

Guidance for Essex Schools on setting up Early Years and Childcare provision on school sites

Contents	Page
1 Introduction	2
2 Research and Planning	2
3 Early Years Delivery Model Options	3
4 Legal and Regulatory Requirements	6
5 Governance - Making changes to the age range in schools	9
6 Funding and Financial Planning	10
7 Securing quality provision	11
8 Sources of further support and advice	13
9 Sources of Information	13
10 Appendices: -	15
Appendix A Essex Lowering School Age process flow diagram	15
Appendix B Government Funding - breakdown of the Funded Early Education Entitlement (FEEE)	17

1. Introduction

1.1. Purpose of information pack

The Government has expressed its intention to see more early years provision being made available in schools, and schools are also being encouraged to be open from 8am to 6pm to provide wrap around childcare at the start and end of the school day to help working parents¹.

As part of this, the Department for Education (DfE) is seeking to support schools to convert surplus space to establish school-based nursery provision on school sites and has issued the following guidance [Establishing school-based nursery provision - GOV.UK](#)

Understanding the different delivery models to establish an early years provision and / or wraparound childcare on a school site can be difficult to navigate.

Alongside the above DfE guidance, this document aims to: -

- provide clear guidance on the different models that could be implemented and includes the elements that should be taken into consideration for each option
- provide information on the levels of support that are available to schools from Essex County Council 's Early Years and Childcare team
- provide information on any processes that need to be followed that are relevant to establish a school-based nursery in Essex.

1.2. Overview of early years provision

Early years provision on school sites refers to the educational and care services provided for children from birth to five years old. This provision can be run by the school itself, or a third-party early years and childcare provider, or childminder, or a group of childminders can be identified to run this provision from the school site, under their own Ofsted registration. More detail on the different delivery models can be found in section 3 and Ofsted registration requirements in section 4.1.

2. Research and Planning

Setting up a new nursery provision may not be right for every school. It is essential to conduct a comprehensive review to determine the feasibility and appropriateness to inform any decisions to proceed with implementing nursery provision from the school site.

Areas that will need careful consideration by the school before committing to implement plans to create new early years and childcare places include:

- Assessing demand for new provision and the impact on other local existing early years provision. This can be done by undertaking market research into other early

¹ The reference to parents in this document also includes any person who provides care in a similar capacity

years providers in the local area around the school taking into account the demand for childcare in all types of early years provision (pre-school, day nursery, out of school, childminders and other school run provision)

- Whether any changes will need to be made to the school’s Published Admissions Number (PAN) to allow for a school run nursery provision to be established. Agreement from ECC would be needed, and the correct procedure under the School Admissions Code 2021 would need to be followed before any decision to lower a PAN can be made
- It is also recommended to undertake a survey with parents to fully understand their needs and preferences to ensure your proposal offers flexible provision to meet local families’ needs
- The current Ofsted judgement of the school as a Good or Outstanding judgement will be required, unless there is a specific exception agreed by the Local Authority

The Essex Early Years and Childcare team will also be able to provide you with a childcare sufficiency overview for your area. To request this please email ccd1@essex.gov.uk

Other areas for consideration include the: -

- Financial viability of the preferred delivery model
- Costs of setting up and maintaining accommodation for the nursery (including sourcing funding for any building adaptations and / or resources)

More information on the financial planning and potential business models can be found in section 6

3. Early Years Delivery Model Options

The different types of early years delivery models that schools could consider implementing fall broadly into four categories, and these are: -

Model A – Teacher Led Provision with early years children on school roll

Model B – Governor Led Early Years Provision delivered by early years practitioners with the early years children not on the school roll

Model C – Provision runs independently on the school site by a third party private, voluntary or independent (PVI) Ofsted registered provider delivering early years places

Model D – Provision runs independently from the school, on the school site by a childminder or a group of childminders either operating as part of a Childminder Agency or childminder who is independently registered with Ofsted

A high-level overview of each of the above models is set out below: -

<p>Model A Teacher Led Provision</p>	<p>This model will require the school age range to be lowered to reflect the age range that the early years provision will cover. This can be achieved either by:</p>
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<ul style="list-style-type: none"> • Early-years children on school roll • Led by staff with Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> • through a governor-led non-statutory process for Voluntary Controlled and Voluntary Aided Schools OR • through a Local Authority-led statutory process for Community Schools <p>Academies must contact the Regional Schools Commissioner (RSC) regarding these proposals as they may advise that the Academy needs to follow a significant change application to lower their age range in order to operate the nursery</p>
<p>Detail:</p>	<ul style="list-style-type: none"> • Early years provision under the governance of the Governing Body and the leadership of the Headteacher • Children on school roll • 2- to 4-year-old provision inspected under the school inspection • 0 – 2-year-old provision will require a separate Ofsted registration and will be inspected separately • Children may be eligible for free school meals if their parents are in receipt of certain benefits

<p>Model B Governor Led Early Years Provision</p> <ul style="list-style-type: none"> • Early years children on the early years register and not on the school roll • Provision delivered by early years practitioners 	<p>This model will not require the school age range to be lowered as the early years' children are not on the school roll however you will still need to consult with the Essex Early Years and Childcare team on the need for additional early years provision in the area.</p> <p>Academies must contact the Regional Schools Commissioner (RSC) regarding these proposals as they may advise that the academy needs to follow a significant change application to lower their age range in order to operate the nursery</p>
<p>Detail:</p>	<ul style="list-style-type: none"> • Early years provision under the governance of the school's Governing Body and the leadership of the Headteacher • Children on the early-years provisions register and not on the school roll • Early Years provision is inspected under the Early Years registration number, and is not inspected under the school inspection • Children are not eligible for free school meal • Early years practitioners with qualifications and ratios to meet EYFS requirements

<p>Model C</p> <p>Provision runs independently from the school on the school site by a third party PVI provider</p> <p>Key features:</p> <ul style="list-style-type: none"> • Early-years children on the early-years register and not on the school roll • Delivered by Early Years practitioners • School leases premises to the PVI setting 	<p>This does not require the school age range to be lowered as the school is not running the provision and therefore the early years children are not on the school roll.</p> <p>You may need to seek advice from ECC on whether Landlord’s consent is required and / or confirmation that the surplus space is not ringfenced for the creation of new school places</p> <p>Any on-site PVI provision will need to operate under a lease / licence / service level agreement that clearly sets out landlord and tenant responsibilities.</p>
<p>Detail:</p>	<ul style="list-style-type: none"> • PVI provider operates independently from the school under a formal agreement. • Management and governance of early years provision by a business owner or community committee. • Separate Ofsted registration • Early years practitioners with qualifications and ratios to meet EYFS requirements

<p>Model D</p> <p>Provision runs independently from the school, on the school site by a childminder or group of childminders:</p> <ul style="list-style-type: none"> • Early-years children on the early-years register and not on the school roll • Delivered by Childminders • School leases premises to the childminder or group of childminders 	<p>This does not require the school age range to be lowered as the school is not running the provision and therefore the early years children are not on the school roll.</p> <p>You may need to seek advice from ECC on whether Landlord’s consent is required and / or confirmation that the surplus space is not ring-fenced for the creation of new school places</p> <p>Any on-site childminder provision will need to operate under a lease / licence / service level agreement that clearly sets out landlord and tenant responsibilities.</p>
<p>Detail:</p>	<ul style="list-style-type: none"> • Childminder or group of childminders operate independently from the school under a formal agreement. • Management and governance of early years provision by a business owner or community committee.

	<ul style="list-style-type: none"> • Separate Ofsted registration • Childminders with qualifications and ratios to meet EYFS requirements
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The statutory process for lowering the school age range is set out in section 5.

The required adult: child ratios are detailed in section 7.1.

The Essex Early Years and Childcare team can provide more detailed support into each of the above models, to help schools to decide on the most appropriate option for them.

4. Legal and Regulatory Requirements

4.1. The requirements for registering School Based Provision

The Childcare Act 2006 outlines the requirements for early years providers to register with Ofsted. Under the current legislation, institutions can be exempt from separate Ofsted registration for early years provision for children aged 2 years and over if: -

- The provision is part of the school’s activities
- The provision is made by the school’s proprietor or an employee of the school
- At least one registered pupil of the school is present in the early years provision

This means schools do not need to register on the Early Years Register if they have at least one registered pupil aged two years or over in the provision. This requirement can be met by Reception Year pupils, and there is no need for the children to be in the same room.

For any early years provision for children aged 0 to 2, schools will be required to have a separate Ofsted registration.

In all cases, whether you are required to register or not, you must deliver the early years foundation stage (EYFS) for children in the early years age group, including all care provision outside of the school day (wrap-around care).

4.2. Taking over another early years provision

If a school is considering taking over an already established Private, Voluntary and Independent (PVI) early years setting, the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) is likely to apply. TUPE is designed to protect employees’ rights when the business they work for changes ownership.

In these situations, the school would likely take over all rights and obligations arising from the original contracts of employment.

It is important schools take appropriate HR advice in these circumstances to fully understand any rights and obligations they may be taking responsibility for, and any legal costs that may be incurred as a result.

Schools should also consider the merits between the model of having a 3rd party provider with a lease agreement in place with the Landlord responsibilities against a model of running an early years provision directly by the school to decide which works best for them.

4.3. Premises

When considering implementing early years provision, schools must ensure that premises and equipment are organised to meet the needs of very young children, and must adhere to the following indoor space requirements: -

- Children under 2 years old; 3.5 square metres per child
- Children aged 2 years: 2.5 square metres per child
- Children aged 3 to 4 years old: 2.3 square metres per child

Along with the space requirements set out above, provision needs to be made to allow for the furniture and any storage in the nursery rooms.

Schools must ensure they provide access to an outdoor play area, or if this is not possible, ensure that outdoor activities are planned and made available on a daily basis, unless circumstances, such as unsafe weather conditions, make this inappropriate.

For younger children, the EYFS sets out expectations to provide comfortable and quiet areas for children to rest or sleep as needed, and this needs to be planned for when allocating the nursery provision space.

These requirements are set out in more detail in section 7.

It may be necessary for schools to seek consent from ECC to make any structural adjustments to buildings to offer early years provision, and in these instances a License to Alter and/ or Landlord consent may be required. Additionally, if there are any plans to change the use of school land, such as playing fields, to re-purpose for use as nursery provision there may also be a requirement to seek Section 77 consent from the DfE and / or Schedule 1 Consent for the disposal of land in order to grant a lease.

As part of reviewing any premise requirements, consideration should also be given to any legal costs that may be incurred as part of setting up a school run early years provision. These could include: -

- Feasibility costs
- Costs of securing any necessary DfE consents set out above
- Project management, technical and / or ECC Infrastructure Delivery costs for overseeing any capital works
- Legal fees for producing and / or negotiating on lease terms

More information can be found at [Infrastructure delivery: Landlord consent | Essex Schools Infolink](#) and the Early Years and Childcare team can provide more information and support on this if needed.

4.4. Health and safety regulations

Schools must ensure that the space identified for use as nursery provision is suitable and managed according to the age range of the children attending.

Areas to consider are: -

- Space – that there is adequate indoor and outdoor space to cater for the age group
- Storage – that there is sufficient and safe storage options
- Environmental Hazards – identifying and mitigating hazards, including choking risks
- Intimate care arrangements – that there are appropriate toilets and changing facilities, with proper disposal methods for clinical waste (i.e. nappies)
- Emergency situation – risk assessments are appropriate to cover the age range of the children in attendance in the case of emergencies, for example in the event of a fire
- Supervision – planned to cover the older and younger age ranges of children that may be arriving or leaving the school site at the same time
- Training – additional training for staff undertaken, such as paediatric first aid and increased understanding of the health needs of very young children

These measures will ensure a safe and supportive environment of all age groups within the school.

4.5. Safeguarding policies

The EYFS framework sets out comprehensive safeguarding and welfare requirements for schools and early years providers to ensure the safety and wellbeing of children.

These include: -

- Suitability of adults – including background checks and regular supervision for staff to ensure they understand their safeguarding responsibilities
- Child Protection Policies – to have a clear and effective safeguarding policy in place and a suitably qualified Designated Safeguarding Lead (DSL)

More information can be found at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

4.6. Data protection and GDPR compliance

Schools providing early years education must comply with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 to ensure the protection of personal data. This can be covered under the overall school's policy in place but should reference any early years provision being run.

More information can be found at [Privacy information: early years foundation stage to key stage 3 - GOV.UK](#)

4.7. Insurance

To run an early years provision, schools must ensure they have appropriate insurance coverage to protect against various risks. Schools should consult their insurer before making any changes to their provision.

Maintained schools will also be able to seek advice from the Council's Insurance team.

5. Governance - Making changes to the age ranges in schools

To lower its age range to include early years provision, schools must follow a statutory process that involves several key steps: -

- Initial consultation with the Local Authority and stakeholder engagement
- Relevant governing body approval
- Publication of a statutory notice detailing the proposed change and consultation period on proposed changes
- Decision making by the relevant body (local authority, DfE, governing body)
- Implementation including formal school age range change, registration with Ofsted if necessary
- Where capital works will be undertaken, it is the schools responsibility to ensure
 - there are no hidden costs
 - an active risk management strategy is in place and leadership teams should consider completing a stress test of the project
- any procurement of construction services must be compliant with the relevant procurement regulation the Procurement and Technical advice section in the following guidance provides more information
 - [Establishing school-based nursery provision - GOV.UK](#)
 - [Buying for schools: how to buy what you need - Guidance - GOV.UK](#)

For maintained schools - the Change of age range section of the DfE guidance needs to be followed. The guidance can be found at the following link [Making significant changes to maintained schools](#)

See also the Lowering School Age process flow diagram in Appendix A which sets out the ECC process, support available from the Essex Early Years and Childcare team, along with the timeline that needs to be followed to request to lower a school's age range

For Academies – Part 2 of the DfE guidance needs to be followed, and it is expected that most requests to lower the school's age range will follow the Tier 1 process, so long as the proposals are made by a strong school in a strong trust, has local support and without any valid objections from the local authority. This guidance can be found at the following link - [Making significant changes to an academy](#)

Academies should request the childcare sufficiency data for the area around their school from the Essex Early Years and Childcare team, to confirm if there is a need to increase the number of new early years and childcare places in the area, without this having a detrimental impact on any other current local provision.

6. Funding and Financial Planning

6.1. Early Years Provision Financial Planning

It is crucial to undertake thorough financial planning before deciding to open a nursery, as this will provide insight into: -

- Any initial start-up budget that will be required
- A full understanding of all expected running costs and predicted income levels, to be confident that the nursery has the capacity to be financially viable and will be able to continue to operate sustainably long term
- The expected income sources

Schools should not be using their school budget to subsidise their nursery provision and should ensure that the business model implemented is financially sustainable in its own right.

6.2. Income sources

A school run nursery can expect to receive income from several key sources: -

- Parent fees – where parents pay for childcare services. These could include full-time, part-time and sessional care places
- Government Funding, including: -
 - the funded early years education entitlements (FEEE) paid for providing an early learning funded place. This includes a universal offer for all 3- and 4-year-olds, a targeted offer for some 2-year-olds and a working parents entitlement for children aged from the term after they are 9 months up to and including 4-year-olds
 - FEEE is paid per funded hour per eligible child accessing a childcare place.
 - Additional supplements for eligible children including Early Years Pupil Premium (EYPP), Disability access Fund (DAF), deprivation supplement for children living in the lowest 30% wards (as set by the Income Deprivation Affecting Children Index – IDACI)
 - Top-up SEND funding – in Essex this is referred to as SEN Inclusion funding (SENI) and is additional funding from the LA to support children with special educational needs and disabilities
- Any additional services being offered such as breakfast or after school provision
- Voluntary contributions for additional enrichment activities or any consumable charges
- Fundraising – organising events to raise additional funds

To offer the FEEE, all providers are required to sign up to the annual Essex Early Education Funding Contract (Funded Early Education Entitlements and Special Educational Needs Funding) More information can be found on the Essex Early Years and Childcare Providers webpage at [Essex Early Years Funding information](#) or by emailing earlyyearsdata@essex.gov.uk

6.3. Fee structures and financial policies

To ensure financial stability and clarity for parents accessing the nursery provision, schools should have clear fee structures and financial policies in place. These include:

- The Fee structure – setting out any registration fees, deposits or additional charges, such as consumable charges and voluntary contributions, that parents could be expected to pay and invoicing timeframes and payment expectations
- Government Funding - setting out what the FEEE is, including the supplements, who is eligible and how it is offered within the provision, and the process for accessing

6.4. Costings

When considering the early years delivery model to be implemented, focus should be given to all elements of the costs to be covered, these include areas such as: -

- Staff costs - salaries, pensions, possible overtime, and any additional employment benefits that may be offered
- Administration costs – such as costs for implementing system and processes, applying for funding, raising invoices, and accepting parent payments
- Premises costs – lease, utilities, maintenance, insurance, and other associated costs such as business rates

The Essex Early Years Business Management Consultant team will be able to provide bespoke support and advice to schools on all of the elements of financial planning, set out above, that should be undertaken to set up a school based nursery provision. To request support from the team please email bmc@essex.gov.uk

7. Securing quality provision

7.1. Early Years Foundation Stage (EYFS) framework

To provide Early Years Foundation Stage (EYFS) education in a school based nursery, schools need to demonstrate how they meet the following areas: -

- Compliance with the EYFS Framework – covering both the learning and development requirements and welfare requirements
- Staff qualifications and training – ensuring appropriately qualified staff are employed and planning is in place to provide ongoing continuous professional development, plus ensuring sufficient staff have and maintain up-to-date paediatric first aid training
- Environment and resources – how safe and stimulating environments will be provided both indoors and outdoors, and how age-appropriate play-based learning materials and resources will be used to deliver the EYFS curriculum
- Policies and procedures – the implementation of appropriate policies such as safeguarding, health and safety, Inclusion and SEND

- Parental and Community Engagement to keep parents informed and involved in their child's learning and the building of effective relationships with the local community
- Financial Planning – the development of a detailed financial plan setting out all of the costs and income sources
- Relevant registration and inspection evidencing a continuous improvement cycle to maintain and improve on the quality of the early years provision

In school based nurseries, where the provision is teacher led the adult: child ratios are: -

- for 0- to 2-year-olds – one adult for every 3 children
- for 2-year-olds – one adult for every 5 children
- for 3- and 4-year-olds – one adult for every 13 children

In school where the provision has been set up to be early years practitioner led the adult: child ratios are: -

- For 0- to 2-year-olds – one adult for every 3 children
- For 2-year-olds – one adult for every 5 children
- For 3- and 4-year-olds – one adult for every 8 children

- More information can be found at the following link - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and [Essex Early Years Providers information on EYFS](#) additional support can also be provided by the Essex Early Years Education Partners.

7.2. Making provision for children with Special Educational Needs and / or Disabilities (SEND)

In Essex, schools running early years provision must ensure they cater effectively for children with Special Educational Needs and / or Disabilities (SEND).

This involves creating an inclusive environment that meets the diverse needs of all children. Schools should implement the SEND Code of Practice, which includes identifying and assessing children's needs early, providing tailored support, and involving parents and other key agencies in the planning and decision making. More information can be found at [SEND Code of Practice January 2015](#)

The Ordinarily available (OA) framework in Essex outlines the standard provision and practices that should be accessible to all children and young people with SEND. This framework ensures that children receive consistent, high-quality support without the need for specialist intervention.

More information can be found at the following link [Ordinarily Available: Targeted Support](#)

In Essex, it may be possible to access SENIF, which is additional financial support to enable children that meet the funding criteria to receive the necessary support to access the full early years curriculum.

More detail on the funding and how to apply for this can be found at [Funding to support inclusion](#)

8. Sources of further support and advice

Essex Early Years Childrens Community Development Leads – CCDL’s	CCDL@essex.gov.uk
Essex Early Years Business Management Consultants	BMC@essex.gov.uk
Government Funded Entitlements queries	FEEEQueries@essex.gov.uk
General Essex Early Years Team Enquiries	early.years@essex.gov.uk
Essex Early Years Education Partners	
Mid quadrant (Braintree, Chelmsford, and Maldon)	mideyep@essex.gov.uk
North-East quadrant (Colchester and Tendring)	northeyep@essex.gov.uk
South quadrant (Basildon, Brentwood, Castlepoint and Rochford)	southeyep@essex.gov.uk
West quadrant (Epping, Harlow and Uttlesford)	westeyep@essex.gov.uk

9. Summary of sources of information provided

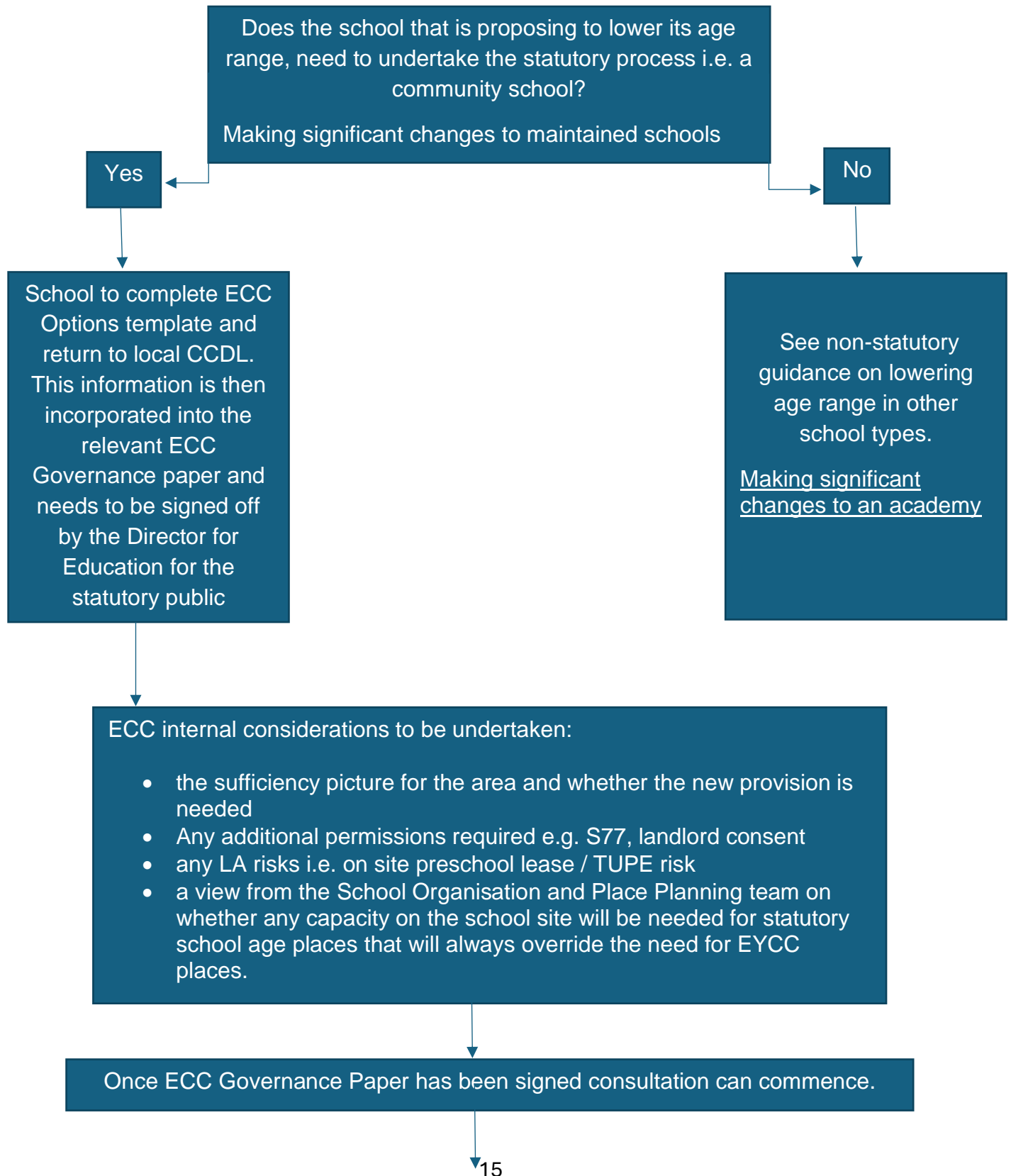
- DfE information on schools setting up schools-based nurseries [Establishing school-based nursery provision - GOV.UK](#)
- Information on when and how to secure relevant building consents from ECC - [Infrastructure delivery: Landlord consent | Essex Schools Infolink](#)
- Information on the EYFS Framework - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and [Essex Early Years Providers information on EYFS](#)
- Data sharing and GDPR guidance - [Privacy information: early years foundation stage to key stage 3 - GOV.UK](#)
- Information and guidance on buying services - [Buying for schools: how to buy what you need - Guidance - GOV.UK](#)
- Maintained schools DfE guidance on lowering a school age - [Making significant changes to maintained schools](#)

- Academies DfE guidance on lowering a school age - [Making significant changes to an academy](#)
- Information on the Essex early years funding streams - [Essex Early Years Funding information](#)
- Send Code of Practice - [SEND Code of Practice January 2015](#)
- Information on Essex Ordinarily Available - [Ordinarily Available: Targeted Support](#)
- Information on early years funding to support inclusion - [Funding to support inclusion](#)

10. Appendices

Appendix A - Essex Lowering

School Age process flow diagram





Consultation period need to be a **MINIMUM** of 3 weeks and should not be during the holiday period.

Consultation should include the following: ECC

- Formal consultation issued by ECC
- Informal drop in session (supported by EYCC staff) for the community to view the proposals and ask questions / express concerns.
- Letter and survey provided to all parents (see briefing letter template and survey template).
- Letter / briefing note to be placed on front gate or road notice board.
- The school website should outline the full proposal with link to survey and where possible should also include detailed plans.
- School social media where appropriate.
- Local letter drop to surrounding residents.
- It is best practice to link in with local community forums specifically other early years and childcare

Once the consultation process is completed, feedback will need to be reviewed. This will be included in the relevant ECC governance paper to inform the decision on whether consent can be given by the Cabinet Member for Education. This request needs to be added to the Cabinet Forward Plan and this requires 28 days' notice. Internal sign off will also be needed from ECC Finance and Legal colleagues as part of the process

Cabinet Member for Education Excellence, Lifelong Learning and Employability, (in consultation with Cabinet Member for Children Services and Early Years), to review the relevant ECC Governance paper and make decision on whether to approve the school

Once decision is taken this will be subject to a 3 day call in period before decision is finalised and published on the ECC website.

Nothing should be actioned before the decision is published

The whole process should take approximately 16 weeks to complete.

Appendix B Government Funding - breakdown of the Funded Early Education Entitlement (FEEE)

FEEE is at the heart of the Government's vision for all children to have access to high quality early years education. Evidence shows that regular good quality early education has long lasting benefits for all children.

The FEEE for three- and four-year-olds (FEEE3&4) is a universal funded provision for every child from the term following their third birthday up until they reach statutory school age, or they are registered in a maintained school or academy reception class. The FEEE3&4 is paid for up to 15 hours per week term time, or a maximum of 570 hours over a financial year if the FEEE offer is stretched.

An additional 15 hours a week (or maximum of 570 hours if stretched) of FEEE is available for eligible working parents of three- and four-year-olds (Extended Funding Entitlement - EFE).

The FEEE for two-year-olds is based on eligibility, and broken down into 2 categories:

- FEEE2W - children of eligible working parents can access up to 15 hours per week term time, or a maximum of 570 hours over a financial year if the FEEE offer is stretched, from the term after their 2nd birthday*
- FEEE2 - children of parents in receipt of certain benefits can access up to 15 hours per week term time, or a maximum of 570 years over a financial year if the FEEE offer is stretched, from the term after their 2nd birthday

The FEEE for 1-year olds can be accessed for children of eligible working parents from the term after the child turns 9 months, up to a maximum of 15 hours per week term time, or a maximum of 570 hours over a financial year if the FEEE offer is stretched.

*Where children are accessing FEEE1W, the entitlement will continue without a break when they turn 2.

From September 2025, the funding entitlement for all eligible working parents will increase from 15 hours per week term time (or maximum of 570 hours if stretched) to 30 hours per week term time (or maximum of 1,140 hours if stretched)

Settings wishing to offer FEEE are required to enter an annual contract with ECC. This contract sets out: -

- the requirements and terms for offering FEEE
- information on how to submit termly claims and payment cycles for offering FEEE

Please see sources to access more information below: -

- [Information for providers on offering FEEE in Essex](#)
- [Essex Provider FEEE Handbook](#)

Additional Government Funded Entitlements

On top of the FEEE set out above, children accessing a funded place may also attract additional supplements and these are set out below: -

Early Years Pupil Premium (EYPP) this is additional funding for early years settings to improve the provision for Eligible Children. This means that for low-income families, providers are entitled to receive additional funding of 68p² per hour for all children accessing their 15 hours funded entitlement. EYPP is not payable for the FEEE3&4 EFE. To benefit from this additional funding, schools need to check with Parents accessing the FEEE whether they meet the criteria for EYPP: [Get extra funding for your early years provider - GOV.UK \(www.gov.uk\)](https://www.gov.uk).

Disability Access Funding (DAF) is payable as a lump sum once a year per eligible child for all entitlements. If a child eligible for DAF is splitting their funded entitlement across two or more Providers, Parents should nominate the main setting which will receive the DAF for the child, the DAF is paid to one setting only.

If a child receiving DAF moves from one setting to another within a financial year, the new setting is not eligible to receive DAF for this child within the same financial year. DAF received by the original setting will not be recouped.

FEEE 3&4 Deprivation supplement – this is paid at 10p / 20p/ 30p per funded hour for each Eligible Child whose postcode is within the 30% / 20% / 10% IDACI wards. This funding is added automatically to the Actual Headcount payments where children you are claiming FEEE3&4 for live in an eligible postcode.

² Rate as at October 2024