Briefing on wraparound childcare for school governors and head teachers

1. Introduction to wraparound childcare

What is wraparound childcare?

Wraparound childcare is the term used by Government to describe childcare provided outside standard school hours, before and after school, during term time. Whilst it can also refer to provision in the school holidays, currently the national wraparound childcare programme does not include holiday provision. The ambition has been to make wraparound available for every primary school. As a childcare service, it is different from out-of-school activities, or school clubs, which are less frequent and can be one-off activities. Around 60 percent of primary schools across England already offer wraparound childcare, both before and after school[1].

What is the National Wraparound Childcare Programme?

The National Wraparound Childcare Programme is part of the childcare reforms introduced in the 2023 Spring Budget. The government aimed to ensure that by 2026-2027, all parents and carers of primary school-aged children, from reception to year six, in England will be able to access childcare in their local area during term time from 8am to 6pm.

In 2023, the government announced up to £289 million in start-up funding to assist local authorities, schools, and providers in England in establishing or expanding childcare services outside regular school hours from 8am to 6pm, which parents of primary school-aged children can pay to use to support them to work. Funding for places that start this financial year has been agreed and those LAs funding places starting in 24-25 are receiving funding for these both in this year and in the next financial year. The DfE will keep LAs updated on funding plans for places due to start in 25-26.

Resources:

- *Link: Wraparound Childcare: Guidance for schools and trusts:DfE*

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[1] DfE (2024*) Wraparound childcare: Everything you need to know about before and after school childcare*

2. Types of wraparound childcare

Wraparound childcare can take various forms, each with unique characteristics, strengths, and challenges. The Department for Education[2] (DfE, 2024) recognises several models, including:

- **School-operated provision**: Schools directly provide childcare services on their premises for their own pupils. This approach potentially allows for seamless continuity between the regular school day and extended care, sometimes leveraging familiar resources and staff.

- **Private/voluntary sector provider-led provision**: Independent businesses or organisations have an extensive track record of offering all types of childcare services and can provide on or off school grounds.

- **Community cluster model**: Multiple schools can pool their resources to offer childcare at a conveniently and accessible centralised community location, managed either by a lead school or private/voluntary sector provider.

- **Childminders**: Registered childminders already provide personalised, home-like care from their homes, and work with schools to provide a network of childcare, often bringing children to school at the start of the day or collecting children at the end. Childminders can apply to Ofsted to deliver 50% of their childcare time from non-domestic premises.

This diversity of models allows for various approaches to meet the specific needs of communities, families, and children, and to fit neatly into the existing childcare provision in the local catchment area of the school.

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[2] Department for Education (2024). *National Wraparound Childcare Programme Handbook. London: Department of Education.*

3. Why provide wraparound childcare?

As well as being a key government aim, wraparound childcare can provide a number of benefits to the child, their parents/carers, and the school more generally.

Benefits for pupils

Research from the IFS shows that children who participate in wraparound childcare, especially breakfast clubs, are more likely to attend school regularly and show improved academic outcomes - especially in reading and mathematics.[3] Coupled with a 'soft' start to the school day, the provision of a nutritious breakfast can improve children's concentration and cognitive functioning, enabling better engagement with learning. Additionally, after-school clubs have been associated with narrowing the attainment gap, particularly for disadvantaged pupils, by providing additional learning opportunities and fostering positive peer relationships, which are crucial for their overall academic success.[4] By offering structured environments for supervised activities and social interactions during out-of-school hours, wraparound childcare can foster positive emotional, social, and behavioural development in children.[5]

Benefits for parents and carers

The National Wraparound Programme makes clear the crucial role wraparound childcare plays in supporting working parents/carers. It has the potential to support parents/carers into work, or to increase their working hours knowing their children are cared for in a professional, safe and nurturing environment.

Benefits to schools

Offering wraparound childcare can make a school more attractive to families, having the potential to increase both enrolment, attendance and retention rates. Parents may be more likely to choose a school that provides comprehensive childcare solutions, which simplifies their daily routines and provides peace of mind. Providing wraparound childcare can also generate additional revenue for schools. This income can be reinvested into the school, supporting further educational initiatives or enhancing existing programmes. Schools should be mindful to balance the income generation opportunity, with the benefits for all, and the ability for the provision to be high quality and sustainable. Care should be taken to set affordable and appropriate rent, for example.

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[3] Crawford, C., Farquharson, C., & Greaves, E. (2016). *Breakfast clubs work their magic in disadvantaged English schools. London: IFS*. Retrieved April 3, 2024, from https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools

[4] Callanan, M., Laing, K., Chanfrea, J., J. P., Skipp, A., & Todd, E. T. (2015). *The value of after school clubs for disadvantaged children.* London: Nuffield Foundation

[5] Shernoff, D. J., & Vandell, D. L. (2007). *Engagement in after-school program activities: Quality of experience from the perspective of participants. Journal of Youth and Adolescence*, 891-903.

4. Delivery Options

Schools can choose between operating wraparound childcare themselves or partnering with external providers or other schools. Some key considerations are highlighted below.

School-operated provision[6]

Advantages

- **Integration with school values and curriculum**: School-operated wraparound childcare can be integrated with the school's educational ethos and curriculum. This can ensure a consistent approach to educational activities and the school's core values across the day.
- **Enhanced parental engagement**: Schools operating their own wraparound childcare have the opportunity foster stronger relationships with parent/carers.
- **Direct oversight**: With direct control over operations, schools have the opportunity to ensure that the quality of care meets their quality standards.
- **Ofsted registration:** School-run provision is not required to hold a separate Ofsted registration when offering care for children over the age of 2 years. However, services will be inspected and judged as part of the school's inspection, and this should be considered by the school.

Considerations

- **Resource demands**: Managing wraparound childcare can be resource-intensive, requiring significant time and financial investment. This includes recruiting and training staff, maintaining facilities, and handling administrative tasks as required by operating a small business
- **Financial risk**: Schools bear the full financial responsibility, which includes covering operational costs, managing cashflow, and ensuring t the service remains profitable or at least financially sustainable.
- **Compliance**: Schools will need to navigate complex regulatory requirements, health and safety standards, safeguarding in a different context to usual school delivery, and employment laws, which can add to the administrative workload.

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[6] With input from Warwickshire County Council (2019) - *Childcare delivery on school sites*

Partnering with a Private, Voluntary or Independent (PVI) provider

Advantages

- **Specialised expertise**: PVI providers often specialise in childcare and have a wealth of experience in delivering high quality provision. This can include specialist childcare expertise, including for children with SEND.
- **Reduced administrative burden**: Partnering reduces the school's administrative responsibility for operating wraparound childcare. The PVI would take responsibility for staffing, training, regulatory compliance, and Ofsted requirements.
- **Alignment with school values and working in partnership**: Through careful selection, schools can ensure the partner provider aligns with the school's educational ethos and values. This creates consistency in how care and learning activities are delivered across the day.

Considerations

- **Integration challenges**: Ensuring smooth integration between the PVI provider's services and the school's operations (e.g. shared policies on safeguarding or behavioural standards) may require careful planning and oversight.
- **Reputational risk and opportunity**: The performance of the PVI provider can directly impact the school's reputation, especially if the care provided does not meet the expected standards. Poor performance by the provider can lead to negative perceptions of the school's overall commitment to child welfare. Great performance can be a positive.
- **Communication and co-ordination**: Effective communication is critical to ensure smooth collaboration, particularly around day-to-day logistics and strategic alignment of services offered by both the school and the PVI providers.

Commissioning a Private, Voluntary or Independent (PVI) provider

Advantages
- **Clear contracts and agreements**: By commissioning a PVI provider, schools have the opportunity to establish clear contracts that outline service expectations, quality standards, and performance measures. This can give the school greater assurance over the level of service provided.
- **Financial risk management**: The financial responsibility for maintaining service sustainability primarily falls on the PVI provider. The school benefits from the service without the financial risks involved in directly managing it.
- **Maintained school oversight**: The school can retain an element of oversight by ensuring that the provider complies with school policies, such as safeguarding or inclusion, through formal partnership working agreements.

Considerations
- **Contracts**: Managing contracts with PVI providers can be time-consuming and may require legal advice to ensure all aspects of the agreement, including compliance, liability, and expectations, are clear and legally sound.
- **Financial risk**: While the PVI provider may carry much of the operational financial risk, schools must ensure that contract terms regarding the use of school facilities, services, and any shared resources are clearly defined and fair.
- **Risk of inconsistent experiences**: As independent providers, there could be variations in standards or practices between different services, even when considering the common requirements of Ofsted registration and inspection. This inconsistency could lead to concerns among parents about the reliability or quality of care.
- **Monitoring and quality control**: Schools must regularly monitor the quality of the PVI's services and ensure they align with both the contract terms and school standards. This might involve periodic review meetings or requiring feedback from parents.

Partnering with childminders

Advantages

- **Flexibility**: Childminders often offer highly flexible hours, which can include early mornings, late evenings, and school holidays. This can be an invaluable option for parents who require care beyond traditional school hours.
- **Personalised, home-like care**: Childminders typically provide care in a smaller, more intimate setting, which can offer a more individualised approach for children (younger children, children with SEND etc.). This can create a nurturing, home-like environment that some parents and children may prefer and appreciate.
- **Support for small schools**: For schools with lower pupil numbers, partnering with childminders can be a viable way to ensure wraparound childcare is available without the overhead costs of setting up a group provision. Childminders can apply to use 50% of their time from non-domestic premises such as a school site, and this offers the opportunity to blend provision.
- **Ofsted registration**: Since most childminders are already registered and inspected by Ofsted, schools can leverage their existing compliance, reducing the administrative burden of direct oversight.

Considerations

- **Regulatory compliance**: Schools should ensure that childminders are fully compliant with regulatory requirements, including safeguarding, health and safety, and Ofsted registration for those not yet registered (registration is voluntary if only caring for children over eight years old). This means the school may need to play a role in checking the compliance of the childminders they partner with.
- **Risk of inconsistent experiences**: As childminders operate as independent businesses, there could be variations in standards or practices between different childminders. This inconsistency could lead to concerns among parents about the reliability or quality of care compared to more regulated group settings.
- **Coordinating schedules:** Collecting and managing detailed schedules for each child, including arrival and departure times, ensuring childminders or other providers are aware of the school's timetable and safe handovers are planned.

Community Cluster Model

Advantages

- **Economies of scale:** By grouping nearby schools into clusters, resources such as staff, facilities, and equipment can be shared, leading to cost savings and more efficient use of available resources. This approach also makes it feasible to offer a wider range of activities and services than individual schools could provide on their own.
- **Enabling affordability:** The cluster model has some potential to allow for the provision of affordable wraparound childcare by reducing the overhead costs associated with running multiple independent programmes. This could make the service more affordable to families.
- **Wider access**: The model has the opportunity to ensure that families within a cluster have access to the childcare, regardless of the specific school their child attends. It provides a locality-based solution if demand at each individual school may not sustain independent provision, helping bridge gaps in service provision.

Considerations

- **Geographical barriers**: One of the significant challenges is the feasibility of clustering schools that are within a reasonable walking or travel distance of each other. In areas where schools are too far apart, the model may be impractical.
- **Concerns over competition:** Some schools may be reluctant to participate in a cluster model due to concerns about competition, particularly if they have existing wraparound childcare provision or are worried about losing students to other schools in the cluster.
- **Logistics for parents:** Attending childcare at a site other than their child's own school can be a barrier for parents, particularly those concerned about logistics e.g. interruption to their working day, safety, or the additional time required for transportation.

Resources:
- *Link: [Childcare delivery on school sites: Guidance for school governors and head teachers, Warwickshire](#)*

5. How to develop wraparound childcare for schools

i)   Needs assessment

Conducting a thorough needs and demand assessment is the first step in developing wraparound childcare. It is good advice to work with your local authority designated wraparound childcare lead who may already have undertaken some needs assessment work. Supply and demand assessment could involve gathering data on community and parental needs through a survey, analysing existing childcare providers and options, and identifying any gaps in services. Schools should consider factors such as local demographics, the number of working parents, and any shortages in available care. A well-conducted assessment helps ensure the childcare offered better meets the specific needs of the school community, and supports the provision to be sustainable.

Resources:
- *Link: Provider Business Planning Support: Childcare Works*

ii)   Establishing a service blueprint

Once the needs assessment is complete, the next step is to develop a vision for the wraparound childcare provision. This vision is a crucial part of the commissioning process and will guide the selection and management of the service providers. The vision statement should clearly articulate the school's identity and the specific requirements for the wraparound childcare provision. Consider including the following elements in your vision statement:

- **Core values**
  Define the key attributes, mission, and educational approach of your school. This helps potential providers understand the environment they will be working in.
- **Specialisms and kite marks**
  Highlight any specialisms or kite marks the school holds, such as being a healthy school or having a focus on arts or sciences. The provider's services should complement these areas.
- **Extra-curricular activities**
  Detail the existing extra-curricular activities offered by the school, as these may impact the viability and scheduling of wraparound childcare.

- **Services required**

  Specify the types of services the school is looking to implement before school, after school or both and set out:
  - Days and hours of operation
  - Total number of places
  - Staffing requirements
  - Required qualifications and training
  - Programme structure
  - Inclusivity for children with SEND

  Clarify whether the services would be term time only or all year round as this will influence provider interest and planning. To note, the provision of holiday childcare is up to the individual school's discretion and is not mandated by DfE guidance.

- **Service start date**

  Establish when the service needs to be operational. This will affect the timelines for expressions of interest and the bidding process. Consider whether different services have different start dates.

- **Location of service**

  Define where the service will be situated, whether within the main school building, a mobile building, or another site on school premises. It is important to have all the requisite permissions from the landowner to use school facilities for wraparound childcare.

iii) Implementation and quality assurance

Implementing wraparound childcare requires detailed planning and adherence to timelines. Key steps include:

- **Physical premises**: Ensuring that the physical space meets all regulatory requirements and is conducive to childcare.
- **Staff recruitment and training**: Hiring qualified staff and providing them with the necessary training.
- **Proactive communication**: Keeping parents informed about the services offered and encouraging uptake, including how to enrol their children and how to access childcare support e.g. Tax-Free Childcare and help with childcare costs through Universal Credit.
- **Quality control and regulatory compliance:** Maintaining high standards of childcare is essential, whether the service is school-run or provided by an external partner. Regular monitoring and quality control measures should be in place to maintain service quality and address any issues promptly.

Resources:
- *Link: Recruiting and retaining your workforce: TPX impact*
- *Link: Promoting Childcare Entitlements: GOV.UK*

iv) Financial and business planning

Financial planning is a critical aspect of establishing and sustaining wraparound childcare. Schools should:

- **Develop detailed budgets**: Projecting both income and expenses over the short and long term.
- **Monitor cashflow**: Ensuring that income from funded places and paid sessions covers operational costs.
- **Plan for contingencies**: Setting aside funds for unexpected expenses or lean periods.
- **Establish separate budget codes**: Keep wraparound care finances distinct from the school's main budget.
- **Regular financial reviews**: Conduct regular reviews to ensure that the service remains financially viable.

Resources:
- *Link: Provider Business Planning Support: Childcare Works*
- *Link: NDNA Courses: Business Support*
- *Link: Help To Grow: Management Essentials: Small Business Charter*

v) Legal and regulatory requirements

Schools must adhere to various legal and regulatory requirements when offering wraparound childcare. Key considerations include:

- **Safeguarding practices for PVI-operated wraparound childcare:** When a PVI provider operates wraparound childcare on school premises, the school retains responsibility for ensuring that the appropriate safeguarding measures are in place. Schools must make it explicitly clear to parents that the PVI provider, not the school, is responsible for safeguarding the children during the hours of wraparound childcare. The school should review and verify that the PVI provider has comprehensive safeguarding and child protection policies that meet current regulations and guidelines. Regular checks or inspections of these policies should be conducted to ensure ongoing compliance. Additionally, the school should establish formal communication procedures between its designated safeguarding lead (DSL) and the provider's safeguarding officer to ensure seamless handling of any safeguarding concerns or incidents. Safeguarding expectations, including regular safeguarding training for staff, must also be

included in the transfer of control agreements, such as leases or hire agreements, with a clear clause that failure to comply with safeguarding requirements can lead to the termination of the contract. This applies regardless of whether the children who attend any of these services or activities are children on the school roll.

- **Safeguarding practices for school-run wraparound childcare:** For school-run wraparound childcare, safeguarding policies and practices must be fully integrated with those used during the regular school day, adhering strictly to the _Keeping Children Safe in Education_ guidance. This includes ensuring all staff involved in the wraparound provision, including part-time or temporary staff, have undergone appropriate Disclosure and Barring Service (DBS) checks, as well as receiving regular safeguarding and child protection training. The school's designated safeguarding lead (DSL) remains responsible for overseeing the safeguarding procedures during wraparound hours, ensuring there is no difference in the quality or rigor of safeguarding compared to the school day. The same reporting mechanisms for safeguarding concerns, such as recording incidents and following escalation procedures, should apply. Additionally, because the childcare is school-run, it will be subject to the same Ofsted inspections and monitoring processes as the main school provision, ensuring a high standard of safeguarding across all operational hours.

- **Ofsted registration**: Schools offering wraparound childcare must determine whether their provision needs to be registered with Ofsted. If the wraparound childcare is provided directly by the school as part of its usual activities, and is attended by at least one registered pupil, the provision typically falls under the school's overall Ofsted registration and inspection framework. However, if an external provider is delivering the childcare, or if the provision includes children who are not registered pupils of the school, then separate Ofsted registration may be required.

- **Insurance**: Verify that the school's insurance covers wraparound childcare activities. Additional coverage may be required depending on the nature of the services offered.

- **Health and safety compliance**: Adhere to all health and safety regulations, including those related to the suitability of premises and staff-to-child ratios.

- **Data protection:** Ensure that all personal data collected and stored as part of the wraparound childcare provision complies with the General Data Protection Regulation (GDPR).

Resources:
- _Link: Ofsted Registration for Childcare_
- _Link: Ofsted – Registration for School-Based Provision_
- _Link: Health and Safety- Responsibilities and Duties for Schools_
- _Link: DfE - Keeping children safe in education_

- *Link: Disclosure and Barring Service*
- *Link: After-school clubs, community activities and tuition: safeguarding guidance for providers*
- *Link: Regulated activity with children in England and Wales: DBS*

6. Choosing the right provider

A. Criteria for selecting an external provider

When selecting an external provider, whether as a delivery partner or to commission, schools should consider the following criteria:

- **Experience and track record**: An existing provider should have a proven history of delivering high-quality care, as evidenced by Ofsted ratings and references. Consider their longevity in the industry, the types of services they have managed, and their reputation within the community. New providers should be asked to demonstrate their suitability where there is a lack of track record.
- **Quality of care**: Evaluate potential providers based on their staff qualifications, and the curriculum or activities they offer. High Ofsted ratings (Outstanding or Good) are a strong indicator of a provider's ability to maintain standards in education, safety, and child development.
- **Financial stability:** The financial health of the provider is critical to the sustainability of the service. Review the provider's financial statements, business model, and contingency plans to ensure they have the resources and resilience to operate effectively over the long term. This involves maintaining high occupancy rates, careful budgeting and financial planning to cover all operational costs, including staffing, utilities, and maintenance, while ensuring fees are competitive yet sufficient to cover expenses. A financially stable provider will be better equipped to manage unexpected challenges and maintain service quality.
- **Affordability:** The chosen provider should demonstrate a commitment to offering competitively priced services that are accessible to all families, including those from lower-income backgrounds. This can be achieved through transparent pricing models, benchmarking against local providers and active promotion of childcare support such as Tax-Free Childcare (TFC) and Universal Credit (UC). The provider should also be capable of assisting parents in accessing these subsidies and offering flexible payment options that ease the financial burden on families. Flexible payment options could include 'pay as you go' rather than a fixed schedule, discounts for families with multiple children attending, sliding fee scale based on family income or allowing families to pay weekly or monthly rather termly.
- **Alignment with school values**: The provider's ethos should match that of the school, ensuring a consistent approach to childcare and education.
- **Inclusive SEND provision**: The chosen provider should demonstrate a strong commitment to inclusive practices, ensuring that children with Special Educational Needs and Disabilities (SEND) are fully supported. This includes having staff trained in recognising and addressing a wide range of needs, implementing individualised support plans, and fostering an environment where all children can thrive. Furthermore, they should be proactive in engaging with families and external professionals to tailor their approach to each

child's unique needs. The provider's facilities should be accessible, and their resources should include adaptive equipment or materials as necessary to accommodate all children.

Resources:
- *Link: SEND code of practice: GOV.UK*

B. Formal application process

A structured application process is useful to selecting the right provider. The wraparound childcare lead in your local authority will support you throughout this process, ensuring that all necessary steps are taken to make the venture successful for both your school and the wider community. It is crucial to ensure that the application process is proportionate to the opportunity and the economic scale of the prospect. This process typically includes:

i)   Publicising the opportunity[7]

The next critical step is to advertise the opportunity as broadly as possible to attract a wide range of potential providers. Schools can publicise in the school and local authority website, professional associations and social media. They can also directly reach out to existing local providers. When creating your advertisement, it is important to include the following key details:

- **Highlight strategic goals:** Offer a concise summary of your strategic plan, emphasising the core elements of your service requirements that need to be communicated to potential providers.
- **Instructions for expressing interest:** Clearly outline the process for interested parties to express their interest. This may include whether they should complete an expression of interest form, who they should contact, what specific information they need to provide, and the deadline for submission.
- **Key dates and milestones:** Include important dates, such as the final date for submitting expressions of interest, anticipated dates for provider interviews, and the expected start date for the provision.
- **Opportunity for on-site visits:** Encourage prospective providers to visit the school and inspect the potential premises before submitting their bids. This allows them to better understand the environment and tailor their proposals accordingly.

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[7] With input from Childcare service commissioning factsheet: Cheshire West and Chester

ii)   Responding to expressions of interest

Upon receiving expressions of interest, be prepared to distribute an information pack that contains more detailed guidance for potential providers. This information pack should ideally include:

- **Details of the bidding process:** Clarify how bids should be submitted. This includes where they should be sent, and any specific instructions to ensure bids are handled correctly. Also, include a complete timeline for the process, covering the closing date for bids, shortlisting, interviews, and decision-making. Specify any dates, including when the successful provider is expected to meet with parents, staff, or the full governing board.
- **Required bid information:** Outline the essential components of the bid, including a business plan and financial projections. This ensures that the provider's submission is thorough and aligns with your expectations.

iii)   After the submission deadline

Once the deadline has passed and bids are received:

- **Evaluation of bids:** Review each bid to ensure it meets all the required criteria. Use pre-determined shortlisting criteria that align closely with your strategic goals to assess the bids. Those that meet the criteria should then be invited for an interview.
- **Conducting interviews:** Assemble a panel to ask pre-determined questions to each provider. The panel could include a school governor, the head teacher, a parent representative and a SEND Coordinator. This ensures consistency and fairness in the evaluation process.
- **Site visits to other settings:** Consider visiting other settings managed by the provider, either before or after the interview process. This can provide additional insights into their operations and help you refine your interview questions.
- **Making the final selection:** After the interviews, the selection panel should decide on the preferred provider. The successful provider should receive a formal written notification outlining the next steps.

iv)   Establishing partnership agreements
- **Contracts and SLAs:** Schools should establish clear contracts or Service Level Agreements (SLAs) with PVI providers to define the terms of the partnership.

- **Defined responsibilities:** Agreements should outline the responsibilities of both the school and the provider, including services offered, operational duties, and financial arrangements.
- **Mutual understanding:** All parties must fully understand and agree to the terms, including responsibilities related to staffing, health and safety, and regulatory compliance.
- **Lease or hire agreement:** If the PVI provider operates on the school site, a formal lease or hire agreement must be in place, outlining the terms of space usage.
- **Safeguarding protocols:** Safeguarding protocols and compliance expectations should be included in the written agreements to ensure child safety.
- **Communication and problem Resolution:** Provisions for regular communication, problem resolution, and handling changes to the partnership should be included to facilitate a smooth working relationship.

7. Resources and further reading

- **Business planning toolkit:**

Effective financial planning and management in early years and wraparound childcare

  i.   Link: *NDNA Courses: Business support*
  ii. Link: *Provider Business Planning Support: Childcare Works*
  iii. Link: *Help To Grow: Management Essentials*

- **Childcare delivery on school sites by Warwickshire County Council**:

Detailed guidance for head teachers and governors

  i.   Link: *Childcare delivery on school sites- Warwickshire*

- **Creating an inclusive provision for children with SEND:**

  i.   Link: *HAF SEND Toolkit*

- **Guidance and resources to promote childcare entitlements**

  i.   Link: *Promoting Childcare Entitlements: GOV.UK*

- **Ofsted registration, safeguarding, health and safety requirements**

Detailed guidance on the requirements for registering childcare services with Ofsted, safeguarding and health and safety responsibilities

  i.   Link: *Ofsted Registration for Childcare*
  ii.   Link: *Ofsted – Registration for School-Based Provision*
  iii. Link: *Health and Safety- Responsibilities and Duties for Schools*
  iv.   Link: *DfE - Keeping children safe in education*
  v.   Link: *Disclosure and Barring Service*
  vi.   Link: *After-school clubs, community activities and tuition: safeguarding guidance for providers*
  vii. Link: *Regulated activity with children in England and Wales: DBS*

- **Wraparound childcare: recruiting and retaining your workforce**

  i.   Link: *Recruiting and retaining your workforce:TPX impact*

- **Wraparound and holiday childcare guidance:**

Detailed guidance for schools on wraparound childcare and information on how schools can respond to requests for wraparound and holiday childcare

    i.   *Link: <u>Wraparound and Holiday Childcare Guidance: DfE</u>*