**Getting started – a checklist for childminders**

**Step 1 – what might the Extended Free Entitlement (EFE) mean for me?**

As a childminder, you are likely to be providing early education in one of three ways: sole delivery through fee paying places only, sole delivery through a combination of the free early education entitlement alongside top-up purchased hours, or working with a nursery to jointly deliver the free entitlement and additional hours.

Before you start to plan for working in partnership with other providers, you should consider whether or not you could deliver the full entitlement yourself or whether your business would be better off within a partnership. Being in a partnership doesn’t mean you lose control of your business, but it could give you additional flexibility.

* **Demand for the EFE** – what are your existing and future parents likely to want by way of provision? Will all those who currently pay for top up purchased hours be prepared to continue to do so, or will they start to look for a provider who can offer 30 hours free? You might want to read the [**FAQs**](http://www.familyandchildcaretrust.org/sites/default/files/FAQs%2030%20Hours%20Free%20Early%20Education%20Entitlement.docx) document in the [**Overview**](http://www.familyandchildcaretrust.org/overview-dfes-30-hours-mixed-model-partnership-toolkit) section of the toolkit and [**Parent Engagement**](http://www.familyandchildcaretrust.org/sites/default/files/Parent%20engagement%20to%20deliver%20the%20extended%20free%20entitlement.docx)document in the [**Working with Parents**](http://www.familyandchildcaretrust.org/working-parents-dfes-30-hours-mixed-model-partnership-toolkit)section.
* **Impact on your budget and likely take-up** – what will be the impact on your income if parents demand the full extended free entitlement? If you cannot accommodate the demand, will parents look elsewhere, and how might this impact on your take-up and income?
* **Working environment** – could you deliver the extended free entitlement from your own premises or could you consider delivering some provision from a school or private, voluntary or independent (PVI) premises? You might want to read the [**Sharing Premises**](http://www.familyandchildcaretrust.org/sites/default/files/Sharing%20premises.docx)document in the [**Legalities**](http://www.familyandchildcaretrust.org/legalities-toolkit)section of the toolkit and look at the [**Early Years and childcare registration handbook**](https://www.gov.uk/government/publications/become-a-registered-early-years-or-childcare-provider-in-england) for more details about working for part of the time on non-domestic premises.
* **Partnership options** – you could, for example:
	+ Work with a group of childminders (through a network or agency if there is one in your area) to work in partnership to deliver the offer.
	+ Work in partnership with a school and/or PVI provider to split the childcare between you, with the child moving between your domestic premises and those of the other provider. Working with a group of childminders might also be helpful in this situation because you could therefore accommodate a larger group of children.
	+ Work in partnership with a school and/or PVI provider to split the childcare between you, with you delivering 50% of the week from home and 50% from the other providers’ premises.

You might want to read the case studies:[**Blended model 4 partnership with childminders**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20Blended%20Model%204%20Partnership%20with%20Childminders.docx) and the [**Blended model 5 partnership working – inclusion for children with SEND**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20Blended%20Model%205%20partnership%20working%20-%20inclusion%20for%20children%20with%20SEND.docx) in the [**Delivery Models**](http://www.familyandchildcaretrust.org/delivery-models-dfes-30-hours-mixed-model-partnership-toolkit)section of the toolkit. Childminders could have a particularly positive role in delivering the extended free entitlement for children with SEND who cannot spend the whole day or week in a group setting.

**Step 2 – we want to work in partnership, what do we do?**

Having decided that a partnership approach is a serious option, you need to find out whether or not there is an existing partnership you could join, whether you could persuade another provider to set one up, or whether you could work with a group of childminders to develop a partnership. There are some useful tools in [**Relationship Management**](http://www.familyandchildcaretrust.org/relationship-management-toolkit) in the [**Partnerships**](http://www.familyandchildcaretrust.org/partnerships-dfes-30-hours-mixed-model-partnership-toolkit)section of the toolkit.

Approach other childminders and get together to develop a partnership

Approach a provider to explore setting up a partnership

Approach the local authority to broker contact

NO

Consider the give/get exercise

Approach the lead partner

Is there an existing partnership I could join?

Contact your local authority, link nursery, PVI provider, Children’s Centre or childminder network

Consider the partnership preparation checklist

YES