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School-Aged Childcare

Quality Improvement Criteria

Spring 2026



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Introduction

This Quality Framework has been developed to support out of school and wraparound childcare providers in delivering high-quality, reflective, and child-centred practice. It is designed as a practical tool to guide ongoing professional reflection, development, and improvement, ensuring that provision remains responsive to the needs, rights, and interests of children.

At its heart, this framework is underpinned by the **Playwork Principles**, which recognise play as a fundamental right and a vital part of children's development. These principles emphasise the importance of creating environments where children can freely choose and direct their own play, supported by adults who understand the complexity and value of play in all its forms.

In alignment with the **statutory requirements set out by Ofsted** and the **Early Years Foundation Stage (EYFS)** where applicable, this framework also ensures that wraparound provision meets essential standards for safeguarding, welfare, and learning. It encourages providers to reflect not only on compliance but also on the quality and richness of the experiences they offer.

By integrating Playwork values with statutory expectations, this framework aims to:

- Promote a shared understanding of quality in wraparound settings
- Encourage reflective practice and continuous improvement
- Support staff in creating inclusive, engaging, and safe environments
- Empower children through play, voice, and choice

This document is intended to be used flexibly—whether in team discussions, supervision, or self-assessment—and should evolve alongside your practice. It is not a checklist, but a conversation starter: a way to think deeply about what quality looks like in your setting, and how it can be nurtured every day.

Section 1 – Six Core Principles

Premises

- 1.1 Spaces used are safe and suitable. They have clear areas for children to manoeuvre and play. The space is the right size for the number of children.
- 1.2 The setting reports to Ofsted and the Family Information Service changes such as expanding their current space or adding new age ranges to ensure records are up to date.
- 1.3 All areas, including outdoor spaces, undergo daily risk assessments before club sessions and during activities. All staff know how to complete and follow any adjustments.
- 1.4 Risk assessments identify hazards that can be mitigated, balancing safety with the opportunity for stimulating play (*Playwork Principle 8*).
- 1.5 Routes to accessible toilets are safe, clearly defined, and supervised according to both school and setting policy.
- 1.6 Premises and entrances/exits are accessible to all children, including those with Special Educational Needs and Disabilities (SEND) meeting the Equality Act 2010 requirements.
- 1.7 The premises are a suitable temperature and monitored to ensure they are comfortable. The space has good ventilation.
- 1.8 Equipment and furniture are suitable for children's height and size. It is not broken or damaged. It is regularly maintained and checked for suitability.
- 1.9 Outside spaces are safe. Gates are locked or checked to ensure children are safe and secure.
- 1.10 Staff complete daily records of attendance, including drop-off and collection times and arrangements. Those that drop off and/or collect are known to staff and there is a clear handover each day.
- 1.11 Staff complete regular headcounts throughout the session and have a clear policy and procedure in place that all staff know and understand that they implement if a child is missing during a headcount.
- 1.12 Clear protocols are established for parents or carers dropping off and collecting children, including clear signage, so parents know where to go, communication methods such as telephone numbers, and secure door management.
- 1.13 Doors are secured during staggered pick-ups/drop-offs.
- 1.14 Children remain in sight of a staff member when on the premises, both inside and outside.
- 1.15 Staff have adequate ways to communicate if they are in different areas, such as walkie talkie radios.
- 1.16 Staff are aware of the policy, procedures, and risk assessments around visitors to the setting.
- 1.17 Fire evacuation and lockdown procedures are clearly documented, practiced regularly, and communicated to staff, children, and parents.

- 1.18 Leaders incorporate climate control and sustainability practices aligned with the school policies and climate action plan, to minimise their environmental impact.

Environment

- 1.19 The environment is safe. The resources, activities and layout are safe and suitable for all children attending, considering ages, needs and children with SEND.
- 1.20 Adequate space is provided for activities and appropriate equipment including tables and chairs, are used. Noise levels of activities are considered.
- 1.21 Staff are friendly, warm, and welcoming to all children equally. They ensure all children are spoken to and greeted. They ensure all children have activities they enjoy available, and that children's needs are considered during each session.
- 1.22 The club is set up and ready for children to arrive. Staff have completed risk assessments and removed any broken furniture or equipment that is unsafe.
- 1.23 Staff access training in Food Hygiene and preparation.
- 1.24 A clear food and nutrition policy is in place. The space is adequately designed and prepared for children in a way that supports independent access to their food and snacks, whilst supervised by staff who are first aid trained.
- 1.25 Staff know children's dietary needs and allergies. This is shared with all staff who know how to manage allergies. Appropriate food preparation ensures no cross contamination.
- 1.26 Staff access training in Paediatric First Aid (PFA). There is at least one member of staff onsite with a current PFA certificate. Staff have a first aid kit and emergency evacuation kit on site.
- 1.27 Resources and activities are neutral. Games, activities, and language used are nonbiased. Staff promote equality and inclusivity by offering all activities to all children regardless of age, gender, race, or disability.
- 1.28 Staff challenge children's stereotyping of language and behaviour.
- 1.29 Staff access training in equality and inclusion.
- 1.30 Staff access training to support SEND. Using the SEND toolkit, networks, Ordinarily Available Inclusive Practice (OAIP) and the setting support phoneline.
- 1.31 If the club is within a school, the club has close links with the school SENDCO, for support.
- 1.32 Children's views and voices are listened to and used to inform planning and activities, as well as club rules and respect.
- 1.33 All staff actively promote a culture of positive behaviour and attitudes.
- 1.34 Behaviour expectations are set for the club to ensure children know the rules and expectations to keep the environment a safe space for all children attending. Any behaviour concerns are shared with parents, and plans are put in place to support children who show negative behaviour.

- 1.35 The environment offers a rich and broad selection of open-ended resources that foster creativity, imagination, and problem-solving. Any barriers to access are overcome to ensure everyone can access the provision.
- 1.36 Play areas or zones are well-organised to encourage free choice, exploration, and independent play. Children's physical development is considered both inside and out. Consider removing unused tables and chairs to use floor space to encourage creative play and physical movement. Incorporating downtime rest space to include soft resources for children to relax.
- 1.37 Staff have a sound understanding of the Playwork Principles. Children are offered a broad range of play opportunities that both interest and intrigue them. Staff recognise how the environment and themselves can have an impact on children's play.
- 1.38 Staff should consider how different environments, activities, resources, and staff arrangements can affect the quality of the provision provided.
- 1.39 Managers understand risk benefit analysis. Meaning that the provider weighs, with equal consideration, the duty to protect children from avoidable serious harm and the duty to provide them with stimulating play opportunities. (Play England 2008)
- 1.40 The play environment allows opportunities for all 16 play types. Provision is regularly reviewed to monitor how the play types are being accessed.
- 1.41 Continuous access to free-flow play between environments is embedded in everyday practice.

Inclusion

- 1.42 Providers work with parents to ensure that, as far as possible, the pattern of hours meets the needs of the children attending and are convenient for parents/carers to access.
- 1.43 Staff have a secure knowledge of the ethnic and cultural backgrounds of all children in the setting, and this knowledge is used to provide effective support to all children and families.
- 1.44 Diversity is celebrated and valued by all playworkers through everyday routines, experiences and interactions with adults and children.
- 1.45 Children's home language is celebrated and valued within everyday practice.
- 1.46 There is a policy for inclusion that demonstrates a commitment to promoting equal opportunities for all children and adults. Adults apply this policy consistently, and it is shared with parents/carers.
- 1.47 The Equalities Act is reflected in the ethos and policies of the setting, and the setting is proactive in adapting its provision to meet the needs of individual children.
- 1.48 Leaders are aware of their responsibility, as required by the Equality Act 2010, to make reasonable adjustments to support the needs of children with SEND.
- 1.49 Staff are supported to adapt the provision to be accessible, including access to appropriate training.
- 1.50 In consultation with the school, additional support is planned for children with

delays in their development and for children who have been identified as vulnerable. Additional support is accessed if needed, and children are supported through a range of strategies, e.g. OAIP on WSCC Tools for Schools. Support is regularly reviewed and adjusted when necessary.

- 1.51 All staff are confident to raise new concerns about delays in learning and development and communicate these with parents and school staff.
- 1.52 Playworkers engage with positivity, and in a timely manner, with other professionals to support the needs of children. They act on advice given and share relevant information to ensure appropriate support to be put in place.

Adult Interaction

- 1.53 Playworkers are responsive to children. Conversations are led by both children and playworkers, including opportunities to engage in both group and 1:1 interactions.
- 1.54 Playworkers ensure that they spend time interacting with all children to build positive relationships and to support their general development and wellbeing.
- 1.55 Adult child interactions are regularly observed. Feedback is provided to staff with training or coaching offered as appropriate.
- 1.56 Visual prompts are used consistently to support children's understanding of routines within the setting, particularly for new children and those with SEND.
- 1.57 Staff know children well, enabling them to adapt and respond to individual children's communication skills in a variety of ways, including pace and language level.
- 1.58 Skillful adults observe and assess when to intervene to support children's engagement, model and extend language and when to leave children who are absorbed in their play.
- 1.59 Children are given time to respond, opportunities to share ideas, make choices, ask questions, and reflect.
- 1.60 Through warm and fair interactions, boundaries and expectations are consistently applied. These are flexible when necessary, according to individual children's needs.

Voice of the Child

- 1.61 There are systems in place to ensure good communication between all adults involved with the child. This enables individual needs to be met.
- 1.62 All playworkers understand and use the play cycle to support child development by allowing children to follow their own instincts, ideas and interests, in their own way for their own reasons.
- 1.63 Playworkers are aware of the different ways to communicate with children and use this to build positive relationships. Playworkers take the views of all children seriously and actively encourage them to voice their views.
- 1.64 Children are regularly consulted on their club experiences through age-appropriate methods. Children's ideas and preferences inform planning. Activities offered reflect children's interests and choices. Playworkers acknowledge and act on children's input.

- 1.65 The children have ownership of the play environment and are consulted on all decisions that directly affect them. Viable alternatives are sought between the playworkers and the children, where ideas are not feasible.
- 1.66 Children are given the opportunities to naturally explore their own identity and that of others in the security of their play. Children are given opportunities to express themselves freely. Children from all backgrounds feel safe and included.
- 1.67 The routines and environment allow all children and young people have time and space to play in their own way, in their chosen area, with or without resources as they choose.
- 1.68 Playworkers empower children to make choices about how they want to play, fostering independence and self-determination. Playworkers are cautious to avoid influencing children's play with adult agendas.

Resources

- 1.69 The resources in the play environment allow for all 16 play types to be expressed.
- 1.70 The storage of resources allows for independence in selection and promotes decision making by being accessible, un-cluttered, organised and visible.
- 1.71 Resources available are selected to aid children in the exploration of their identity. They are reflective of the community and individuals accessing the setting. This might include clothes, materials, props, mirrors and paints.
- 1.72 Playworkers are flexible in terms of the play environment. They accept that children may use equipment including furniture, in different ways.
- 1.73 Staff act as role models for using equipment and resources when appropriate.
- 1.74 The play environment is regularly reviewed to monitor what resources are available and how these are being used. This information is used to extend children's play opportunities.
- 1.75 Resources are of good quality and quantity for the intended audience and purpose. Resources are well maintained, safe, and inviting. Regular checks and any necessary updates are made.
- 1.76 Consideration is given to the accessibility of resources, experiences and equipment for children with different abilities.
- 1.77 Resources are available that encourage children to use all their senses. For instance, cultural music, different kinds of lighting and colours, textures, and aromas for children to experiment with, create, and explore.
- 1.78 An array of 'loose parts' are available to support children to be imaginative and creative in their play.
- 1.79 Playworkers provide features and objects that are novel, unusual, magical, or even eccentric.

Continuous Access and Play Opportunities

- 1.80 Free-flow play between indoor and outdoor environments is embedded, encouraging autonomy and choice.
- 1.81 Play areas are organised to promote free choice, exploration, and independent play.
- 1.82 The physical environment supports children's development, with opportunities

for movement and relaxation (e.g., removing unused furniture to increase space, providing soft areas for rest).

- 1.83 Staff understand and apply play principles, recognising their impact on the quality of play.

Section 2 – Welfare and Organisation

Leadership and Management

- 2.1 Roles and responsibilities are clearly allocated to ensure leaders and managers are effectively able to conduct their roles, and there is contingency in place to cover staff absences.
- 2.2 All staff are clear about their roles and responsibilities and are enabled to carry them out effectively.
- 2.3 Leaders and managers have the experience and confidence to support, inspire, and lead their team.
- 2.4 Leaders and managers identify and support staff to develop their leadership and management skills and consider succession planning as part of their role.
- 2.5 The setting's organisational structure is successfully planned so that playworkers are provided with a clear path of professional development.
- 2.6 The setting has developed a culture of peer support and challenge as well as regular and robust supervision of practice to support the well-being and development of all staff and children.
- 2.7 Leaders and managers monitor the quality of provision, practice and planning, ensuring that children's individual needs are met.
- 2.8 The management team welcomes feedback from all playworkers and actively engages them in the continuous improvement of the setting.
- 2.9 The management team welcomes feedback from all partners and uses the views of others to inform the setting development cycle.
- 2.10 All playworkers, who have a key role, share elements of best practice and CPD opportunities within and beyond the setting.

Safeguarding

- 2.11 All playworkers actively support and promote the wellbeing of children to ensure that they are healthy, safe, and secure.
- 2.12 All staff have attended multi-agency training through the Local Safeguarding Children Partnership (LSCP), and the designated person has attended specific training to support them in their role.
- 2.13 Training is followed up within the setting to ensure all staff have the knowledge that they need to identify and act on any potential safeguarding concerns.
- 2.14 The child protection and safeguarding policy and procedures are embedded in practice and consistently applied.
- 2.15 Staff are engaged in the development of policy and procedure and understand their roles and responsibility in supporting children's safety and wellbeing.
- 2.16 Policy and practice are kept under review to ensure that it reflects West Sussex procedures, the needs of the setting and developments and updates in safeguarding practice. Any changes are disseminated to all practitioners, parents and partners including the owner, and/or committee.
- 2.17 The setting has a clear whistleblowing policy, and all staff understand the need to raise concerns and how to do this. Information is shared appropriately with relevant agencies in a timely and sound manner.

- 2.18 The setting promotes and plans for children, staff safety and well-being.
- 2.19 Staff supervision is embedded in practice, and staff feel confident using this to reflect on their own practice and identify any concerns they have.
- 2.20 Peer supervision is embedded in practice and there is a culture of self-reflection and peer feedback within the setting.
- 2.21 Staff meetings are used as a forum to support safeguarding in the setting and ensure staff knowledge is up to date and embedded in practice.

Information and Complaints

- 2.22 The setting has a clear policy and procedures to deal with complaints.
- 2.23 The setting refers to Ofsted and LADO appropriately and in a timely manner in accordance with their policies.
- 2.24 All information and complaints are recorded and reviewed appropriately.
- 2.25 Managers respond to complaints professionally and use them as an opportunity to review and develop their provision and practice.
- 2.26 Information and documentation are recorded appropriately, regularly reviewed and updated.
- 2.27 A clear, sound, secure system is in place for holding all relevant records and information relating to the safe, efficient management of the setting.
- 2.28 The provider understands their Data Protection responsibilities, including retention and secure disposal of documents.
- 2.29 Where appropriate, concerns and complaints are shared with the host school in a timely manner, taking account of data protection responsibilities.

Medicines, Illnesses, and Injuries

- 2.30 Policies and procedures for administration of medicines reflect current requirements and legislation and are known and followed by all playworkers.
- 2.31 Where necessary, additional training is provided by a qualified health official and is specific to the individual child concerned, following their individual, personalised health care plan.
- 2.32 Playworkers are clear about contacting all relevant agencies about illness, incidents or accidents where appropriate.
- 2.33 The provider knows and understands the procedures for reporting a notifiable disease to Ofsted and where necessary to act on advice given by the Health Protection Agency.
- 2.34 Clear recording procedures include monitoring and evaluation of the accident and incident book. This is part of the overall regular risk assessment procedure.
- 2.35 12-hour paediatric first aid qualifications are renewed on a three yearly cycle for all playworkers.
- 2.36 Practitioners hold a 'First Aid in the Workplace' qualification.

Food, Drink and Nutrition

- 2.37 Practitioners have access to information about children's food intolerances, allergies, preferences, and any cultural factor impacting the diet of children.
- 2.38 Menu items are planned to meet the needs of the children and to provide food of a high quality, including the use of available resources and guidance.
- 2.39 There are clear guidelines for sharing information with parents/carers about what their child eats in the setting and for providing advice and support to enable families to provide a balanced, healthy diet.
- 2.40 Providers are fully aware of their responsibilities for food hygiene, including having

appropriate training and disseminating this information to all practitioners.

- 2.41 Providers are fully aware of the 'Safer Eating' section of the EYFS Safeguarding Requirements (September 2025) e.g. seated safely, within sight and hearing etc.
- 2.42 Meal and snack times are used as a learning opportunity for children – including discussion about healthy living, balanced nutrition and involving children in the preparation of food.
- 2.43 The setting actively promotes oral health with children and families.
- 2.44 A 'Food and Nutrition' Policy is in place including Healthy Eating and Allergies which is shared with and practiced by the whole staff team.

Smoking, Alcohol/other Substances

- 2.45 All practitioners, parents and/or other users are made aware of and follow the policy ensuring there is always a smoke-free environment both inside and out.
- 2.46 Practitioners have individual induction packs containing relevant policies and procedures and complete health declarations annually, self-certifying their medical suitability to work with children.

Behaviour Management

- 2.47 The Behaviour Management / Social and Emotional Development policy is regularly reviewed and reflects current practice. It is shared with all staff including temporary or bank staff.
- 2.48 Relevant training is attended regularly and cascaded soundly to all staff.
- 2.49 Practitioners understand children's social and emotional development, and they actively support children to develop age-appropriate understanding and skills.
- 2.50 All staff use appropriate language and have a consistent response to children's behaviour. They talk about feelings and emotions and model appropriate responses to their own emotions.

Safer Recruitment (EYFS)

- 2.51 A high level of information is sought regarding practitioners before they start work (e.g., registration with ISA, DBS, references, complete employment history, qualifications, medical suitability).
- 2.52 There is a robust induction policy that ensures all staff – temporary, permanent, apprentices, students, and volunteers – know and understand their responsibilities within the setting to support the wellbeing of children.
- 2.53 Ofsted are kept fully informed of any changes to the services provided that may affect the suitability of the provider or people caring for children.

Supervision

- 2.54 Supervisions are planned for each member of staff on a regular basis and should include discussions about personal well-being, opportunities for self-reflection and celebrating successes.
- 2.55 Effective supervision provides opportunities for staff to discuss any issues – particularly concerning children's well-being, including child protection concerns.
- 2.56 Effective supervision will help to identify solutions to address issues as they arise.
- 2.57 All practitioners will benefit from coaching to improve their personal effectiveness based on mutual discussions and set actions.
- 2.58 Practitioners are aware that they should not wait until supervision to raise concerns

and know that leaders and managers will make time to speak to them if they request this.

Qualifications, Training, Skills and Knowledge

- 2.59 The practitioner training and development record is regularly reviewed and used to inform the cycle of the training and development plan. This identifies and supports the individual's training needs.
- 2.60 All practitioners have annual appraisals and regular 1:1 supervision, which are recorded and monitored. These identify further support and/or training needs for individuals or the setting.
- 2.61 Continuous Professional Development (CPD) is provided in a variety of ways and has an impact on practice and provision in the setting and on improving outcomes for all children.
- 2.62 CPD is linked to setting improvement plans and performance management. The soundness of CPD is measured and is shown to have an impact on practice, provision in the setting and on improving outcomes for all children.
- 2.63 CPD is linked to individual setting needs and takes account of individual learning styles. In group settings, training is cascaded to support continuous setting improvement.

Staffing Arrangements

- 2.64 Advanced planning is in place and is regularly reviewed to ensure that adult/child ratios are always met and maintained.
- 2.65 Contingency plans are in place to address staff absences and emergencies. Where agency staff are required, the setting ensures that disruptions are kept to a minimum, ensuring the child receives consistent experience.
- 2.66 There is a clear leadership/management structure within the setting.
- 2.67 Staff deployment is monitored to ensure that children are always well supported and kept safe.

Risk Assessment, Premises and Equipment

- 2.68 Risk assessments involve input and sharing with the host school if applicable.
- 2.69 All practitioners are aware of and adhere to policies regarding safety and security, which are regularly updated in line with current legislation.
- 2.70 Parents/visitors are informed of safety procedures in place.
- 2.71 Risk assessments are conducted on visitors to the setting and regularly reviewed and recorded.
- 2.72 All practitioners are fully conversant with procedures, which include specific risk assessments. They are regularly monitored and reviewed and communicated soundly to parents.
- 2.73 Risk assessments are working documents, which are regularly reviewed by all practitioners.
- 2.74 Opportunity is provided for parental input as well as committee/landlord participation.
- 2.75 A robust Health and Safety policy is in place, which is reviewed regularly. A named Health and Safety Officer ensure that practitioners are kept up to date with new regulations/legislation.
- 2.76 Clear, recorded evacuation procedures are in place and a detailed Fire Logbook is in place. This is regularly reviewed and identified issues are resolved.
- 2.77 Fire regulation inspections and Portable Appliance Testing (PAT) inspections are conducted annually.

- 2.78 The provider is fully conversant with Ofsted requirements and timescales relevant to any changes to the premises.
- 2.79 Procedures are in place to review and evaluate the suitability of premises and equipment to ensure the needs of all children are met.
- 2.80 The provider owns the building and/or takes all necessary steps to ensure other users outside setting hours do not have a negative impact on the quality and safety of the provision.

Section 3 – Business

Income and Expenditure

- 3.1 All operating costs and income streams are broken down and forecast. They are assessed, accurately recorded, and reported monthly.
- 3.2 There is at least a 1–2-year cash flow forecast in place.
- 3.3 The number of children needed to breakeven is known.
- 3.4 Occupancy is forecast at least 12 months ahead.
- 3.5 The setting uses historical evidence of trends of places taken up to inform planning.
- 3.6 An overdraft is not required or there is occasional managed use of an overdraft facility.
- 3.7 There are no outstanding HMRC payments.
- 3.8 There is a contingency fund with enough reserves for exit costs.
- 3.9 Fundraising activities are planned and take place regularly.
- 3.10 Where applicable, the setting is registered with the Charity Commission.

Funding, Monitoring and Information

- 3.11 The setting actively seeks out all available funding streams, including external funding to support their activities.
- 3.12 The setting complies fully with associated data requests.
- 3.13 When parents sign up for their child to attend the setting, or when they change their sessions, the setting ensures that they understand what this will mean to the fees that they pay so parents can decide whether they are happy with the arrangements.
- 3.14 The setting knows how to access any additional government funding available to them (e.g. Early Years Pupil Premium, Disability Access Fund, Holiday Activities and Food (HAF)) and uses this effectively to support the needs of the children.
- 3.15 The setting uses parental fees to support their sustainability.
- 3.16 The setting returns WSCC and DfE monitoring information forms promptly, as requested. They have a full understanding of the requirements and reasons for this monitoring.
- 3.17 Parents are made aware of support for paying for childcare including Tax Free Childcare, Free Entitlement, Tax Credits, Universal Credit and Care to Learn.

Debt

- 3.18 A clear fee policy and procedures are in place and agreed with parents. Debt management solutions /payment plans are in place as needed.
- 3.19 The setting has a clear, robust policy and procedure in place, which is always adhered to consistently.

Business Planning

- 3.20 There is an up-to-date Business and Marketing Plan, which identifies clear objectives and targets identified from the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.
- 3.21 The business plan is regularly reviewed and updated by all relevant stakeholders.
- 3.22 The marketing budget is used effectively at identified key times of the year.
- 3.23 Opportunities for expanding the offer are explored with current childcare needs and local needs. Any possible links with local providers are explored to provide care for children before and after school/nursery.

Making Changes to your Business

- 3.24 The setting ensures they report all changes to your registration to Ofsted within the required timeframes. For example, change of manager, registered person, committee changes, charity changes, partnership changes, joining an agency, changes of those living in childminded settings and any significant event or changes to operation or contact/personal information.
- 3.25 The setting reports to Ofsted and the Family Information Service changes such as expanding their current space or adding new age ranges to ensure records are up to date.
- 3.26 The setting ensures that appropriate advice is sought for any changes that may need to be made to their current registration.
- 3.27 The setting ensures they regularly update their profile and sufficiency update form on the online provider portal to the Family Information Service to ensure their information reflects their delivery model and places available.

Section 4 – Useful Links to support your practice

Play and Resources

- [PEDAL](#)
- [The Playwork Principles – The Playwork Foundation](#)
- [16 Different Types of Play — Encourage Play](#)
- [Play schemas and why they matter | Family](#)
- [Inspiring Environments - Coram PACEY](#)

Early Years Foundation Stage - Statutory Framework

- [EYFS statutory framework for group and school-based providers](#)
- [Early years foundation stage statutory framework for childminders](#)
- [Summary of EYFS changes for publication](#)

Ofsted

- [Early years inspection toolkit](#)
- [Early years inspection information](#)

Out of School Alliance

- [Out of School Alliance](#)
- [Articles relating to serving and preparing food at out of school clubs](#)

- [100s of ideas for activities, games and crafts at your out of school club](#)

Early Years Expansion and Wraparound Programmes

- [Home - DfE EY Team - Knowledge Hub \(khub.net\)](#)

West Sussex County Council

- [Information for childcare providers](#)
- [Set up or expand early years and childcare provision](#)
- [Business support](#)
- [Practice support](#)
- [Early years and childcare training and support programme](#)
- [Healthy diet](#)
- [About OAIP](#)

West Sussex Wraparound Childcare Programme

- [Guidance for Establishing Early Years and Childcare Provision in Schools](#)
- [Wraparound Childcare Programme Funding](#)
- [National wraparound childcare programme handbook - a guide for local authorities](#)
- [Wraparound childcare: guidance for local authorities - GOV.UK](#)
- [Safe clubs for children](#)

GOV.UK

- [Best Start in Life](#)
- [Wraparound childcare: Everything you need to know about before and after school childcare](#)
- [Childminders and childcare providers: register with Ofsted - Guidance](#)