

Supplementary memorandum submitted by Early Education

APPENDIX ONE

NURSERY SCHOOL A					
Brief description of the setting:					
<p>52 full time equivalent place maintained nursery school and children's centre in a Midlands city. Just over half of the children come from White British backgrounds and under half from a number of minority ethnic groups. About a quarter of children are learning to speak English.</p> <p>Latest Ofsted inspection graded overall effectiveness of the school 'outstanding'.</p>					
The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Change from 52 full time equivalent places to 104 part time places as of Sept 2010.	School in area of high deprivation in Quintile 1 and 2. Children will receive only 3 hours per day instead of the current 5 hours per day. Early intervention on this basis is unlikely to as effective in terms of wellbeing or attainment.	Change impacts on the integrated children centre work supporting parents to study and find work. Family support work will be severely impacted upon.	52 more profiles to manage. Significant funding issues in relation to fees. Contact hours with children extended so planning and assessment affected. More administration will be needed meaning staffing costs will rise. School meals provision will be needed for more children.	104 part time children will need to be admitted to keep the budget in line with current budgets. If we are only to keep 52 full time equivalent places we will lose £130, 000 - excluding standard funds per head. This will result in redundancies. There are significant challenges filling part time capacity in this locality. Much of the part time provision is not full. Our full time places are prioritised to support children in need.	The quality of the teaching and learning will be compromised by the much larger numbers of children. Support for other settings and training for other settings will be compromised. Integrated working with our day care and health provision which currently gives a one stop shop approach within the Children's Centre will cease as leaders in the nursery school lead these services.

	Children at risk will be further affected and we will not be able to support their many safeguarding issues.	Present parents will not be able to afford private day care top up fees. Family tax credits are not substantial enough to meet the difference.		The cost of the extra 'half' hour in terms of adequate staffing/and their working conditions is not adequately covered by the proposed rate.	
				The cost of collecting fees for the other half of the day and secure banking, accounting, invoicing etc. is expensive.	
				Current City Council staff employed in the setting will be far too expensive because the proposed single funding formula rate is based on the costs to run a private nursery provision with staff on much lower pay scales.	
				Ratios of staff to children are different for private day care and school provision and this has not been taken account of in the proposed formula.	

NURSERY SCHOOL B**Brief description of the setting:**

A 55 place maintained nursery school in a Midlands City. The percentage of children whose first language is not English is very high and around three quarters of them are at the early stages of speaking English. The number of children claiming free school meals is high. The proportion of children with learning difficulties and/or disabilities is average, and the range of their needs includes physical disability, autism and learning difficulties. Attainment on entry is well below the levels expected of children of this age.

The nursery has a Sure Start centre on its premises which is not yet fully operational. As a result, the Nursery has set up a part-time Nursery class in the community room catering for 13 children. The Nursery facilities are used by other services to provide part-time crèche and play sessions during the day and school holidays. The Nursery has received many awards including the Healthy Schools Award and Basic Skills Award.

In its last Ofsted inspection, the overall effectiveness of the school was judged to be 'Good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Reorganisation of full time places of 39 full time and 13 part time places .To 91 part time places each day.	The logistics at 'change over' times will be a significant problem for children. As it is proposed, there will only be 15 minutes to organise between sessions.	Many of our parents who have significant health problems will have to care for their children at home when their child is no longer able to access a full time place. As a result the children's health and safety will be compromised.	The staff will have twice as many children and families to support.	Extra hours and an additional workload do not look as though it will result in additional staff.	Children who have English as a second language will make slower progress

	<p>School meals will cease in an area of real deprivation. At present staff 'wean' the majority of our children and this will not be able to continue.</p>	<p>Our healthy schools' setting supports both children and parents yet there will be no place for workshops to support this increased number of families.</p>	<p>Administration; only one person + teaching head do all office tasks including all finance. With double the number of children, there will be less time for the teaching head to be engaged in practice with the children.</p>	<p>We will find it necessary to introduce annual parent contracts (we currently have termly contracts) in order to ensure strategic financial planning is possible.</p>	<p>Day visits to facilitate outdoor learning and work with artists will be very hard to undertake in the context of part time provision.</p>
	<p>39 less children can benefit from high quality full time nursery education .Our children are in an area that is high on the multi deprivation index. English is an additional language for over 90% of our children</p> <p>Impact on our vulnerable children with almost 100% EAL needs and location in an area of high IMD will be catastrophic.</p>	<p>39 less families have the opportunity of finding work or study for longer hours. Workshops for parents and meetings with parents for increased numbers would have to be repeated and our space is already limited for extended activity.</p> <p>Families will not be able to access full time training or work. Health and Safety of the children will be compromised and parents will lose</p>	<p>Trips, visits and visitors would be curtailed or be too difficult to finance or arrange for part time children.</p> <p>Administration impact will be huge with double the workload in an office that already has to deal with a big workload. Paperwork will be immense.</p>	<p>Transition safety net of 3 years is needed to ensure our sustainability.</p> <p>78 part time children will need to be found to make up for the loss of the 40 full time children because 2 part timers = 1 full time child. There will not be enough children for all settings to be full all of the time. Funding depends upon participation. Working on termly contracts, indicative budgets and claw back will a nightmare to manage. There will be huge cut in the budget which will lead to a reduction in lots of areas in the life of the school and the education and curriculum offered will</p>	<p>Quality of teaching and learning will be huge, cut in budget will impact greatly on what is offered to children as part time places will not be able to offer the same quality provision as a full time place can.</p> <p>Children's well being and disposition and attitude to learn will be diminished. Contact with English speaking professionals will be halved.</p>

<p>Potential closure of the nursery school.</p>	<p>Children from an area of high deprivation will no longer have the full time provision that Birmingham has provided for over 50 years.</p>	<p>support and respite</p>	<p>Loss of employment.</p>	<p>be very limited. Tracking the funding against each individual child will be impossible.</p>	<p>Loss of quality provision in an area of high deprivation.</p>
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NURSERY SCHOOL C

Brief description of the setting:

Large (roll 100+) maintained nursery school and children's centre located in inner London in an area of significant economic deprivation. Approximately two thirds of children who attend the centre are learning English as an additional language, and there are 28 different languages spoken. Nearly two thirds of children are entitled to free school meals. There are an above average number of children identified with learning difficulties and/or disabilities and a large proportion are on the autistic spectrum. Travellers' children attend the Nursery when they are in the area. The Centre achieved the Healthy Schools award in 2006.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Reorganisation of part time places/timings of core day to facilitate delivery of 15 hours free entitlement.	Ending of automatic entitlement of all children to high quality full time (up to 25 hours per week) nursery education.	Potentially divisive as some parents may still benefit from children accessing free full time places when others will not. It will be very difficult to determine those most in need or at risk given that we work in an area of high deprivation and all our children would benefit from full time places.	Will probably result in higher numbers of part time children, which will increase time demands for staff regarding record-keeping assessment and potentially lead to less detailed information collecting, observation and assessment.	Filling the places could be problematic, with other nurseries increasing their place numbers. Also, in an area where there is a significantly transient population there is a risk that there will be funding gaps. Current projections based on the new formula show us with a significant funding gap.	Quality of teaching and learning will clearly be impacted on. We cannot produce the detailed, quality observation and assessments and subsequent recording with a large increase in our roll.

Probable reorganisation of full time places from 66 to far less – the local authority has still to confirm how many full time places we will be able to offer. All these would be allocated on a priority basis.

We know that parents want full time – this is what they have been able to access for many years and what meets their needs and the needs of our community.

We know that we are making a big impact on children's development, and are playing a key role in closing the gap – a key element of the government agenda. We see the significant progress when children stay full time, and our parents recognise this.

NURSERY SCHOOL D

Brief description of the setting:

This centre is a designated children's centre catering for children from the age of three months to four years. About a fifth of children are eligible for free school meals. Quite a high number, over half, are from minority ethnic backgrounds and about 12% are at early stages of learning English as an additional language. Attainment on entry to the Foundation Stage is in line with age-related expectations though about a fifth of children are below these, particularly in literacy and personal and social development. About 10% of three to four year olds have a learning difficulty or disability. This is a little below national norms.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on families	Impact on staff	Impact on budget	Impact on quality of learning and teaching
Reorganisation of number of full time places to increase part time places.	12 children less can benefit from high quality	Less families able to study/look for work			Reduction of time some children will be able to access quality early years education
Full time places to additional hours for wrap around	All day early years education.				
Rise in part time places	Less intense, sustained key person relationships will be formed	Positive relationships with parents and families (one of the 4 themes of EYFS) will be diluted.	It will be harder to form key person relationships with the child and their families.		Personal well being for children will be reduced.
	More children for children to form relationships with.				

Rise in numbers of on role	More children for children to form key person relationships with	Staff time and attention will be required for a larger number of families.	As well as the challenges in forming key person relationships, there will be additional demands delivering and planning individual learning programmes for more children.	More children to use centre, fabric of building and resources – more foot fall	More difficult to achieve consistent levels of sustained quality for all children.
Funded places to funded children – per child per hour			Some children will not be able to start nursery until the September so may not get a place until they are 4 years old.	We have the largest 1-3 year old provision in the borough and guarantee the place will be carried forward to the 3 and 4 classes. If we only have vacancies in September then the children coming up from the 1 and 2 classes will no longer be able to move the term they are 3 and will have to seek early education and childcare elsewhere as we will not be able to support this as a consequence of the reduction in our budget.	
Single point of entry to reception/nursery in 2010			Government promise for free part time nursery place for every 3 year old. This will not be able to be met.	We have the largest 1-3 year old provision in the borough and guarantee the place will be carried forward to the 3 and 4 classes. If we only have vacancies	

				<p>in September then the children coming up from the 1 and 2 classes will no longer be able to move the term they are 3 and will have to seek early education and childcare elsewhere as we will not be able to support this as a consequence of the reduction in our budget.</p>	
<p>Reorganisation of part time places from 12.5 to 15 hours per week</p>	<p>Part time children and children with additional hours would need to be in the classroom area at the same time which would put pressure on the children when they need a time to relax and digest a meal. The lunch group need a different experience acknowledging their attendance for long hours.</p>			<p>The building design does not allow for a quality lunchtime experience to be delivered to the children and part time children to use the rooms at the same time. We have no alternative space to serve lunch.</p>	

NURSERY SCHOOL E

Brief description of the setting:

This nursery serves the local community. There are 30 part-time morning and afternoon places and 30 full-time places. These are government-funded Early Years places. The majority of children are from White British backgrounds, with a few children learning to speak English as an additional language. However, there are 18 different languages represented at the school. A small number of children have been identified as having learning difficulties and/or disabilities, mainly for speech, language and communication. A small number who are entitled to free school meals stay to lunch. The school has achieved the Healthy School award and the Charter Mark for Inclusion. There is a children's centre on site, run by the school on behalf of the local authority. This caters for children from birth to three years. There are drop-in facilities for childminders, parent support programmes, a visiting midwife and counsellor, childcare facilities, before and after school provision and an Early Years advisory teacher who runs training courses for practitioners.

Latest Ofsted inspection graded overall effectiveness of the school 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
15 hours instead of 12.5 hours	Children have longer at nursery and a longer time to access the curriculum.	More time for parents if it fits in with work patterns but unlikely to make much impact with only 30 mins per day longer.	Staff found it tiring at first but now have adapted to it.	The changes in the hours have been managed by employing extra staff over the lunchtime period to ensure all staff have their lunch break. We have used extra funding but this needs to be sustainable . We cannot ask staff to work over their normal hours. Also implications for supply budget as we must always be covered over this period. Even one	Children having extra hours will help their development, if they are attending every day. Better than just 12.5 hours but not better than full time (25 hours per week).

				member of staff being absent causes challenges	
Loss of full time places and lack of flexibility to offer places to help parents.	Not all children now have the advantage of a full time place before they go to school. Some children will find the move to school harder.	Some parents worried about their child moving from part time to full time in school with no preparation at nursery.	Staff find it harder to really get to know their children when children attend on a part-time basis. When children are full time it is easier for staff to get to know them and to plan for their interests and to track and assess their development.		Although we have some provision for vulnerable children, not all children will benefit from full time provision. It remains to be seen if this impacts on their learning. There is some evidence which shows children benefit from being here full time.
	Children blossom when they attend full time and it facilitates the transition to reception.	We can offer less support to parents who want to work or study. All our additional hours are used up by children moving from up to threes - or targeted children such as those with SEN or looked after children or			

		children in social care.			
Flexible places- some children coming to nursery for only 2.5/3 days instead of every day.	Children may take longer to settle as they are not here every day.	May help some working parents if they work a few hours a week. In theory, it gives parents more flexibility if they want it. In reality most want full time, all day every day. Only self employed parents can be truly flexible.	May make it more difficult to track children if they are only in for 2/3 days a week. Staff may find it more difficult to get to know their key children.	Difficulty of matching up places to ensure funding. Eg. If we offer 2.5 days we may struggle finding someone to take the remaining 2.5 days each week.	Narrowing the gap will be more difficult if children are not attending on a regular basis.
	Less regular access to the Early Years Foundation Stage.				
	Some children being confused and upset about why they are no longer able to attend full time or why other children now only attend part time.				

<p>One point of entry – Sept</p>	<p>Children will have much less time at nursery and will have to wait a lot longer before they start. For example if a child is 3 in Sept/Oct/Nov/Dec they will have to wait until the next Sept before starting nursery. Also they will move into school in Sept of the next year. Instead of having 5 terms at nursery (considered to be good practice) children will only have 3 terms.</p>	<p>Parents believe they are entitled to a free place when their child becomes 3. This will not be the case for all children. If a child has a birthday in Sep- Dec they will wait a whole year before starting nursery in Sept – just before their child is 4.</p>	<p>It will be difficult to effectively meet all the learning needs of the children if they are only here for a year. Settling in will take much longer and will be much more stressful with many, many more children entering in Sept.</p>	<p>Also implications for our summer extended day provision as everyone leaving in Sept means fewer parents may want to use our extended day provision during the summer holidays.</p>	<p>Good practice says that children should be in Early Years provision for at least 5 terms. Our children will only now have 3 terms apart from those moving up from the Up to Threes.</p>
	<p>This may mean that children will not make so much progress in nursery as they have in the past.</p>		<p>Our funding will be affected as we shall have to leave places for children moving from the Up to Threes each term.</p>		
	<p>Some children may not get a place at nursery if we fill up in the September.</p>				
	<p>Older role models leave so age group in nursery will be younger.</p>				

		<p>More vulnerable parents or parents who move into the area may miss their "slot". If all the places have been allocated in September they will miss out. At the moment we can keep a couple of places free for such eventualities but we shall no longer be able to do this.</p>			
Funding for participation	Fewer children enrolled.	<p>Parents will expect their children to start nursery in the term after they are three. This will now not happen.</p>	<p>If we do not have enough children our funding will fall and this has implications for staffing. We shall have to leave spaces at least for our Up to Threes to move over so our funding will be less. As we are a small school even a small loss in funding could severely affect us.</p>	<p>Financial Implication of leaving places for Up to Threes to move to school. In Sept school will have around 16 places vacant to allow Up to Threes to move in Jan and April. Potential disputes between schools as they fight for pupils.</p>	<p>There are likely to be severe implications of learning if we have insecurity in our staffing.</p>

NURSERY SCHOOL F**Brief description of the setting:**

Maintained nursery school and children's centre in the South West. Admits most children to full or part-time education each September. Most children are from White British backgrounds. Many of the children have learning difficulties and disabilities and specialist provision is provided for those with profound and multiple difficulties. 50 part-time places are allocated for children with SEN. Extended services are also available on the same site. Vulnerable families are given priority. Pilot local authority area & setting are already funded on a headcount basis for the mainstream group of children.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
No change to number of places – We have never offered full-time places unless parents pay for additional time.	More children attend flexibly – loss of continuity for children.	Parents are requesting flexible attendance – very difficult to organise & not always in the best interests for the children.	Longer sessions – no time for joint staff meetings, planning, evaluation. Threat of reduction in number of staff.	Significant impact on our budget initially. This was really frightening. Local Authority has however topped us up this year with extra for flexibility & our SEN places. Still very unclear what will happen this April 2010. Have not been given any funding formula so planning ahead is almost impossible.	Any reduction on our funding will impact the quality of what we can offer the children because we will have to review all staffing. It is likely that teaching staff will be most vulnerable and their loss will impact on the quality of provision.

NURSERY SCHOOL G

Brief description of the setting:

Maintained nursery school which is part of a Children's Centre providing care and education for children from birth to five years of age. It is situated in the city centre in the Midlands in an area undergoing major urban renewal and development. The proportion of pupils eligible for free school meals is higher than that found nationally and more children than average have learning difficulties and/or disabilities. A high proportion of children are from minority ethnic groups and a fifth of these children are learning English as an additional language.

Latest Ofsted inspection graded overall effectiveness of the school 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
<p>We are currently funded for 80 full time places (we have always been an all full time Nursery School) and in the future will only be funded for part-time places. There are no additional children we can admit as during the school year we already admit 3 year olds into our day care nursery in Autumn & Spring and receive NEF funding for these children.</p>	<p>40 less children can benefit from high quality full time nursery education; children's achievements will be lowered; many of our children come from very disadvantaged backgrounds (parents in prison, parents with mental health & drug and alcohol problems, high levels of domestic violence) and we are concerned that children will be at risk and not be safeguarded as a consequence of this policy.</p>	<p>40 less families have the opportunity of finding work or study for longer hours; some parents will have to give up their work/study; families will not receive the same levels of support as staff and all our services will be cut.</p>	<p>We will definitely have to make some staff redundant; we are very close to another 80 place all full time Nursery School that has, like us, had 'outstanding' school Ofsted reports. We fear that one of us may close. The area has 25 maintained Nursery Schools –assessed by Ofsted mainly as 'outstanding' and the others all 'good'. Under these current proposals it will not be possible for them all to survive and it seems inevitable</p>	<p>80 part time children would need to be found to make up for the loss of the 40 full time children because 2 part timers = 1 full time child. We do not believe that the part time children are there. The local authority estimates we will lose £156,000 next year. We believe that we will lose more in future as other funding such as standards funds will also be cut.</p>	<p>The quality of the teaching and learning will be compromised by having children attending part time only and by having the staffing and resources cut to the bone. Much of what we offer we will not be able to continue with – our trips and visits, for example taking children swimming every week; our work with artists; our focus on in- house training, our rigour and constant striving to improve on what we offer; our support and</p>

			that some of our very best early years provision will be lost.		work with parents; our training, support and outreach work with other early years practitioners etc.
				18 of the 25 Nursery Schools will lose more than £100,000 from their budgets.	We are a very high profile centre and literally have visitors from all over the world visiting us regularly; many local authorities early years groups are based with us. We recently had £335,000 spent on our outdoor areas which is exemplary. This is all at risk of being lost under the current proposals.

NURSERY SCHOOL H

Brief description of the setting:

This school provides nursery education for children in the North East of England. It is a 52 FTE place school that serves a wide geographical area with a broad social mix in an area with 25% deprivation. The school is situated on three of the four floors in a large Victorian terraced house, with a basement and spacious garden. One floor is used by a childcare service run by a voluntary management committee. The total facilities in the house have been designated as a children's centre. The vast majority of children are from a White British heritage, but a few are from minority ethnic backgrounds (mainly from Poland) and are learning English as an additional language. The proportion of children with learning difficulties/and or disabilities is broadly typical for a school of this size. The school has the National Healthy Schools Status and an Inclusion Quality Mark.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Our local authority has implemented the formula this year and has largely protected the three nursery schools in the area with a formula that reflects the costs of the different sectors. With the extended entitlement to 15 hours and an hourly rate of £5.32 we are financially secure.	Longer sessions are benefiting most children.	Parents welcome the longer sessions. We can offer flexibility at this time of year when there are empty places, but will struggle to do so when full in the spring term. (Local schools all admit in September)	The longer working day is impacting significantly – 5 hours per week extra contact time. We can fund non-contact time on a 1-1 basis but have an earlier start and shorter lunch break to fit in 2x3 hour sessions a day. We no longer have the same amount of time for collaboration, meetings and opportunities to share observations.	The rate that we have secured has meant that the extended entitlement and the increase in numbers has not resulted in financial disadvantage.	The loss of time to discuss and collaborate goes against everything we've developed over the last few years in preparing for and implementing the Early Years Foundation Stage. The flexibility also impacts on the consistency of experience for the children. We have lost some of our routine and consistent social groupings.

<p>We are also encouraged to offer “flexibility” with further financial incentive.</p>			<p>There is a definite impact on staff morale and resilience to stress and infection.</p>	<p>We are being encouraged to look at “marketing” and selling our empty places. This is proving challenging when we have so little time already.</p>	
				<p>There is an increase in the administration workload.</p>	

NURSERY SCHOOL I**Brief description of the setting:**

The 78 FTE place nursery is situated in the Shire counties and serves a diverse social community. Most children are of White British or Asian heritage. A small number of children speak English as an additional language. Above average numbers of children have learning difficulties and/or disabilities, including social, emotional and behavioural difficulties and speech and communication needs. Children from a local special school are located on the same site and are integrated with the mainstream nursery children. The school is also a designated Children's Centre. Extended services are provided and include childcare and adult learning programmes.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Predicted cut in funding of between £40,000-£80,000	In order to try & prevent redundancy of experienced staff, staff will have to be deployed on more outreach work to support other settings in order to raise income. This is likely to result in children being in larger groups and the lowering of quality within the provision.	Potential lowering of quality of provision for vulnerable families, less flexibility in responding to families in crisis & Spring/Summer born children due to having to try to fill places in Autumn term	Possible redundancies/larger class sizes/change to role, i.e. more outreach work.	Under current scheme that is out for consultation, loss of between £40,000-£80,000	The quality of the teaching and learning will be compromised by the much larger numbers of children and less teaching time with the children.

NURSERY SCHOOL J

Brief description of the setting:

The maintained nursery school is a small school which is part of a phase one children's centre in an area of deprivation in the Midlands. Thirty-six boys and girls attend, some full and some part time. The children come from a wide area. Most parents choose the school due to proximity to work. The children start nursery with average attainments overall. An average proportion of the children have learning difficulties and/or disabilities. A small number of pupils speak a language other than English at home. The school is also registered for day care and runs breakfast and after school clubs.

Latest Ofsted inspection graded overall effectiveness of the school 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Change of funding from place led to participation led.	Need to fill all places to maintain current funding level so cannot afford to safeguard places for catchment area children. Some children will have to wait an extra term.	Some catchment children will not get a place therefore will have to travel further to alternative provision. Some families will not therefore take up their free entitlement.	Possible job insecurities if numbers of children fluctuate.	Need to ensure 40 FTE places constantly full or will lead to reduction in funding.	Delay to start of nursery will lead to shortened access to EYFS for some of the most deprived children and may widen the gap.
Hourly rate funding for 12.5 hours (or 15hrs) but staff have been employed on 37hr per wk all year round contract.	Extension activities will cease as no funds to provide services outside the 12.5 hrs	Support for vulnerable families provided by school staff will cease due to lack of funding.	Possible reduction in hours or move to term time only contracts. Possible redundancies.	Less funding therefore cannot continue with current levels of staffing.	Larger child: adult ratios will impact on small group teaching and learning.

NURSERY SCHOOL K**Brief description of the setting:**

This is a 52 FTE place maintained nursery school situated in a Shire county and serving the surrounding catchment area. Children start the nursery with broadly average levels of attainment though a significant number have delayed communication skills. Very few children are entitled to claim free school meals, though a significant minority come from backgrounds of social and economic disadvantage. There are a small number with learning difficulties and disabilities. Most children are White British though there are a small minority from other ethnic backgrounds many of whom are in the early stages of learning English.

Latest Ofsted inspection graded overall effectiveness of the school 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Place-led funding will be replaced by participation-led funding.	Instead of having one teacher for every 26 children, there will be one teacher for the whole setting. This will inevitably have an impact on quality.	We will not have the capacity for the extra services to families: workshops, home visits etc. Families will receive less support with the educational aspects of their child's development.	There will have to be staff redundancies, including teacher redundancies. We may also have to lose the Headteacher and amalgamate with our neighbouring lower school.	We will lose approximately one – fifth of our annual budget	Fewer teachers in the setting will mean a lowering of quality. Each child will have less access to a qualified teacher. The remaining support staff will have less leadership/guidance by the teaching staff. The focus on education that we currently have will be reduced, in the absence of qualified staff.
We will receive an hourly rate of £3.60 and also a lump sum of £65,000.					

NURSERY SCHOOL L**Brief description of the setting:**

Large maintained stand alone nursery school located in an outer London borough with pockets of deprivation. Formerly an Early Excellence Centre, the school now runs Children Centre type services in addition to nursery education. Also on site, 6 place maintained preschool specialist unit for children with Social Communication Disorders.

Latest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
eg. Reorganisation of full time places to 80 part-time.	40 less children can benefit from high quality full time nursery education	40 less families have the opportunity of finding work or study for longer hours	10 more children per class = 40 per class instead of 30	80 part time children will need to be found to make up for the loss of the 40 full time children because 2 part timers = 1 full time child. Significant concern as to whether the children to fill the part time places are there.	The quality of the teaching and learning will be compromised by the much larger numbers of children.
Due to the fact that we are oversubscribed and that the local authority has endeavoured to fund at a level equal to the age weighted pupil unit and the local authority has acknowledged we are a 'special case', great care has been taken to minimise any negative	The 15 hour entitlement is 'clouding' the issue for us.	Loss of flexibility of offer. Loss of stay and play sessions impacting on over 80 families.	We may have to make some staff redundant	Fortunately we are oversubscribed for 39 places am and pm i.e. 78 place nursery. No one seems to know how the special unit placements will be managed – particularly with regard to 15 hours extended entitlement.	Some local authorities are 'awarding' quality. Our local authority has chosen not to go down this route. Flat rates for all except our setting but undersubscribed maintained nurseries attached to schools are likely to suffer much more.

<p>impact with regard to EYSFF. However, this in conjunction with the 15 hour entitlement is likely to have profound impact.</p>					
	<p>By offering the full 15 hours as it stands we will lose funding and some of the services that children have access to be based on how we operate at the moment.</p>	<p>Loss of low priced full time allocation and subsequent impact on families trying to work /study</p>			
	<p>Currently, we charge a minimal amount for wrap around care (lunch clubs and full time places) in accordance with strict criteria. Money raised pays for staffing and additionally funds 4 Stay and Play sessions (80 families per week access)10 full time places allowing families to return to work / study and a huge degree of flexibility based on</p>	<p>Likely to be extremely confusing for parents and there is a risk that many will not continue to access these services.</p>			<p>Two phrases come to mind – ‘throwing the baby out with the bath water’ and ‘one size does not fit all’. The government seem to think that this formula combined with the development of the EYPS will raise the quality within all nurseries whereas I fear the reality will be a massive loss of quality. Pay economy prices you get economy</p>

need.

quality. There is concern that there is little evidence to support this initiative?

NURSERY SCHOOL M**Brief description of the setting:**

The school is located in an outer London Borough and admits three-year-olds, mainly in September. In addition to providing nursery education, the school is a designated children's centre providing extended full-time sessional day care on a year round basis. The large majority of children receive part-time education and attend either mornings or afternoons. Approximately one third of the children are full-time. The school runs breakfast and after school care clubs. Nearly half of the children are of White British heritage and others come from a wide range of backgrounds that represent the ethnic and cultural diversity of the local and wider areas served by the school. A significant number of children are in the early stages of learning English. A small number who join the school have learning difficulties and/or disabilities. The school is staffed by teachers, nursery nurses, teaching assistants and supervisors. Their roles include a range of additional responsibilities for managing both the school and children's centre. The school has received national and local accreditation as Investors in Children and that it is an effective early years setting.

The latest Ofsted inspection judged the overall effectiveness of the school to be 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
20 per cent reduction in budget	Higher children/staff ratios as staffing levels will need to be considered	Keyworker system 'overstretched' – vulnerable children/families at risk of less support.	Planning, preparation and assessment cover cut for support staff who are key workers. More responsibility spread over a reduced staff team and no quality time for meeting parents/carers or documenting learning.	Budget will not sustain 'school' organisation as head teachers and teachers are the most expensive resource.	The quality of the teaching and learning will be compromised by a reduction in core staff team and potential loss of teachers who are pedagogical leaders.
	Inclusion of children with complex/severe needs an issue – support is put in place but there is currently no funding.				

<p>Admissions policies differ between private/voluntary and maintained provision. Children may be in three different providers before they are eligible for a nursery school place, and may remain in poor quality provision. There is a view from the local authority that we are now "all providing the same".</p>				
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NURSERY SCHOOL N

Brief description of the setting:

This nursery school and children's centre located in inner London was established almost a century ago. The setting provides for the needs of children from a very wide range of social circumstances; a high proportion is in receipt of free school meals. The children's centre is culturally diverse; the largest groups of children come from Black African, White British, Caribbean and mixed race heritages. Half of all children speak English as an additional language and in total, 24 languages are represented. Close to a half of all children are often at an early stage of learning to speak English when they join the setting. The school has a high proportion of children with special educational needs and/or disabilities. These children's needs most often relate to language, communication or, more occasionally, physical difficulties or autistic spectrum disorders. A small proportion of children are 'looked after', which means they are cared for through formal learning.

The last Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Reorganisation of full time places from 80 to 40	40 less children can benefit from high quality full time nursery education	40 less families have the opportunity of finding work or study for longer hours	10 more children per class = 40 per class instead of 30	80 part time children will need to be found to make up the loss of the 40 full time children because 2 part timers = 1 full timer – are the children there?	The quality of the teaching and learning will be compromised by the much larger numbers of children
	40 more children will not be in nursery for half the day	Currently full time children access the extended day provision which families use so they can work – less families would be able to do this if there were less full time places	The work load would increase – all the same things would have to be done but for more children and the same number of staff and time	The supply budget will increase as we would always have to cover for staff on courses or off sick as the ratios will be more difficult to maintain	The attainment and achievement will be compromised as children will spend less time with us

	SEN children will not have access to a longer day which would support their learning	The availability of staff to parents at changeover times would be limited if there were more parents to make relationships with thus the relationships with the families would suffer	The staff would have to make relationships with more families but in the same amount of time	Currently we have extra funding for four more lunchtime supervisors. Will this continue or will the school budget have to absorb this cost?	
	Vulnerable children would be at home for longer periods and have less time in the view of a professional	This move does not help working parents	The whole routine of the day would have to change – again!		
	40 less children would get a hot meal at lunchtime		It would affect our kitchen as only half the number of meals would be needed		
	62% of our children currently do not have access to outside space at home so our garden is very important in combating obesity and contributing to a healthy lifestyle – 40 less children will benefit from this	Vulnerable children would be at home for longer periods and have less time in the view of a professional			
	Some children need more than 15 hours per week to be able to participate fully and to achieve their potential				

<p>Resultant rise in part time places from 40 to 120</p>	<p>Staff will have less time to spend with each child which means they may not make as much progress as they could do</p>	<p>There will be less time to make relationships with the staff as there will be more families – potentially 80 adults per class for staff to get to know</p>	<p>10 more children per class = 40 per class instead of 30</p>	<p>As yet unknown but likely to be significant and detrimental.</p>	<p>The quality of the teaching and learning will be compromised by the much larger numbers of children</p>
	<p>SEN children will have less staff time which means they may not make as much progress as they could do</p>		<p>The work load would increase – all the same things would have to be done but for more children and the same number of staff and time</p>		<p>The attainment and achievement will be compromised as children will spend less time with us</p>
	<p>There will be more children for the children to make relationships with – could be a good thing but could be terrifying for quiet, withdrawn children</p>		<p>The staff would have to make relationships with more families but in the same amount of time Less time to spend with each family</p>		
	<p>it will be harder to ensure every child is kept safe if there are more children and the same number of staff</p>				
	<p>If the children do not get experience of staying for a full day before they go to reception this may disadvantage them</p>				

	The quality of the reception class will be crucial in supporting children to do well				
	The chances to enhance the curriculum with trips would be curtailed as the staffing ratios would be hard to maintain with large numbers of children				
	The settling process would be affected and prolonged as there would be more children to cater for				
	62% of our children currently do not have access to outside space at home so our garden is very important in combating obesity and contributing to a healthy lifestyle - more children will benefit from this but the garden will be more crowded				
Resultant rise in the number of children in the school from 120 to 160	Staff will have less time to spend with each child	Less time spent with staff	Less time to spend with each family	If we have so many children to settle they will not be in before the headcount which will affect the amount of money we get in our budget	The one to one time spent with the children will be less which will affect the quality of the education we can offer

	We have just spent a year doing a very successful project on listening to the children – it would have been much less successful with such a large number of children		Less time to spend with each child		Records will be less thorough
			Staff will not have the time to get to know each child so well		Each class teacher will have 10 more sets of records to keep/10 more home visits to find time for/10 more reports to write/10 more termly parent consultations to find time for/10 more visits to primary school with the children to find time for but the same amount of time to do all this in
From funded places to funded children				If we have so many children to settle they will not be in before the headcount which will affect the amount of money we get in our budget	

<p>Single point of entry to reception September 2010 *****</p>	<p>They spend less time at nursery – 3 terms instead of 5 terms</p>	<p>Less time to make relationships with the staff – often nursery is the first contact with the education system and the quality of the relationships they make at this stage colours their journey throughout the education system</p>	<p>Less time to work with the child so they can achieve their full potential and be really ready for reception</p>		
	<p>Summer born children will go to primary school when they are barely 4 years old</p>				<p>The quality of the teaching and learning will be compromised by the much larger numbers of children</p>
	<p>If the receiving reception class is not play based it will not be appropriate for the age and learning of the child</p>				<p>The attainment and achievement will be compromised as children will spend less time with us</p>
<p>Reorganisation of part time places from 12.5 hours to 15 hours per week</p>	<p>Better for the part time children as they will have more time in a quality education place</p>	<p>Better for the families as they will have another 2 and half hours per week to go and do other things</p>	<p>The staff have longer to make relationships with the part time children but less time for preparation and assessment.</p>	<p>This becomes an issue if we have the extra lunchtime supervisors without the money from early years to support the extra staff</p>	<p>If we have to reorganise the school day and make it longer there will be less time for preparation, planning and assessment which will affect the quality of the education we can offer</p>

NOTES:

- Every family that walks through our door asks for a full time place, as they are wanting to work or study.
- If the local authority are not changing that puts pressure on us, as the families will just go to alternative settings where they do still offer full time places.
- Families think, and are still being told by some primary schools, that if they do not get their children into the primary school nursery classes then they will not get a place in the primary school so often the only incentive to come to this nursery is the full time place.
- Single point of entry: 3 year olds will no longer get their entitlement to '15 hours free nursery education from the term after they are three' this is because we will have to fill up the nursery in September in order to get our funding and if no children move to primary school in January we will no longer have places to offer other three year olds – they will have to wait until the following September e.g. if a child is 3 in September we cannot take them until the term after they are 3 i.e. after Christmas. There will be no spaces so that child will have to wait until the following September thus missing 2 terms of their entitlement.
- Children currently come to our nursery for 4/5 terms and their resulting achievement shows that they start low but do well, a significant proportion doing better than average – if they only come for 3 terms they will start low but they will not achieve as highly, as they often make huge progress in the 4th and 5th terms. This will have a knock on effect to reception practice and the foundation stage profile results.

NURSERY SCHOOL O

Brief description of setting:

Large maintained nursery school located in inner London borough with high levels of deprivation. The school admits children from a very wide range of backgrounds; a few are refugees or asylum seekers. Around a fifth of the school is learning English as an additional language. The number of children identified with learning difficulties and disabilities is below average. Four-year-olds attend full time and three-year-olds attend part time.

The last Ofsted inspection judged the effectiveness of this school as 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
No longer able to offer full time places.	40 less children can benefit from high quality full time nursery education	40 less families have the opportunity of finding work or study for longer hours	Reduction of at least 3 members of staff. The School will go from 3 classes to 2.	Gradual reduction of up to a 1/3 of the budget	It will be difficult to maintain existing standards and effectiveness.

NURSERY SCHOOL P

Brief description of the setting:

Large maintained nursery school & fully integrated children's centre in a Midlands city with high levels of disadvantage.

This large popular inner-city Nursery school, situated in an area of considerable economic and social disadvantage, draws children from across the city because of its good reputation and flexible provision. It has recently trebled in size. The intake reflects the ethnic, social, religious and cultural diversity within the city. Some children attend full time and some have part-time places. Most children are of Asian heritage and speak English in addition to a home or community language. A far higher than average proportion of children are at a very early stage of learning English on joining the school. The most prevalent home languages used by these children are Punjabi, Urdu, Gujarati and various Eastern European languages. Approximately half the children are supported by bilingual staff who are funded by the Ethnic Minority Achievement Grant (EMAG). The school receives additional local authority funding for resourced provision for up to 16 children with severe and complex learning difficulties and/or disabilities. They attend for half-day sessions and are fully integrated into the main school. The school is involved in a national pilot for two-year-old children and some children attend the nursery under this scheme.

The school has undergone a rapid succession of changes fundamental to its organisation and operation in the last two years. Originally a nursery for three to five-year-olds, it was re-designated as an integrated nursery and children's centre.

The last Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Loss of 36 full time places	36 fewer children able to access full time places which are proven to hugely beneficial to children in our community.	Many families choose the nursery school because of the full time provision.	Organisation of the day will have to be completely changed.	80 part time children will need to be found to make up for the loss of the 40 full time children because 2 part timers = 1 full time child. Questionable as to whether the demand for part-time places is there?	The quality of the teaching and learning will be compromised by the much larger numbers of children.

		We also take children from a wide area and from many different backgrounds which is so important in the city and for community cohesion	Many more records to keep		
Participation led funding	As we have a fully integrated Birth to 3 provision this will create a huge problem for us. If we fill all our places in September we will not have space to move any children out of the 2/3 year old room – creating a log jam within all the other rooms.	Fewer birth to three places for parents who are working or training.	Under threes rooms will have wider age range of children which makes planning and developmentally appropriate provision more difficult.	Huge impact on our child care income and this has to be sustainable. If we save places in September for children in 2/3 room we will not be full in the Autumn term. But we may also have more children eligible for funding in summer term. Our authority says we cannot go over our published admission numbers but it is difficult to see how we can stay within them.	Unclear as to long term impact on budgets. We may end up with needing more staff in the spring and summer but fewer in the autumn. We won't be able to attract the same calibre of staff if we can only offer temporary or fixed term contracts.
		Families with children born after December may find it difficult to secure a place for their child in any setting.			

<p>Extended hours and the Flexible offer</p>	<p>Different children coming on different days – can be difficult for children to feel secure and make friendships (although this has been the case in our under 3 rooms and it for the most part is adequately managed in the birth to three age group).</p>	<p>Families will probably prefer their children to come 2 1/2 days but is this best for children? Also demand for this is likely to outstrip supply.</p>	<p>Changes in hours. Must be careful to keep teacher's terms and conditions.</p>	<p>Unknown as yet. We should get more funding for extra hours but it is unclear as to how the flexibility will be reflected in the budget.</p>	<p>Planning will be more difficult – it will be hard to create a balanced curriculum when children are coming on different days.</p>
			<p>Registers will be difficult to organise and complete.</p>		<p>Planning and preparation time may be reduced – how can we maintain quality if there is not the time to observe, assess and action plan?</p>

NURSERY SCHOOL Q**Brief description of the setting:**

Large maintained nursery school and children's centre located in a Shire county with high levels of deprivation. Lead agency for children's centre with large 80 place daycare onsite for 0-4year olds. The school provides funded nursery education for all daycare children. Most children are from White British backgrounds and a small but not insignificant proportion is from minority ethnic groups. A well above average proportion of children are eligible for free school meals. The proportion of children who find learning more difficult or who have a statement of special educational need is above expected levels. A significant minority of children are in the early stages of learning to speak English as an additional language.

Ofsted have judged the nursery as an outstanding school that gives excellent value for money. Parents are encouraged to improve their own skills and take short courses run by the Centre. Each week a small group of parents and children can learn to cook together. Twice-weekly sessions allow parents to meet with health visitors and family workers. An excellent partnership is in place between the school and other agencies. Very good specialists support children whose speech development is significantly underdeveloped and this allows them to progress particularly effectively. Children, who find learning to read, write and use numbers difficult are supported effectively because staff successfully plan for their learning needs.

The lastest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Funding has been reduced for children in nursery.	Children will have less staff/ larger groups and fewer resources.	Less time for staff to liaise with families with high levels of need.	More staff are needed with a 3 hour session but long term prospects are limited.	Budget reduced overall by approx £10,000. Initial projection showed that funding would be cut by up to £20,000	The quality of the teaching and learning will be compromised by the much larger numbers of children
				Difficult to assess because of additional funding from 3 hour pilot but seems to be more than this when increased number of children on roll this year	

				is taken into account	
	High level of expertise diluted by funding over the next 3 years. Children will not make outstanding progress as they do currently from very low baseline.	Families will not benefit from skilled interventions which enable them to feel very well supported.	Less well qualified staff.	Budget will be cut by further £33, 000+ after 4 years (primary heads on the Schools Forum objected the proposed option to hold at the current rate).	In order to maintain the quality provision of our nursery nurses – who will absorb a larger proportion of the staffing budget than less qualified staff, fewer staff can be employed.
Funding for nursery nurses only ring fenced for 3 years – after this time will it be removed			Current nursery nurses will need to be made redundant as they are unlikely to leave posts.	Not enough funding to retain qualified nursery nurses.	
	Fewer children able to have lunch and benefit from speaking and listening and social interaction at lunch time	Families unable to have longer period for work, college commitments.	Fewer MSA employed	Budget cut of £20,000	Physical, Social and Emotional Development levels risk being lower.
Midday supervisors no longer funded in budget		Children who are poor eaters not benefiting from lunch provision.			
Other considerations as set out in response to consultation regarding funding for head teacher & admin			Potential loss of head teacher. Diversion of teaching and early years practitioners to administrative tasks.		

NQTs will now be funded in nursery schools				
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Notes of explanation:

The situation is greatly exacerbated by the recent decision in the local authority to move towards a single point of entry into reception in Sep 2011 following from the Rose Report recommendation and subsequent Govt option for parents. Meanwhile there will be 2 points of entry into nursery and so nursery schools will only be 50% capacity from Sept to Jan. The budget implications of this are huge. Because of the SEYFF funding for full time places or other options to protect/ preserve nursery schools are limited and their viability is in question.

NURSERY SCHOOL R**Brief description of the setting:**

The nursery school and children's centre is located in a shire county and has a full-time equivalent of 50 places, taken up by 72 children. Younger children begin by attending part time, before attending full time as they approach transfer to primary school in the term after their fifth birthday. The school is oversubscribed and children come from a wide area, from backgrounds that are socially and culturally mixed. The number from minority ethnic backgrounds have risen significantly over the last two years, so that about a quarter of the children are now of Asian heritage and at early stages in learning English as an additional language. Attainment on entry to the nursery is average overall. The school has provided support and training to staff from other schools locally and further afield.

The last Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
The amount of money we will lose, according to draft formulas, will be the equivalent of what we are allocated for special needs. If it is removed from the schools formula it will be much worse.					
SEN funding happening retrospectively on case by case basis rather than as now where we receive a min SEN funding each year for first 5hrs.	Temporary staff that do not have the relevant training in relation to the child's needs or knowledge of the setting. Child's starting date may be delayed whilst trying to recruit a	More difficult to build up relationships with staff if changing all the time.	Staff and head having to induct staff constantly and get to know and train them.	Cannot plan budget for longer term and will have to increase training budget.	This will impact on staff parents and children in a negative way and thus the quality is bound to be affected detrimentally.

	member of staff.				
	All children having to form new relationships with changing staff on a regular basis.				The good progress made by our children with special needs will be compromised.
The implications if we are removed from the schools formula funding.	Children will lose the quality provision if there is less staff in receipt of the training we provide and encourage.	The service and relationship with families could not possibly stretch so far or be so good.		It would devastate the budget and we could not provide against government legislation for maintained schools.	This would have a huge impact on the effectiveness of our teaching and learning.
We would have to lose staff and staff development (e.g. INSET days) and the up keep of the building would fail.	The pupil child ratio would have to change.		Staff will lose jobs.		Quality and effectiveness of provision is likely to be lost.

NURSERY SCHOOL S

Brief description of the setting:

This larger than average nursery school located is located in a Shire county. Half of the children are from White British backgrounds and the other half are from minority ethnic groups. The proportion of children with learning difficulties and/or disabilities is typical nationally. Over half of the children are in the early stages of learning to speak English as an additional language. Significant proportions of children join or leave the school part way through the academic year. The school has the Under Five's Healthy Eating Award. It also has Effective Early Learning (EEL) and Baby Effective Early Learning (BEEL) accreditations.

- Around 27% children on free school meals. The majority of children move on to the local lower school the term before their 5th birthday.
- 55% children with EAL (13 different languages represented)
- 10% children with SEN (EY Action, EY Action plus)
- High mobility (23%)
- Many children come from either lone parent families, low income families or families where there is no adult in work.

The lasted Ofsted inspection judged the effectiveness of this school as 'good' with 'outstanding' features.

NOTES OF EXPLANATION:

- The formula has not yet been confirmed. 4 models have been proposed.
- We stand to lose between £106,427 and £158,000. If Model B is chosen we will lose £118,000. Our school receives significant extra funding for social deprivation, most of which will now go (£48,346).
- Transitional support has been promised for the schools over 4 years, by year 3 we will be in a deficit budget, with the full amount being lost in year 4.
- The cuts will have significant and adverse consequences, particularly affecting vulnerable groups, as detailed below:

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
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Estimated loss on budget between £106,000 and £158,000. This would move us into a deficit budget by year 3 with full impact by year 4.	Loss of staff by year 4:	Reduced quality of early years education.	Redundancies	At least 25% loss of total current budget.	Reduced quality of early years education.
	1 Teacher	Reduced time to support parent partnership.	Lower morale		Less able to provide the early intervention needed for children to make good progress
STAFF CUTS:	3 full time support staff posts, 2 part time posts (see below)	Reduced capacity to attend safeguarding meetings for children in need of protection. Reduced capacity to support “Narrowing the gap” agenda.	Increased workload for remaining staff.		
	Fewer qualified professionals to lead the curriculum will impact on quality and therefore children’s progress.	Reduced number of graduate level staff for leading quality dialogue with parents.	Greater load on remaining staff to meet Ofsted requirements and provide a high-quality learning environment.		Research shows that qualified teachers are a key element in the long-term effectiveness of early childhood provision (EPPE)
Teacher					
£37, 929 (based on main scale, point 6 with on costs)					
EMAG nursery nurse, £21,932 (with on costs)	No additional support for EAL children and in particular for Bengali speaking children	Reduced opportunities for working in partnership with families new to the education system.	No additional specialist language support resulting in greater workload for core staff		Unsettled children for longer periods of time.

					EAL children will make slower progress
SEN Teaching Assistant (32 hours)	Lack of additional support for children with SEN to implement IEP's. (Individual Education Plans)	Reduced support for families in		Additional funding, if available, will have to be applied for, for each individual child, termly, resulting in inability to employ permanent skilled staff. Extra bureaucracy.	Children make less progress.
£13,657					
	Reduced support for all children due to demands of children with SEN.				
(currently 5% of budget is identified to support children with additional needs)					
Family Worker	Reduced support for children with low well being and specific needs, often social, emotional and behavioural.	Reduced support for vulnerable families.	Staff will have to deal with the consequences of children with challenging home circumstances without having the resources to support family needs.		Personal, social and emotional outcomes for children compromised.
£12,812					
		Reduced capacity to support parents in their parenting role.			
		Reduced ability to offer "Step into Childcare" training for people interested in career in childcare.			

Learning Mentor	No additional support for children with barriers to learning to access the curriculum.	Families under pressure without access to support in integrating their children into the education system.	Behaviour issues will be more evident with fewer staff to work with children with challenging behaviour. This could result in greater staff stress and disruption to other children's experiences.		Loss of vital early intervention strategies impacting on children's attainment.
£8,010					
	More difficult to support successful transition to lower school.				
Teaching Assistant	Lower quality teaching environment for children to access.		Heavier workload for remaining staff.		Would be unable to meet the requirements of the School Workforce reforms.
£12,102					
FULL TIME PLACES					
	Approx 25 children will be disadvantaged, compared to their peers, by attending nursery school and will not benefit from 25 hours funding.	Reduced ability to return to employment or training.		25 part time children will need to be found to make up for the reduction in hours of the 25 full time children. This will be duplicated across the 3 nursery schools.	
In 2010-2011					
YR children unable to access provision full time (unlike their peers in lower schools)					

Requests (eg from social care or health visitors) for full time places for vulnerable children will not be able to be accommodated.	Children's safety compromised.	Families remain under pressure if children unable to access full time place.		Other services will need to find funding if they want children to attend for longer than 15 hours.	
	Lack of continuity of provision				

NURSERY SCHOOL T (NURSERY CLASS IN MAINTAINED PRIMARY SCHOOL)

Brief description of the setting:

We are a small Foundation Stage Unit in a small, maintained primary school, located in a city in the North West with high levels of socio-economic deprivation.

Children enter nursery with skills that are generally well below those expected for their age. Communication skills are particularly weak for many. The good provision ensures that children get off to a flying start and make good progress. In the nursery and reception unit there is an incredible amount of space available both indoors and outside for the relatively small number on roll. This space is extremely well managed by the Foundation Stage leader with both age groups having their own designated areas. The individual attention staff can give, because of the small numbers, ensures that children make good progress in all areas of their learning. Children's progress is better still in aspects of their personal development with almost all attaining the goals set for them.

The lasted Ofsted inspection judged the effectiveness of this school as 'good'.

- We serve many one-parent families (predominantly with female adult having parental responsibility), high rate of teenage pregnancy (one of the highest in the city), high rates of substance abuse and criminal activity.
- The school services many families that are entitled to free school meals but many fail to claim, subsequently the school is unable to access funding that should be available to us.
- Our parents are a difficult to reach group with many having had negative experiences of education and are, therefore disaffected.
- We are located in a pocket of deprivation adjacent to a relatively affluent area.
- Due to the history and poor reputation of the adjacent council housing estate many new parents in the area are reluctant to enrol their children at our school, despite the most recent OFSTED report indicating that we were "good with many outstanding features." This was in addition to acknowledging the "good provision" in Foundation Stage.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
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<p>Small numbers experienced currently in school's Reception year group will cease – giving us the opportunity to build the school community.</p>	<p>More children will benefit from the high quality provision and excellent skills of the practitioners over a longer period of time.</p>	<p>Parents have the opportunity to find work or to study for longer earlier in the year.</p>	<p>Staff employment becomes more stable, giving increased opportunities for more investment in their training opportunities, leading to even higher quality staff.</p>	<p>No foreseeable impact on budget.</p>	<p>This will have a positive effect on Teaching.</p>
	<p>Children remain in safe, stable care for longer whilst in school.</p>				<p>Only having very small numbers of FS2 children in September (sometimes as low as 2) can make it very difficult to keep their interest and motivation.</p>
					<p>The implications for the social skills of our children are also good. More children to interact with over a longer period of time will increase the levels of social skills in Foundation Stage that will filter through to the younger children in the unit.</p>

NURSERY SCHOOL U

Brief description of the setting:

This large maintained nursery school has 78 FTE places and is located in a Shire county. Located in a ward ranked within the 20% most disadvantaged in England, this nursery school faces the challenges of deprivation on a daily basis. A greater proportion of children speak English as an additional language than nationally. The children come from homes where 16 different languages are spoken overall. The proportion of pupils with learning difficulties or disabilities and statements of special educational need is above average, as is the number eligible for free school meals. The school caters for pupils across the full range of ability but overall attainment on entry is well below that expected, particularly in communication, language and literacy in the medium of English. Mobility is high at around 20% due to families experiencing change, such as those affected by the Government asylum seekers resettling programmes and parents who work at the local hospital on short term contracts. The school has recently been accredited with three Basic Skills Awards and has secured Investors in People status. It is situated in an Education Action Zone, and last year made the transition to Excellence Cluster. Many children come from either lone parent families, low income families or families where there is no adult in work.

The latest Ofsted inspection judged the effectiveness of this school as 'good'.

NOTES OF EXPLANATION:

The formula has not yet been confirmed – consulting on 4 different formulae

We stand to lose between £43,833 and £97,454.

In two of the models there is a lump sum element for Nursery Schools.

The lump is £42K which is the amount already in our budget as the lump sum element paid to nursery schools. Therefore there is no uplift to reduced impact of funding lost.

Transitional support has been promised for 3 years, full amount lost by 4th year.

The cuts will have significant and adverse consequences, particularly affecting vulnerable groups.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Estimated loss on budget between £44.000 and £98.000.	Loss of staff:	Reduced quality of early years education.	Redundancies.	Between 12% and 28% of total current budget.	Reduced quality of early years education.

	Headteacher	Reduced time to support parent partnership.			
	Teacher	Reduced capacity to support "Narrowing the Gap" agenda.	Lower morale		Less likely to provide the early intervention needed for children to make progress.
	Support Staff				
		Reduced capacity to attend safeguarding meetings for children in need of protection.	Increased workload for remaining staff		
Staff Cuts:					
Teacher £37.000	Fewer qualified professionals to lead the curriculum will impact on quality and therefore children's progress.	Reduced number of graduate level staff for leading quality dialogue with parents	Greater demand on remaining staff to meet Ofsted requirements and provide a quality learning environment.		Research shows that qualified teachers are a key element in the long term effectiveness of early childhood provision
EMAG support	No additional support for EAL children and in particular for Eastern European families.	Reduced opportunities for working in partnership with families new to the education system.	No additional specialist language support resulting in greater workload for core staff.		Unsettled children for longer periods of time.
£18.50					Impact on emotional development of children.
					EAL children will make slower progress.
SEN	Reduced of additional support for children with specific educational needs.	Reduced capacity to support families.		Additional funding will have to be applied for, for each individual child resulting in the inability to employ permanent skilled staff.	Children make less progress

£19.50		Identifying appropriate external agencies.			
	Lack of support to implement IEP's and undertake assessments			Extra bureaucracy	
Currently 5% of the budget is identified to support children with additional needs					
Family Support Worker	Emotional impact on children taking longer to settle into school.	Reduced support for vulnerable families in need.	Staff would have to support vulnerable families without having received specific training and additional time.		Attainment will be significantly reduced due to emotional impact through lack of support.
£4,000	Loss of community based groups (e.g speech and language focussed groups)				
(post allocated through Sure Start – school fund additional hours)	Narrowing the Gap	Reduced capacity to support parents in the parenting role.			
Learning Mentor	Loss of early intervention programmes to support behaviour and access to learning.	Loss of parent and toddler group – again supporting early intervention.	Staff would have to manage behaviour issues without support from specialist trained staff.		All early intervention strategies will be lost therefore great impact on attainment.
£20.00			Greater stress on staff.		
			Disruption to other children.		
Teaching Assistant			Would be unable to meet the requirement of the School workforce reforms.		Teachers' hours would be increased.
£12.00	Lower quality teaching environment				

Full time places:	Approx 39 children will be disadvantaged compared to their peers as they will not benefit from 25 hours funding.	Reduced ability to return to employment or training		39 part time children will need to be found to make up reduction in hours.	The LA agreed that Reception children would remain in Nursery Schools moving into feeder Lower Schools during the Reception year.
Yr R children unable to access provision full time unlike their peers in Lower Schools					
Requests (e.g. from social care or health visitors) for full time places for vulnerable children will not be able to be accommodated	Children's safety compromised.	Families remain under pressure if children unable to access full time place		Other services will need to find funding if they want children to attend for longer than 15 hours.	
	Lack of continuity of provision				

Further issues:

- There has been no clarity regarding the elements of funding that would be removed from our budget and how they have arrived at these deductions i.e. if Standards Fund elements are going to be removed from budget.
- The DSCF have recommended that there can be differentiated rates for different types of settings; the LA has not addressed this issue.
- As a maintained school we need to address certain legal obligations i.e. workforce reform, Ofsted requirements etc, but with reduction in funding we will have no flexibility to meet these obligations.
- Place funding will have an additional impact on nursery schools. Presently we are able to staff our schools based on the number of places we offer, By not knowing from term to term how many children we will have, reduces our ability to provide a stable staff therefore diminishing the quality of teaching and learning.
- We need to safeguard places for vulnerable children and children in need to access via social care referral.
- Clarity needed over the status of nursery schools. The Minister for Children has written to LA's reminding them of the presumption against closure of nursery schools "ensuring that the funding of nursery schools remains viable so that they can continue to deliver the same high standards of provision" but as yet, it is not clear what this will mean in this local authority.
- An aim of the single funding formula is to raise quality of settings across the early years provision. Removing funding from one phase to distribute the funding amongst many will make all provision mediocre.
- Undertaking the 15 hours flexible offer impacts on the number of sessions we can offer, therefore reducing numbers.

NURSERY SCHOOL V

Brief description of the setting:

This 40 FTE maintained nursery school and family centre is situated in a town located in a Shire county in the middle of several large estates of social housing. Most children are White British, but there is also a high proportion of children from minority ethnic backgrounds, some of whom learn English as an additional language. The main languages spoken at home are Bengali, Spanish and French. A significant proportion of children find learning difficult; their specific needs include visual and hearing impairment, speech and language difficulties and autism. The school has been recognised as a Health Promoting School and it has the ICT Mark for its work in information and communication technology. The centre also provides daycare provision for a further 24 children for children from the age of 2 -4 years and wrap around care sessions from 08.00 to 18.00, 48 weeks of the year.

The latest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Formula is inadequate to maintain staffing levels needed to deliver 15hrs.	Less qualified staff delivering to the detriment of the quality of early education received by our children.	Could lead to lower quality-impact on Every Child Matters outcomes.	Teachers will have to plan for when they are not there. Support staff will have to deliver EYFS for part of day Ratio will have to be 1:8 for level 3 and below.	Overspend if we continue at the level of 2 teaching posts for the extended entitlement.	Part of the day will have to be without teacher input which will impact on the quality.
Teacher in each class although this is a requirement schools.			Threat to our training role-PGCE students etc	Stretching the formula funding even thinner	
No premium for excellence or qualifications	Less qualified staff delivering to the detriment of the quality of early education received by our		No funding to continue with degree/level 3 or 4 staff at all times.		As we are inspected under section 5 school OFSTED we are less likely to be judged 'outstanding'.

	children.				
No separate amount for rates, insurance etc which we have received up until now- premises included in the formula because PVI settings have to pay their own. Building owned by County Council.				Budget deficit.	
Extension from 12.5-15 hours	Differing attendance patterns depending on how flexible we can be.	Concern that parents think they will have a pick and mix of hours but the choice will be limited because we are constrained by space. For example, we cannot have 40 children at lunch time	Full time Teachers terms and conditions under threat because of contact week recommendations and 1265hour year. Support staff contracts changed.	Formula does not allow for teachers hours to cover or extensions to support staff hours	
Opening hours changing	May clash with feeder schools			The daycare will be at risk if the school is very flexible as parents will not take up wrap around care- this is part of centre core offer-is run separately as PVI and contributes to our sustainability.	

Flexibility and end of place funding	Lack of consistency and planning for learning- especially if taken across more than 1 setting		Planning, tracking and assessments more difficult if group attend for a variety of hours	In order to be flexible we may find places empty and will not be fully funded. eg. Friday afternoons not popular and places are likely to remain empty.	
Inability of local authority to give information in time for us to plan. Have just got formula for next September.	Concern about consistency, planning and the impact that will have on what we are able to deliver for our children.	Have yet to finalise sessions, times etc and have to start admission procedures for next year in February- families may not know options in time.	Staff very anxious about job security. Relationships difficult because of negotiations about terms, conditions and working hours with teachers involving difficult meetings with unions.		
Lunchtime arrangements will have to change- pressure from local authorities to allow packed lunch so parents don't have to pay	Lunch is a very special time-lots of PSE, some only opportunity for this experience and only hot healthy meal.		Staff still required to supervise 'packed lunches'.	We have a contract for hot lunches- provider cannot do for less children. Budget deficit likely.	

NURSERY SCHOOL W

Brief description of the setting:

The 104 FTE place maintained nursery school serves an area in the North West where some families experience social and economic disadvantage. It provides Early Years Foundation Stage education for children aged three to four years. Children join the school in the term after their third birthday, with admissions at the start of each term. Almost half of the children are identified as having a learning difficulty and/or disability. While most of the children who attend are White British, a significant proportion are from other heritages, with around one fifth having home languages other than English. Patterns of provision are tailored to match the needs of individual families, with an equal mix of part-time and full-time places.

The latest Ofsted inspection judged the effectiveness of this school as 'good'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
¹ Removal of all 26 full time places	The most vulnerable children will have less access to quality teaching and learning the gap will widen instead of narrowing	These families will not engage with other services and are often not identified until after admission. They will remain 'hard to reach' and have less chance of returning to work, study or improving their life choices	If the places are filled with part time children there will be 26 more children's records of achievement and assessment booklets, admin, admissions,	If places are not filled it will appear as 26 surplus places in the formula and thus trigger Nursery School for sustainability review within the local authority	Teacher's workload will increase if the extra places are filled with part time children.
				Teachers will not be affordable if the places are not filled.	

			Teachers jobs will be lost if the Nursery is unsustainable.		
					The quality of teaching and learning will be compromised by the loss of qualified teachers.
² Removal of all place led funding	Pre nursery children will not have access to language enrichment groups, parent toddler group.	Families will have LESS choice around flexible options than they do now.	There will be no flexibility around staff.	The budget will decrease with the introduction of 100% pupil led funding as the Nursery has a history of surplus places over the last 3 years.	The teaching and learning will be compromised by less access to qualified staff by the additional groups run by nursery staff.
	Early identification of SEN will not take place.	Support mechanisms will not be in place early enough	Staff will not be available to support extra projects. The language enrichment programme will not take place.		
			The parent & toddler group will not take place.		
³ Removal of free school meals	Children from the poorest families will be denied access to a hot meal in the middle of the day	Poverty will increase as parents receive less support to feed their children healthily	Children will not be as ready to learn in the afternoon session.		Children will not be as ready to access the quality teaching and learning without a well balanced meal in the middle of the day.
	Healthy eating will be removed as an option for children unless their parents can pay.				

	Obesity will increase as children's healthy eating patterns will not be established early enough.				
Charging for childcare	Less money to directly impact on children.	The nursery school is in an area of deprivation parents will not be able to afford the cost of childcare	Will need extra administration hours to support the collection of fees.	Could provide us with a chance to be sustainable but with cost implications.	Will not give access to qualified teacher unless priced to cover this which will make it unaffordable to parents in deprived areas and not competitive with PVI.
Being in a competitive market/running a business			Extra management time. More will be in admin and is likely to require the skills of a business manager with contracting and debt collecting skills etc.	Questionable as to whether a break-even or profit position can be achieved. In the event a profit is returned, it is likely that it will be clawed back by the local authority at the end of the year.	

Notes of explanation:

¹These places were allocated to vulnerable children on clear criteria supported by other agencies
Identified vulnerable children will now have to go through the CAF/TAC process to access 'additional childcare'

²Some element of place led funding enabled a large variety of other services to be provided using Nursery Staff therefore guaranteed quality and monitored and evaluated by the Head Teacher.

³Free School Meals have always been available to Nursery children who meet the criteria....this will be really difficult to explain to parents who still fit the criteria and have other siblings at nearby Primary Schools who can access them.

NURSERY SCHOOL X**Brief description of the setting:**

This maintained nursery school and children's centre serves a wide area including the local town and surrounding rural areas in the North West. The setting has part-time provision for 50 children in the morning and 50 in the afternoon. Most children start school with a level of skills typical for their age. There are a small but growing proportion of children identified with learning difficulties and/or disabilities, mainly with speech and language difficulties. There is also a small percentage with a statement of their special educational need. A decreasing proportion of children of Asian heritage attend, most of who are at an early stage of learning English. The Nursery is part of a Children's Centre under the same management. Admission to the Nursery is fluid across the year. A small number of children attend for two years, but most attend for lesser periods, some for only a day a week as parents/carers choose. Day care is available on site.

The latest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Parental choice & flexible provision means we are very busy on some days/sessions and not on others, leading to gaps that are difficult to fill.	Settling in and continuity more difficult for some children.	New families or families moving through from daycare can't always have the sessions they want because they are not available, yet there gaps remain.	Longer hours, more children at some times of the week than others.	Gaps not funded so revenue is lost when those 'unpopular' slots are not occupied.	The quality of the teaching and learning compromised by much larger numbers of children on some days.
Number of children who can attend for full days limited by amount of breakfast/lunch time provision available, rather than number of places and sessions.	Children have several transitions in a day and often need to cope with bigger groups of children overall, even though there are small keyworker groups. Children doing full days	Some parents will go to other private providers because they can't get exactly what they want and this can mean more empty spaces in our provision.	Lots of staff, less time for assessment & record keeping, staff meetings, planning meetings, more shift working and staggered breaks leading to difficulties with whole	Difficult for long term financial planning because as yet the uptake is unknown.	Working on children's interests difficult when they get involved in something and then are not in for a few days.

get very tired and making provision for quiet times can be difficult when there is likely to be a lack of space.

staff training and communication.

Notes of explanation:

It is hard to predict the full impact of SFF because it feels like crystal ball gazing. At the moment we haven't got anything definite about the figures in the formula, so even where we know how many children we have got, (and the situation can be quite fluid), we are unable to calculate our funding, a lot of it is guesswork. We think it will be around £3.42 per child per hour for the base rate, so we estimate we will be at least £10,000 less than last year to start with, but then additional funding depends on how the different premiums are calculated. The local authority is currently consulting on the proposed rates.

Both short term and long term planning are difficult at the moment because numbers are highly variable. We are in an area with lots of PVI provision and find that some parents put the children's name down at several places and then take the first one to offer a place, so the drop-out rate from the waiting list can be quite high. For example. we know we are full in nursery in January 2010 and have 8 3-4's in the private daycare, in April full with 11 in private daycare but for September 2010 we will have 33 children staying on and at the moment only 30 on the waiting list, making a total of 63 out of a possible 100 (+16 daycare). However, if staff are made redundant because of overstaffing in the Autumn term, then there wouldn't be the capacity to admit children in January because staffing wouldn't be available. The additional flexibility that we are expected to offer means that we can't reduce staffing when numbers are lower in the afternoons because on Tuesdays, Wednesdays and Thursdays, lots of children do full days and we're busy in all sessions.

What is clear is that funding is highly likely to be less than 2009/2010 and the governing body have already used some reserves previously allocated for building work to maintain staffing levels and ensure high quality teaching. We had an Ofsted inspection in May and were awarded 'Outstanding'. The combination of increased hours, flexibility and single formula funding is going to make continuing to deliver high quality education at the same level, extremely challenging.

NURSERY SCHOOL Y**Brief description of the setting:**

The maintained nursery school is situated on one site adjacent to a children's centre on another in the North West. The headteacher has overall responsibility for the educational provision on both sites. Most children in the school attend part-time. All children have part-time nursery education and some have care paid for by parents on both sites. Most children are of White British heritage. There are a small number of children with learning difficulties and/or disabilities and some vulnerable pupils who have additional support. The area served by the school has higher than average levels of disadvantage.

The latest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
					Quality will be greatly compromised as recruitment of high quality staff cannot happen on a termly basis. Standards will drop drastically if we employ staff in this way – it will be no stronger than using supply staff.
NO CHILDREN RECEIVE FULL TIME PLACEMENTS IN THE LOCAL AUTHORITY. We have 91 places in the nursery school and 13 places at the children's centre. The biggest impact of these changes will be the	No change in capacity, all children have always received part time.	Only changes will occur with cuts to staffing who are now delivering many additional services.	Staffing will be affected greatly, due to three term entry and only one term exit. Increased staff will be needed in spring and again in summer, but we will not be able to recruit high quality staff on a termly basis	Numbers will be low in autumn term and the budget will not be able to maintain staff that will be needed in the spring term for the additional children entering nursery.	

move to participation led funding.					
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NURSERY SCHOOL Z

Brief description of the setting:

This large children's centre and nursery serves a socially and culturally diverse community in a Midland Shire county. It provides full- and part-time provision in a local authority funded nursery and a fee paying nursery for up to 50 weeks a year. The percentage of children from minority ethnic backgrounds is broadly average, with just a few of these learning to speak English as an additional language. The main first languages for these children are Polish and Hungarian. An above average number of children have been identified as having learning difficulties and/or disabilities. The school has designated special provision for children who have speech and language or communication difficulties. The children's centre offers a range of other activities, support and facilities to parents and community groups as part of its extended provision.

The latest Ofsted inspection judged the effectiveness of this school as 'outstanding'.

The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Move to pupil funding from place funding	No longer able to hold priority places for vulnerable children and respond with early interventions.	May increase level of challenge to families in crisis, may increase level of vulnerability of child.	Staff feel unable to respond to families with significant level of need.	Impact on budget for specialist and acute services for children and families.	Decrease in possible early intervention, increase in gap between least and most advantaged.
Pupil funding according to termly headcount leading to budget instability.	Loss of staff impacts upon attachment relationships of children. Low well-being impacts upon child's social and cognitive progress.	Increase in parental anxiety about staff turnover.	Loss of livelihood, impact upon family economy.	Budget instability for maintained nursery school in area of high mobility, may lead to loss of experienced staff.	Loss of trained and skilled staff impacts directly on quality of teaching and learning for all children, but particularly impacts upon the most vulnerable.

Increase in daily contact hours for staff from 5 to 6. Contact hours for 3-4 year olds now exceed those for 5-6 year olds.	Impact upon recruitment and retention. Loss of trained and skilled staff impacts directly on children's potential development in all areas.	Loss of trained staff increases parental anxiety about quality standards.	Impact upon teaching contracts, could be viewed unfavourably, leading to impact on recruitment and retention of trained and skilled staff.	Potentially huge budget pressures for re-negotiated contracts.	Loss of trained and highly skilled staff impacts directly on the quality of teaching and learning.
			Possible high staff turnover. Lack of career development, teaching staff isolated from teachers in other Key Stages		
Funding formula for maintained nursery schools is different to that of other maintained schools.	Potential loss of staff impacts upon children's learning in all areas.	Increased complexity and confusion for parents.	Long term risks to recruitment and retention MNS viewed as isolated from rest of maintained system. No trained teachers in Early Years.	Lack of clarity, confusion, impact upon long-term sustainability, risk of no maintained provision in Early Years.	Risk to long term status and future of MNS, loss of outstanding EY provision, direct impact upon learning and teaching.

Notes of explanation:

At present have no assessment as yet from our LA on the potential impact upon our budget, with only four months to go to the end of the financial year. Second draft of formula has just been completed.

This provision started life as a wartime nursery, in 1942. We have not just parents, but grandparents too, who come in to the centre and who used to attend here as children. We have been part of our community for generations. The potential loss of the maintained nursery school would also impact significantly on our community.

APPENDIX B

PVI PROVIDER					
Brief description of the setting:					
11 full day care settings in 7 local authorities across South East and South West England with 940 registered places, of which 802 are in the Early Years Group. 1,529 children are on the register, of which 358 access the 3 & 4 year old free entitlement.					
The change	Impact on the children	Impact on the families	Impact on the staff	Impact on the budget	Impact on the quality of learning and teaching
Parent/carer literature	None	Currently all the LA's work in the same way, with just a difference in the hourly rate. However each, individual setting will now have its own hourly rate and rules regarding the minimum and maximum number of hours per day.	None	Printing, website maintenance and booking software costs	Funds for investment in continuous quality development and improvement will be diverted to cover these extra costs.
Payment of funding	None	None	None	Where LA's are paying supplements in lump sums at the beginning of the year, it means the actual rate per hour will change per term according to the number of hours being claimed.	The difficulty in planning may lead to putting off purchases until later in the year when we know funds are secure.

LA Quality Improvement Schemes used as a measure of quality, despite this is already being performed for Ofsted.	None	None	Staff will have the extra burden of completing extra paperwork in addition to Ofsted to evidence LA own QIS	Internal monitoring of the outcomes and performance indicators, staff resources and administration resources.	Funds for investment in continuous quality development and improvement will be diverted to cover these extra costs.
Base Rate supposed to cover staffing costs.	Ratio staff to children normally between 1:5 and 1:8 will have to remain at 1:8	None	The lack of funding will prove difficult in attracting quality staff at more than the NMW.	Wages will have to be subsidised from other age groups.	Lower qualified staff and funds for quality diverted from other areas.
Base Rate supposed to cover premises and operational costs	None	None	None	Rents and business rates for larger settings far exceed the few pence per hour included in the base rate. Rates relief is not applicable to our business and this will have a serious affect on our sustainability.	Funds for investment in continuous quality development and improvement will be diverted to cover these extra costs.
Deprivation supplement not applicable to settings with low index, but still have applicable children.	Ratio staff to children normally between 1:5 and 1:8 will have to remain at 1:8	None	Key workers will have more children.	Extra funds will be required in order obtain any better than 1:8 ratio.	Funds for investment in continuous quality development and improvement will be diverted to cover these extra costs.

December 2009