

Information Classification: Normal
Audience: All Early Years Providers
Action Required: Information only
Deadline: None
File/Attachment: Yes
Contact Names: None

Dear All

Welcome to the Early Years Key Messages Newsletter for January, February and March 2017

Topics covered this month:

- 1. Safeguarding**
 - a. NYSCB website streamlining
 - b. Mobile device apps
 - c. Safeguarding audits
- 2. Funding**
 - a. New Childminder Grants
- 3. Ofsted / DfE**
 - a. Updated EYFS from 3rd April 2017
 - b. Inspecting safeguarding FAQs
 - c. Information for parents about inspecting early years providers
 - d. Study of Early Education and Development (SEED) research
- 4. Training**
 - a. Workforce Strategy
- 5. Health**
 - a. Children's Car Seats
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 - b. Playing music

1. Safeguarding

- a. [NYSCB website streamlining](#)

As part of the continual improvement of the NYSCB website we have refocused the options available for professionals to help you locate information quickly. Under the 'professionals' option on our website you will be able to find:

- The '[NYSCB Procedures](#)'
- '[Practice Guidance](#)' for professionals
- Our range of '[One Minute Guides](#)' (OMGs) on a variety of subjects including Rapid Responses, Trafficking, Vulnerable, Exploited Missing and Trafficked Practitioner Groups and more
- Our new category of '[Safeguarding Themes](#)' which provides links to information, resources and campaigns supported by the NYSCB on a variety of safeguarding issues
- The '[Vulnerability Checklist](#)', which is the agreed multi-agency document for North Yorkshire
- '[Forms for professionals](#)' for referring a child or young person to the Children and Families Service, Partnership Information Sharing Form, Reports for Child Protection Conferences, Notification of Child Deaths and more
- '[Child Death](#)' notification forms, procedures and information about the Child Death Review Process

- Information regarding '[notifiable childcare incidents](#)' including links to report incidents
 - A '[glossary](#)' of safeguarding terms
- b. Mobile device apps
- As you are aware the North Yorkshire Safeguarding Children Board has been actively promoting e-safety. Recently it has been brought to our attention that there has been e-safety incidents involving primary age children from North Yorkshire and neighbouring authorities. Whilst incidents did not take place during school time we would like to bring this matter to your attention so you can raise awareness with your staff and parents. Please see the following link for more information:
<http://www.safeguardingchildren.co.uk/children-young-people/mobile-device-apps-e-safety-concerns>
- c. Safeguarding audits
- There will be a new safeguarding audit coming out from the LSCB at the end of March for you to complete, which will enable you to ensure that you are meeting all the requirements to safeguarding children. Further information will be available at the Spring Term EYLFs.

2. Funding

a. New Childminder Grants

There are 3 grants available for new childminders, new childcare providers on domestic premises or childminder agencies:

- £500 grant for an early years childminder or childcare provider on domestic premises
- £1,000 grant for an early years childminder or childcare provider on domestic premises of children with special educational needs and disability (SEN/D)
- £1,000 grant for a Childminder Agency (CMA).

The scheme is only open to newly registered businesses. These are those which have been registered with Ofsted or a CMA within the last 12 months. From 1 May 2017, a newly registered business will be one registered with Ofsted or a CMA within the last 3 months. The Childcare Business Grants Scheme is funded by the Department for Education. There is a fixed amount of funding available. The scheme is due to end by 31 March 2018, or sooner if all funds have been exhausted. Please see the following link for further details:

<https://www.childcarebusinessgrants.com/>

3. Ofsted / DfE

a. Updated EYFS from 3rd April 2017

The link takes you to the new statutory framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> and please see the attached document 1 outlining the key changes.

b. Inspecting safeguarding FAQs

Inspecting safeguarding in the early years - a reminder of the guidance and some commonly asked questions:

<https://educationinspection.blog.gov.uk/2016/12/05/inspecting-safeguarding-in-the-early-years-a-reminder-of-the-guidance-and-some-commonly-asked-questions/>

c. Information for parents about inspecting early years providers

This factsheet includes information about how Ofsted regulates childcare; what information is available for parents and carers when choosing childcare, such as Ofsted inspection reports and how to raise concerns about a childcare provider:

<https://www.gov.uk/government/publications/information-for-parents-about-ofsteds-role-in-regulating-childcare>

- d. Study of Early Education and Development (SEED) research
This study explores how good quality early years settings articulate, establish and sustain good practice that has the potential to improve children's outcomes. Focusing on provision for two to four-year-olds it examines good practice in relation to curriculum planning, assessment and monitoring, staffing, managing transitions and communication with parents and home learning. Follow the link for the report: <https://www.gov.uk/government/publications/good-practice-in-early-education> and other research connected to it:
<https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>

4. Training

- a. Workforce Strategy
The government's new strategy to help employers attract, retain and develop early years staff has now been published:
<https://www.gov.uk/government/publications/early-years-workforce-strategy>. Please also see the attached document 2 'Workforce Strategy Key Announcement for Stakeholders' and the consultation response regarding level 3 early years educator numeracy and literacy requirements:
<https://www.gov.uk/government/consultations/level-3-early-years-educator-numeracy-and-literacy-requirements>

5. Health

- a. Children's Car Seats
New regulations regarding the sale and use of booster cushions take effect on 9th February 2017. The new rules mean that manufacturers will no longer be allowed to introduce new models of backless booster seats (booster cushions) for children shorter than 125cm or weighing less than 22kg.
This change does not affect existing models of seats or cushions; they will only apply to new booster cushions, not ones which are already in use and meet existing safety standards. So, parents who use old booster cushions will not be breaking the law if they continue to use them after the rule change. They will not be required to buy new booster seats to meet the rule change. Please see the following links for further information:
<http://www.childcarseats.org.uk/types-of-seat/>
<https://www.gov.uk/government/news/new-child-car-seat-rules-no-change-for-existing-booster-seats>
- b. Managing Medical Conditions
A reminder that the Guidance for Supporting Children and Young People with Medical Conditions in Schools Feb 2015 can be found by the following link:
<http://cyps.northyorks.gov.uk/index.aspx?articleid=15589>
- c. Service Level Agreement with the Education Psychology Service
Please see the attached document 3: 'Service level agreement for those early years providers who work with the Education Psychology and Early Years Service'.

6. Information

- a. Peppa Pig's Muddy Puddle Walk for Save the Children
Save the Children have a brand new fundraising campaign that they've just launched, created especially for nurseries and early years groups called Peppa Pig's Muddy Puddle Walk. They're asking nurseries and groups to [sign up and hold their very own Muddy Puddle Walk](#) and fundraise for Save the Children any day between 8 and 14 May 2017 (or another date if that week doesn't work!). It's a really exciting new event which will raise funds to support their vital work transforming thousands of children's lives, here in the UK and overseas. As well as raising money, the event will give little

ones a fun chance to get messy and creative indoors or outside, as well as learning about what life is like for children in other countries. Please see the following link for more information: <http://www.savethechildren.org.uk/muddy-puddle-walk>

b. Playing Music

If you play music as part of your activities with the children you may need to have a licence. See the following for more information:

<https://www.gov.uk/licences-to-play-background-music>

<http://www.prsformusic.com/users/businessesandliveevents/musicforbusinesses/educationalestablishments/Pages/educationalestablishments.aspx>

THE EARLY YEARS FOUNDATION STAGE (2017)

On 3 March 2017, the Department for Education published a revised [Early Years Foundation Stage \(EYFS\) statutory framework](#), which will come into force on 3 April 2017. This document sets out the key changes to the revised framework to support early years providers.

1. Summary pages of the EYFS:

- The summary section of the EYFS includes a new paragraph to clarify which provisions in the EYFS document are requirements (provisions indicated by the word “must”) and where providers must have regard to other provisions (provisions indicated by the word “should”).

2. Section 1 of the EYFS (learning and development):

- Footnote 5 (paragraph 1.1) has been amended to clarify the position for providers who exclusively offer ‘out of school hours’ care for children younger than those in the Reception class age range.
- Paragraph 1.5 includes a new footnote with a link to the Chief Medical Office guidance on physical activity.

3. Section 3 of the EYFS (safeguarding and welfare):

- Paragraph 3.7 (“child protection”) includes references to new and updated government advice and guidance (e.g. Working Together to Safeguard Children 2015, and the Prevent Duty Guidance 2015), which has been published since the EYFS was last updated in 2014.
- Paragraph 3.23 (“staff qualifications, training, support and skills”) includes a new footnote setting out the literacy and numeracy qualification requirements for level 3 early years educator (EYE) staff. As set out in the [government response to the L3 consultation](#), to count in the ratios at level 3, staff holding an EYE qualification must also have achieved a suitable level 2 qualification in English and maths.
- Paragraph 3.25 (“staff qualifications, training, support and skills”) includes a new Paediatric First Aid (PFA) requirement. As set out in the [government’s response to the PFA consultation](#), all newly qualified entrants to the early years workforce with full and relevant level 2 and/or level 3 qualifications must also have a PFA certificate before they can be included in the statutory staff:child ratios in early years settings. The full PFA and emergency PFA course content has been set out in Annex A of the EYFS.
- Paragraph 3.37 (“ratios”) includes a new footnote for schools that have provision run by the governing body (under section 27 of the Education Act 2002). This change was communicated to Ofsted and all local authorities in autumn 2015.
- Paragraph 3.42 (“childminders”) now includes a further example of when an exception to the usual ratios can be made (namely to maintain continuity of care).
- Paragraph 3.45 (“medicines”) has been amended to make it clearer that prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.
- Paragraphs 3.10, 3.41, 3.63 and 3.77 include minor amendments as a result of section 76 of the [Small Business, Enterprise and Employment Act 2015](#), which allows childminders and domestic childcare providers registered with Ofsted or a childminder agency to operate from suitable non-domestic premises for up to half their time (without registering separately). This measure came into effect on 1 January 2016.

Early Years workforce strategy – key announcements

The aim of the Early Years workforce strategy is to **support the early years sector to remove barriers to attracting, retaining and developing** the early years workforce.

The *Early Years Workforce Strategy* will:

- **Raise the status of early years specialist teachers** through a consultation on allowing those with Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS) to lead nursery and reception classes in maintained schools by September;
- **Support the growth of the graduate workforce in disadvantaged areas** by exploring with the sector how best to get specialist graduates into the areas where they are most needed and help make sure every child has the best chance to succeed in life, not just the privileged few;
- **Establish a panel of professionals to help develop clear early years career routes** as part of the government's Skills Plan;
- **Raise the profile of early years careers among young people** by linking providers with schools and colleges so they can engage with their careers advice sessions and promote a career in the sector;
- **Develop a qualification in special educational needs and disabilities (SEND)** in consultation with experts so that teaching staff can get recognition for these specialist skills;
- **Help attract more men to the profession** by promoting the career opportunities available through new and existing networks for men in childcare, engaging with them on recruitment barriers and improving our data on gender;
- **Support professional development** through a new online training portal and training courses funded by voluntary and community sector grants; and
- **Invest in quality improvement** within the sector, through funding projects that bring early years professionals together with schools to share learning.

Government response to the consultation on qualification requirements at Level 3

We have also announced today that in direct response to more than 4,000 views raised during a consultation last autumn, the government will **broaden the English and maths requirements for level 3 Early Years Educators (EYE) to allow staff with a level 2 qualification, including Functional Skills**, to count in staff: child ratios.

Educational Psychology and Early Years Service

Working with Early Years Settings

Service Level Agreement



For the purpose of this document, the term 'setting' includes maintained and non-maintained Early Years Foundation Stage settings and registered childminders.

Introduction

The Educational Psychology and Early Years' Service (EPEYS) is part of the North Yorkshire County Council (NYCC) Inclusive Education Service. It comprises two teams:

- The Educational Psychology (EP) Team
- The Early Years Team, which is made up of Early Years Advisory Teachers (EYATs) and Portage Home Visitors (PHVs)

The Educational Psychology Team

The Educational Psychology Team is a traded service which can provide consultation, assessment, intervention and training to settings, schools and other organisations. Educational Psychologists (EPs) will apply psychology through their work with those who know the child well in order to inform interventions and support which promote the inclusion of that child.

Advice given is based on evidence-based research and practice. Educational Psychologists can work at the whole setting/school, group or individual level.

Educational Psychologists' time can be bought in through SmartSolutions by a setting or group of settings and used flexibly to meet the needs of children and the setting. Educational Psychologist involvement in providing advice as part of the statutory assessment for an Education, Health and Care Plan is free of charge.

The Early Years Team

The Early Years Advisory Teachers (EYATs) and Portage Home Visitors (PHVs) work together to provide a continuum of specialist support for children under 5 with Special Educational Needs and Disabilities (SEND) in their homes and in Early Years settings.

The Early Years Advisory Teachers are a small team of specialist teachers with high levels of expertise and training in working with children with a wide range of Special Educational Needs and Disabilities (SEND) in the Early Years Foundation Stage (EYFS). They offer support, advice and training to parents/carers and practitioners in early years settings to help them meet children's additional needs. The team is committed to early intervention and inclusion

Portage is primarily a home visiting educational service for pre-school children with SEND and their families. The Portage Home Visitors (PHV's) are qualified early years practitioners who have additional training and experience in working with children with SEND.

The team works with:

- individual children with a high level of Special Educational Needs. These are the children who, after a period of universal and targeted support and intervention, have not made adequate progress and will require further specialist support. (Special Educational Needs Code of Practice, 2015).
- children who have been identified with a high level of on-going complex needs in early childhood by health professionals.

The Early Years Advisory Teachers (EYATs) provide:

- observation and assessment of individual children in order to make specific recommendations for differentiation and target setting
- written advice for individual children which can inform day to day practice and be utilised to support funding and statutory processes if appropriate
- facilitation of and participation in multi-agency working
- guidance on accessing appropriate resources and information for individual children
- a range of relevant training including traded bespoke courses
- support and advice regarding transition of individual children from home to setting and between settings
- facilitation of the communication between parents/carers and settings

The Portage Home Visitors (PHVs) provide:

- regular home visits to a child and family to deliver a step-by-step play-based educational programme in liaison with the Early Years Advisory Teachers (EYATs) and other agencies involved
- support and written information during the transition of individual children into early years settings in liaison with the Early Years Advisory Teachers (EYATs)

Support and advice from the Early Years Team is accessed by:

- first following the SEN Code of Practice (2015) graduated response in order to identify needs and review progress for children who require additional targeted support
- providing evidence of intervention at the universal and targeted levels (see North Yorkshire County Council (NYCC) SEND Guidance – Early Years - February 2016). At this stage advice and support is available from the Early Years Adviser (SEND and Behaviour) and Early Years Consultants
- seeking external support via the Inclusive Education Service (IES) Single Point of Access (SPA) process if little or no adequate progress is made through the ‘assess, plan, do, review’ approach. A request for involvement can be made using the IES Single Point of Access (SPA) form which can be accessed via the link below. This process is part of the North Yorkshire County Council Local Offer. The Single Point of Access (SPA) panel meets weekly. Process maps and other information/guidance are also available on this web page. The SPA panel makes the decision as to which team the case is allocated based on the information provided. Signed parental permission is essential for the request to be considered.

<http://www.northyorks.gov.uk/article/28840/SEND---specialist-support-and-provision-in-North-Yorkshire>

A number of children with Special Educational Needs and Disabilities (SEND) may already have involvement from the Early Years Team prior to entering a setting. In these circumstances the setting would be expected to meet their needs from the outset by writing and implementing Individual Learning and Provision Plans (ILPPS). Advice and support from the Early Years Team could be available without completing a further request for involvement.

Early Years settings can expect:

- initial contact to be made within 10 working days following the Single Point of Access (SPA) panel to discuss what is already in place to meet the child's needs and to ascertain that involvement from the team is appropriate at that stage
- a date to be made for an initial visit and consultation if appropriate
- a written record of the initial visit
- negotiation of any subsequent visits according to the level of need and individual progress of the child
- the use of a range of consultation, assessment and intervention approaches and advice on intervention strategies
- liaison with parents alongside a member of staff from the setting as appropriate
- support and challenge to settings in terms of promoting inclusion for individual children
- a response to telephone enquiries and written communication in a timely manner
- adequate notice given if appointments have to be cancelled or rearranged
- the promotion and facilitation of multi-agency working
- signposting to appropriate training and staff development opportunities

The Early Years Advisory and Portage Team will expect Early Years settings to:

- have explained carefully the Inclusive Education Service (IES) Request for Involvement/Single Point of Access (SPA) process to parents/carers prior to making a request so that they understand the role of the Early Years Advisory and Portage Team and are aware of what to expect following the outcome of the SPA panel
- keep parents/carers informed about visits from the Early Years Advisory Teacher (EYAT) and offer opportunities for them to be part of the consultation process
- be aware of families' needs especially when arranging meetings so that the timings and location are convenient for them
- ensure appropriate practitioners are available during the EYAT's visit and allow sufficient time for consultation and feedback
- provide an appropriate space for confidential discussions to take place
- have available relevant information such as up-to-date Early Years Foundation Stage (EYFS) records, Individual Learning and Provision Plans (ILPP) and records of involvement/advice from other agencies working with the child and family
- implement the agreed recommendations and action following each visit
- plan, organise and keep written records of multi-agency reviews and other meetings as recommended
- notify the Early Years Advisory Teacher well in advance if arranging a meeting where their involvement is required or if there is an unavoidable change in arrangements

- contact the Early Years Advisory Teacher should they require further consultation and/or visits
- undertake training and keep up to date with changes in national and North Yorkshire County Council (NYCC) policies and procedures so that all practitioners are fully informed
- complete relevant Special Educational Needs and Disabilities (SEND) paperwork as required
- have at least one practitioner who is trained in and has the facilities to complete CAN-Do assessments
- complete Early Years Advisory and Portage Team evaluations on request
- If an Early Years setting has requested the involvement of an Early Years Advisory Teacher, when they first make contact the EYAT will ask the setting to let the family know that they will be visiting for an initial consultation. Following this, if involvement continues, parents/carers will be invited to meet with the Early Years Advisory Teacher at their next visit to discuss the child's needs further.
- Any written reports from the Early Years Advisory and Portage Team received by the setting should be shared with parents/carers. Parents are always welcome to contact team members to discuss written reports and records.
- Parents/carers should always be informed by the setting about Early Years Advisory Teacher visits and should be invited to make a full contribution to multi-agency progress and planning reviews for their child.
- Permission is sought from parents/carers to share information with other agencies with the exception of situations when safeguarding procedures would be followed.
- If families need help to be signposted to other relevant agencies, the team can advise on this as appropriate.

The Early Years Advisory and Portage Team works with parents/carers as follows:

- Working in partnership with parents is an essential part of the team's ethos.
- The team will only discuss or observe children for whom written parental consent has been received. If a request for involvement is made for Portage and agreement is reached at the Single Point of Access (SPA) panel for initial contact to be made, the family will be contacted by a Portage Home Visitor or an Early Years Advisory Teacher and a first visit will be arranged. At this visit the team member will discuss all aspects of Portage and, if the eligibility criteria are met and the family wish to go ahead with regular visits, these will be arranged.

The Early Years Advisory and Portage Team works with other agencies as follows:

- The Early Years Advisory and Portage Team works closely with Educational Psychologists who are part of the same service.
- The team also has strong links with the other services within Inclusive Education. Via the Single Point of Access (SPA) process and, with parental permission, Early Years Advisory Teachers can request joint working with another service within Inclusive Education or can request a transfer to a service which is considered to be more appropriate for the child and family at a particular stage.
- Multi-agency working is a fundamental part of the Early Years Advisory and Portage Team's role including liaison with colleagues from the Prevention Team, the Health Service, Social Care and any voluntary agencies involved. This is done with parental permission and with regard to data protection guidelines.
- Joint visits are often arranged for the purposes of on-going assessment and to share information and advice.

Compliments and Complaints

Early Years settings and families are encouraged to share positive experiences of their contact with the Early Years Advisory and Portage Team and of advice/support received. This can be done by contacting the local team or the Senior Educational Psychologists who manage the team.

If a setting or family is dissatisfied with the service provided by the Early Years Advisory and Portage Team, they should discuss their concerns with the individual concerned in the first place. If the problem cannot be resolved in this way, they should contact the Senior Educational Psychologists who manage the team for advice on how to proceed.

Suggestions and ideas for how the service could be improved are always welcomed and feedback is considered when planning future service delivery.

Contact details are provided at the end of this booklet.

Useful links

SEND guidance, Single Point of Access information and Request for Involvement forms

<http://www.northyorks.gov.uk/article/28840/SEND---specialist-support-and-provision-in-North-Yorkshire>

SEND Local Offer Information

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

SEND Early Years

<http://www.northyorks.gov.uk/article/25447/SEND---early-years>

SmartSolutions

<http://smartsolutions.northyorks.gov.uk>

Key Contacts

Dr Andrea Henderson
Lead Educational Psychologist
Educational Psychology & Early Years' Service
Room SB205
County Hall
Northallerton
North Yorkshire
DL7 8AE

Tel: 01609 535554

E-mail: andi.henderson@northyorks.gov.uk

Alison McCoy and Catherine Hannam
Area Senior Educational Psychologists
Jesmond House
31/33 Victoria Avenue
Harrogate HG1 5QE
Tel: 01609 533697/533124

Liz McDougal,
Early Years Advisory Teacher
White Rose House
Thurston Road
Northallerton
DL6 2NA
Tel: 01609 797260
E-mail addresses are: first.name.surname@northyorks.gov.uk

Elizabeth Fawcett
Early Years Advisory Teacher
North Yorkshire House
442-444 Scalby Road
Scarborough
YO12 6EE
Tel: 01609 534443

Rachel Cole
Early Years Advisory Teacher
The Cabin
Selby Community Primary School
Selby
YO8 4DL
Tel: 01609 532334

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm
(closed weekends and bank holidays). Tel: **01609 780 780**

email: customer.services@northyorks.gov.uk web: www.northyorks.gov.uk

If you would like this information in another language or format please ask us.

Tel: **01609 780 780** email: customer.services@northyorks.gov.uk

Information Classification: Normal
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Dear All

Welcome to the **Extended Entitlement to the Childcare Funding Key Messages Newsletter March 2017**. Hopefully this newsletter will give you further information about the delivery of the extended entitlement to the childcare funding and answer some burning questions you may have! A list of FAQs will be coming shortly, taken from the Business Partnership and Finance Meetings you have attended. If you have any further questions, please contact the Families Information Service on: 01609 533483 Email: fis.information@northyorks.gov.uk

1. Early Years and Childcare Statutory Guidance

This document provides guidance which applies to the entitlements for two-, three- and four-year-olds, both the universal entitlement and the extended entitlement; securing sufficient childcare for working parents; providing information advice and assistance to parents; and providing information, advice and training to childcare providers. It introduces new elements relating to the introduction, from September 2017, of the extended entitlement to 30 hours provision - an additional 15 hours a week for working parents of three- and four-year-olds (on top of the universal entitlement of 15 hours a week for all three and four year olds). Eligibility for the additional hours will be determined by HMRC; how local authorities should pay providers to deliver free entitlement places and requirements on local authorities to publish information about childcare in their area including the free entitlements.

The guidance seeks to assist local authorities, providers and parents by making clear:

- What **outcomes** different measures are seeking to achieve
- What is a legal duty **required** by legislation; and
- What local authorities **should do** to fulfil their statutory responsibilities.

This document can be found by following the link: <https://www.gov.uk/government/publications/early-education-and-childcare--2>

2. Model Agreement

This model agreement from the Department for Education sets out the department's expectations on what should be included in agreements between local authorities and providers and refers to early years provision free of charge (sections 7 and 7A of the Childcare Act 2006) and free childcare (section 2 of the Childcare Act 2016) as the 'free entitlement(s)' or 'free hours' or a 'free place'. The model agreement applies to the 15 hour entitlement for the most disadvantaged two-year-olds, the 15 hour entitlement for parents of three- and four-year-olds (the universal entitlement) and the 30 hours entitlement for working parents of three- and four-year-olds (the extended entitlement). The model agreement has been developed in partnership with early years providers and local authorities. It is intended to bring greater consistency to provider agreements across all local authorities and all types of providers.

This document can be found by following the link: <https://www.gov.uk/government/publications/free-early-years-provision-and-childcare-model-agreement>

3. DfE FAQs and Eligibility

The following website provides key information on the extended entitlement:
<http://www.foundationyears.org.uk/30-hours-childcare-resources/> .

4. Childcare Works

Childcare Works have worked with North Yorkshire in providing the Business Partnership Planning Sessions that we held across the County and their website has the latest information coming from the Learn, Explore, Debate Events and the meetings held across the County to support Local Authorities like us, who are Early Innovators and Early Implementers. A host of information can be found on their website:
<http://www.childcareworks.co.uk/resources>