

Access to Learning

The FE Childcare Places Grant Programme 2001/02 to 2003/04

Summary

This circular provides guidance on the funds available for creating new childcare places and invites institutions to bid for these funds. This funding forms part of the national childcare strategy and aims to help institutions offer more care for children to attract and retain students for whom continuing education is dependent upon low cost childcare. This circular is of interest to any Council-funded institution with a need to set up childcare provision to support students' learning.



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Further information

For further information, please contact the appropriate Learning and Skills Council local office, (details at annex G)

or

Funding and data support desk 024 7649 3724
fundstat.desk@lsc.gov.uk

Responses

Responses are requested by 1 November 2001

The FE Childcare Places Grant Programme

Introduction

1 The purpose of this circular is to inform LSC-funded institutions about the three-year FE childcare places grant programme for setting up new childcare places. It provides an application form for the submission of bids, together with guidance notes and details of the monitoring information that is required and follows the pre-planning guidance issued to all institutions in August 2001.

2 The circular contains a summary of the programme, together with a number of supporting annexes. These comprise the DfES guidance on grant funding, guidance on the application process and the names of contacts who will be able to answer queries and provide further information.

Background

3 This grant funding is part of the National Childcare Strategy to provide good quality childcare accessible in every community. Through providing quality childcare FE institutions can enable local parents to enter education and training to enhance skills, knowledge and employability. Childcare provision can help institutions to attract widening participation students to achieve their objectives and improve retention and achievement levels. The childcare provision can also be used for the training of childcare workers. The grant funding for childcare places when combined with the £30 million childcare support fund (Circular 01/08) provides a

significant contribution for the achievement of institutions' childcare strategies.

4 For the period 2001/02 to 2003/04 £19 million (including a £4 million ESF contribution) is available to institutions to create at least 21,000 new childcare places. New places should be prioritised for students, particularly those in greatest need. The grant funding can be used for capital and/or recurrent expenditure for the purposes of setting up places. Institutions must have plans in place to sustain the provision after the grant funding has ceased. Institutions are encouraged to develop childcare plans in partnership with other institutions and under the guidance of the local Early Years Development Childcare Partnership (EYDCP). EYDCP endorsement will be required to ensure the proposed provision fits within its wider childcare plans. The scope of the EYDCP endorsement is set out in annex A.

Changes from 2000/01 Childcare Places Funding

- 5 Key changes are:
- funding is available for the creation of both pre-school and out of school hours (OOSH) places for children of compulsory school age
 - project milestones now support the opening of places at the start of the academic year
 - funding has been committed for 3 years rather than on an annual basis

to offer institutions maximum flexibility

- institutions have longer implementation times and there is an opportunity to undertake larger projects that require activities lasting more than one year
- minimum number of places condition removed (was 40)
- maximum funding level per place removed (was £1,250)
- reduction in monitoring requirements.

Project Flexibility

6 The new three-year programme will allow three rounds of projects to be completed for the beginning of the 2002/03 or 2003/04 academic years as appropriate. The first round of smaller scale projects should start in December 2001 with a completion date of September 2002. Larger scale projects may start a little later (February 2002) with a completion date to meet a September 2003 implementation. There will also be a second round of smaller scale projects starting in November 2002, also for September 2003 implementation. This circular covers all three rounds of projects. There is a single application form for all projects, which provides for an early expression of interest for the second round of smaller scale projects and initial project details for larger scale projects in addition to the formal bid submissions for all project rounds. An outline of the programme content is set out in annex B.

7 Smaller scale projects must be completed within nine months in order to be ready to take children at the beginning of the academic year. Ideally, institutions applying for smaller scale projects should plan to complete by month seven or eight as a contingency for

project slippages, including achievement of registration. Institutions may wish to refer to paragraphs 75 – 89 of the Further Education Funding Council's publication *Funding: Use of Project Funds for the Creation of Childcare Places 1999-2000* – reference REP/1263/01 (sent to all institutions) for further information on managing childcare places projects. Examples of smaller scale projects are likely to be a childminding network, outreach crèche provision, or limited conversion of existing buildings into a fixed crèche or nursery provision. Projects that require planning permission may fall into the category of larger scale projects.

8 Larger scale projects give institutions scope to create more extensive facilities and carry out complex or substantial works. These projects are likely to include new buildings, substantial conversion or refurbishment, provision with significant planning issues or where the institution needs to undertake a search for suitable accommodation or mobile facilities.

9 Institutions are encouraged to think through the scale of their projects and ensure that they can complete the facility within the timeframe. Meeting the September implementation date will mean that new students with childcare needs will be able to start their course. If there is a delay institutions would normally be expected to make temporary childcare arrangements until the new facilities are ready for use.

Places

10 The minimum target of 21,000 new childcare places (based on the formula in this circular) nationally assumes that it could be possible for all to be pre-school places. The place target will increase, as the proportion of out of school hours places increases. Further

details are given in paragraphs 15-16 of annex C (DfES guidance on grant funding).

Pre-school places

11 The type of places set up should be classified into four categories of provision. See Table 4 in annex D of this circular. However, flexibility in childcare is important therefore institutions wishing to set up types of provision that do not appear to be covered by these categories are encouraged to contact their LLSC to discuss whether their proposals can be funded.

Out of school hours places for children of compulsory school age

12 There is only one category of provision for out of school hours places (see Table 4, annex D).

13 Out of school hours childcare is care that is available outside the normal school day for children of compulsory school age. The greatest needs generally occur before and after school. Depending on local patterns some parents may need care at weekends or during school holidays.

14 The LSC is keen to support a diverse range of out of school hours childcare projects that meet the funding criteria. Examples of out of school hours care are:

- a. **Out of school clubs:** including breakfast clubs, after school clubs and holiday play care schemes. Children may be dropped off at their club in the morning if a before-school service is offered and will take part in activities until they are escorted to school by play workers or other staff employed by the scheme. At the end of the school day, if the club does not take place on school premises, children will be collected from school and escorted safely to the club;

- b. **Childminders:** many registered childminders provide care for school age children in their home before- and after-school and during school holidays. Back-up childminders are sometimes employed by a network to ensure continuity in case of illness.

15 Normally out of school hours care is set up in a variety of existing premises, for example community centres, church halls and schools. It is rare for out of school hours provision to involve creating a new building so a lower average level of funding has been set compared with pre-school provision.

16 Out of school places may offer care for less than two hours per day, in which case registration is not required. However, institutions are strongly encouraged to apply for registration even if it is not required in order to meet the other requirements of the programme (see paragraph 23).

17 In the application for out of school hours places institutions should be specific about locations and particular attention will need to be paid to how children will be transported from their school to the care location where this is required.

Project places

18 Places should be prioritised for the children of students, who should be aged between 0 and 14 (up to 16 for children with special educational needs or disabilities). Institutions are expected to have conducted objective research into the demand for student childcare places and the type of places needed. However, any surplus places not taken up by students can be offered for staff or community use. Institutions may wish to set up a larger provision to achieve economies of scale. In this case funding will only be given for the places intended for students. For example, a 40-place

nursery with 10 places available for staff or community use can only receive funding for 30 student places and not the full 40. If institutions intend to create provision where only part is available for students then this should be clearly stated in the application. Funded place calculations and subsequent monitoring returns should relate to the student places only.

19 A formulaic approach has been developed in order to enable all institutions to calculate consistently the number of funded places in their projects. The calculation process is described in the application form (annex D and the accompanying guidance notes in appendix 2 to annex D). The basis of the calculation is the Ofsted registered capacity (the maximum number of children the facility can accommodate at any one time) multiplied by a turnover factor, which gives the number of funded places. The turnover factors are given in Table 6 in annex D. They are based on DfES guidance for the number of different children likely to use each full time equivalent place. Institutions that require guidance on the likely registered capacity of the childcare facility should contact social services, who may continue to offer a pre-inspection visit or advice. Further guidance on the places calculation is given in the guidance notes in appendix 2 to annex D. There is no maximum limit on the number of places that an institution can apply for.

20 There is no lower limit on the number of places in a project. Institutions should be aware that small facilities may not be as cost effective as larger ones and therefore may not be rated as highly. However, this should not discourage institutions from applying because the benefit of a small childcare facility may be considerable. Institutions in need of a small facility should ensure that they adequately represent the pivotal role of childcare provision

(in the project description section, appendix 1 to annex D) and may wish to seek specific EYDCP support. Alternatively, institutions needing a small facility may wish to consider a partnership arrangement where the facility is shared by several institutions.

21 Institutions must set up places that are in addition to current provision and sustain these places after pump-priming funding has ceased. If an institution has recently closed down existing childcare provision or is planning to close or reduce provision this must be explained clearly in the application. Institutions should also identify if any associated childcare provision in the community has recently closed or is intended for closure. Only projects with a net increase in funded places are eligible for this funding. Therefore, if an institution intends to refurbish an existing 20-place nursery to create space for 30 places only the additional 10 places would be eligible for funding. The existing places need to be calculated using the places calculation method given in this circular in order to compare the 'before' and 'after' numbers.

Quality and sustainability of places

22 All childcare must conform to the *Children Act 1998* and achieve a high level of quality. Funding may be withdrawn if the provision fails to meet Ofsted's registration and inspection criteria.

23 Childcare provision may be exempt from registration, for example, in a school where care is offered for less than two hours per day. However, it is normally expected that provision funded by the childcare places grant will be registered to ensure that the necessary safety and quality checks have been carried out. It should be noted that the Childcare Support fund (reference LSC Circular 01/08) cannot be used for unregistered childcare,

except for exceptional arrangements of a short-term nature, and therefore cannot be included in an institution's sustainability plan for unregistered childcare. Provision that does not need registration because care is offered for less than two hours per day may not offer the same value for money or flexibility for students in comparison with a crèche receiving the same funding per place that opens all day Monday to Friday. Institutions will need to obtain specific EYDCP support for proposals to implement unregistered childcare places.

24 Places for children aged over eight years do not have to be registered. However we recommend that institutions consult with their EYDCPs to ensure the childcare offered is an appropriate arrangement and that safety issues are addressed.

25 Institutions should provide realistic costings for their project works. Detail on project costs should be included in the project description section of the application form (appendix 1 to annex D). Institutions also need to complete an annual financial plan to demonstrate sustainability of the provision. A pro-forma is given at Table 10 in appendix 1 to annex D. Income and expenditure projections should be based on a robust forecast of occupancy rates.

Funding

26 All LSC-funded institutions (excluding work based learning (WBL) and private providers), including those that have previously received grants to set up places, may apply for funding. Places should be set up within or linked to LSC-funded institutions. Institutions may set up provision off site and/or work with private providers. Where institutions intend to work with private providers the project description will need to clearly set out the

contractual and commercial arrangements for implementation and operation.

27 Funding will be awarded on the basis of competitive bids, the need to achieve a reasonable geographic spread, variety in the types of places offered, and recognition of current and future childcare requirements. EYDCPs and institutions should work together to map current and future demand for new childcare places. It is unlikely that all institutions will be successful; in 2000-01 the available funding was oversubscribed by 70%.

Allocation and payment of funds

28 The grant funding will be allocated in two funding rounds. Institutions are asked to submit firm bids for the first round of smaller projects, initial project details for larger projects followed thereafter by firm bids and an expression of interest for the second round of smaller projects. Submission of firm bids for the second round of smaller projects will be required next year. The timetable in paragraph 65 sets out the due dates for these submissions. This process gives institutions more time to develop submissions for larger projects and allows the LSC to construct a realistic funding profile for the whole programme before bids are considered. If institutions wish to bid for the second round of smaller projects and do not submit expressions of interest they may find that there are insufficient funds available to support their ambitions. All submissions will need to be made on the application form at annex D. However, only certain information is required for notifications of intent and expressions of interest. See Table 2 in annex B.

29 Projects already approved by institutions without recourse to the FE childcare places grant programme, projects that do not follow the processes set out in this

circular or projects where there is no signed funding agreement letter are not eligible for this grant funding.

30 Payments will be made in three stages for smaller scale projects and five stages for larger scale projects. Dates for the payment of funds to successful institutions and other activities are set out in the timetable in paragraph 65.

LSC grant funding per place

31 Grant funding will be awarded on the basis of the agreed number of funded places that the project will provide. It will be for institutions to request a level of funding per place for each element of childcare provision within their project.

32 For 2001-02 the average funding per place for pre-school provision has been set at £900. This is £100 less than that set for the 2000-01 programme and reflects actual performance by successful bidders in the previous two years. Bidding for a lower funding amount per place improves the value for money score of the project and means that more projects can be supported through the grant programme. For out of school hours provision for children of compulsory school age the average funding per place has been set at £455. This is because funding is not expected to support major capital costs such as the purchase of premises or building of premises because these childcare places are usually created in existing premises.

33 There is no maximum level of funding per place in order to give institutions the flexibility to provide new childcare places where the cost of the provision is high. Institutions will be expected to demonstrate in their project description that there are no lower cost alternatives available, either immediately or later in the three-year period for which funds

are available, or that the project provides significant benefits in addition to the provision of good quality childcare. High cost projects should also be supported by the inclusion of more detailed costings in the project description. Approval may take longer where the level of funding per place required is significantly above the average grant funding per place.

34 LLSC's will take into account the type of provision and the scale of works when assessing value for money (small or large project is one indicator of scale). Larger projects may require a higher contribution per place because of the nature of the works. Table 1 provides a guide for institutions. Crèche and childminding provision will not normally fall into the category of larger projects.

Table 1: Average funding amounts

LSC grant funding amount per pre-school place	1999-2000		2000-01
	Bids	Outcome	Bids
Nursery/day care		£660	£1,110
Crèche/mobile		£700	£810
Childminding		£560	£710
Average	£830	£650	£920

Note: There is likely to be a greater variability in the costs of crèche/mobile provision than for other types of provision.

Other sources of funds

35 Applications will need to demonstrate how various sources of funds can be combined to deliver the childcare places and provide value for money. Obtaining other sources of funding will lower the contribution the institution needs to input to deliver the project.

Use of funds

36 The grant can be used for capital and/or recurrent expenditure to provide new childcare places. It may not be used to provide

free or reduced cost childcare for students. The FE learner support fund may be used for this purpose. See LSC Circular 01/08. Grant funding for childcare places will not be awarded to projects, which involve purchasing additional childcare places at an existing childcare facility because this does not involve creating new places. Again learner support funds can be used for this purpose.

37 Paragraphs 18-19 in annex C gives examples of ways in which the funding may be utilised.

Expenditure

38 Annex E provides guidance on the possible need to seek formal consent to the project from the LSC area property advisor and on eligible and non-eligible expenditure that the grant funding can be spent on. Invoices for eligible expenditure will be required to support claims for grant funding. Institutions wishing to use the grant funding for costs not listed should contact their LLSC to clarify whether the proposed expenditure is eligible before submitting their application.

39 The terms of the grant funding require institutions to differentiate between capital and recurrent expenditure for which grant funding is being claimed. The DfES definition of capital expenditure is as follows:

'Capital expenditure shall be taken to include expenditure on land or buildings, or on fixed assets, equipment or vehicles having a planned life of more than one year costing £2,500 or more, or such other limit as may be determined by the Secretary of State from time to time.'

Planning and Working in Partnership

Institutions

40 Institutions are encouraged to work in partnership with other institutions. However, in order to provide flexibility to meet local needs this is not a requirement. For example, an institution in a rural area would not be expected to work in this way. Sharing best practice is likely to be most valuable at the planning stage and there is some indication that institutions that co-operated at this stage last year produced well thought out bids that scored highly during assessment. Working in partnership may also be of benefit if a project encounters difficulties. Co-operative working between institutions is becoming more important and LLSCs may wish to recommend that institutions work in partnership for the creation of childcare places.

41 Institutions working in partnership are encouraged to have regular progress meetings and may wish to involve the EYDCP in these. One institution will be asked to act as the lead institution in order to liaise with the LLSC and submit monitoring information for the partnership. Partner institutions should ensure they provide monitoring information to the lead institution in a timely fashion. Late monitoring returns from any institution may mean that payments will be delayed.

EYDCPs

42 All institutions are **required** to work with their EYDCP to develop childcare provision that integrates with the needs of the local community. Every application must be endorsed by the EYDCP to be considered for funding. The DfES will write to EYDCPs with the requirements of the FE childcare places grant programme for 2001-02 to 2003-04 and request them to advise and assist institutions

throughout the application and implementation period. To ensure a common approach by all EYDCPs guidelines on material for inclusion in the endorsement letter are provided at annex A.

Application Process

43 Application forms are included at annex D. Institutions should use these for:

- bids for smaller scale projects – first round
- expressions of interest for smaller scale projects – second round
- initial project details for larger scale projects
- bids for larger scale projects
- bids for smaller scale projects – second round.

Only certain information is required for expressions of interest and initial project details and these are set out in Table 2 of annex B.

44 Separate applications will be required for each round of projects for which an institution wishes to bid.

45 Guidance notes on how to complete the application form can be found at appendix 2 to annex D and the key criteria for assessing project bids are set out in annex F.

46 The LLSC will assess applications from institutions in its area. Applications will then be moderated on a regional basis and again nationally to ensure parity of assessment. At all stages applications will be assessed against the criteria outlined at annex F to ensure consistency in respect of national priorities and the delivery of quality childcare provision. The assessment process provides the opportunity for LLSCs to recognise exceptional local priorities.

47 The national office will ensure that an adequate geographical spread of the places is achieved provided that each region receives sufficient applications of a high enough quality. Projects not initially selected for funding due to over subscription will be held on a waiting list to receive funding should successful projects be withdrawn.

48 After formal applications have been submitted no further information will be accepted or considered. However, institutions may be contacted for clarification of their bid submissions.

Project Implementation

Acceptance of funding

49 Institutions, whose bids are successful, will be sent two copies of a funding agreement letter by the LLSC. Both copies should be signed and one copy returned to the LLSC. Failure to return a copy of the funding agreement letter by the due date may result in late payment or diversion of grant funds to other projects. Institutions accepting funding are required to provide monitoring returns as set out in the timetable.

Extension or amendment

50 Institutions that encounter difficulties with their project or suffer delays in its implementation should notify the LLSC immediately, in writing. Institutions may wish to meet with an LLSC representative on site in order to discuss recovery actions or alternative plans, which may include a project extension or withdrawal. Projects that are withdrawn may be considered for re-submission at a later date subject to availability of funding and timing constraints.

51 All extensions will require approval by the management board. In order to be

considered for an extension institutions should provide the LLSC with a written submission covering the following:

- difficulties encountered and why they cannot be resolved within the original project timing
- advantages and disadvantages of the revised project
- how the revised project will still meet the demand and quality of provision identified in the bid submission
- changes in number of places, type of provision, or expenditure requirements
- revised timing plan setting out the remaining project milestones, together with a risk assessment;
- confirmation that the requirements of this circular will still be met; and
- arrangements for the provision of temporary childcare in the event that the completion date cannot be achieved prior to the start of the academic year.

52 The LLSC will ensure that the revised project meets the requirements of this circular and may wish to consult with the EYDCP before making a recommendation. Decisions, including any changes to the level of funding offered, will be communicated in writing by the LLSC. The EYDCP will also be informed.

53 Institutions are also required to notify the LLSC in writing of any changes that they may wish to make to their bid submissions. Project amendments will need to be supported with similar information to that set out in paragraphs 51 and 52 and will be subject to the same approval process.

Completion

54 Projects are complete (places created) when all facilities are physically ready for occupation and have been registered. Places do not have to be occupied before a project can be classified as complete. The final payment of funds will be made after project completion, subject to satisfactory evidence of expenditure. Evidence of eligible expenditure may be submitted as soon as the facilities are physically ready for occupation. Expenditure made on staffing or other costs after completion and before places are occupied is not eligible for funding.

Audit requirements

55 Institutions that are successful in their application should keep appropriate records of payments and copies of invoices, etc, as required by the audit trail to support their grant claims. Institutions should also include a specific statement in their audited accounts on the use of this grant, which will be subject to audit. Institutions are recommended to maintain an asset register for any capital items purchased from the grant funding. Should any such items be used for another purpose or be disposed of the secretary of state for education and skills may require proceeds of sale totalling £2,500 or more to be handed back to the DfES. Additionally, institutions accepting funding should allow DfES officials access to visit these places for monitoring purposes if requested.

56 The funding must be reconciled against actual costs at the end of the project with any funds not spent returned to the Council. The Council will return any unspent funds at the end of the programme to the DfES.

Monitoring

57 All institutions are required to provide two interim annual reports by no later than 30th April 2002 and 2003 respectively (pertaining to the previous financial year) giving information on the total places created. This information is required for the LSC’s report to the Management Board. See paragraph 35 of annex C (DfES Guidance on Grant Funding).

58 All institutions will also need to provide two full annual reports by no later than 30 September 2002 and 2003 respectively (pertaining to the previous academic year) giving information on the total places created and, in the case of completed projects, the outcomes achieved and plans for sustainability. For completed projects the places information will be the final confirmation of places created (see paragraph 54) and will be accompanied by evidence of eligible expenditure. If the total of eligible expenditure is less than the agreed LSC funding the amount of funding will be reduced accordingly. This information is required for the LSC’s report to the Management Board. See paragraph 36 of annex C (DfES Guidance on Grant Funding).

59 Institutions will be issued with individualised forms for all of the monitoring returns detailed above by their LLSC. The forms and accompanying guidance will be issued by LLSCs to institutions at least two months before the deadline for return. All monitoring information should be returned to LLSCs.

60 Where institutions are working in partnership, arrangements should be in place for all partners to concur the monitoring returns before the lead institution returns them to its LLSC by the due date. If a partner institution does not agree or wishes to qualify any information provided on the return and no agreement can be reached within the

partnership the lead institution should inform its LLSC of the issues in writing at least two weeks before the monitoring return is due.

61 The LSC is interested in the reasons why institutions may choose not to apply for this funding. A representative sample of institutions, selected by LLSCs, will be contacted after the first round of bids to ascertain why they did not submit an application for funding. Institutions that wish to provide an immediate feedback are welcome to do so and should outline their reasons in a letter or email to their LLSC (see annex G for contact details).

62 Arrangements for monitoring the sustainability of new childcare places will be advised at the end of the project implementation stage.

ESF

63 Details on the allocation of ESF funds and the associated monitoring requirements will be included in supplement A to this circular, which will be issued at a later date.

Responses

64 Completed applications, expressions of interest and initial project details are requested by the due dates given in the timetable in paragraph 65 and should be **sent to LLSCs** (see annex G for contact details).

Timetable

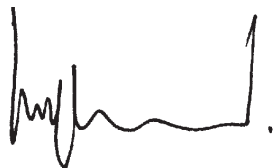
65 The complete timetable for the grant programme is shown below:

Information and guidance	
06 Aug 2001	Pre-planning guidance document issued to institutions
11 – 13 Sep 2001	Run training event for LLSCs

26 Sep 2001	Issue draft circular	20 Jun 2002	Second payment of grant funding (15%)
8 Oct 2001	Publish circular		
Smaller scale projects – first round		21 Oct 2002	Third payment of grant funding (20%)
02 Nov 2001	Institutions return bid submissions	20 Mar 2003	Fourth payment of grant funding (20%)
15 Nov 2001	Review and local moderation of bid submissions	21 Jul 2003	Institutions confirm projects complete
28 Nov 2001	National moderation and selection of bids	15 Aug 2003	Institutions submit final funding claim and invoices, etc
04 Dec 2001	Award projects to institutions	22 Sep 2003	Final Payment of grant funding (30%)
07 Dec 2001	Return of signed funding agreement/Start of project	Smaller scale projects – second round	
21 Jan 2002	First payment of grant funding (25%)	01 Nov 2001	Institutions submit expressions of interest
22 Apr 2002	Second payment of grant funding (35%)	27 Sep 2002	Institutions return bid submissions
13 Sep 2002	Institutions confirm projects complete	18 Oct 2002	Review and local moderation of bid submissions
27 Sep 2002	Institutions submit final funding claim and invoices, etc	24 Oct 2002	National moderation and selection of bids
21 Oct 2002	Final Payment of grant funding (40%)	25 Oct 2002	Award projects to institutions
Larger scale projects		04 Nov 2002	Return of signed funding agreement/Start of project
01 Nov 2001	Institutions submit initial project details	20 Dec 2002	First payment of grant funding (25%)
13 Dec 2001	Institutions return bid submissions	21 Apr 2003	Second payment of grant funding (35%)
01 Feb 2002	Review and local moderation of bid submissions	04 Aug 2003	Institutions confirm projects complete
12 Feb 2002	National moderation and selection of bids	29 Aug 2003	Institutions submit final funding claim and invoices, etc
15 Feb 2002	Award projects to institutions	22 Sep 2003	Final Payment of grant funding (40%)
21 Feb 2002	Return of signed funding agreement/Start of project	Monitoring	
20 Mar 2002	First payment of grant funding (15%)	30 Apr 2002	Institutions submit interim monitoring report

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30 Sep 2002	Institutions submit annual monitoring report
30 Apr 2003	Institutions submit interim monitoring report
30 Sep 2003	Institutions submit annual monitoring report

A handwritten signature in black ink, appearing to read 'John Harwood', followed by a period.

John Harwood, Chief Executive

Annexes

Annexes

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Annex A: Scope of the EYDCP Endorsement

1 Institutions are expected to work in partnership with the EYDCP for the planning and implementation of their project. Institutions should link with the Lead Officer in the first instance who can then recommend the appropriate person within the EYDCP that the institution should liaise with. Institutions should also link with the Children's Information Service so that a full picture of childcare provision is obtained. The EYDCP needs to be fully involved at the planning stage so that they can endorse the proposed project in a letter to accompany the application. Guidance on the expected scope of the endorsement letter is given below.

- adequate research to identify the unmet demand for childcare and the appropriate type of provision
- fit with EYDCP's wider area plans
- impact on existing provision
- acceptability of any associated closure of existing childcare provision
- achievable timing plan, including registration of places
- value for money
- adequate transport arrangements for out of school places where necessary
- acceptability of any unregistered childcare provision
- EYDCP consideration given to continuity of care as the students take up work at the end of their course.

2 This list is not exhaustive and the EYDCP may wish to offer additional comments in support of institutions' projects.

Annex B: Programme Content

1 The FE childcare places grant programme for 2001-02 to 2003-04 allows institutions to bid for three rounds of projects, that is,

- first round of smaller scale projects – Dec 2001 to Aug 2002 implementation
- larger scale projects – Jan 2002 to Jun 2003 implementation; and
- second round of smaller scale projects – Nov 2002 to Aug 2003 implementation.

2 In order to allow the LSC to profile the available funding over the three years of the programme institutions are asked to indicate their interest in the second round of smaller scale projects in addition to making bids for the other rounds. The bidding process also recognises that bidding for larger scale projects may require additional time. Therefore, institutions are asked to submit initial details for these projects in order to give the LSC an early indication of funding requirements followed by a formal bid submission by the deadlines set out in the timetable in paragraph 65.

3 Institutions are not required to bid for all rounds.

4 All submissions will be made on a single application form (annex D). However, expressions of interest for the second round of smaller projects and initial details for larger projects will require only certain information. Submission requirements are set out in the following table.

Table 2: Application requirements

Project round	Application type	Information requirements
Smaller scale projects – 1st round	Formal bid	<ul style="list-style-type: none"> • All information requested in annex D and appendix 1 to annex D
Larger scale projects	Initial project details	<ul style="list-style-type: none"> • Administrative details • Places calculation • Funding calculation • Initial estimates of project expenditure • Brief project description including aims and objectives
	Formal bid	<ul style="list-style-type: none"> • All information requested in annex D and appendix 1 to annex D
Smaller scale projects – 2nd round	Expression of interest	<ul style="list-style-type: none"> • Administrative details • Places calculation • Funding calculation • Brief project description including aims and objectives
	Formal bid	<ul style="list-style-type: none"> • All information requested in annex D and appendix 1 to annex D

5 Submissions of initial project details or expressions of interest will not require an EYDCP endorsement nor will they be assessed by LLSCs. However, initial project details for larger projects should not be submitted without an expectation of EYDCP endorsement.

Annex C: Guidance on Grant Funding from the DfES for the 2001/04 FE Childcare Places Programme to be administered by the LSC

Introduction

1 This guidance sets out the terms and conditions, which apply to the FE Childcare Places Grant Programme for 2001-2004. It:

- a. Provides background, including information about the National Childcare Strategy, the contribution that FE institutions can and do make to the Strategy, and gives details about similar grants to the Further Education Funding Council (one of the LSC's predecessor bodies) in previous years;
- b. Provides details about the grant for the period 2001-2004 – sets the LSC an overall places target, a level of grant and the objectives of the programme;
- c. Sets out the general criteria for the grant, including LSC responsibilities;
- d. Details the management information arrangements.

Background

The national childcare strategy

2 The Government launched the National Childcare Strategy in May 1998, which aims to ensure good quality, affordable and accessible childcare in every community.

3 The Department's three key targets for the Strategy are that by March 2004.

- a. We should create new childcare places for 1.6 million children, which, taking account of turnover in existing places, should allow around 1 million extra children to benefit from childcare in England alone;
- b. We should aim that there should be a childcare place in the most disadvantaged areas for every lone parent entering employment;
- c. We should close the childcare gap between disadvantaged areas and others.

4 Early Years Development and Childcare Partnerships (EYDCPs) in every local authority area have drawn up strategic plans for childcare services over the period April 2001 – March 2004, and implementation plans for the current financial year.

The contribution of FE colleges and institutions to the national childcare strategy

5 FE colleges and institutions (referred to later in this guidance collectively as 'FE institutions') have an important part to play in the implementation of the National Childcare Strategy. By providing good quality childcare, they can help parents take up training and

education opportunities to gain skills and knowledge. Many FE institutions already offer childcare and this grant will help them provide more. FE institutions are also the major providers of training in childcare and we expect them to be able to involve students in 'on the job' training in their college childcare facilities. The FEFC issued Circular 00/21 in June 2000 which sets out how the FE sector is contributing to the National Childcare Strategy and encourages all FE colleges and institutions to consider what more they can do now the implementation of the Strategy is underway.

6 FE institutions also have objectives to widen participation and improve retention and completion rates. Providing childcare to help parents take up and stay in training or education underpins these objectives too. The FE sector has been allocated £30 million specifically for childcare support for those on low incomes in 2001/02. We expect FE institutions to recognise that this fund, which was introduced in 2000/01 continues to provide significant level of funding to support the development of their own childcare strategies. LSC guidance on the use of the childcare support fund is given in circular 01/08 *FE Learner Support Funds 2001/02* issued in August 2001. Funding must be used for the purpose allocated, but this should allow plenty of scope for institutions to combine the various sources of funding to enable more parents to train or study.

7 It is important that the childcare plans of FE institutions fit in with EYDCP strategies. EYDCPs must be consulted and actively involved in drawing up institutions' plans for the use of the FE Childcare Places Grant for 2001-04 and FE institutions should be represented on their local EYDCP. DfES will also be contacting EYDCPs with details of the FE Childcare Places Grant for 2001-2004 and

the importance of planning the implementation of places for the start of the academic year (September).

The FE childcare places grant in previous years

8 Over 22,000 places are expected to be created by the end of the 2000/01 academic year at a total funding cost of £14.4 million. Details of the types of places by year are shown at the appendix to annex C.

The FE Childcare Places Grant For 2001-2004

Overall target

9 The DfES expects to provide £19 million over the period April 2001 to March 2004 to establish childcare places in FE institutions. The LSC will administer a programme, which will target the creation of **at least** 21,000 (and probably more) new childcare places (based on the formula in this circular) in FE institutions by 2004. The LSC should ensure that there is a reasonable geographical spread of places.

Funding – overall amounts

10 The DfES will vire £15 million to the LSC from April 2001 until March 2004, at a flat rate of £5m per year, through grant in aid. Future funding, for years 2002/03 and 2003/04, will depend on the LSC making satisfactory progress towards its 2004 places target. That will be judged by:

- whether the LSC is meeting the milestones it has set and agreed with the DfES in its strategic plan
- a Management Board established to oversee the grant.

11 The funding will be used only for activities prescribed in this guidance. The LSC

will need the written approval of the DfES to spend funds outside the prescribed purposes.

12 A further £4 million will be made available through the European Social Fund. At least £2 million must be spent and claimed by December 2003. We anticipate that £4 million will be spent over the financial years 2002/03 and 2003/04. **Supplement A** to this circular will provide more details of the terms and conditions attached to ESF Funding, including separate reporting arrangements.

Funding – more detailed criteria

13 This is a pump-priming grant to make a contribution to the cost of setting up childcare places. There may be wide variation in costs in setting up places, depending on the work involved. The average contribution over the period 2001-2004 will depend on the type of place created.

- an average unit cost of £900 per place will apply to full day care provision for children under compulsory school age – including 'wrap around' care for 3 and 4 year olds who also receive a free nursery place (either at the college based nursery or elsewhere). These places will be referred to later in the guidance as 'nursery' places
- an average unit cost of £455 per place will apply to 'out of school hours' provision for children of compulsory school age. These places will be referred to later in the guidance as 'OOSH' places.

14 These are average unit costs only, and should not be exceeded across the total number of places. However, there is no restriction on the unit cost of places in individual schemes.

15 The minimum place target above assumes that it could be possible for all 21,000 places to be nursery places. The place target will increase, as the proportion of OOSH places increases. By the end of the programme, the number of OOSH places will not exceed the number of nursery places.

16 If the average unit costs for nursery, OOSH or both places is less than the averages indicated above (that is, less than £900 for nursery and £455 for OOSH), the LSC may either:

- a. Create additional places from within the £19 million available; or
- b. Surrender the balance to the DfES.

17 Grant can be used for capital and/or recurrent expenditure to set up facilities or other arrangements, which will provide childcare places for children aged 0 to 14 (up to 16 for children with special educational needs or disabilities). The definition of capital, for the purposes of this grant, shall include:

- expenditure on land or buildings, or on fixed assets, equipment or vehicles having a planned life of more than one year costing £2,500 or more, or such other limit as may be determined by the Secretary of State from time to time.

18 The LSC is free to determine the best use of grant, in order to achieve the maximum additional number of quality childcare places, provided it falls within the broad categories listed below:

- adapting new or existing premises to make them suitable for childcare use, perhaps in combination with other provision provided
- setting up arrangements such as childminder networks in the community which link into the college

- setting up provision close to the home of parents, rather than based on the college, which might help parents who study predominantly from home or at an outreach centre
- staffing costs, including training, to establish the service in the initial start up period.

19 The LSC will be able to stray outside these parameters for the creation of childcare places, with the written agreement of the DfES.

General Criteria, including the Responsibilities of the LSC

General criteria

20 The LSC will invite proposals from FE institutions, single institutions or groups working together. FE institutions, which were successful in previous years, may bid for funding for resources available between 2001 and 2004.

21 The LSC will provide detailed criteria to institutions against which their bids will be assessed, drawing on criteria used in previous years and development of those criteria. The LSC will determine its own internal arrangements for how it provides funds to institutions, how it will examine and rank bids, and how it manages the budget (for example, either a centralised approach or working through local LSCs).

22 All places created should be within, or linked to, FE institutions, to provide care for the children of students undergoing education or training, particularly those in greatest need, for staff in FE institutions, and where possible to meet the wider needs of the local community.

23 Students must have the first call on places created.

24 FE institutions' application for this grant should show how they will combine various sources of funding to deliver these childcare places. FE institutions should look carefully at the value for money of the places they create. All proposals must demonstrate that the new places they plan to provide will be able to generate sufficient income to cover operating costs in the long term, thus being viable after the pump-priming ceases.

25 Proposals must show how their childcare places will complement and integrate with existing services, so that parents have a choice of type and location of services (for example on college premises, near home or in the wider community; with a crèche, or a nursery, or before/after school club, or childminder or childminding network) and how continuity of care might be achieved by EYDCPs as the students take up work at the end of their course. Institutions will wish to allocate childcare places to the next cohort of students and it seems more appropriate that EYDCPs should be considering the impact of the increasing numbers of people in work who require (community) childcare places – this should also encourage partnership working between institutions and EYDCPs. They must always involve their local EYDCP and gain their endorsement that their proposals are realistic, achievable and in line with the EYDCP's wider early years and childcare plan. Separate money may be available from the transition budget for LSC administration costs if LSC can demonstrate that these are one-off set-up costs.

26 FE institutions should consider the needs of their local community when thinking about whether new childcare places can be made generally available during holiday periods. At these times however, as at all times, the needs of students must take priority.

27 All places funded from the FE Childcare Places Grant must be in addition to what is currently provided in the area served by the institutions bidding for funds. This means that if an institution proposes to create new student childcare places and at the same time reduce or eliminate a number of community places the allowable funding will only be calculated on the net number of additional places not the increase in places designated for students.

28 FE institutions should also consider how the childcare facility will be integrated with, or used for the training of childcare workers.

29 FE institutions should also demonstrate how nursery childcare provision can be integrated with, and include, provision for Early Learning.

LSC responsibilities

30 The LSC will be responsible for:

- administering an appropriate system to allocate grants to FE institutions against their proposals to expand or create childcare services which meet the criteria set out and deliver the number of places
- managing delivery by FE institutions so that the funding is fully spent within the timescale agreed with LSC. Projects may last longer than one financial year
- providing information to the DfES on grant allocations made, listing for each FE institution: the EYDCP area involved, numbers of places to be provided by when and a brief description of provision
- providing details by FE institution of how many places have been created.

31 The LSC will be responsible for determining arrangements with FE institutions.

Institutions should keep such records and provide such information as the LSC determines.

Management Information

32 The DfES will establish a Management Board for the FE Childcare Places grant. The Board:

- a. Is likely to consist of representatives from the LSC, the LLSC, DFES EYCU, the DfES's LSC sponsor team of the LSC, Finance Directorate, EYDCPs, the EYDCP's partnership advisers, and a college;
- b. Will meet termly – autumn, spring and summer;
- c. Will assess progress of the programme, against the strategic and annual plans provided by the LSC. The LSC will provide progress reports for the meetings, predictions for progress over the next term and an assessment of progress towards the overall target;
- d. Will, in the light of developments, consider how the programme could be refined in future years.

33 The LSC will provide the DfES, by 30 September 2001, with a strategic plan for the period April 2001 to March 2004, which includes key milestones. In particular, it should plan spend and place creation annually and justify its planning assumptions. The plan should include how the LSC will ensure:

- reasonable geographical spread
- how the LSC has addressed the requirements set out in this guidance.

34 The DfES will consider the plan, once submitted, and provide comments to the LSC. The aim will be for the DfES and LSC to agree the strategic plan by 31 October 2001.

35 The LSC will provide two draft interim annual reports to the Management Board by no later than 30 June 2002 and 2003 respectively (pertaining to the previous financial year) giving information on the total places created (including for example a breakdown of type of place, and details about Early Years provision in nursery settings) and an audited statement of funds allocated to institutions. (Note: Institutions will be required to submit their reports to the LSC by no later than 30 April 2002 and 2003 respectively.) The LSC will provide final interim reports by 10 August, taking account of comments received by the Management Board. The LSC will also report to the DfES the breakdown between capital and recurrent funding.

36 The LSC will provide two full annual reports by no later than 30 November 2002 and 2003 respectively (pertaining to the previous academic year) giving information on the total places created, examples of good practice and innovation in providing good quality childcare in FE institutions, how far childcare has contributed to widening participation, details of who has taken up childcare places and whether the greatest needs have been met, additional demand identified, how the places will continue to operate, and an audited statement of grant in line with the offer of grant requirements for each project completed. (Note: Institutions will be required to submit their reports to the LSC by no later than 30 September 2002 and 2003 respectively.) The Management Board will receive draft reports for comment in time for its October meeting.

37 The LSC will provide a full report covering the whole programme to the Management Board by no later than 30 June 2004. The details of the Report will be considered at a future Management Board meeting but will include a final audited

statement of the FE Childcare Places Grant in line with the offer of grant requirement.

38 If programme funds become available after bids are awarded for implementation by September 2003 (last academic year start within the programme period) additional bids may be sought and a revised audited statement will be submitted to a further meeting of the Management Board if required. This reflects the planned scheduling of projects, that is,

- a. First round of 'small' projects – Dec 2001 to Aug 2002;
- b. 'Large' projects – Jan 2002 to June 2003; and
- c. Second round of 'small' projects – November 2002 to Aug 2003.

FE Childcare Places between 1998 and 2001

	1998/99 – actual	1999/00 – actual	2000/01 – estimate
Places			
Over 3 years			
Out of school	10,000		
Under 5 years			
Childminding		1,041	1,205
Crèche		1,967	2,243
Nursery		3,417	2,550
Total	10,000	6,425	5,998
Expenditure	£5.0m	£4.2m	£5.2m

Annex D: Funding Application for New Childcare Places 2001/04

101 Lockhurst Lane
Foleshill, Coventry
CV6 5SF
T 024 7670 3398
F 024 7670 3485

www.lsc.gov.uk
info@lsc.gov.uk

(Reference Circular 01/12)

Please return two copies of this application form and the supplementary information requested in appendix 1 to the contact at the appropriate LLSC (listed at annex G) by the appropriate due date given in the timetable.



Learning+Skills Council

Please type all information or print in capital letters.

Indicate here which round of projects you are applying for

(smaller scale – 1st round, larger scale, smaller scale – 2nd round)

Please tick box for: Expression of interest (smaller scale projects – 2nd round)

Initial project details (larger scale projects)

Formal bid

☐
☐
☐

Name of lead institution *(please print)*

Name of project manager *(at the lead institution)*

Telephone number of project manager

E-mail address of project manager

Names of partner institutions and the lead contact at the institution *(please tick the box adjacent to the partner's name where a letter of endorsement from the partner institution is enclosed)*

	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

The partner's letter of endorsement should confirm that they have seen this application and the information relating to their institution is accurate. Please attach these letters at the end of the application form.

EYDCP area

EYDCP contact name, position and telephone number

Is a letter of endorsement from the EYDCP enclosed? Yes ☐ No ☐

If No, please attach a letter of explanation at the end of the application.

Total number of funded places requested (after turnover has been applied)

Total amount of funding requested £

Month when all places will be physically set up

Places Calculation

Tables illustrating each step in the process have been included to assist in the calculation of funded childcare places. Following these steps will ensure that the amount of funding available is calculated correctly. Guidance on how to complete these tables is given in appendix 2 to annex D.

In order to ensure that information for separate categories and locations of provision within the project is entered correctly in all tables Table 3 should be used to assign an ID letter for each. Information for the same provision should be entered against the appropriate ID letter in all tables.

Table 3: Identification of separate provisions within the project

ID Letter	Institution	Campus/Location	Provision code
A			
B			
C			
D			
E			
F			

See Table 4 for description of provision codes.

Table 4: Types of provision

Provision code	Type of provision	Notes
1	Childminding Network	
2	Crèche	Fixed in one location
3	Outreach crèche (including mobile provision)	Peripatetic childcare provision at fixed pre-arranged locations, for example community centres or provided by a bus driven to each location
4	Nursery/day care provision	Permanent provision offering full range of childcare facilities
5	Out of school hours care	No category breakdown

Places Calculation (cont'd)

Table 5: Availability of facility

ID Letter	Provision code	Weekdays	Weekday evenings	Weekend	Turnover factor
A					
B					
C					
D					
E					
F					

See Table 6 for selection of turnover factors.

Table 6: Utilisation of facility

Utilisation	Turnover factor
Pre-school places:	
Mon – Fri half day or weekend half day (1 session)	1
Mon – Fri all day or weekend (2 half day sessions)	2
Mon – Fri all day + evening	2.5
Mon – Fri all day + weekend	2.5
Weekend all day + evening	2.5
Mon – Fri all day + evening + weekend	3
Out of school hours (OOSH) places:	
Mon – Fri before or after school care (1 session)	1
Mon- Fri before and after school care (2 sessions)	2

To qualify as evening opening, the provision should be open for at least two evenings per week and for a minimum of two hours duration.

Table 7: Calculation of number of funded places.

ID Letter (col 1)	Provision code (col 2)	Ofsted registered capacity (col 3)	Turnover factor (col 4)	Number of funded places (col 3 x col 4)
A				
B				
C				
D				
E				
F				
Total number of places:				

Funding Calculation

Table 8: Calculation of LSC funding requested

ID Letter (col 1)	Number of funded places (col 2)	Total LSC funding requested (col 3)	LSC funding per place (col 3/col 2)	Month/Year when the places will be available (col 5)
A		£	£	
B		£	£	
C		£	£	
D		£	£	
E		£	£	
F		£	£	
Total:		£	£	

Project Expenditure

Table 9: Capital and recurrent expenditure details

ID Letter	Provision code	Total cost of provision	Estimated capital expenditure content		Estimated recurrent expenditure content	
			Amount	Percent	Amount	Percent
A		£	£	%	£	%
B		£	£	%	£	%
C		£	£	%	£	%
D		£	£	%	£	%
E		£	£	%	£	%
F		£	£	%	£	%
Total		£	£	%	£	%

See paragraph 39 for a definition of capital expenditure.

For LLSC completion (successful bids only)

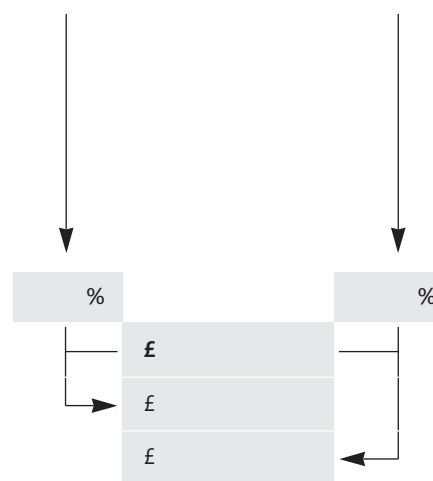
If the bid is successful, the LSC funding awarded must be split into capital and recurrent elements based on the estimated costs of the project from Table 9. To do this, calculate the figures in the boxes shown below:

Total percentage figures from project expenditure:

Total amount of funding awarded:

Calculated LSC capital element (expenditure % x total funding):

Calculated LSC recurrent element (expenditure % x total funding):



Appendix 1 to Annex D: Project Description

101 Lockhurst Lane
Foleshill, Coventry
CV6 5SF
T 024 7670 3398
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info@lsc.gov.uk

(Reference Circular 01/12)

Please provide a description of the project here. Information that institutions are requested to include is set out in the guidance notes in appendix 2 to annex D. Institutions should take note of the eligibility and other criteria set out in annex D.

Please complete the shaded areas, white areas are to be left blank. Attach extra sheets as necessary but please number the pages.

If possible please type your project description.



Learning+Skills Council

A large, empty rectangular area with a light grey background, intended for the project description.

- | | | | |
|---|--|------------------------------|-----------------------------|
| 1 | Are all the places for children aged 0 to 14 (or up to age 16 for children with special educational needs or disabilities? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2 | Will the places be used to train childcare students? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3 | Will all students working within the facility be supernumerary?
If not, please demonstrate compliance with the <i>Children Act 1998</i> in the project description. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4 | Are all institutions applying for grant funding providing courses of further education and funded by the Council? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Note: Council-funded institutions may work with WBL and private providers but these are not eligible for grant funding

- 5 How will the project partnership ensure that the places set up attract parents that would not otherwise have been able to enter the institution; are prioritised for individuals most at need and will be allocated only to students? If the project is aimed to target students from a particular priority group, for example ethnic minorities or women from refuge accommodation, details can be included here.

- 6 Describe the demand for childcare places and how the intended type of provision addresses this appropriately. Include how it was researched and measured objectively.

7 Are the proposed childcare facilities located within, or used by students living within a widening participation postcode area?

Yes ☐

No ☐

If yes state which postcodes and indicate whether this will enable the institution to attract students from new areas.

8 How does the institution intend to utilise the places to improve retention, and achievement?

9 Will the childcare facilities be located in an area with a high incidence of teenage pregnancies?

Yes ☐

No ☐

If yes, is it likely that teenage parents will use any of the places set up?

10 Does the project contain provision for: babies (under two years)?
children with special needs?

Yes ☐

No ☐

Yes ☐

No ☐

If yes please outline the provision and give the ages of the children.

11 Will the project require planning permission?

Yes ☐

No ☐

How will the project be affected should planning permission be refused, delayed or difficult to obtain?

Please outline any contingency plans that could be utilised to salvage the project if planning permission is refused.

Additionally please identify any other risk factors that might delay delivery of the project and how these factors could be minimised/overcome. Evidence of anticipating potential problems before they occur will be taken as an indicator of good project management and rewarded in the marking of the project.

12 You may wish to comment here on how the project will be completed within the required timeframe even if planning permission is not required. (Attach extra sheets as necessary.)

13 Will any of the works associated with the project be constrained because they can only be carried out during holidays or at a time when students are not on site?

Yes ☐

No ☐

If yes, please state the constraints and when the works are planned to be carried out.

Outline any contingency plans you have for completion should the project timing slip.

Furthermore, if the works will disrupt existing childcare provision this should be carefully detailed.

14 Outline below any childcare provision that the college currently has.
If the childcare is provided through external organisations this should be specified.

15 Has any of the institution's existing childcare provision been closed within the last year or is planned for closure? Yes ☐ No ☐

Also, if you are aware of any other childcare provision within the community that is to be closed please give details here.

16 Will this application result in a net increase in funded childcare places (using the LSC place calculation methods)? Yes ☐ No ☐

17 Are all the places new places, to be set up in addition to current provision? Yes ☐ No ☐

If no please give details below.

18 Please describe how Ofsted registration requirements will be met.

Include in the answer how the partnership intends to ensure the quality of the provision is maintained.

19 Please describe how the places will be sustained once the grant funding ends and use *Table 10* overleaf to illustrate the business and financial planning that has been carried out to deliver sustainability. Institutions planning more than one type of childcare provision in their projects may find it easier to complete a separate table for each type of provision. (Please indicate which provision the table has been completed for, or if it has been completed for all provisions.) Income and expenditure projections should be based on a robust forecast of occupancy rates.

Table 10: Annual financial plan for new childcare provision

		£000	No of funded places	No of parents
Revenue				
Students:	Charges			
	Childcare support			
	Access			
	ESF/SRB			
	New Deal students			
	Other (i)			
	College subsidy			
	Sub-total			
Staff:	Charges			
	College subsidy			
	Sub-total			
Community:	Charges			
	LEA funds			
	Other (ii)			
	Sub-total			
Total Revenue				
Operating Costs				
Nursery				
Crèche				
Childminder				
Administration, etc.				
Total Operating Costs				
Planned Surplus/(Deficit) – if any				
(i)	Specify other sources of funding:			
(ii)	Specify other sources of funding/subsidy:			

20 Will the funding you are requesting from the Council cover the costs of the entire project?

Yes 

No 

If not, please demonstrate how various sources of funds will be combined to deliver the places and complete the following table.

Table 11: Sources of Funds

Funding Body	Funding Amount (£)	Share (%)
LSC		
LEA		
Other grants, for example ESF, NOF (give details under the above question)		
Lead institution's own funds		
Partner institutions' funds		
Other <i>(please specify)</i>		

21 How will this project achieve overall value for money and be cost effective?

Yes ☐ No ☐

Signatures

Date _____ / _____ / _____

Principal (lead institution)

Date ____ / ____ / ____

Attachments

If the application is not accompanied by an EYDCP endorsement please attach a letter explaining why. Projects cannot be considered for grant funding until EYDCP endorsement is received.

Appendix 2 to Annex D: Guidance Notes

Introduction

1 Partner institutions should have the same opportunities as the lead institution to provide input for the application form (and all other monitoring returns). As responses to the general questions may differ between the institutions or between the different types of provision being set up please make clear which institution is responding and tie the answer to the particular provision. It will not matter if the answers differ between institutions. Should insufficient space be provided please attach an extra sheet.

Counting Places

Childminder places

2 Institutions need to take into account the number of places each childminder will be registered for and use these as the basis of the calculation (before the turnover is applied). Institutions will reduce their funding if they only count the number of childminders recruited. Where childminders are likely to be registered for different numbers of children or where the hours of care they offer will generate a different turnover factor institutions should break the places calculation down into its constituent parts. An example is given below.

Institution X recruits 10 childminders, 5 of which will be registered for 3 children and will offer care Mon – Fri all day, and the other 5 are registered for 2 children but 3 of these 5 childminders will only offer care in the mornings (Mon – Fri).

5 childminders each taking 3 children =

15 registered places,

The turnover for care all day Mon – Fri = 2

$15 \times 2 = 30$ funded places

2 childminders taking 2 children =

4 registered places

The turnover for care all day Mon – Fri = 2

$4 \times 2 = 8$ funded places

3 childminders taking 2 children =

6 registered places

The turnover for half day care Mon – Fri = 1

$6 \times 1 = 6$ funded places

Total funded places $30 + 8 + 6 = 44$ funded places.

3 Where institutions intend to offer childminding care for both pre-school and out of school hours provision they will need to be aware that the number of children that a childminder can be registered for depends on the ages of children being cared for. The bid will need to set out clearly the ages of children for whom care is being planned and the corresponding funded places. Copies of registration documents will be required before the final funding payment can be made.

Outreach crèche places across several centres

4 Outreach crèches are normally held at several locations. There is usually one set of toys and equipment and the same group of staff working at each location. In this case, the outreach provision should not be considered as a separate childcare facility at each location.

Institutions should combine locations that will be registered for similar levels of places into a regular pattern that offers care all week. The example below combines four locations into pattern of Mon – Fri all day care, which would yield a turnover of 2. It may be easier for

institutions to think in terms of the number of sessions they would offer. For a turnover of 2 we would expect the institution to offer 10 sessions each lasting for a minimum of 2 hours per week.

Table 12: Example of Outreach Crèche combination

Location	Mon	Tues	Wed	Thurs	Fri
Crèche 1			14:00 – 16:30	14:00 – 16:30	
Crèche 2	09:30 – 12:30		09:30 – 12:30		
Crèche 3	14:00 – 16:30			09:30 – 12:30	
Crèche 4		09:30 – 12:30 14:00 – 16:30			09:30 – 12:30 14:00 – 16:30

How to complete the tables for the Places Calculation

5 All the tables contain an ID letter in the first column in order to identify multiple provisions within a project. Information for the same provision should be entered against the appropriate ID letter in all tables.

6 Enter into Table 3 in annex D the institution name and campus/location for each category and the type of provision proposed. Please use a separate row in the table for each institution's provision. For example, if

institution X is providing an outreach crèche and institution Y is also providing an outreach crèche, please enter these provisions on two separate lines. The provision codes for the type of provision are in Table 4, which is directly below Table 3 in annex D.

Example for Table 3: Identification of separate provisions

ID Letter	Institution	Campus/Location	Provision Code
A	Institution X	Community 1	1
B	Institution X	Community 2	2
C	Institution Y	Community 3	2
D	Institution Z	Main campus	3
E			
F			

7 To complete Table 5 institutions need to indicate when the facilities will be available for childcare. The example table below illustrates how to set out the information. If a weekday provision is not open every weekday

please indicate which days in the week it is open. Please remember to include the times when the facility is open against the days it is open.

Example for Table 5: Availability of facility

ID Letter	Provision Code	Weekdays	Weekday Evenings	Weekend	Turnover factor
A	1	All day (8-17:30)			2
B	2	PM only (13-17:30)			1
C	2	All day (9-17:00)	Mon-Thurs (18-21:00)	Sat: All day (9-17:00) Sun: AM only (9-13:00)	3
D	3	All day (8-17:15)	All weekdays (18-21:00)		2.5

8 To fill in the 'Turnover Factor' in the above example see paragraph 9 below.

Utilisation of Facility

9 Table 6 in the application form gives the turnover factor for a range of utilisation patterns. Institutions should compare these patterns against the planned provision in their project to obtain the 'turnover factor' that is needed to complete the last column of Table 5 and the fourth column of Table 7 in the application form (annex D).

10 Any institution that is planning a project with a utilisation pattern not covered by the turnover factors given in the table should contact their LLSC for clarification of eligibility and, if appropriate, the correct turnover. The LLSC may wish to refer the query to the national office.

Calculation of Number of Funded Places

11 Table 7 in the application form calculates the number of places institutions can request funding for. The example for Table 7 overleaf gives a worked example of the calculation explained here in paragraphs 11 to 14. Enter into column 2 of Table 7 the provision code (already identified in the last column of Table 3) against the appropriate ID letter.

12 In the column headed 'Ofsted registered capacity (col 3)' institutions should enter the number of places Ofsted considers that each facility can accommodate, i.e. the maximum number of children (of the appropriate age) that can receive care at the same time. In the bottom cell of column 3 institutions should add up each provision to give the total Ofsted registered number for the whole project.

13 Enter into column 4 of *Table 7* the corresponding turnover factor (already identified from the last column of *Table 5*) for each provision.

14 The final column 'Number of funded places (col 3 x col 4)' is the product of columns 3 and 4. If the calculation produces a decimal

number please round up to the nearest whole number. When the number of funded places has been calculated for all provisions they should be added up to give the total number of funded places. This figure can now be entered into the box on the first page of the application form, entitled 'Total number of funded places requested (after turnover has been applied)'.

Example for Table 7: Calculation of number of funded places.

ID Letter (col 1)	Provision Code (col 2)	Ofsted Registered Capacity (col 3)	Turnover Factor (col 4)	Number of Funded Places (col 3 x col 4)
A	1	3	2	6
B	2	12	1	12
C	2	20	3	60
D	3	15	2.5	38 (37.5)
E				
F				
Total number of places:		50		116 (115.5)

Help with calculation of places

15 Any institution that is unable to complete the tables may contact their LLSC for further advice.

How to complete the tables for the Funding Calculation

Calculation of LSC funding requested

16 Enter into column 2 of *Table 8* the number of funded places for each part of the project (already identified in column 5 of *Table 7*).

17 Enter into column 3 the total amount of funding you are requesting from the LSC for each part of the project. In the bottom cell of column 3 add all the funding requested up to give a total amount. This total amount should be entered into the appropriate place on the first page of the application form, entitled 'Total amount of funding requested £_____'.

18 Column 4 'LSC funding per place' is a calculation. Divide column 3 (the total LSC funded requested) by column 2 (number of funded places) to gain the LSC funding contribution per place. The total LSC funding contribution per place (bottom cell of column 4) can be obtained by dividing the bottom cell of column 3 by the bottom cell of column 2.

19 Enter into column 5 the estimated month and year when each part of the provision will become available to offer care. These timings should tie in with the project milestones identified in the project description.

Project Expenditure

20 *Table 9* asks about the total costs of setting up your project (the full costs not just the LSC contribution). It also asks how much of the total project costs are estimated to be capital costs (see definition paragraph 39) and

the amount estimated to be recurrent expenditure.

21 Enter the provision code for each provision into Table 9 (from the last column of Table 3). Under the third column 'Total cost of provision' enter the total amount it will cost to set up each type of provision within your project and sum this to give the overall total cost of the project in the bottom cell of the third column.

22 In the fourth column enter the amount of each provision's total costs that is estimated will be spent on capital items. Calculate the percentage of your total costs that will be spent on capital items. To do this you need to divide the amount you have estimated will be spent on capital items by the total cost of the provision and multiply by 100.

23 Repeat the process detailed in paragraph 22 for the estimated recurrent expenditure content.

24 The calculation below Table 9 is for LLSCs to complete after the application has been received so institutions should leave this blank.

Project description

25 Please provide a description of the various components of your project including details of the specific works involved. Examples for preschool provision include:

- new build
- refurbishment or extension of existing premises
- room relocation
- minor new works, for example, just adding toilets
- staff recruitment and training
- childminding network or networks where more than one (please go on to

detail what arrangements will be involved)

- setting up outreach crèche at locations X and Y (please go on to detail what is involved).

26 Examples for out of school hours places include:

- before and after school club at location Z (please go on to detail what is involved)
- childminding network or networks where more than one (please go on to detail what is involved).

27 The project description should include a clear statement of project milestones. An example for preschool places is:

- planning approval for construction work
- completion of construction work
- staff recruitment and training
- Ofsted registration
- the availability of all places (to give an indication of the time periods involved).

28 An indication of how the time periods relate to the works is important. It is intended that this will help institutions plan realistically what can be achieved in the time available to set up facilities and identify any potential delays or pitfalls within the project. Please note all places must be available by the implementation deadline set out in the timetable (paragraph 65:). Information may be presented as shown in Table 13 below. Institutions may produce separate versions of Table 13 for each part of their project if this assists their planning.

Table 13: Example of how to relate timing to project works

Month 1	Months 2-3	Month 4	Month 5	Month 6
Planning permission	Building works	Staff recruitment, equipment purchases	Physical structure ready	Ofsted registration

29 Institutions need to include information on their estimated project expenditure/costs for all the works and purchases involved in their provision. Institutions should categorise their expenditure as capital or recurrent costs. For completeness institutions should give details on their total project costs (rather than just the LSC contribution). It may be that some elements of the total cost are not eligible under the LSC funding (see annex E) so it should be clearly marked next to these items that these will not form part of the claim for the LSC contribution.

30 If the project involves a private provider institutions should clearly set out the commercial and contractual arrangements in the project description. Please remember to include detail on how the college will retain sufficient control over the places to meet student's needs and ensure sustainability.

31 Institutions setting up out of school hours places should be specific about the locations and premises they intend to hold their childcare at and the schools it will serve. If the care location is not on the school site institutions should include plans for the safe transportation of the children to/from the care location.

32 The project description should also outline the demand for childcare places in the area from students, staff, and from the wider

community, explaining how this need was identified and objectively measured. There is often an extensive need for childcare. It should be noted that this project is not expected to meet all the demand identified. However, please indicate how the project will contribute to alleviating the need for places.

33 If the institution has any special priorities the childcare places will support this should be detailed in the project description.

34 The project description should also illustrate the institution's commitment to the project and demonstrate the thought and preparation that has already begun on the project.

35 Institutions may wish to include details explaining how quality will be ensured in their childcare facility and highlight any provision that may be an example of best practice or is particularly innovative.

Annex E: Project Expenditure

1 Any institution proposing a childcare places project with a total cost, including VAT, fees, external works, equipment, fixtures and fittings that exceeds 5% of the institution's annual turnover should first liaise with their LSC area property advisor in order to obtain formal consent to the project in accordance with paragraph 24 of FEFC circular 98/30.

2 The final project payment will not be made until the institution's final confirmation of places created, together with accompanying claim and invoices has been received and verified by the LLSC¹. Institutions are requested to provide a breakdown of project costs in the project description section of the application form. The invoices provided must be for eligible expenditure and if they reflect a significant change from the cost breakdown cited in the original application or a subsequent project amendment this should be explained briefly. Copies of registration documents are also required.

3 Guidance on eligible expenditure is given below. Where an institution has costs that do not appear to be eligible it should seek guidance from the LLSC. The LLSC will advise institutions if it considers that any expenditure applied for is not eligible. The total payment of funds cannot exceed the total of eligible expenditure.

¹ The final payment is also subject to all monitoring information having been received on time.

Acceptable Evidence

4 Invoices must be addressed to the institution or a partner institution. If the invoices are addressed to the architect/contractor then a copy of the institution's bank statement showing the amount leaving the bank account should be provided (the institution may blank other transactions on the statement if they wish). Where institutions did not receive an invoice a letter of explanation signed by the Principal or Finance Director and a demonstration of the money leaving the bank account may be allowed.

5 Purchase orders, copies of cheques or internal documents will not be accepted as proof of invoices paid (with the exception of paragraph 5 below). The institution should provide a copy of the relevant invoices. If the invoice cannot be produced then the purchase order and a copy of a bank statement demonstrating the amount leaving their account is sufficient.

6 Petty cash vouchers are acceptable where there is no alternative. However the total of all items evidenced through petty cash vouchers cannot exceed £100.

7 Photocopies of invoices are acceptable however they must be completely legible and not, even in part, covered by other documents. The listing of all items and figures on the invoice must be clear. If any of the costs on the invoice are not part of the project this should be made clear by writing on the invoice

and taking care not to obscure any information. Draft invoices are not acceptable. Where invoices are provided there is no need to duplicate the information, for example by also providing the purchase order.

Eligible Expenditure

- a. furniture and equipment (including toys and first aid equipment);
- b. professional fees, for example solicitors, contractors, planning permission, childcare registration and other regulatory items. Soil sample tests are also eligible;
- c. insurance, for example contractor insurance is acceptable. The cost of any premiums required to add business use to car insurance for staff transporting equipment in their own vehicle is eligible as long as the only reason is for the sole purpose of the project;
- d. physical building works are eligible (including health and safety works). Contractors' certificates are acceptable evidence instead of invoices;
- e. refurbishment and redecoration costs, including site clearance and hire of skips;
- f. purchasing a vehicle;
- g. staffing costs (until the project is complete – see paragraph 54) for new nursery/crèche workers, for childminders, or for a member of staff recruited specifically for the project, for example childminding network manager. Where staffing costs are claimed acceptable evidence is a copy of the contract, which should state the post name, the salary, the date of commencement, and, if it was for a specific period, the end date. If an institution employs temporary agency staff a written statement signed by the Finance Director will be required confirming that the staff hours relate only to the project, together with a justification of why they were required;
- h. training costs specifically related to the childcare project, for example training new childminders prior to project completion are also eligible;
- i. recruitment costs (including the cost of placing the advert) for new staffing. Advertising launch costs are eligible, for example notification of opening date, type of provision and tariff of charges to student services, partner institutions and EYDCP;
- j. purchasing IT equipment is acceptable if it clearly relates to the project, for example a computer for nursery operations, specific software for a nursery booking system and, in the case of a specific IT crèche, children's software programmes and associated equipment are acceptable. Software to actually make the computer work is eligible. For any IT equipment to be eligible it **must be detailed in the cost breakdown** in the application and a brief explanation of why it is needed and what it will be used for is required;
- k. other specialised works directly relating to the project may be eligible, however, please contact the LLSC to discuss this before the application is submitted. 'Unusual' costs of innovative childcare provision will be supported as far as possible.

Ineligible Expenditure

- l. costs for the 'time' of existing staff at the institution cannot be included. This includes the institution's estates/maintenance staff as well as management/administrative staff. However, project costs can be minimised if this time is freely given;

- m. advertising and marketing costs other than recruitment and launch costs are not eligible;
- n. stationery and books for the administration of the project are not eligible. (Stationery and books for children's use in, for example a nursery would still be eligible under Furniture and equipment.)

Annex F: Key Criteria for Assessing Project Bids

Introduction

1. In applying for funding institutions are asked to provide all the information requested in the application form (annex D and appendix 1 to annex D) and demonstrate how the criteria outlined below will be met. Taken together the application information and achievement of the criteria will form the basis of assessing each project's suitability for funding. After the application has been submitted no further additional information will be considered unless institutions are specifically contacted for clarification.

Eligibility

2. To be eligible for funding all institutions must satisfy the following:

- all places must be new places in addition to current provision
- all places must be for children aged 0 to 14 (or up to 16 for children with special educational needs or disabilities)
- places must be sustained after funding has ceased
- places should be used to train childcare students
- places created should be set up within or linked to LSC-funded institutions in the FE sector
- a letter of project endorsement from the EYDCP must be received.

Other Criteria

3 Institutions' applications will then be measured against how far they demonstrate the following:

Places and widening participation

- students should be given first priority for the places over staff and community users
- how parents will be targeted so that students with greatest need have first call on the places, and the planned take up of places by different groups
- explanation of how the childcare places will be utilised to contribute to the institution's widening participation and retention and achievement priorities
- offering parents a choice of type and location of childcare provision.

Demand for childcare

- how the institution has researched the demand for places
- what the unmet demand (number and type of provision) for childcare is
- whether the intended places will address the identified need in a valuable way.

Registration

- preparations that will be made to meet registration and inspection requirements
- plans for preventing or minimising registration delays that may occur.

Funding

- good value for money, with a range of funds used effectively, so that grant contribution is minimised and overall places target delivered
- effective and realistic plans in place to ensure sustainability in the long term.

Quality and innovation

- how nursery childcare provision can be integrated with, and include, provision for Early Learning.

EYDCP endorsement

4 The application will also be assessed against the information the EYDCP provide on their endorsement letter. Annex A provides a guide for EYDCP's on material for inclusion in the letter. Significant omissions in EYDCP letters may affect the scoring of the application.

Annex G: Contacts

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