



Early Excellence
Inspirational Learning

Ensuring Quality Provision in Wraparound Care

**Suffolk LA
Summer 2025**

**Phil Armstrong
Senior Education Lead**



Welcome



Four Ways to Gain Expert Support



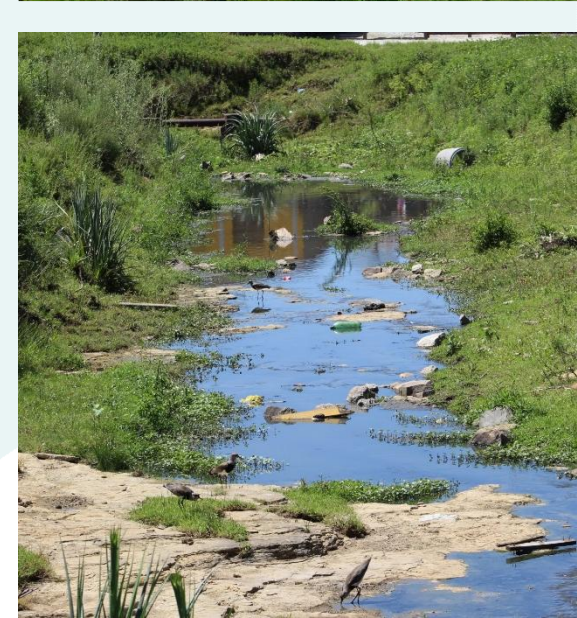
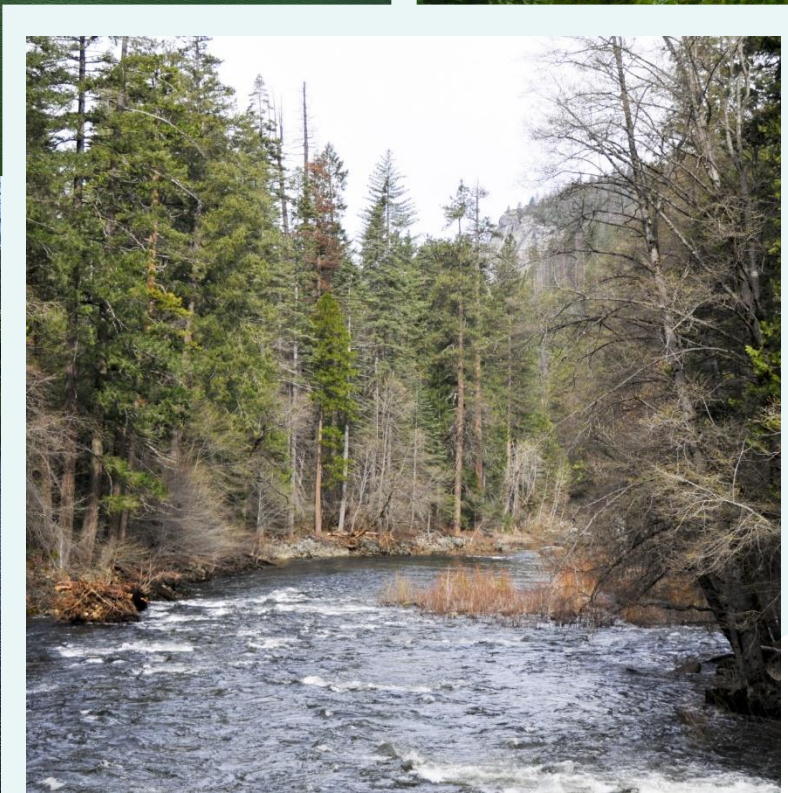


Focus of this session:

- Expectations
- Vision for Wraparound
- Quality
- Next Steps



“The Whole Journey”





Issues:

- **The 'Gap'**
- **Vulnerable Children**
- **SEND**
- **Quality**
- **Capacity**



https://assets.publishing.service.gov.uk/media/65d735262197b201e57fa72a/Wraparound_child_care_guidance_for_schools_and_trusts_in_England.pdf



**Wraparound
childcare: guidance
for schools and
trusts in England**

February 2024





<https://www.familyandchildcaretrust.org/sites/default/files/LGA%20wraparound%20childcare%20insight%20report.pdf>

Insights into wraparound childcare

A report from Coram Family and Childcare

Laura Dewar
January 2024





Recognising the importance of wraparound childcare, the government's ambition is that all parents and carers of primary school-aged children who need it should be able to access term time childcare in their local area from 8am-6pm (or equivalent, if data shows that local demand is for different hours).

DfE February 2024



Back in time ...

“Whether you’re a nursery offering a breakfast and after school club or a childminder offering a home environment before and after the busy school day, you are enabling parents to travel to and from work, work longer hours and giving them peace of mind that their child is well cared for”

PACEY 2012



July 2024 – King’s Speech:

“The **Children’s Wellbeing Bill** will put children and their wellbeing at the centre of the education and children’s social care systems, and make changes to ensure children are safe, healthy, happy and treated fairly”



DfE suggestions that wraparound provision ...

- enabling **parents** to work or study
- supporting **vulnerable children**
- offering **enriching activities** that children enjoy
- attracting parents to the school/setting
- supporting a soft start to the school/setting day and attendance
- investing fees into the school or community facilities



Examples of Models of Provision

School Run/Setting Run

Benefits of this model can be:

- maintaining high levels of **control** on every aspect of provision, including activities offered and prices for places
- continuing **existing relationships** between school/setting staff and children
- supporting **vulnerable children** with free or subsidised places
- managing how wraparound **compliments** other out of school and extracurricular activities



Partnership with other schools/settings can:

- provide additional wraparound places for children outside of their pupil cohort
- establish a consortium of schools to offer wraparound for pupils attending multiple schools in their area

Benefits of this model can be:

- it supports schools that do not have sufficient demand to run provision alone
- it reduces costs by achieving economies of scale
- sharing best practice



In partnership with private, voluntary and independent (PVI) providers. This model could involve:

- the school and partner organisation splitting responsibility for childcare across the day, with one organisation running either before or after-school care and the other running childcare on the other side of the school day
- provision is delivered by one organisation, with a mix of school and external staff

The model may be attractive because of:

- a lack of school staff experience in running childcare provision
- a shortage of time or staff to manage the provision



The Expectation...

With support from your local authority, the government expects **all schools** that educate primary school-aged pupils to:

- work with your local authority wraparound lead and others in the sector, to identify how you can support parents to access wraparound childcare.
- have school or PVI provider (including childminder) run wraparound childcare on the school site, unless there is a reasonable justification not to (having considered all support available, in particular from the national wraparound childcare programme).



- **work collaboratively** with your LA to ensure parents are, at a minimum, signposted to appropriate provision, if you are unable to have wraparound on the school site. Provision must not require parents to pick up or drop off their children between the school day and wraparound.
- promote and support government subsidies such as Tax-Free Childcare (TFC) and Universal Credit (UC) Childcare, which can help parents with the affordability of childcare, and supports schools, trusts, and PVI providers with the sustainability of provision.



In addition, **schools are expected to:**

- respond to their **community's wraparound needs** by adhering to the right to request guidance, which describes your role in:
 - considering and responding to **parents' requests** for the school to deliver wraparound childcare.
 - considering and responding to **PVI providers' requests** to use the school site to deliver wraparound childcare.
 - **support the local authority** to understand parental demand and, where relevant, existing wraparound provision in your school.







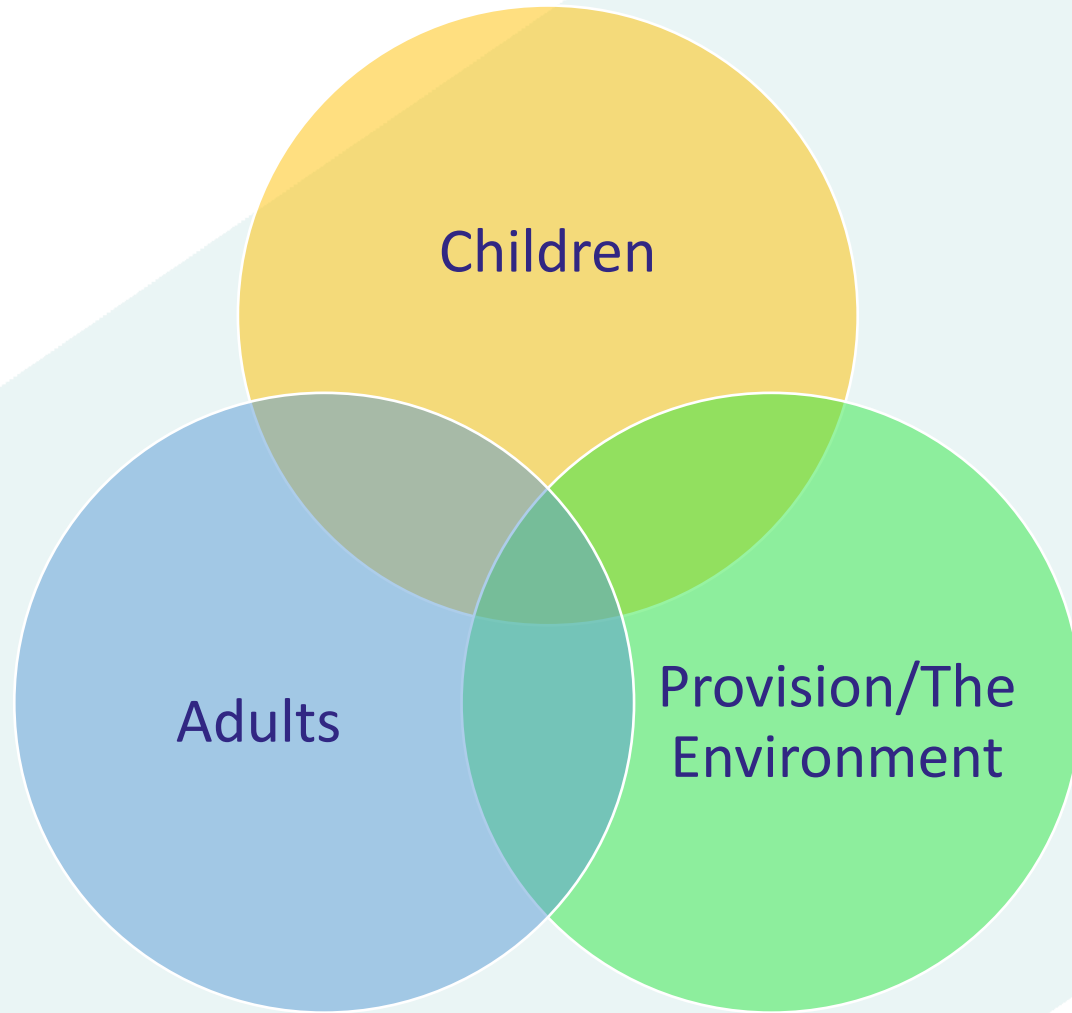
**How are things now,
what are your
plans/thoughts?**

S.W.O.T



First Steps

- Perceived Strengths
- Perceived Weaknesses
- Perceived Opportunities
- Perceived Threats





Wraparound	Current strengths	How do you know?	Next steps further develop practice and provision
The Child			
The Environment			
The Adult			



Exploring Practicalities

Space:

- access to the site
- security
- cleaning
- maintenance
- impact on any pre-existing activities using school space, and how that will be managed.



Checklist: determining your role in wraparound childcare

1. Gather **information** to understand the needs of parents and children
2. Consider different **delivery** models for delivering wraparound
3. Understand **existing** provision in your area
4. Understand if you can use school **space** for wraparound
5. Work with local authority wraparound lead and others in the sector, to **identify** how you can support parents to access wraparound
6. Decide whether to deliver wraparound
7. **Communicate** your decision and how you will support parents to access wraparound to parents, carers, and the local authority



Vision



Robert Frost
The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both,
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day,
Yet knowing how way leads on to way,
I doubted if I should ever come back.

And I shall be telling this with a sigh
Somewhere ages and ages hence,
Two roads diverged in a wood, and I
Took the one, less traveled by,
And that has made all the difference.



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CHRISTCHURCH
DUNEDIN
SOUTH ISLAND
CHATHAM IS.

INTERNATIONAL DATE LINE



What do you want your extended offer to be?

- What do you want children and families to get from wraparound childcare?
- How will your vision and activities meet children's and families' diverse needs?
- How do you want wraparound to **interact with, complement or support** other aspects of your school's/settings provision, such as your enrichment and extracurricular activities?



Continued

- How will you make sure your provision is safe, inclusive, accessible and affordable?
- How will you measure and check the **quality** of your provision?
- What will be the costs of running the provision and your expected income?

What does quality mean/look like?

**How do these questions relate to your
SWOT analysis?**



The **vision and aims** of wraparound provision should be agreed across:

- the senior leadership team
- school governors/owners
- trustees of the school (if academy trusts)
- partner organisations (where applicable)

When working in partnership, you should also share policies (such as behaviour and safeguarding policies) with partners, in line with local procedures.



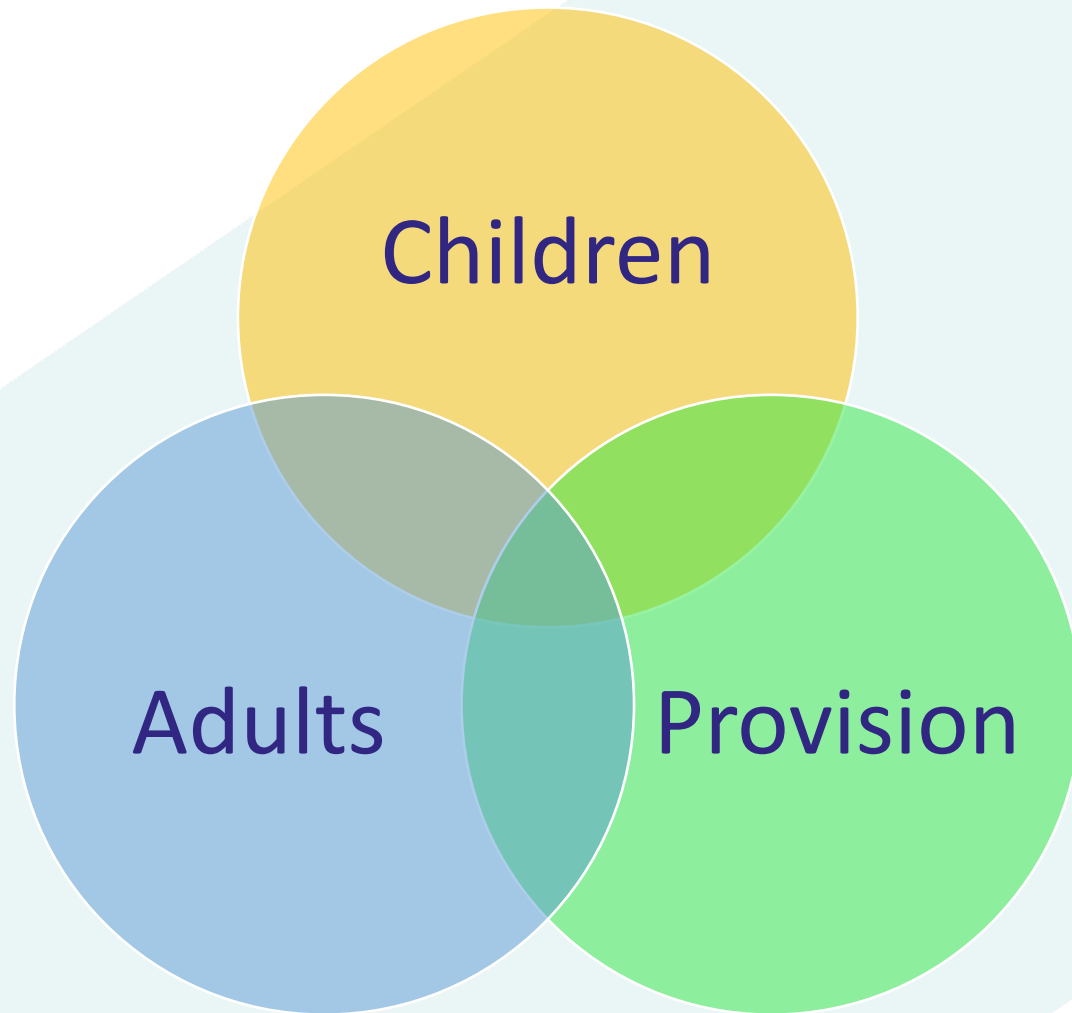
Meeting Standards

All wraparound childcare should:

- meet minimum **safe standards** of childcare and adhere to the law
- have robust and effective **safeguarding** practices
- be **inclusive**
- provide safe **transport**, where needed
- have appropriate **staff**



Exploring Quality





Wraparound settings should inspire **confidence in families** by ensuring children's time in wraparound is **fun, engaging** and something they want to attend.

You should consider how different **environments, activities, resources and staffing** arrangements can affect the quality of provision delivered.

DfE February 2024



Provision may be different in before and after school childcare. Where possible, you should offer a **varied and flexible** approach to wraparound provision by, for example:

- Giving children a choice of **enriching activities** that they enjoy
- Making sure the wraparound care uses **varied and stimulating resources and equipment**
- Not expecting children catch up on learning from the school day
- Try not to let their time be taken up with routines, for example, pick-ups, drop offs, and meal-times.

Not an extended school day





What resources?

Which experiences and activities?

How will these differ from the 'normal hours'?



“Leaders will need to consider the range and type of **activities and experiences** provided for the children, the **daily routines** of the setting and how parents and carers can **share learning** at home.

As well as planning engaging and diverse activities, leaders are responsible for managing children’s **behaviour** in an appropriate way.

A structured approach to supporting children in managing their **feelings and socialising** can be helpful. It’s also important to work with the school and ensure behaviour management methods are consistent with the school’s policy” DfE Feb 2024



Other things to consider

How will you provide a **balance of activities** so that both older and younger children are occupied?

Do you have space to keep the older children separate? Do you want to do that?

How will you provide space for the older children to study if they want to, have quiet time to relax, or play, all while keeping the younger children occupied and safe?



“Letting off steam”

“Down time”



Reflecting on Inclusion

A key consideration is addressing how the service will provide outcomes **for all**, including those children with special educational needs and disabilities (SEND).

Preparation:

Understand how many children at the school have EHC plans in place and what would be required if they were to attend a before or after-school club. This way, no matter which child books on – ahead of time or last minute – **the setting will be prepared**. Have early meetings with parents to understand any additional needs



Leaders must also be able to evaluate the quality of their provision and plan to enhance it in a cycle of **ongoing improvement and development**.

To do this effectively, leaders must also focus on **staff wellbeing** and reflect this in safeguarding supervision meetings.



Children's Well-being



Quality in education

What approaches do we use?

How can we ensure our approaches achieve the best outcomes?

What outcomes do we want?

APPROACH

PROCESS

EFFECT

- Learning environments
- Methodologies
- Quality of teaching
- Instructional strategies
- Teacher skill

- Social competence
- Literacy
- Numeracy
- Self confidence
- Motor development
- Curiosity/ exploratory drive
- GLD
- SATs etc

WELL-BEING

INVOLVEMENT



Well-being

- The level of well-being in children indicates how they are developing emotionally



Leuven definition of well-being

Well-being is a particular state or feeling that can be recognised by satisfaction enjoyment and pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.



Well-being includes...

- Physical needs
- Tenderness and affection
- Security and clarity
- Social recognition
- Feel competent
- Meaning in life



Well-being

When children...

- Feel at ease and enjoy life
- Act spontaneously
- Are open to the world and accessible
- Express inner rest and relaxation
- Show vitality and self-confidence
- Are in touch with their feelings and emotions

...we know that their mental health is secured



The scale for well-being

5 levels

1. Extremely low well-being
2. Low well-being
3. Moderate well-being / neutral
4. High well-being
5. Extremely high well-being



**Is this monitored across
wraparound?**



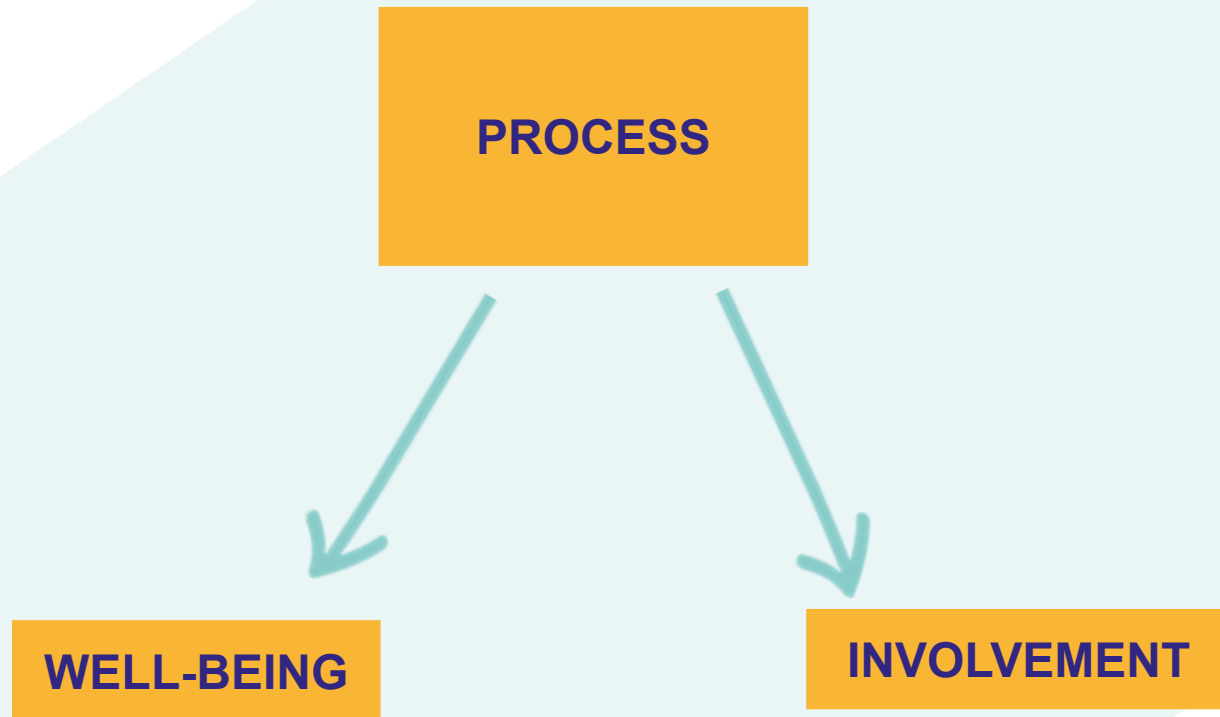
Involvement

- The extent to which children are (or are not) involved in the learning environment
- Their degree of involvement reflects their educational progress



Quality in education

How can we ensure our approaches achieve the best outcomes?



How are we doing?



Leuven definition of involvement

Involvement is a quality of human activity, It can be recognised by concentration and persistence and is characterised by motivation, interest and fascination, openness to stimuli and intense mental energy, deep satisfaction and a strong flow of energy.



Involvement

When children are...

- Concentrated and focused
- Interested, motivated, fascinated
- Mentally active
- Fully experiencing sensations and meanings
- Enjoying the satisfaction of the exploratory drive
- Operating at the very limits of their capabilities

...we know that deep level learning is taking place



**We see it in
their faces...**



Involvement

Operating at the very limits of their capabilities

...we know that deep level learning is taking place



Signs of involvement

- Energy
- Attention for detail, precision
- Motivation
- Enjoys being enthusiastically involved
- Express into words
- Uninterrupted concentration
- Imagination and mental capacity are in top gear
- Reaction-time



The Leuven involvement scale

5 levels

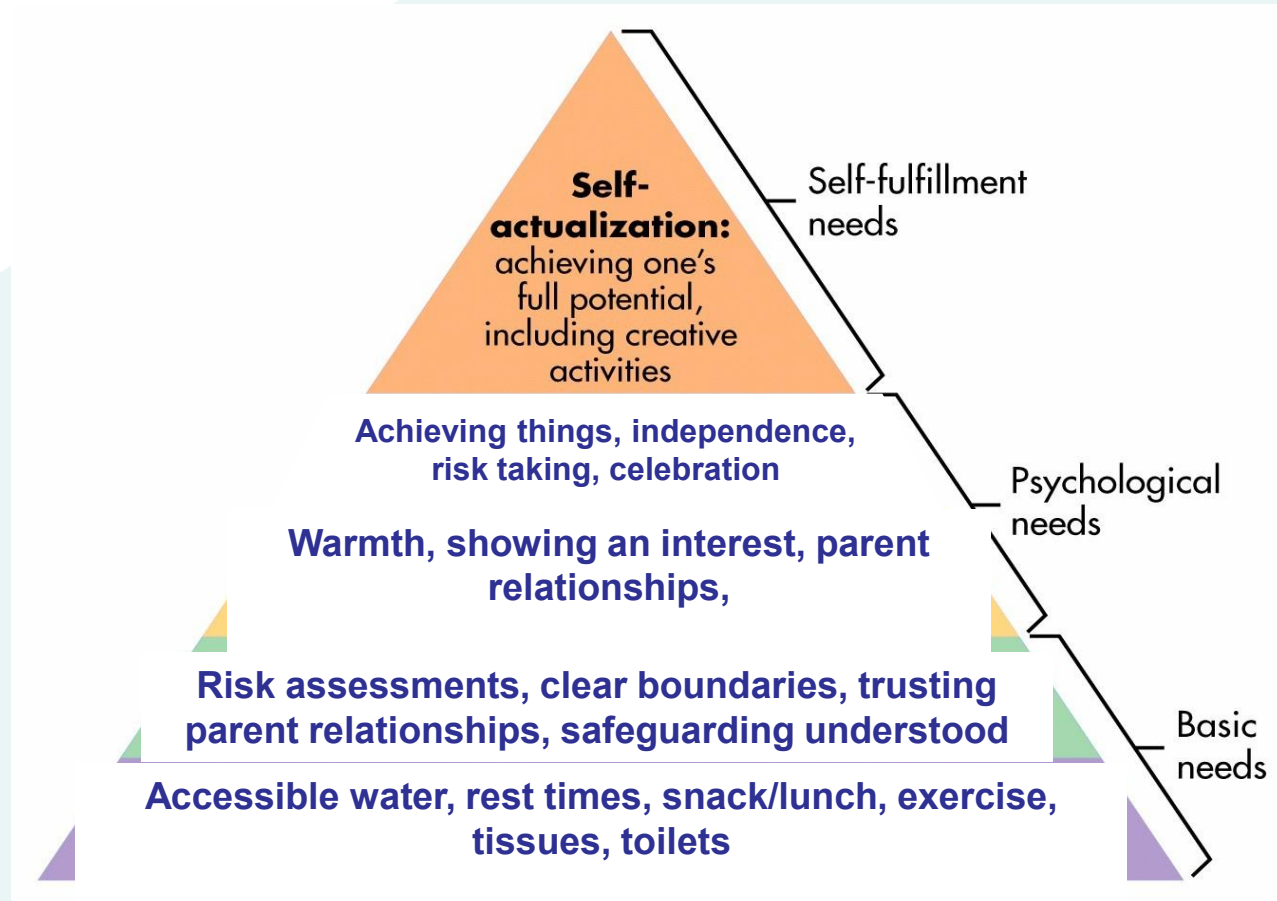
1. No activity
2. Interrupted activity
3. Activity without intensity
4. Activity with intense moments
5. Continuous intense activity



**Are these explored as
part of wraparound?**



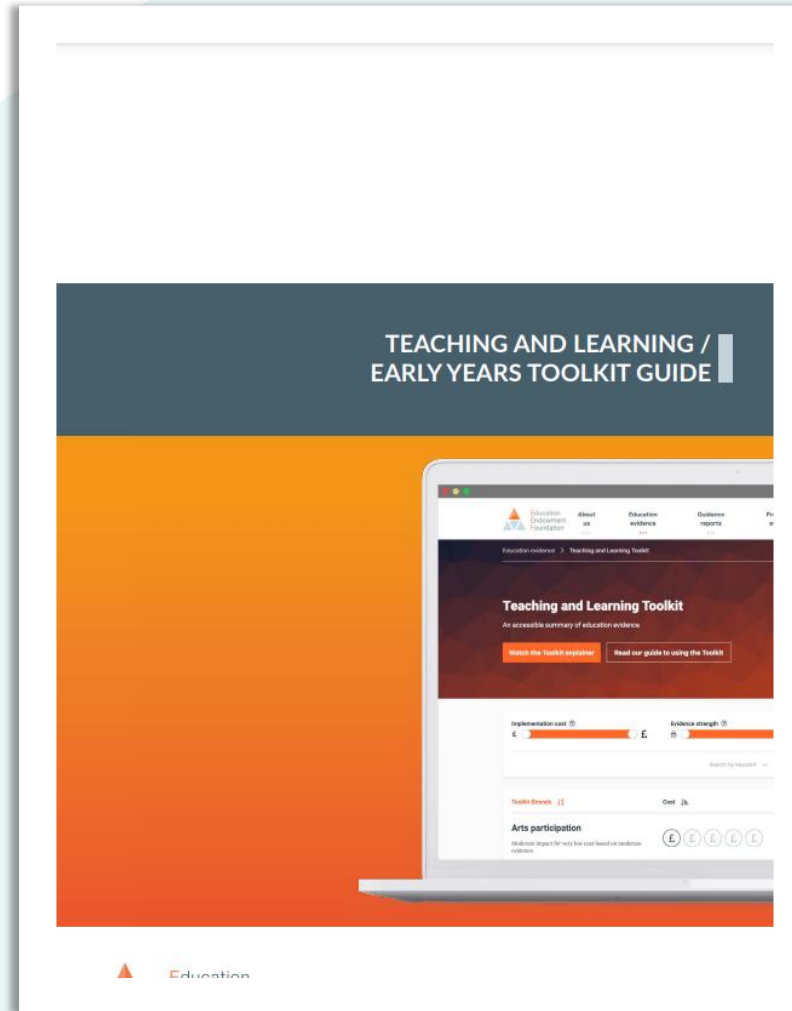
Consider examples of what this means with regard to wraparound ...



Maslow's hierarchy of human need



Making the most of the Education Endowment Foundation (EEF)





Early Years Evidence Store

Support to help you put evidence-informed approaches into practice.



Developed to support the [DfE's Stronger Practice Hubs programme](#), the Evidence Store has been designed to support Stronger Practice Hubs work with early years providers, but it can be used by everyone working in the early years.

<https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store>





PSED

Early Years Evidence Store

Supporting Personal, Social and Emotional Development (PSED) in the Early Years

Evidence consistently shows that when educators apply PSED approaches they can improve children's outcomes.

There is a growing body of evidence to support individual PSED approaches, however not all are equally well evidenced yet.

It's recommended that educators combine approaches, as the evidence is most reliable when different approaches are applied together.

Effective approach to support PSED

What is it?

Evidence summary of the approach



01
**Teaching Awareness
of Emotions and
Feelings**

This approach involves the educator supporting the child to notice and connect their reactions, feelings and emotions and label them

So far, research has shown that this approach can be effective with children as young as two years old, though it may be beneficial even for younger children.

The approach may be particularly beneficial for



Physical Development

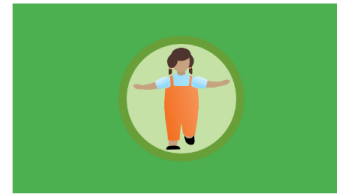
Approaches for supporting physical development



Physical Development Overview



1. Promoting Physical Activity



2. Teaching the Skills Needed for Movement and Handling



3. Teaching the Skills Needed for Mark-Making and Letter Formation



Planning for your Priorities



Audit Tools

<https://earlyexcellence.com/get-equipped/our-free-audits-and-guides/>



Connecting Your Curriculum: School Leader Reflection Tool

This tool is designed as a starting point for you as a **School Leader** to discuss with your **Leadership Team**. It aims to facilitate focussed thinking and reflection, help in shaping professional conversations and support in considering next steps for curriculum improvements.

Area of Thought	Reflective Questions and Discussion Prompts
Vision, Values & Aims	<p>Reflect on your school ethos, aims and curriculum intent</p> <ul style="list-style-type: none"> How are your school vision and aims reflected within your curriculum intent and implementation for EYFS and the Primary Phase? Has your curriculum development been informed by key documentations, research and reading? Is your curriculum reflective of life in the modern world? Is it inclusive, addressing diversity, equality and sustainability? Is there a shared understanding of your curriculum intent for both the children's current and future learning? Does the reality of your 'curriculum in action' actually align to your values and intent? How do you know? Is reflection on, and adjustment of your curriculum part of your regular review and evaluation practices? What is the impact and success of your curriculum? How to you know? What does this look like?
The Needs of Your Children	<p>Consider how well your curriculum meets the needs of your children</p> <ul style="list-style-type: none"> How does your curriculum support children as they join your school given differences in their start points and prior experiences? How does your curriculum build on what your children already know and can do? How does your curriculum broaden the children's interests, and introduce new experiences? How does your curriculum harness cultural capital brought to school and expand beyond this? Is the implementation of your curriculum meaningful and purposeful, supporting the children to learn effectively? How are you ensuring that it is as easy as possible for ALL children to learn and progress through your curriculum? Does your curriculum meet the needs of vulnerable groups? Is it meeting the needs of ALL children? How do you know?
The Journey in EYFS	<p>Review your children's journey through your EYFS</p> <ul style="list-style-type: none"> Is the whole team clear where the curriculum journey in your school begins? Is your curriculum strongly underpinned by the EYFS Statutory Framework, educational programs and the CoFEL? How does your indoor and outdoor continuous provision offer support the delivery of your curriculum? Is this understood and valued? How does your continuous provision offer enrich over the year? How and when are enhancements effectively used? Can you talk about when and how the children revisit, embed and connect learning over their time in EYFS? Does your curriculum reflect priorities for your school AND for child development i.e. self-regulation, language, communication, vocabulary, early reading, number sense
Connection to KS1 & Beyond	<p>Explore your primary curriculum</p> <ul style="list-style-type: none"> How does your primary curriculum continue to develop the children's CoFEL - being learners and thinkers? Does your primary curriculum build on the foundations secured through your EYFS curriculum? How do you know? How is new learning in the primary curriculum linked to knowledge, skills and concepts gained in the EYFS, so learning is revisited & embedded? How does your Year 1 curriculum support children who had not achieved GLD at the end of Reception? How is learning presented in the primary phase to support the children to connect learning rather than see it as new? Does your primary curriculum give consideration of KS3 knowledge and skills? Do staff engage in regular conversations about the curriculum, to support transition through year groups and key stages?
Staff Knowledge & Skills	<p>Evaluate the strengths and CPD needs for your staff</p> <ul style="list-style-type: none"> Can school leaders articulate clearly the school's curriculum intent, implementation approaches through each phase and impact? Can subject leaders talk about their curriculum areas from EYFS start point, through the school, and beyond? Do leaders understand the EYFS curriculum, it's holistic and interconnected nature, and the 'invisible' learning of their subject? Is staff knowledge of subject, pedagogy and child development to a high standard to enable the delivery of your curriculum? Do all leaders have appropriate knowledge and skills to evaluate, improve and support colleagues with implementing your curriculum? What are the CPD needs of your staff, to enable them to develop, plan, deliver, review and support your school curriculum? What different forms of curriculum CPD are staff afforded & what is the impact? i.e. consultancy, coaching, professional dialogue, visits, action research, reading, specialists



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Gain support from our senior team to review practice & formulate a plan for improvement



To explore how Early Excellence can support you with your identified priorities, please email admin@earlyexcellence.com, call: 01422 311 314 or visit: earlyexcellence.com

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And Finally...Early Excellence News



Inspiring Leaders: On-Demand CPD Workshops



Following the success of our Spring 2025 conference celebrating and strengthening Early Years Leadership, we're excited to offer a special on-demand CPD package. This exclusive offer includes recorded sessions from six of the popular workshops from the event.

Price & Access

£150.00 (exc. VAT) – Unlimited Access for Your Setting

One purchase provides a single login that can be shared across your school or setting. Watch the workshops as many times as you like — available on-demand until 31 December 2025.

earlyexcellence.com/conference





EYFS Leader Seminar

Interacting or Interfering? with Professor Julie Fisher



This full-day online seminar will explore how to enhance children's learning and communication through effective interactions, linking Julie's research with EYFS guidelines and Ofsted's "Best Start in Life" documents.

Tuesday 4th November 2025

9.30am – 3.30pm

Cost: **£150.00** (exc. VAT) per person

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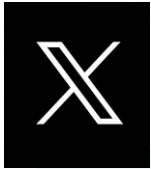




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