is strong evidence that the quality of early years provision has significant impact on children's later learning and development.

The Service Manager/officer will take account of any childcare losses or gains in the proposal, and the impact on sufficiency of places locally, before making recommendation on whether the proposal can proceed to the next phase.

#### **4. Procedure for Approval**

This will take place in two phases: firstly, a local phase of consultation initiated by the school itself, secondly, a more formal phase of consultation and approval led by the Local Authority (\*except for Voluntary Aided schools – see p13). **Please note** that in developing your proposals you need to allow at least 9 months from submitting your proposal to opening the new provision.

Your first contact should be with the Service Manager (Early Years) in Schools Organisation and Planning and you will be allocated a case work officer to support you through the planning stages.

#### ***Phase One – Preparation & Consultation***

Please be aware that planning your application will take a good deal of time and it is largely up to the school to demonstrate that the unit is viable and in the best interests of the school and the children. You may find it helpful to speak to other schools who have recently completed the process

In applying for approval to create an FSU, schools must be able to demonstrate that they have taken the following steps:

- (a) fully considered the scheme guidelines and discussed the educational and quality aspects of their proposals with your Senior Advisory Teacher for Early Years and have gained broad support for moving ahead;
- (b) fully considered the budget implications and affordability of offering separate Foundation Stage provision. Please contact your School Finance Support Officer on 01865 797500 and complete the excel template for evaluation of the financial impact of the proposal before you apply;
- (c) discussed their proposals with Governors and obtained their support;
- (d) where your proposal included merging with an existing pre-school on site, you need to have the agreement of the pre-school committee

- (e) considered whether to continue to offer extended childcare services – often in partnership with others (see Annex 7), after consultation re the needs of local families.
- (f) consulted informally with other primary schools in the school partnership, any other pre-schools, private nurseries, day nurseries or non-Local Authority providers directly affected by the proposals and taken positive steps to obtain their support (NB for this purpose schools should use the proforma shown in Annex 2a of this document and see the list of whom to consult at Annex 2b);
- (g) consulted informally with parents of children under five living in the school's designated area via open meetings and/or questionnaires and obtained evidence of their support ;
- (h) and finally, sent a completed proposal form (Annex 1) to the Schools Organisation and Planning team with copies of all written responses, including any objections to the proposal.

**NB all meetings and discussions throughout the process should be recorded in order to keep evidence of decisions made. This evidence will be required for background papers for the statutory notice publication.**

### ***Phase Two – Decision Making***

As applications are received, the Local Authority will make arrangements for the following to be completed :

- (a) an evaluation report (Annex 3) by the Early Years Advisory Teacher using the County's Quality Framework for the Foundation Stage (Annex 6),
- (b) an evaluation report by the School Organisation and Planning Team (Annex 4) with regard the premises aspects of the proposal
- (c) an evaluation report by the Schools Finance Team (Annex 5)

The designated officer in Schools Organisation and Planning will consider these evaluation reports in making her/his recommendation to the Oxfordshire County Council Cabinet Member for Schools Improvement. If approved by the Cabinet

Member as being in line with the specifications set out in this scheme, including the quality criteria and financial viability assessment, the Local Authority\* will take forward the formal consultation through the publication of statutory notices. Once notices are published, there is a statutory 6 week period during which representations can be made.

**\*Please note:** Governors of Foundation or Voluntary Aided schools are responsible for their own consultation and publish their own notices. However the Local Authority will still make an assessment and a recommendation – and funding of the proposed unit will be dependent on Local Authority approval.

After the 6 week formal consultation period, if no objections are received, the designated Local Authority Officer (schools organisation and planning) will submit a report and recommendation to the Cabinet Member for Schools Improvement at the next available meeting. If objections are received, the report must go to full Cabinet.

Finally the Local Authority, as Decision Maker, will determine proposals in accordance with national guidance. This includes decisions for Voluntary Aided and Foundation schools. Once approved, the application must be implemented as published. Significant modifications, or delays to the implementation date will be subject to revocation proposals and publication of new notices.

**If you have any queries about the Foundation Stage Unit Scheme, please contact School Organisation and Planning at County Hall, New Road, Oxford OX1 1ND phone: 01865 816453 Email : [propertyassets@oxfordshire.gov.uk](mailto:propertyassets@oxfordshire.gov.uk)**



**OXFORDSHIRE FOUNDATION STAGE UNIT  
(FSU) SCHEME  
PROPOSAL FORM**

**Name and address of School:**

**If you are applying to merge with a local Pre-school, please add the name and address of the Pre-School, and attach a letter of support or similar evidence that they support this proposal.**

**3. Brief description of proposal:**

(Why you are applying for a FSU, how it will affect or alter existing admission patterns to the school, how it will affect the quality of what is on offer at the school)

4. **When do you propose to open the Foundation Stage Unit?**

**Please detail the planned organisation of your FSU and any other information e.g.**  
whether you hope to offer the 15 hours flexibly; planned session times etc.

**Number of 15- hour places to be offered to F2/F3 children ? \_\_\_\_\_**

**Mixed F1/F2/F3 class? YES/NO (delete as appropriate)**

6. **Are you intending to offer additional childcare services, charged to parents/carers (e.g. for 2 ½ year olds, wraparound care, after school club)?**

YES/NO (delete as appropriate)

(If **yes**, please provide brief detail below e.g. type, age range, governance)

No of places? \_\_\_\_\_

Age range? \_\_\_\_\_

Management ? (See Annex 7 for options) \_\_\_\_\_

**Have you discussed the proposal in detail with OCC representatives in:**

- |   |        |
|---|--------|
| (a) Early Years Advisory Team?          | YES/NO |
| (b) Schools Finance Team ?              | YES/NO |
| (c) Area Officer (School Organisation)? | YES/NO |

**Have you completed the required consultation? (see Annex 2b) YES/NO**

If **No** please advise expected completion date \_\_\_\_\_

In particular have you evidence of consultation with:

- |  |        |
|--|--------|
| (a) School governors?  | YES/NO |
| (b) Parents of <b>young</b> children living in the school's Area?                                | YES/NO |
| (c) Other schools in the local area/partnership?   | YES/NO |
| (d) Any other pre-schools, private nurseries or independent nurseries affected by the proposals? | YES/NO |

***Please attach any relevant documents, minutes, letters of support, representations with the proposal and a summary cover sheet of who you consulted and responses you have received.***

**How does the proposal meet the key quality guidelines set out in the FSU handbook? (Staffing; accommodation; learning resources; curriculum; monitoring).**

**Any further information:**

(e.g. indicate how you intend to meet any criteria of the scheme still outstanding)

**Signatures**

Name: ..... date .....  
(Headteacher)

Name: ..... date .....  
(Chair of Governors)

*Please return to Service Manager, School Organisation and Planning; Children, Young People & Families, County Hall, New Road, Oxford, OX1 1ND (Tel: 01865 816453)*



**Annex 2a - CONSULTATION FORM**

**PROPOSAL TO ESTABLISH A NEW FOUNDATION STAGE UNIT  
IN A PRIMARY SCHOOL**

**This page to be completed by the school making the proposal**

Name and address of school	
Contact Person	Telephone Number

**We are proposing to create a Foundation Stage Unit in our school starting in.....  
As part of the application process we are required to consult other providers in the  
locality. As part of the consultation, please would you complete the reverse side of  
this form and return it to us in the envelope provided (or by e mail to .....**)

**Summary of Proposal :**

(taken from proposal form – to include number of children to be taught, admissions,  
rationale for opening a Foundation Stage Unit at the school)

**This page to be completed by the provider who is being consulted on the proposal**

Contact Person	Telephone Number
Name of Provision	
Nature of Provision	LA Nursery/School/Private Nursery/Pre-School/Other
Date provision registered (where applicable)	
Number of places registered	Age Range

**Will the proposal impact on your provision? (Yes/No).**

If yes, please indicate what you think the likely impact will be on:

- (a) provision for four-year-olds
- (b) provision for three-year-olds.
- (c) Childcare (out of school or for younger children)
- (d) The local community

Any further comments:

Thank you for your co-operation.  
Please return to the address overleaf by .....

## **Annex 2b - Guidance on Consultation Required**

**The application to lower the age range of a school is subject to The School Organisation (prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended by the School Organisation and Governance (Amendments)(England) Regulations 2007.**

**At the point of publishing proposals you are required to have evidence that these consultations have been appropriately carried out and the response to any concerns. How consultations are carried out is not prescribed in regulations. A template form to use in consulting other schools and settings is enclosed with your pack, but you do not have to use this. Consulting with other parties may be done in a variety of manners such as meetings, e-mail or web-based consultation, direct mail etc.**

**The extract below, taken from the DfE Guide for Local Authorities and Governing Bodies is statutory.**

Once you have formulated your proposals you must consult all interested parties, and in doing so you must have regard to the Secretary of State's guidance. The Secretary of State considers that those bringing forward proposals should consult all interested parties. You must allow adequate time, and provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted, and you must make clear how their views can be made known. You should be able to demonstrate to the adjudicator how you have taken into account the views expressed during consultation in reaching any subsequent decision about the publication of proposals. Where, in the course of consultation, a new option emerges which you wish to consider, it will probably be appropriate to consult afresh on this option before you proceed to publish proposals.

Interested parties who should be consulted include:

- The governing body of any school which is the subject of proposals;
- any LA likely to be affected by the proposals, including neighbouring authorities where there may be significant cross-border movement of pupils;
- families of pupils, teachers and other staff at the school
- other schools in the area, including schools in an adjoining LA that may be affected by the proposals, whether community, foundation, voluntary,
- parents and teachers in the area who may be affected by the proposals
- (if proposals involve, or are likely to affect a school which has a particular religious foundation) the appropriate diocesan authorities, or where there is no diocesan structure, the faith group which provides the school;
- (if a foundation or voluntary school does not have a religious character) any trust or foundation providing the school;
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;

- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP), or those who benefit from a contractual arrangement giving them the use of the premises.
- Any trade unions who represent staff at the school
- The trustees of the school (if any)
- Such other persons as appear to the proposers to be appropriate
- Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them. Guidance on this duty is available on the Teachernet website [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk) and is entitled 'Pupil Participation Guidance: Working Together – Giving Children and Young People a Say'.

**Annex 3**

**FOUNDATION STAGE UNIT**

**INITIAL EVALUATION BY SENIOR ADVISORY TEACHER**

To be completed with reference to Annex 6 Oxfordshire Quality Guidance and the Statutory and Good practice guidance of the Early Years Foundation Stage

**Setting/School:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Description of Unit – to include how children will be organised throughout the unit.**

<b>Provision</b>	
<b>a Available space is maximised for play and active learning</b>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<u>indoors</u>	
<u>outdoors</u>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<b>b A rich variety of resources are provided for outdoor and indoor experiences</b>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<u>indoors</u>	
<u>outdoors</u>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<b>c Appropriate facilities for the age of children (projected 3 year olds)</b>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<b>d An appropriate ratio of adults for all children</b>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>
<b>e Appropriately trained and/or experienced educators with a knowledge of child development</b>	<i>good</i> <input type="checkbox"/> <i>satisfactory</i> <input type="checkbox"/> <i>not</i> <input type="checkbox"/> <i>in preparation</i> <input type="checkbox"/>

**Practice**

**f. Strong home/school partnerships**

*good*  *satisfactory*  *not*  *in preparation*

**g. Quality of teaching**

*good*  *satisfactory*  *not*  *in preparation*

**h. Planning which meets the needs and interests of 3,4 and 5 year olds**

*good*  *satisfactory*  *not*  *in preparation*

**i. Assessment of children's attainment and progress**

*good*  *satisfactory*  *not*  *in preparation*

**j. An appropriate curriculum, both indoors and outdoors**

Indoors

*good*  *satisfactory*  *not*  *in preparation*

Outdoors

*good*  *satisfactory*  *not*  *in preparation*

**k. Attitudes, interactions and personal development**

*good*  *satisfactory*  *not*  *in preparation*

**Summary and significant issues (to include up-to-date feedback from other local providers)**

**Comments**

**Signed** \_\_\_\_\_

**Senior Advisory  
Teacher (Early  
Learning & Childcare)**

**Signed** \_\_\_\_\_

**Headteacher**



**Annex 4 - School Organisation & Planning  
(Premises Requirements)**

**PROPOSAL FOR A NEW FOUNDATION STAGE CLASS  
to be completed by Area Officer, SO&P (refer to Annex 6)**

\_\_\_\_\_ **PRIMARY SCHOOL**

**INTERNAL ACCOMMODATION**

**EXTERNAL ACCOMMODATION**

**SANITARY PROVISION**

**EFFECTS ON SCHOOL CAPACITY**

Current capacity :

Number on roll :

Forecasts :

**CONCLUSION**

**Signed : \_\_\_\_\_  
(Area Officer, School Organisation & Planning)**

**Date : \_\_\_\_\_**

**Annex 5 Financial Appraisal Form to be completed  
by School Finance Officer**

**FSU Proposal Schools Finance**

School	ED No.		
<b>1 Current budget</b>			
Balances	2011/12	2012/13	2013/14
	£	£	£
Approved deficit (if different from above)	£	£	£

<b>2 Further details</b>	
Does the school submit budget monitoring as required?	Yes/No
What is the current position?	£

<b>3 Revised budget position</b>			
Adjustments made:			
Funding			
Expenditure (with reference to latest budget monitoring)			
Schools estimated pupil numbers with FSU			
Additional costs relating to FSU			
Revised Balances	2011/12	2012/13	2013/14
	£	£	£

<b>4 Validity of adjustments and assumptions made</b>	
Funding	
Expenditure	
Pupil numbers	
Additional costs	

<b>5 Impending issues</b>

<b>6 Conclusion</b>
<i>(In your opinion can the school support an FSU and reasons why, including any concerns)</i>

<b>7 Has the school completed the financial evaluation template and discussed the financial position fully with you? Please attach a copy of the completed template</b>
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Yes/No
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## **QUALITY FRAMEWORK**

***These notes of guidance are intended to give all schools a clear vision of best practice for children across the Early Years Foundation Stage. The Oxfordshire formula funding for early years takes account of these expectations.***

***Schools must also refer to the latest Statutory Framework for the Early Years Foundation Stage, including the Welfare Requirement available through the Department for Education***

### **1. STAFFING**

- Every teacher in the Early Years Foundation Stage (EYFS) needs to have recent and relevant early years training
- The teacher in charge of any EYFS class or unit must have a UK recognised teaching qualification
- Every class with EYFS children should have a second adult with a minimum qualification NVQ 3 in childcare and education. Vertical classes present challenges for planning and provision so the importance of a second well qualified and competent adult in early years is required to enable both child and adult initiated learning .to support the indoor /outdoor curriculum young children are entitled to.
- In EYFS units there should be an additional adult to support the learning opportunities for the full age range indoor and out.
- All staff working and involved in the EYFS should be entitled to a programme of professional development which will enhance their early years qualifications and expertise
- Teachers and support staff, working in the EYFS, need to be committed to the principle that early years 'is an outdoor job' and daily working outdoors is a statutory part of the EYFS
- Additional staffing may be needed to support children with special educational needs in line with the requirements of the Code of Practice for SEN

## EYFS Ratios for teachers in schools

- 1:30 for F1/reception aged children
- 1:13 for F2 and F3/nursery aged children

### F1 Children – Staffing Levels

#### If more than 50% of total class are F1:

No. of children per session	Teachers per session	Early years support workers per session
Up to 15	1	1
16-30	1	1
31-45	2	1
46-60	2	2

### F2/3 Children – Staffing Levels

#### If more than 50% of the class are F2/F3:

No. of children per session	Teachers per session	Early years support workers per session
Up to 13	1	1
14-26	1	1
27-39	1	2
40-52	2	2

For more detail please refer to the EYFS statutory guidance

## 2. THE SECOND ADULT/Early Years Support Worker

The second adult in an EYFS setting has significant responsibility within the team, including being a key person for a group of children. This responsibility covers observation, planning and ensuring smooth transitions and relationships between home and school. The key person role is a statutory requirement, and should, wherever possible, be the same person throughout the day and week and throughout the academic year

- The second adult should, in their role as a key person, be consistently available to meet and greet children and their parents at the beginning and end of sessions. This is to support liaison with parents to discuss any observations of children's learning.
- This may include contributing to reviews of the progress made by children with special educational needs
- EYFS adults need access to a private space to meet parents in order that discussions, particularly around the individual needs of children, are confidential
- The second adult has a responsibility to assist the teacher in setting up resources and equipment inside and outside at the beginning and end of sessions. This will undoubtedly involve arriving half an hour before sessions start and staying half an hour after sessions have finished.

### 3. STRATEGIC PLANNING ACROSS THE EYFS

Nursery and primary schools need to recognise the EYFS framework is a continuum which entitles children to a minimum of six and to a maximum of eight terms of publicly funded early learning. Good partnerships with parents, an understanding of the home learning environment and any provision attended by the children during the first 3 years of life are also essential.

The Foundation Stage – Children’s entitlement to publicly funded early learning									
	F3 (2+ age group)			F2 (3+ age group)			F1 (4+ age group or “the reception year”)		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
<i>Child born September to December</i>	-	1	2	3	4	5	6	7	8
<i>Child born January to March</i>	-	-	1	2	3	4	5	6	7
<i>Child born April to August</i>	-	-	-	1	2	3	4	5	6

- Every school needs a nominated EYFS Coordinator and this person should have recent and relevant early years experience and expertise
- The EYFS Coordinator should ensure that there are strong links made to other providers attended by children coming to the school (e.g. local pre-schools and childminders) to ensure effective transition, early identification of any additional needs and effective pupil tracking across the whole phase.
- The Senior Management Team must include the EYFS co-ordinator
- Every school should consider nominating a governor to lead on the early years, to attend relevant training and to be an advocate for the needs of the EYFS children. He/she will need to liaise regularly with the SEN governor about matters related to special educational needs in this phase
- Every school must be aware of the requirements of the Equality Act (October 2010) and make ‘reasonable adjustments’ to include children with particular needs)
- The school should plan strategically for continuity and progression for children within the EYFS, including continuity of provision for those children with Individual Education Plans. This will require strong links and partnerships with other preschool providers in their area to aid appropriate transitional practices
- The EYFS Coordinator needs to liaise regularly with the school SENCo and other agencies such as Speech and Language Therapists , and Early Years peripatetic SEN teachers

- The SENCo needs to take an active role in supporting EYFS staff in the identification, provision and monitoring for children with SEN and the implementation of the Code of Practice
- The school SENCo needs to be familiar with the EYFS, and should be encouraged to access appropriate training as required
- The school SENCo needs time to visit the EYFS classes to offer advice about identifying and supporting children with special educational needs

### **Issues and requirements related to Transition to Key Stage 1**

- The EYFS Coordinator, has a responsibility to make strong links with Key Stage 1 adults to facilitate a seamless transition for young children entering year 1
- Key Stage 1 adults should understand the principles and practice of the EYFS in order to use the EYFS Profile data effectively to meet the needs of individual children
- Key Stage 1 adults need planned time to visit the EYFS classes to see the styles of learning and teaching so that their knowledge and understanding of the EYFS is secure
- Whenever practicable year 1 adults should be supported to share in joint projects and planning with adults in the EYFS (There needs to be consistency so that we use the words staff or adults throughout)
- Key Stage 1 adults should be encouraged to attend training with reception adults such as Continuing the learning Journey. This would enable them to build on best early years practice and to provide an appropriate educational experience for those children still working towards the Early Learning Goals in their classes

### **Issues and requirements related to Leadership and Management**

- Any school subject co-ordinator involved in monitoring the EYFS should use appropriate assessment methods and criteria
- Schools will need to ring-fence an adequate amount from the budget for the development of high quality learning environments and resources for children in the EYFS, These resources and equipment need to be suitable for learning indoors and outside.,
- Children with SEN may require additional resources such as adaptations and aids to facilitate their learning
- The development of the EYFS needs to be a strand of the School Development Plan and any Self Evaluation Frameworks (SEF) including Ofsted SEF.
- The head teacher should enable and ensure that the EYFS is a strong focus for whole school in-service training and a regular agenda item for scheduled staff and governor meetings

## **4. OBSERVATION, ASSESSMENT AND CURRICULUM PLANNING**

- Children's curriculum experiences should be based on the daily observation of their needs and interests
- Observations should involve all those who work alongside and know about the children – including all key persons and parents/carers, involving children themselves
- Observations should be discussed on a daily basis and used to modify and individualise EYFS planning
- These observations should be specifically linked to the EYFS Development Matters for nursery children which are age related For children in their reception year use the EYFS Profile scale points

- The use of an electronic resource to record children's attainment throughout the EYFS should be a priority in schools. This resource should interface with the whole school tracking and recording system e.g. Oxfordshire Pupil Tracking (OPT) and /or e Profile.
- Assessment should be entered into one of the above tracking resources at least three times a year, in line with the whole school assessment policy. These data should be monitored by the senior management leadership team, in order to ensure all children make good progress
- Planning proformas in the EYFS should be fit for purpose and specify continuous provision, adult directed and child initiated learning
- Planning should be based on the EYFS Framework
- Planning should take account of the IEP targets of children with special educational needs
- Planning should incorporate appropriate learning objectives for indoor and outdoor play provision covering all areas of learning.
- All sessions should be broad and balanced so that children attending morning or afternoon sessions access their curriculum entitlement
- Planning should ensure that there is sufficient time and space for appropriate early learning to take place and routines support children's learning and do not dominate the day.

## **5. ORGANISATION OF RECEPTION (F1) / NURSERY CLASSES (F2 AND F3)**

Primary schools with nursery schools or classes attached will be able to plan for the whole EYFS potentially within a single setting or Early Years Unit.

This facilitates whole key stage phase planning.

- Accommodation for children in the EYFS should, wherever possible, have direct access to outdoor provision. Enabling F1 and F2 and F3 children to share indoor and outdoor space. Legal requirements for accommodation must be adhered to, according to children's ages.
- Outdoor areas for learning should be substantial and designed to be a rich and stimulating outdoor environment
- Children in the EYFS should experience as few interruptions as possible to their learning in the course of any one day. However experiences such as whole school assemblies, visiting ICT suites, using other school facilities are valuable, developing children's confidence and skills.
- In addition to constant 'free flow' access to the outdoor area, EYFS children should have at least two timetabled sessions per week in a school hall or other large area for dance and other movement activities
- Ongoing access to suitable outdoor provision is a priority and requirement in the EYFS, but where access is problematic and less accessible, then careful consideration is needed in planning for outdoor learning including the use of school/community facilities.
- Small-group opportunities for reflection with an emphasis on children's spiritual and emotional development are integral in planning. However the opportunity to attend whole school assemblies should be periodically planned for when the focus is relevant to young children's learning.
- Lunch time for children in the EYFS is important for their learning and development. This requires consistent adult support and consideration of where children will eat so that they have a nurturing environment.

## **6. INCLUDING YOUNGER CHILDREN INTO SCHOOL**



- During the induction of younger children, parents/carers should be included and involved in settling their child into school. The time this takes will be dependent upon the individual needs of their child.
- Adults working with younger 3 and 4 year olds may need further training for this age group with a particular focus on child development
- Younger children will need accommodation (for a child aged 3-5 the statutory requirement is 2.3 square metres (EYFS Statutory Framework), furniture, facilities and resources that are appropriate for their physical size and height (indoors and out). Specific consideration may need to be given to children with particular needs and those with special educational needs
- There should be a toilet and a wash basin for every ten children over the age of 2. Toilets should be easily accessible from the EYFS area so that children can be independent in going to the toilet.
- Some younger children may still be in nappies and adults will need to be trained in the personal care of young children, following the EYFS Statutory Framework and safeguarding procedures
- Careful planning is required for the beginning and end of sessions that involve children who are full time and those who are part time. This is to enable all children to benefit from appropriate learning opportunities.
- Younger children need to be particularly secure in their routines and these should be appropriate to their age and stage of development. Some children may require the use of additional strategies e.g. objects of reference and visual timetables
- Because younger children need greater security, the continuity of all adults is very important. Young children need to make secure attachments therefore the key persons need to be consistently deployed to assist children's learning and development
- Planning for the youngest children must take account of Development Matters , ages and stages within the EYFS framework
- The younger the children the more appropriate it is that they are taught in small groups, pairs or one-to-one. Whole class teaching is rarely appropriate.
- Whatever the age of the children, adults will need to be aware of those who do not appear to be making progress generally or in a specific aspect of learning. Adults should use alternative approaches to teaching and learning capitalising upon a range of differentiation strategies.
- Adults will need to be confident in recognising and providing appropriately for children who are identified as having special educational needs, drawing on specialist help when necessary in liaison with the school's SENCo

## **7. CONTINUITY AND PROGRESSION IN THE EARLY YEARS FOUNDATION STAGE.**

- Adults with a responsibility for the EYFS and /or SEN should ensure good liaison occurs with settings in their local cluster to assist in transitional arrangements for children in the EYFS.
- This liaison should include good opportunities to share information about individual children's learning and development. This is particularly crucial for children with SEN.
- If children have a statement then opportunities for adults from the school to attend a review meeting prior to the child's transition to school is best practice
- All information shared must have parental consent.
- If F1, F2 and F3 children are to be educated by the same adults, this requires 'mixed-age planning' and the needs of each age should be apparent and specified in learning objectives

- Planning at the short term stage should involve all adults and come from their observations and assessments of children. This will be predominantly where children initiate their own learning through different play based provision.
- Opportunities to shower/wash children must be achieved sensitively by the key person and in line with Oxfordshire County Council Personal care policy
- Local clusters of schools need to work together so that there is cooperation between EYFS providers to support developments of mutual benefit for children and adults working in the EYFS.
- This is particularly important for Primary Schools working alongside Nursery Schools to disseminate best practice and engage in joint EYFS initiatives
- The EYFS guidance, particularly the principles and themes need to be shared with parents so that they are able to participate fully in their child's learning and development.
- Information shared with parents should emphasise that the EYFS framework is implemented in most settings where there are young children aged 5 and under
- This information should be shared in both formal and informal ways such as parent consultation meetings, parent workshops, newsletters and information boards.
- The role of the key person should support children who attend more than one setting each day to ensure information is shared appropriately with all concerned. This is vital to enable smooth transitions for individual children.
- Schools should seek to work with other pre-school providers (see also Annex 7) to provide the most seamless education possible for the children from age 3 to the end of the reception year.

**Updated April 2011**

**Working in partnership - Guidance to schools and preschools providing early years and childcare provision on a school site.**

**The benefits of co-located services and working in partnership**

There is excellent research evidence to show the benefits for the school and in particular good outcomes for children if the school offers a range of extended services including high quality early years education and childcare provision for all ages.

**Who is responsible for early years and childcare provision?**

There are a range of ways, as detailed below, in which schools can provide for early years education and childcare for all ages. Whichever model is chosen, the services need to meet national quality standards and may need to be separately registered with Ofsted. In many circumstances it will be appropriate for the school to work in partnership with a separately managed organisation such a pre-school or other childcare provider. The three main options are as follows:

**1. Governor Managed (as part of the school)**

<b>Benefits</b>	<b>BUT</b>
<ul style="list-style-type: none"> <li>• Totally under the governing body’s control – directly managed</li> <li>• School’s standards &amp; ethos easier to maintain in childcare service</li> <li>• Easier to integrate as a part of the school</li> <li>• No need to set up another legal body</li> <li>• Inspected as part of the school (but separate registration with Ofsted needed if offering childcare for under 3s.)</li> <li>• School must ensure it has statutory agreement to admit the full age range – and will be funded through formula funding for eligible 3 and 4 year olds</li> </ul>	<ul style="list-style-type: none"> <li>• Requires head and/or Governor(s) to direct and manage the service and can be time-consuming</li> <li>• Must cover running costs of out of school activities through fee income.</li> <li>• Must ensure cover under the school insurance scheme</li> <li>• Pay and conditions determined by Local Authority job evaluation/national agreement – can drive up cost to parents</li> </ul>

**2. Limited Company run by governors OR a private provider**

<b>Benefits</b>	<b>BUT</b>
<ul style="list-style-type: none"> <li>• If independently managed, someone else takes responsibility for set up, management &amp; business risk</li> <li>• If run independently from the</li> </ul>	<ul style="list-style-type: none"> <li>• If run independently from the school it may not reflect the school ethos or be flexible about types of service offered.</li> <li>• Needs to register with Companies</li> </ul>

<p>school both parties will need to invest time for effective partnership working</p> <ul style="list-style-type: none"> <li>• Pay terms and conditions determined by directors (not LA/national agreements) `</li> <li>• If the Governors/head set up the company and are directors, then the school has control - consistency of standards &amp; ethos may be easier to maintain</li> <li>• If non profit making the organisation may be able to attract external funding – more opportunities if uses Mutual or Community Interest Company models</li> </ul>	<p>House and comply with company law, including audit requirements for annual accounts</p> <ul style="list-style-type: none"> <li>• May be subject to corporation tax</li> <li>• Grant bidding opportunities may be restricted</li> <li>• Occupation of school premises by a third party (including if governors form a company) will require negotiation of a lease or licence agreement. This will bring with it associated professional and legal costs.</li> <li>• Separate Ofsted registration will be required</li> <li>• The third party will require public liability insurance to a minimum of £5m.</li> </ul>
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### 3. Voluntary/community managed

Benefits	BUT
<ul style="list-style-type: none"> <li>• Community involvement &amp; shared responsibility for childcare service</li> <li>• May involve head or governors as committee members</li> <li>• Should be incorporated (register with charity commission and with companies house)</li> <li>• Someone else takes responsibility for set up, management &amp; business risk</li> <li>• Pay and conditions set by Committee (not tied to LA/nationally agreements)</li> <li>• May be able to apply for grants and get rates/tax relief</li> </ul>	<ul style="list-style-type: none"> <li>• May not always reflect school ethos or be flexible about services it provides</li> <li>• Committee decisions may not reflect school's wishes</li> <li>• Committees are volunteers who may not have management skills or time and may change regularly</li> <li>• Occupation of school premises by a third party will require negotiation of a lease or licence agreement – this will bring with it associated professional and legal costs</li> <li>• must be separately registered with Ofsted</li> <li>• The third party will require public liability insurance to a minimum of £5m.</li> <li>• both the school and the provider will need to invest time into effective partnership working.</li> </ul>

#### Rents

The school has a duty to make the most of its assets and charge a reasonable rent, if appropriate and feasible, and childcare provision should, as a minimum cover its costs.

The level of rent (if any) charged by the school will have a direct bearing on fees that the setting will need to charge and therefore affordability for parents.

Unless the governors are managing the provision as part of the school, a lease/licence agreement is required and advice can be sought from Property & Facilities on 01865 810430

### **Key considerations for governors in determining rents**

- The running costs of the provision will affect the level of fees it needs to charge and therefore how affordable/accessible the provision is for families.
- Be clear about what, if any, extra costs are actually being incurred by the school? e.g. is the building heated anyway – and does this change according to the season/term time?
- What are the benefits to the school and the children attending the school – such as making the school more attractive to families?
- How does the provision benefit the children's learning and attainment?
- Where childcare can demonstrate an educational benefit and can be classed as a pupil focused activity, it can be legitimately supported/subsidized by the school budget.

### **Partnership Agreements – where the early years or childcare provision is on the school site but is not managed by the school**

Whoever is legally responsible, a critical factor for children and families is that it is seen as an integral part of the school. It is important this is reflected in the marketing - school prospectus, website, newsletters and parents' evenings. In addition key contact staff at the school should be able to deal with basic enquiries and have a point of contact with the club for detailed enquiries to be referred to. A named school staff lead for childcare is highly desirable - in the case of early years education provision, this would normally be the Early Years Foundation Stage Coordinator

If the provision is not managed by the school, any third party provider will need to have a formal lease/licence agreement which will set out the terms and conditions of occupation including :rent, repair and maintenance responsibilities and all other legal requirements associated with the occupation of the school site.  
(Contact: Property & Facilities on 01865 810430)

The County Council no longer supports a formal legal Partnership Foundation Stage Unit agreement, which was seen as too burdensome to maintain and manage for schools, the Local Authority and the pre-school.

However schools are strongly encouraged to develop partnership agreements with any early years or childcare provision on site. The form of this agreement will be locally determined depending on local priorities and circumstances but might include the following:

- Shared aims and principles (including quality standards, ethos, play and learning)
- Benefits to children
- Protocols for sharing information about children
- Shared training/publicity/events/fundraising
- Representation from the childcare provision on the governing body of the schools and vice versa
- Key contacts and liaison

### **Pre-schools closing or merging with schools**

There are times when partnership arrangements are no longer viable or appropriate – for example when the staff from both the school and the preschool want to work as one team under the same leadership to deliver the Early Years Foundation Stage. It is sometimes the case that pre-school numbers are too low for sustainability or it is not possible to maintain a separate governance structure due to lack of parental volunteers.

Transferring the management arrangements to the school's headteacher and governors is not a quick fix option when pre-schools are experiencing short-term difficulties. The process can take 9 – 18 months and there are many things to consider. The first step is to seek support from the School Organisation and Planning Team within the Local Authority who may be able provide short-term sustainability funding and offer business support advice.

If all are agreed that a merger or transfer is the best option, the school needs to take responsibility for applying to lower its age of admission and ensure it can meet the required standards and financial viability checks – including sound business planning and financial forecasting.

Both the school and the pre-school need to take specialist advice on transfer of staff and employment rights, pay and conditions, including TUPE legislation (Transfer of Undertakings (protection and employment) Regulations 2006) where applicable.

The preschool will need to follow any procedures for closure laid down in its Constitution of Governance documents. Any transfer or disposal of assets needs to meet Charity Commission requirements if the preschool is a registered charity.

The County Council can offer advice and support or signpost the pre-school and the school to appropriate guidance and sources of support throughout this process. Useful contacts are listed below.

## Useful Contacts

### OCC

**The first port of call for schools should be the School Organisation and Planning Team (contact 01865 816543 or e mail [propertyassets@oxfordshire.gov.uk](mailto:propertyassets@oxfordshire.gov.uk) )**

They can point you in the right direction and give you named people in HR, Property Services and Finance to talk to (if you are a school) and refer you to a business support officer if you are a voluntary or private group.

Property & Facilities (leases/licences/rents)- 01865 810430

External organisations that can help give independent advice include:

### **Pre school Learning Alliance**

Pre-school Learning Alliance

The Fitzpatrick Building

188 York Way

London

N7 9AD

Tel: 020 7697 2595

Fax: 020 7697 8607

<http://www.pre-school.org.uk>

### **Lawcall**

Pre-school Learning Alliance (PLA) member groups have access to Lawcall, a 24 hour, confidential legal helpline providing advice on matters such as employment, tax, VAT, leases and premises hire. Lawcall details are on membership cards. If you cannot find your card contact PLA on the number above or email [info@pre-school.org.uk](mailto:info@pre-school.org.uk) with your PLA membership. Only the owner/trustees/committee members of the setting can contact Lawcall.

### **Charities Commission**

0845 300 0218  
Charity Commission Direct  
PO Box 1227  
Liverpool  
L69 3UG  
<http://www.charity-commission.gov.uk>

### **ACAS**

The Acas Helpline is the place to go for both employers and employees who are involved in an employment dispute or are seeking information on employment rights and rules. The Helpline provides clear, confidential, independent and impartial advice to assist the caller in resolving issues in the workplace.

Call the Helpline on 08457 47 47 47.

(Monday to Friday, 08:00-20:00 / Saturday, 09:00-13:00)

<http://www.acas.org.uk>

### **OCVA (Oxfordshire Council for voluntary action)**

OCVA is the main umbrella body for the Oxfordshire voluntary and community sector.

The Old Court House  
Floyds Row  
St Aldates  
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Tel: 01865 251946  
Fax: 01865 204138  
<http://www.oxnet.org.uk>