

A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

FUNDING FOLLOWS THE CHILD AND THE NATIONAL STANDARD
FOR EARLY LEARNING AND CHILDCARE PROVIDERS:
PRINCIPLES AND PRACTICE



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FOREWORD



We know that the earliest years of life are crucial for every child, and the evidence tells us that if our early learning and childcare (ELC) offer is to help children fulfil their potential and contribute to closing the poverty-related attainment gap, it has to be of high quality.

That is why quality is at the heart of the expansion in funded early learning and childcare entitlement for all 3 and 4 year olds, and eligible 2 year olds, to 1140 hours from August 2020.

To enable this, a 'provider neutral' Funding Follows the Child approach will be introduced alongside the national roll-out of the expanded entitlement in 2020. The approach will be underpinned by a National Standard that all providers delivering the funded hours – regardless of whether they are in the public, private or third sector, or childminders – will have to meet. This will provide reassurance to parents and carers that any provider offering the funded hours will be able to offer their child a high quality ELC experience.

It will also place choice in parents' and carers' hands, enabling them to access their child's funded entitlement from any provider that meets the new National Standard, has a place available and is willing to enter into a contract with their local authority.

Under a 'provider neutral' approach, it is essential that provision is financially sustainable in order to ensure that providers across all sectors are willing and able to deliver the funded hours.

The Scottish Government and COSLA have agreed a multi-year funding package to deliver the expansion. This will enable the payment of sustainable rates to funded providers delivering the entitlement – including funding to enable payment of at least the real Living Wage to all childcare workers delivering the funded entitlement.

It will also support the delivery of the commitment to provide a free meal to every child attending a funded ELC session from August 2020.

Meaningful and genuine partnership working between providers, local authorities and parents and carers will be essential to achieving high quality ELC for all our children.

Support for staff working in ELC will also motivate and empower them to develop their practice in innovative ways. Our commitment to continuous professional learning in the National Standard will support funded providers to improve outcomes for the children and families they work with. Sharing success and proactively engaging in staff development will ensure that children are supported by staff who feel valued, respected and are given opportunities to achieve the highest standards across early learning and childcare.

The move towards a Funding Follows the Child approach will represent a significant change for parents and carers, providers, and local authorities. We have worked closely with stakeholders to finalise the National Standard and define the principles of the Funding Follows the Child approach. Thank you to everyone who contributed to the development of the new approach, either through responding to the consultation that ran from March to June 2018 or through attending one of our engagement events.

We are very grateful to the members of the Service Models Working Group for their efforts in developing this new approach. They have worked collaboratively to develop the new model and this has had a strong focus on hearing the views of a range of providers and stakeholders.

This National Standard presents us with a fantastic opportunity to show our children and families the importance of ELC in improving outcomes for everyone. We have ambitious aspirations to help ensure that our children can realise their full potential and we hope that, by prioritising high quality ELC and unlocking choice, we will ensure that all our children have opportunities to learn, play and flourish. In our children, we see the measure of our worth as a nation. We are dedicated to providing the essential conditions of love, respect and understanding through which our children can become the happy, fulfilled and successful adults they all have a right to be.



Maree Todd
**Minister for Childcare
and Young People**
December 2018



Cllr Stephen McCabe
**COSLA Children and Young
People Spokesperson**

INTRODUCTION

The Scottish Government and local authorities have committed to making an unprecedented investment in early learning and childcare (ELC) through the near doubling of the funded entitlement from 600 to 1140 hours per year from August 2020 for all 3 and 4 year olds, and eligible 2 year olds.

This will be high quality, flexible early learning and childcare that is accessible and affordable for families.

In order to ensure that the funded ELC entitlement is delivered in high quality settings, a Funding Follows the Child approach will be introduced in August 2020 alongside the statutory roll-out of the expanded entitlement.

The Scottish Government and COSLA have agreed a multi-year funding package which includes funding to support the payment of sustainable rates to providers delivering the funded entitlement; to enable payment of at least the real Living Wage to all childcare workers delivering the funded hours; and to provide a free meal to every child attending a funded ELC session from August 2020. These actions will ensure financially sustainable provision across the ELC sector.

The approach is 'provider neutral' and is underpinned by a National Standard that all settings who wish to become a funded provider – regardless of whether they are in the public, private or third sector, or childminders – will have to meet.

The criteria in the National Standard focuses on what children and their families should expect from their ELC experience, regardless of where they access their funded entitlement.

Quality at the Heart of Early Learning and Childcare Entitlement

International research and evidence from our own [Growing Up in Scotland Study](#) shows that all children, but especially those from more disadvantaged backgrounds, can benefit from attending ELC. However, that evidence also tells us that if our ELC offer is to help give children the best start in life and contribute to closing the poverty-related attainment gap, it must be of high quality.

That is why at the heart of the National Standard are a clear and consistent set of quality criteria, recognising that the ELC expansion is fundamentally about improving the early years' experience of our youngest children.

The quality of ELC provision in Scotland is already high. [Care Inspectorate data](#) shows that, in 2017, 91.1% of all settings¹ providing funded ELC achieved Care Inspectorate evaluations of good or better on all four themes: Quality of care and support; Quality of staffing; Quality of management and leadership; and Quality of environment. 42.8% of all funded providers achieved evaluations that were very good or excellent across all themes.

Whilst the National Standard sets a minimum quality threshold for funded providers, we want to see quality enhanced further still – and more settings continuously striving to improve the quality of ELC across the sector. [The Quality Action Plan published in October 2017](#), which contains 15 actions to further embed and strengthen quality in ELC, builds on this.

1 Nurseries, playgroup and children and family centres. The figure does not include childminders who are delivering the funded hours but we know that quality of childminding provision overall is also good. The 2017 Early Learning and Childcare Statistics (Care Inspectorate, Nov 2018) show that 92.1% of all childminders achieve good or better on all Care Inspectorate evaluation themes.

The 2017 NHS Health Scotland evidence review on [Childcare Quality and Children's Outcomes](#) highlighted a number of structural and process indicators of quality, including: higher qualified staff; an experienced, competent and confident workforce; good working conditions (which includes continuous development and fair pay); and an age-appropriate curriculum. The Quality Action Plan also highlights the benefits of outdoor learning and play for young children, appropriate and stimulating care and learning environments, parental engagement and a focus on self-evaluation, quality assurance and improvement. All of these indicators are reflected in the quality criteria of the National Standard.

Overview of this Document and Supporting Material

This document sets out the Funding Follows the Child approach and the National Standard which will underpin it and which all providers wishing to deliver the funded entitlement will have to meet from 2020. It also details the next steps we will take to support the transition to implementing the approach by August 2020.

This document should be read in conjunction with 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Operating Guidance' and 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Frequently Asked Questions for Local Authorities and Providers'.

SECTION 1: FUNDING FOLLOWS THE CHILD

The Funding Follows the Child approach places choice in parents' and carers' hands allowing them to access their child's funded entitlement from any setting – in the public, private or third sector, including from a childminder – who meets the National Standard, has a place available and is willing to enter into a contract with their local authority.

The National Standard, which underpins the approach, will provide parents and carers with the certainty that those settings delivering funded hours are offering high quality ELC provision.

The key aspects of the Funding Follows the Child approach are:

- [Getting It Right for Every Child](#) is at the centre of our approach to improving the experience of our children in their early years;
- It is 'provider neutral' and is underpinned by a National Standard, which all providers who wish to deliver the funded entitlement will have to meet from the full statutory roll-out of 1140 hours of funded ELC entitlement;
- Families will be able to access high quality funded ELC with the provider of their choice if that provider meets the criteria set out in the National Standard, wishes to deliver the funded entitlement, has a space available, is able to offer the funded hours inline with local ELC delivery plans (subject to the setting's overall capacity) and is willing to enter into a contract with the local authority;
- The choice of setting available to families is not restricted to their own local authority boundary;
- Information for parents and carers will be clear and accessible to make them aware of the options available to them, in particular, the different types of settings that can be chosen when accessing their funded entitlement;
- Settings must ensure that the funded hours are free at the point of access and parents and carers are not required to purchase additional hours beyond the funded entitlement in order to access their child's funded hours at a setting;
- Local authorities will retain the statutory responsibility for ensuring that the funded entitlement is available to all eligible children in their area, and will be the primary guarantors of quality and key enablers of flexibility and choice – ensuring that there is a range of options for families in their area;
- Local authorities and providers should work together meaningfully and in genuine partnership in delivering flexible ELC provision, while continuing to ensure that a high quality experience for children is maintained and accessible to all;
- Funding to deliver the funded entitlement will continue to be channelled through local authorities;
- Local authorities will set a rate locally that is paid to funded providers in the private and third sectors, including childminders, to deliver the funded entitlement, which is sustainable and reflects national policy priorities, including funding to enable payment of the real Living Wage to all childcare workers delivering the funded entitlement;
- Funded providers who agree to deliver the funded entitlement will commit to paying the real Living Wage to all childcare workers delivering the funded entitlement and commit to operating Fair Work Practices;
- Every child receiving a funded ELC session will receive a free meal; and
- A commitment to simplifying the process for, and reducing the burden on, providers to deliver the funded entitlement. All providers will face the same National Standard for becoming, and continuing to be, a funded provider.

SECTION 2: THE NATIONAL STANDARD FOR EARLY LEARNING AND CHILDCARE PROVIDERS

To ensure the delivery of a 'provider neutral approach', the National Standard applies to all providers regardless of whether the funded hours are provided by a setting in the public, private or third sectors, including provision offered by childminders. The National Standard is aligned to the guiding principles for the expansion to 1140 hours: quality; flexibility; accessibility; and affordability. It is also underpinned by the regulations in the [Public Services Reform \(Scotland\) Act 2010](#) which applies to all care services across Scotland, including daycare of children and childminding settings.

Whilst the National Standard criteria are relevant for all funded providers, in order to ensure that the assessment criteria are fair and proportionate, there are some variations in this criteria for childminders to recognise the nature of the services they provide.

CRITERIA 1 – Staffing, leadership and management

Criteria for ALL SETTINGS (EXCLUDING CHILDMINDERS):

- Sub-criteria 1.1 – Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership.
- Sub-criteria 1.2 – All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult:child ratios must have either obtained the benchmark qualification for their role or, if they are still within their first 5 years of registering with the SSSC, have started to work towards this.
- Sub-criteria 1.3 – Sustainable staffing structures are in place which meet the recommended adult:child ratios.
- Sub-criteria 1.4 – All SSSC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning.
- Sub-criteria 1.5 – Staff new to delivering the funded entitlement within the last year are familiar with the content of the most up-to-date version of the national induction resource.

Criteria for CHILDMINDING BUSINESSES:

- Sub-criteria 1.1 – Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership.
- Sub-criteria 1.2 – From the implementation of the full roll-out of 1140 hours, childminders delivering the funded entitlement must have either obtained the benchmark qualification for ELC practitioners or, if they are still within their first 5 years of delivering the funded hours, be working towards achieving this qualification.
- Sub-criteria 1.3 – The staffing structure in the setting is adequate to meet the recommended adult:child ratios.
- Sub-criteria 1.4 – All childminders delivering the funded entitlement are achieving a minimum of 12 hours per year of Continuous Professional Learning.
- Sub-criteria 1.5 – All childminders newly registered to deliver ELC within the last year have undertaken appropriate induction.

CRITERIA 2 – Development of children’s cognitive skills, health and wellbeing

- Sub-criteria 2.1 – Care Inspectorate quality evaluations are good or better on the theme relating to quality of care and support.
- Sub-criteria 2.2 – The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning focused on active learning through play.

CRITERIA 3 – Physical Environment

- Sub-criteria 3.1 – Care Inspectorate quality evaluations are good or better on the theme relating to quality of environment.
- Sub-criteria 3.2 – Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer.

CRITERIA 4 – Self – Evaluation and Improvement

- Sub-criteria 4.1 – The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.
- Sub-criteria 4.2 – The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.

CRITERIA 5 – Parent and carer engagement and involvement in the life of the setting

- Sub-criteria 5.1 – There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change.
- Sub-criteria 5.2 – Parents and carers are supported to engage in their child’s learning and development.

CRITERIA 6 – Inclusion

- Sub-criteria 6.1 – The setting must comply with the duties under the Equality Act 2010.
- Sub-criteria 6.2 – The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children’s additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs.

CRITERIA 7 – Business Sustainability

- Settings wishing to deliver the funded entitlement must be able to demonstrate that they are financially viable providers.

CRITERIA 8 – Fair Work Practices, including Payment of the Living Wage

- Settings, including childminders where workers are regularly employed to provide direct care to children, who agree to deliver the funded entitlement will, in accordance with the supporting guidance on Transition Options, pay the real Living Wage to all childcare workers delivering the funded entitlement and commit to adopting and demonstrating Fair Work practices in their setting. In committing to Fair Work practices, settings must take into account:
 - a fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage);
 - ELC managers/lead practitioners/employers (in the case of childminders who employ staff) have clear managerial responsibilities to nurture talent and help individuals fulfil their potential;
 - promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability;
 - security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination;
 - consideration of patterns of working (including, for example, part-time working and/or term-time working) and support for family friendly working and wider work life balance; and
 - support progressive workforce engagement, including trade union membership or alternative arrangements, to give staff an effective voice, for example, through regular staff meetings, where possible.

CRITERIA 9 – Payment Processes

- Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that:
 - parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access;
 - no top-up fees are charged to parents and carers relating to the funded hours;
 - parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting;
 - additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks and costs of outings or extracurricular activities such as music classes; and
 - where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices.

CRITERIA 10 – Food

- Settings must have a clear and comprehensive policy for the provision of healthy meals and snacks for children. This should be consistent with [Setting the Table](#) and the [Eatwell Guide](#) and should ensure that individual cultural and dietary needs are met. There should be consultation with parents and carers about how other dietary preferences might be accommodated.

SECTION 3: NEXT STEPS AND TRANSITIONAL ARRANGEMENTS

Transitional Arrangements

Existing funded providers will be expected to meet the National Standard from the full statutory roll-out of the entitlement to 1140 hours in August 2020. If they are unable to demonstrate that they meet the criteria, their funded provider status will be withdrawn. Existing settings who are not currently offering the funded hours, but wish to start offering them, will be eligible to apply only if they meet the National Standard.

Newly registered settings will receive a full inspection from the Care Inspectorate within 12 months of being registered. The Care Inspectorate's advice is that, provided they have been approved through the Care Inspectorate registration process as fit to deliver a daycare of children service, settings need not wait for their first inspection before being able to apply to become a funded provider. The rigour of the registration process should provide reassurance that the setting is able to deliver the funded hours **on a probationary basis**, pending the outcome of their first inspection, provided the local authority is assured that they have the potential to meet all other criteria in the National Standard.

Allowing new settings to deliver the funded hours **on a probationary basis**, will be important for improving accessibility of funded provision. In some areas, especially in remote and rural areas, newly registered settings may not be financially viable without being able to offer the funded entitlement from the outset. This exception will also be important in encouraging new innovative provision, including outdoor nurseries and provision developed by community enterprises.

Funded providers who drop below the required quality criteria will be given a fair 'service improvement period' in which to address this before their funded provider status is removed. For example, where an existing funded provider falls below 'good' evaluations, they will be inspected again within 6 to 12 months (focusing on aspects of the service that require improvement). Provided the Care Inspectorate is satisfied that the setting is still fit to operate, the setting will have until that next inspection to return its evaluations to 'good'. The 'service improvement period' will not apply to new settings who become a funded provider on a probationary basis.

Supporting Guidance

As part of the implementation of Funding Follows the Child and the National Standard, an important aspect will be how settings prepare to apply to be a funded provider and how local authorities assess the eligibility of settings to become a funded provider. The new approach is complemented by operating guidance to support providers and local authorities to implement this by August 2020. We will publish further supporting materials in the period to March 2019. All settings wishing to become a funded provider in Scotland will be assessed against the same National Standard criteria and no additional criteria will be applied in specific areas of the country.

Scotland Excel have been taking forward the development of technical guidance to accompany the National Standard. This will include advice and direction on implementing sustainable rates, business sustainability and transition options.

An extensive level of engagement has been held with providers and local authorities on the development of this guidance. There has been considerable interest from the sector, in particular providers, to input to this process and we are grateful for the continued input from the sector to inform the development of this work.

An [analysis of the findings](#) from this consultation and next steps for the work of Scotland Excel has been published alongside this document. This is available on the Scotland Excel website.

We now intend to start the process of finalising the guidance notes between December 2018 and March 2019 as we continue to ensure that the guidance reflects the views of the sector.

In addition to this, further support will be given centrally from Scottish Government to support implementation. We will undertake a series of engagement events to support local authorities and providers through the transition to 2020, starting in January 2019, to consult on the supporting materials to accompany the National Standard. We will work with COSLA and Scotland Excel to take this forward and will focus on clarifying aspects of the approach as well as communicating the expectations of the Scottish Government as we move towards a 'provider neutral' approach in ELC.

In addition, we will engage with the Care Inspectorate and Education Scotland, as well as the national organisations that represent the ELC sector, to raise awareness of the National Standard amongst those involved in the provision of ELC.

Wider Support for Providers and Local Authorities

We will set out a 'Delivery Support Plan for Providers' which focuses on supporting the financial sustainability of providers, strengthening partnership working, supporting workforce recruitment and training and improving communication with parents and carers.

A Delivery Assurance Team is being established to gather and share learning on local authority delivery models and implementation and to activate wider networks of learning and support. A Head of Delivery Assurance is currently being recruited, and will work with local authorities and their Regional Improvement Collaboratives to design delivery support arrangements.

The ELC Partnership Forum has been established to promote meaningful partnership working across the ELC sector and to provide a forum for the sharing of best practice along with exploring new ideas and perspectives, both in meetings of the forum, and by promoting this across the sector by appropriate means. The group will also play a key role in identifying and proposing solutions to specific issues raised by providers and/or local authorities. We plan to use this forum in a meaningful, strategic and constructive way to support implementation of this approach.

If you would like to join the ELC Partnership Forum, please email ELCPartnershipForum@gov.scot to register your interest.

The [Knowledge Hub](#) is also a space to discuss and collaborate with colleagues in other local authorities, and with providers, on the implementation of the Funding Follows the Child approach. Members of the Scottish Government ELC Directorate are also a part of this community and contribute to discussions where this is requested. Relevant information about the expansion to 1140 hours can be found on this site.

ANNEX A: GLOSSARY

| Term | Description |
|-----------------------------------|--|
| Accessibility | The commitment to ensure that ELC capacity is sufficient and is as conveniently geographically located as possible – particularly in areas of higher deprivation and in rural communities – to support families and enable parents and carers to work, train and study, while also appropriately meeting the needs of children who require additional support and parents who request ELC through the medium of Gaelic. |
| Active learning | Learning which engages and challenges children’s thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by spontaneous play, planned, purposeful play, investigating and exploring, events and life experiences and focused learning and teaching supported, when necessary, through sensitive intervention to support or extend learning. |
| Affordability | The increased access to affordable ELC that will help to reduce barriers to participating in the labour market which parents and carers face. |
| Blended Model | The model where children are attending two or more settings, managed by different providers, who are working together to provide them with their entitlement to ELC. |
| Continuous Professional Learning | Ongoing learning and development to improve and extend professional practice throughout an individual’s career. Maintaining and developing effective knowledge, skills and values helps everyone working in ELC to deliver good practice when working with children, parents and carers as well as other professionals. |
| COSLA | COSLA, the Confederation of Scottish Local Authorities, is the voice of local government in Scotland. They provide political leadership on national issues, and work with local authorities to improve local services and strengthen local democracy. They are co-creators of the Funding Follows the Child approach and the National Standard with the Scottish Government. |
| Early learning and childcare/ ELC | Provision consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting. It emphasises the holistic and seamless provision of nurture, care and the development of social, emotional, physical and cognitive skills, abilities and wellbeing. Learning cannot take place without a nurturing and caring environment. |

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| Eligible children | Children who can access funded ELC hours including all 3 and 4 year olds and children aged 2 who qualify under certain conditions outlined in the Children and Young People (Scotland) Act 2014 . The date the child can access their funded entitlement depends on their birth date. |
| Fair Work practices | Practices that create an environment which offers effective voice, opportunity, security, fulfilment and respect; that balances the rights and responsibilities of employers and workers and that can generate benefits for individuals, organisations and society. Ensuring that staff are fairly remunerated – through, for example, supporting payment of the real Living Wage – is a key aspect of demonstrating commitment to fair work practices. |
| Financially sustainable provision | Provision which ensures that providers across all sectors are willing and able to deliver the funded entitlement, including receiving a sustainable funding rate. |
| Flexibility | Support for parents and carers in work, training or study, and a commitment to offer patterns of provision better aligned with working patterns whilst delivering this in a way that ensures a high quality experience for the child. |
| Free at the point of access | The commitment to parents and carers that they will not have to pay for any part of their child’s funded entitlement at any time and are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours. It also ensures that funded providers cannot charge parents and carers top-up fees to the funded entitlement or ask them to purchase additional hours to access the funded hours. This does not include additional charges such as the cost of outings or extra-curricular activities which can be charged to parents and carers if these are clearly detailed in the payment agreement. |
| Funded entitlement | The statutory entitlement stated in the Children and Young People (Scotland) Act 2014 for all children aged 3 and 4 years old and eligible 2 year olds to 1140 hours of early learning and childcare from August 2020 ² . |
| Funded hours | The hours of ELC provision for children that are funded through the local authority up to the statutory entitlement of 1140 hours of ELC for eligible children. |
| Funded provider | An ELC setting that meets the National Standard and offers the ELC funded entitlement to children. |
| Funded provider on a probationary basis | A newly registered setting that has become a funded provider before their first Care Inspectorate inspection, providing they meet the other criteria in the National Standard. |

2 This legislation will be amended to change the statutory entitlement for ELC from 600 hours to 1140 hours from August 2020.

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| Funding Follows the Child | The approach for parents and carers to make informed choices about where they want their child to take their funded entitlement to ELC. It is defined by a 'provider neutral' approach which allows parents and carers to choose providers – regardless of whether they are in the public, private or third sectors, including childminders – if the setting meets the National Standard, has a place available, and is willing to enter into a contract with the local authority. |
| Getting It Right for Every Child | The national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parents or carers to work in partnership with the services that can help them. Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their families are offered to support their wellbeing. A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives. |
| Key enablers of flexibility and choice | The role of the local authority to ensure every child in their area is able to access their funded entitlement in a high quality setting which meets their needs, through regular consultation on local parental demand and by ensuring a 'provider neutral' approach to local ELC delivery plans. |
| Multi-year funding package | The annual revenue investment in ELC agreed which will reach around £990 million by 2021-22. This is an increase of £567 million on 2016-17 levels. £476 million in capital funding over four years has also been provided to support the next phase of infrastructure investment in ELC. The total additional revenue and capital spend over five years from 2017-18 and to 2021-22 will reach almost £2 billion. |
| National Standard | The Standard that all funded providers in Scotland will need to meet to offer the funded entitlement to children from August 2020. This is regardless of whether the funded hours are provided by a setting in the public, private or third sectors, including provision offered by childminders. It is aligned to the guiding principles for the expansion to 1140 hours: quality; flexibility; accessibility, and affordability. It is also underpinned by the regulations in the Public Services Reform (Scotland) Act 2010 which applies to all care services across Scotland, including daycare of children and childminding settings. |

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| Non-funded hours | The hours of ELC provision which are not paid for through the local authority. These hours are likely to be in addition to the funded hours children need, hours for children who are not eligible for the funded entitlement, or are paid ELC hours in settings who are not funded providers. |
| Poverty-related attainment gap | The gap in attainment and children's outcomes between children in the most and least deprived areas of Scotland. |
| Primary guarantors of quality | The role of the local authority to ensure that ELC funded providers are meeting the National Standard through meaningful and genuine partnership working, including providing support for improvement and monitoring compliance against the quality criteria. |
| Provider | Any organisation offering ELC provision registered with the Care Inspectorate under daycare of children or childminding registrations. |
| Provider neutral | The approach which enables parents and carers to choose from a variety of ELC settings that best suits the needs of their child, in line with Funding Follows the Child. It allows parents and carers to choose from a number of different providers – regardless of whether they are in the public, private or third sectors, including childminders – if the setting meets the National Standard, has a place available and is willing to enter into a contract with the local authority. |
| Quality | A high quality experience for all children, which complements other early years and educational activity to close the poverty-related attainment gap and recognises the value of those we entrust to support our children to fulfil their potential. |
| Real Living Wage | The rate of pay for staff that is calculated based on the cost of living. Employers who pay the Living Wage to their staff can apply for Living Wage Accreditation . The real Living Wage rate at December 2018 was £9.00 an hour. The rate is updated in the first week of November each year. The real Living Wage should not be confused with the National Minimum Wage (including the “national living wage” for those aged 25 and over) which is the legal minimum an employer must pay an employee and is set by the UK Government. |

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| Regional Improvement Collaboratives | Regional Improvement Collaboratives bring together local authority and Education Scotland resources and expertise, to enhance the educational improvement support that is provided to schools and funded ELC providers. The six Collaboratives across Scotland include sector and curriculum area support, including additional support for learning. They provide targeted advice and support in order to drive improvement, making use of available evidence and data. Each Collaborative sets out its work plan and regional support offer through a Regional Improvement Plan. |
| Scotland Excel | The Centre of Procurement Expertise for the local government sector. Their services are designed to help local authorities meet the twin challenges of reducing budgets at a time of growing demand. Collaborative procurement increases efficiency and ensures money is saved to protect front line services. By working together through Scotland Excel, local authorities work to realise a host of social, economic and environmental benefits from their spend. |
| Scrutiny activities | The Care Inspectorate and Education Scotland undertake a number of scrutiny activities to provide public assurance, regulate and support improvement in care and learning across ELC. This includes inspections, registrations of care services and investigating complaints made about ELC settings. Information from these activities can be used by local authorities to ascertain compliance against the National Standard criteria. |
| Service improvement period | The time given to a funded provider to improve the quality of ELC when they are not meeting one or more of the National Standard criteria. The length of the 'service improvement period' is 12 months or, if the criteria not met are related to Care Inspectorate quality evaluations, the 'service improvement period' will end upon publication of the next inspection report. |
| Service Models Working Group | A group of professionals from the ELC sector who work alongside Scottish Government officials tasked with supporting the development of the Funding Follows the Child approach and the National Standard. |
| Setting | Any service offering ELC provision registered with the Care Inspectorate under daycare of children or childminding registrations. |
| Staffing structure | The structure of staff used in services to ensure that children's health, safety and welfare needs are met. This can include how staff are deployed to ensure adequate supervision or how management structures are used to support a culture of continuous improvement. |

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| Sustainable rate | The hourly rate that is paid to funded providers in the private and third sectors, including childminders, to deliver the funded entitlement ensuring they can remain financially viable while offering funded hours to eligible children. The rate will support delivery of a high quality ELC experience for all children; reflect the cost of delivery, including the delivery of national policy objectives; allow for investment in the setting – staff, resources and physical environment; and enable payment of the real Living Wage for those childcare workers delivering the funded entitlement. |
| Top-up fees | Costs which are in addition to the funded entitlement. These must be clearly stated in any payment agreement. Parents and carers are not expected to pay any top up fees in order to access their child’s funded entitlement. This may apply to non-funded hours or additional costs such as outings or extra-curricular activities. |



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