**Getting started – a guide for schools**

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

As a school, you will either offer early education term-time only or all year round. Before you start to plan for working in partnership with other providers you might want to consider a number of issues:

* **Demand for the EFE** – what are your existing and future parents likely to want by way of provision? You might want to read the [**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 of the toolkit.
* **Impact on your school budget and the number of places available** - undertake financial modelling to reach a firm conclusion about the likely impact on the school budget of the reductions in numbers in order to inform your decision-making.
* **Physical space available** – review how much space you use, how you use it and what might be available (including outdoor space) to explore options for expansion. Consider whether you would want to facilitate use of your space by another provider – this could be as part of an extended day and/or during holidays and for which you might be able to charge. 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.
* **Partnership options** – these could include, for example:
  + The school could directly deliver an extended day and/or all–year-round-offer that might not increase the number of children that the nursery could accommodate, but could increase the school’s potential income through selling additional hours – particularly important in the case of a negative budget impact of the reduction in numbers of children in the nursery
  + The school could enter into a partnership with a local private, voluntary or independent (PVI) provider and/or childminder(s) to share the funded hours for children. A partnership agreement could be used to ensure the transition to the school is guaranteed
  + The school could enter into a partnership agreement with a local PVI provider and/or childminder(s), so that the school is the sole provider of sessions for children who are entitled to the universal offer (15 hours a week, TTO), and accommodate a number of children who are entitled to the new offer; the other providers would deliver additional places, including extended places, to children who are entitled to the new offer, and assist with transition to the school’s reception class.

You might want to read the case studies:[**Using procurement to outsource nursery provision**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20-%20using%20procurement%20to%20outsource%20nursery%20provision.docx)**,** [**Blended model 1 primary school, nursery school and children's centre**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20Blended%20Model%201%20Primary%20School%2C%20Nursery%20School%20and%20Children%27s%20Centre.docx)**,** [**Blended model 2 school building on existing partnership**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20Blended%20Model%202%20School%20building%20on%20existing%20partnerships.docx)**,** [**Blended model 4 partnership with childminders**](http://www.familyandchildcaretrust.org/sites/default/files/Case%20Study%20Blended%20Model%204%20Partnership%20with%20Childminders.docx)and[**Blended model 5 benefits of partnership with wider family support services**](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.

**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 or whether you or another provider could set one up. 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.

If you are interested in setting up a new partnership, you should also refer to the [**Planning**](http://www.familyandchildcaretrust.org/planning) section.

* You may also find the following documents and toolkit sections useful:
* [**Frequently Asked Questions**](http://www.familyandchildcaretrust.org/sites/default/files/FAQs%2030%20Hours%20Free%20Early%20Education%20Entitlement.docx)  – this can be found under [**Overview**](http://www.familyandchildcaretrust.org/overview-dfes-30-hours-mixed-model-partnership-toolkit)
* [**EYFS – Joint Management of a Child's Education**](http://www.familyandchildcaretrust.org/eyfs-joint-management-childs-education-tookit)

Contact your local authority

Complete the partnership preparation checklist

Approach the lead partner or ask the local authority to broker contact

YES

NO

Complete the give/get exercise

Consider setting up a partnership

Is there an existing partnership we could join?