

**Finding your  
way through**



# Agenda

- Aim, introduction and purpose
- Update from Derby City Council
- Managing through this crisis
- Sharing the actions you have taken and what has worked
- A six-stage planning framework, with an opportunity for questions and answers throughout
- Summary, next steps and close
  
- Q&A sessions are included between sections

# What we can do: Hemsall's

- Derby City Council has asked Hemsall's to support them and you through this in this information session
- For 20 years our work has included supporting everyone to make sense of government policy and funding arrangements, whilst considering carefully the needs and demands of children and parents
- Find out more [www.hempsalls.com](http://www.hempsalls.com)



# This session is about:

- Help everyone with the latest, clear information
- Consider the financial support available locally and nationally
- Assist with managing through this crisis
- Explore a six-step decision making and future sustainability planning process
- Learn from your experiences of what is working well
- Consider future support from the LA
- Ask and answer questions
- Support planning for the new academic year.



We will go through a six-part process

# But first, an update from Derby City Council

**And a word about leadership:**  
**Managing through this crisis**

# Change like never before

- Our direction has been diverted in unimagined ways
- It is difficult and often overwhelming for everyone
- Its our biggest ever challenge
- This challenge will continue for months to come
- Things are uncertain and there are many unknowns
- Everything has changed and will change
- Families will have different needs and demands
- Our ability to deliver is changed
- We must lead and manage change



# Providers' three key challenges:

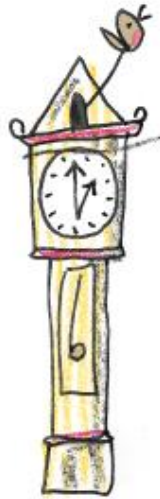
- 1. Health and safety and wellbeing** of children, families and our workforce.
- 2. Finance.** Including early years funding, paid-for childcare income, costs and expenditure, and COVID-19 Government funding schemes.
- 3. New ways of working,** prompted by changed demand, new models of delivery, and the need to manage different groupings of children.

# We all work differently, in different ways and times.



**INNOVATORS**

*early*  
**ADOPTORS**



*Early*  
**MAJORITY**

*Later*  
**MAJORITY**

**The REST**

Some people  
act first.

We learn from  
their successes  
and mistakes.

Some people get  
on board quickly.

They help us to  
work details out.

Then there is usually  
a gap when not  
much happens.

Some want to wait  
and see how that  
goes, then act.

We learn from their  
careful approach,  
and things start to  
feel 'typical'.

Some are still  
cautious and  
interested.

They benefit from  
the embedded  
experiences so far.

A few are still not  
ready to act.

We should help and  
support with their  
confidence and  
plans before it is  
too late.

# Key Govt. 'asks' for re-opening

- Follow scientific advice
- Prioritise younger children
- Take protective measures
- Work with small, consistent groups
- Prioritise attendance of vulnerable children and keyworker children of all ages

# What principles can help us?



- We can help each other
- Use guidance, don't allow it control you
- Invest time in listening and acknowledging
- You are going to have to make decisions
- Be prepared to let go of what used to be
- Also take the longer-term view
- Look after yourself



Starting the six-part process

## Financial Support



- Government financial support
- We have produced and you will receive a summary A–Z (with links)
- The gov.uk questionnaire is quick, simple and provides all the latest information. If you haven't done it already, we recommend you do:  
<https://www.gov.uk/business-coronavirus-support-finder/y>

<b>Bounce Back Loan</b>		Easy to apply for smaller business loans.
<b>Business Interruption Loan Scheme</b>		Larger loans more suitable for larger businesses.
<b>Business rates support for nursery businesses</b>		If you pay business rates as a nursery business, you are entitled to a 12 month holiday period from 1 April 2020.
<b>LA Discretionary Grants Fund</b>		This new fund supports small and micro businesses that are not eligible for other grant schemes. LAs choose what sectors are eligible.
<b>Deferring self-assessment payments on account</b>		July 2020 payments can be deferred until January 2021, if needed.
<b>Deferring VAT</b>		Childcare services are exempt from VAT.
<b>Early Years entitlement funding</b>		Paid in full until further notice. The council does have the ability to move funding from setting to setting if necessary. Funding may follow the child in the future (not confirmed).
<b>Job Retention Scheme (JRS) (Furloughing)</b>		Employees can be placed on JRS proportionately according to the %age of non LA funding applied to the salary bill.
<b>Self-employment Income Support Scheme</b>		Only if someone is self-employed. Unlike furloughing, recipients can continue to work whilst receiving this. An option for some childminders.
<b>Small Business Grant Fund (SBGF)</b>		If you are a small business that already pays little or no business rates because of: small business relief (SBBR) or rural rate relief (RRR), tapered relief.
<b>Top-up to local business grant funds scheme</b>		If you are using non-domestic premises and a portion of your rent includes business rates in shared space.
<b>Statutory Sick Pay rebate</b>		If this applies to employees.
<b>Time to Pay (tax) service</b>		If you cannot pay your tax bill, apply for this.

**Green** = tasks completed or options to consider now  
**Amber** = options to consider, some may not be possible  
**Red** = possible options for later if and when needed

# Early Education funding

- DfE will continue to pay LAs the early years block
- LAs expected to continue paying providers
- LAs able to redistribute funding (in exceptional cases and as a last resort), in order to secure childcare for children of critical workers and vulnerable children. Further information <https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak>
- The future timing of expectation that funding follows the child has not yet been stated

DfE, letter to LAs, 9 June 2020





- With **staff** – what's possible?
- With **parents and families** – what are they thinking, wanting and needing?
- With the **LA** and **other providers** – what is happening in the local childcare market?

# Staff

- How available is the team? Many will have been directly affected by the virus: including bereavement, illness and mental health.
- Household arrangements will be different: school and childcare availability for own children, family economics and employment.
- How is their wellbeing?
- What are their needs and preferences?
- What they can do and what they would like you to do?
- **Consult on initial ideas and arrangements.**

# Parents

- Many will have been directly affected by the virus: including bereavement, illness and mental health.
- Household arrangements will be different: family economics and employment.
- How is their wellbeing?
- What do they need, what would they prefer?
- What they can do?
- What changes do they need?
- When will they start? September or delayed return
- Are they keyworkers and/or vulnerable children?
- **Consult on initial ideas and arrangements.**

# The LA and other providers

- Who is open and how have things changed?
- Who is remaining closed?
- What are other families asking for?
- How are children moving to different settings?
- What are levels of eligibility like for two-year-olds and 30 hours?
- How has employment changed?
- What does future policy look like?
- **Consult on initial ideas and arrangements.**



**What changes  
are possible?**

- Can you stay open?
- Should you stay closed?
- Can you reopen?
- What can you do?
- Does the guidance help?

<p><b>Health and safety</b> of the workforce, parents, families, and children. Physical and mental health and wellbeing.</p>	<p><b>Demand from families</b> for paid-for childcare, and for funded entitlements. Parental confidence, and changes in employment patterns and household routines.</p>	<p><b>Availability of workforce</b> ability and willingness (impacted by school and childcare availability for own children, health, household needs, family economics, employment offer, and anxiety).</p>
<p><b>Finances and funding</b> income levels from Govt. inc. COVID-19 financial support and funded entitlements. Paid-for childcare. Increased costs of delivery.</p>	<p><b>PPE</b> ability to source and need and preferences of use (DfE, workforce and parents) within an early years context.</p>	<p><b>Premises</b> control of and access to own or shared premises e.g. community buildings or school sites. Being able to adapt to new requirements.</p>
<p><b>Groups in need</b> meeting the needs of vulnerable children and the children of keyworkers, helping children's wellbeing, supporting families.</p>	<p><b>Service delivery</b> the impact on previous models of delivery and the design and delivery of emerging new ones. Balancing workforce deployment and costs.</p>	<p><b>Children's cohorts</b> managing groups of children, including children moving around settings/schools and changing setting(s).</p>

# Factors affecting our re-opening



Halfway through the six-part process



- Health and safety
- Wellbeing
- Finances, funding & fees
- Delivery model





Checklist

1. CV-19 risk assessment, including fire safety and Legionnaires' disease
2. H&S and PPE arrangements
3. Policy updates (add annexes it is quicker)
4. Demand and numbers estimated
5. New model of delivery
6. Place capping and prioritisation clear
7. Do the finances add up?
8. Staffing requirement
9. Staff and parents' agreement/support
10. New routines

# Guidance: Preparing for wider opening (early years/childcare).

- Published 24 May 2020 <https://tinyurl.com/y73x3ye4>
- Designed to offer information and support for early years providers as they prepare to open.
- We have prepared a **nutshell** document for you, it includes the 10 key areas:



1. Preparing premises
2. Practical measures to reduce risk
3. Reviewing staff
4. Responding to a suspected case of coronavirus
5. Communicating with staff
6. Communicating with parents and carers
7. Likely numbers of children returning
8. Reducing contact between children and staff
9. Safeguarding, SEND and wellbeing
10. Learning and adapting the EYFS

# Other guidance

- The Government's COVID-19 recovery strategy: <https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy>
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020: <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings : <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- Safe working in education, childcare and children's social care: <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- Early years and childcare planning guide: <https://www.gov.uk/government/publications/early-years-and-childcare-planning-guide-for-early-years-and-childcare>
- Actions for early years and childcare providers during the coronavirus outbreak: <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Early Years Foundation Stage: coronavirus disapplications <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>
- COVID-19: cleaning in non-healthcare settings: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
- COVID-19: personal protective equipment use for non-aerosol generating procedures: <https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures>
- COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

## Parental demand changes provision. Parental demand is changing, so should provision.

<p><b>Health &amp; safety/PPE</b> views about their children's health and safety and how children attending childcare affects their own households.</p>	<p><b>Employment changes</b> redundancy, reduced or different hours, new jobs, new lower or higher income levels, change of location of work.</p>	<p><b>Ability to pay</b> reduced or increased ability to pay for childcare.</p>
<p><b>Anxiety</b> feelings of apprehension and nervousness around coming out of lockdown, wellbeing issues.</p>	<p><b>Single setting</b> wanting to use only one setting to reduce H&amp;S risk, or for more convenience, as a result of guidance, or to fit new needs.</p>	<p><b>Changes of eligibility</b> families could fall in and out of eligibility for two-year-olds and 30 hours funding.</p>
<p><b>Vulnerability</b> families and children becoming vulnerable where they were not before.</p>	<p><b>Household routines</b> work and life changes, e.g. working from home, reduced commute times, new beginnings and ends to the day.</p>	<p><b>Change of mind</b> switching from wanting a group setting or home-based setting and vice versa, or opting for informal or familial care.</p>

**Factors affecting parental preferences**

# Free business planning tools

- **National Day Nurseries Association (NDNA) – Business Zone.** FREE online business support toolkit funded by DfE. It aims to help providers sustain a healthy childcare business, developed by the sector, for the sector. The toolkit includes: Business Appraisal; Financial Management; Staff Cost Calculator. There is a range of downloadable resources.  
[http://www.ndna.org.uk/NDNA/News/Early\\_Years\\_Business\\_Zone.aspx](http://www.ndna.org.uk/NDNA/News/Early_Years_Business_Zone.aspx)
- **National Day Nurseries Association (NDNA) – Business Zone for COVID-19**  
[https://www.ndna.org.uk/NDNA/Knowledge\\_Hub/Coronavirus/nursery\\_business\\_coronavirus\\_COVID-19.aspx](https://www.ndna.org.uk/NDNA/Knowledge_Hub/Coronavirus/nursery_business_coronavirus_COVID-19.aspx)
- **Coram Family and Childcare - Schools' toolkit.** Funded by DfE a free toolkit to help school nurseries extend provision to cover the full day. Includes a guide to setting up or extending, preparing a business planning template, creating a marketing strategy and much more.  
<https://www.familyandchildcaretrust.org/delivering-extended-and-flexible-hours-school-nurseries-toolkit>
- **Early Years Alliance Cost of delivery calculator.** Can be used to calculate provider's total costs and total hours delivered. Information can then be entered into the spreadsheet, which automatically estimate hourly delivery costs <https://www.eyalliance.org.uk/cost-delivery-calculator>
- **Early Years Alliance Coronavirus business support**  
<https://www.eyalliance.org.uk/coronavirus-early-years>

# Free business planning tools

- **PACEY – Group Setting Cost Calculator.** This calculator developed with London Borough of Merton, funded by DfE helps to understand the cost of delivering childcare services. <https://www.pacey.org.uk/working-in-childcare/nurseries/group-setting-cost-calculator/>
- **PACEY – Occupancy levels calculator** helps providers to work out the ideal occupancy levels in group settings and different staffing models. <https://www.pacey.org.uk/working-in-childcare/nurseries/group-setting-occupancy-tool>
- **PACEY Coronavirus support** <https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/sources-of-support-coronavirus/>

# Cash flow forecast – an essential planning tool

The screenshot shows a Microsoft Excel spreadsheet titled "Steve's Sketches" in Protected View. The spreadsheet is a sales forecast template with columns for months (January to December) and rows for different products. The data is as follows:

	January	February	March	April	May	June	July	August	September	October	November	December
Rob's new book				150	200	100						
Comic strip			250	250	250	250	250	250	250	250	250	250
Greetings cards	300	350	200	300	300	600	750	1200	1400	1350	800	400
<b>Total sales</b>	<b>300</b>	<b>350</b>	<b>450</b>	<b>700</b>	<b>750</b>	<b>950</b>	<b>1000</b>	<b>1450</b>	<b>1650</b>	<b>1600</b>	<b>1050</b>	<b>650</b>

At the bottom of the spreadsheet, there is a footer note: "For details about this cash flow forecast template, visit [www.freeagent.com/cash-flow-forecast](http://www.freeagent.com/cash-flow-forecast)".

The bottom of the image shows a navigation bar with tabs: "A - Sales example", "B - Profit and loss example", "C - Cashflow example", "D - Sales template", and "E - ...".



# Fees, funding and finance

- Monitor the percentage of income from the LA and that from other income
- What was it before CV-19? How has it changed, how is it changing, and how do you think it will change over the summer and Autumn?
- Adjust your Job Retention Scheme claims for assistants claims if needed
- Are you maximising all the available funding including Deprivation, EYPP, Disability Access Funding etc.?
- Making sure families renew and obtain 30 hours codes

# Fees, funding and finance

- What income can be derived from parental fees for attendance and non-attendance?
- What are parents' thoughts?
- Signpost and enable applications to support the cost of childcare: Tax Free Childcare, Universal Credit (claims for this have increased)  
[www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)
- Keep updating the cashflow, it will show how new arrangements are affecting your business and will help with loan applications if needed

# More business support

- You can contact the Government's Business Support Helpline for free advice.
- [enquiries@businesssupporthelpline.org](mailto:enquiries@businesssupporthelpline.org)  
0800 998 1098, Mon to Fri, 9 to 6. [Find out about call charges](#) or [Speak to an adviser on webchat](#) about support for your business.
- Also on: [Twitter](#) , [Facebook](#) and [YouTube](#)
- You can find free support, advice and sources of finance through your [local 'growth hub'](#).



- Your plans and new offer
- Market your services, fill the available places
- Lead the staff team change

1. Communicate throughout the cycle
2. Show how you have asked and listened to staff/parents
3. Explain what is possible, what is not
4. Share the rationale, acknowledge the difficulties – you are trying your best
5. Use all of this in your marketing materials (posters, website, leaflets etc.)
6. Use social media
7. Provide virtual home visits, show arounds and open days using Skype or Zoom etc.
8. Support staff with things to say, key phrases, and acknowledging behaviours to support everyone's anxiety



Checklist



- Manage changes
- Adapt as needed
- Review constantly



Checklist

1. The summer term, holiday period and autumn terms will include lots of new trends
2. Demand will ebb and flow
3. Not all will return quickly, or at all
4. The Job Retention Scheme ends 31 October 2020, and goes through transition from 1 August 2020
5. When and how will staff return to work?
6. How can vulnerable children and those at home still be supported?
7. Monitor forecasts to check if they are inline with actual
8. Can your model continue without extra financial support?



**Summary and close**