

Cheaper childcare... but at what cost?

HSCT Registered childcare = more expensive

vs

Un-Registered Childcare = cheaper

Safeguarding



- Annual inspections (HSCT)
- Adhere to Minimum Standards
- Appropriate adult:child ratios
- Risk:Benefit assessments
- Appropriate safeguarding policy & staff training
- Mandatory to have staff trained in safeguarding, first aid and more
- Comprehensive vetting for staff.

Safeguarding



- No regulatory body specifically for safeguarding and quality play experiences
- Schools are inspected under Education Training Inspections - no obligation to inspect or regulate wraparound provision
- No regulation for other types of unregistered provision
- Adult:Child ratios - no stipulation/unknown
- Staff qualifications or training levels no stipulation
- Staff vetting - less rigorous than Trust requirements
- Unknown if policy or risk benefit assessment in place.

Quality Play Provision



- Article 31 - The Child's RIGHT to PLAY
- Adhere to minimum standards
- Appropriate policy and procedures in place
- Highly trained PLAY staff (min level 2 - max post grad)
- Quality play experiences - Time, Space & Permission to PLAY
- Individual planning for play and learning
- Appropriately resources and individually tailored play experiences
- Child given autonomy and ownership of play and environment
- Consistent provision throughout school closures (holiday periods, exceptional closures etc.).

Quality Play Provision



- No regulation for quality childcare or play provision specifically
- No obligation to have staff trained
- Unknown if child's rights are supported (play, rest, leisure, voices heard)
- Inconsistent provision due to closures e.g. school holidays
- Shared environments or environments that aren't supportive of quality play environments.

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Community Connection



- Opportunities to mix with children from different backgrounds and cross community - inline with TBuc
- Connection to the wider community
- Sense of self - given time to explore and experiment through PLAY
- Parents are able to connect with community
- Parents access community resources
- Breaks down community division
- Supports newcomer families to feel part of their new community.

Community Connection



- Only mix with children from own school
- Unknown connection to wider community
- Limited wider support to other community resources
- Goes against policy context e.g. TBuc as children from different schools are unable to mix whilst attending school based provision.

Well-being



- Spaces to process in PLAYful ways
- Development of resilience through PLAY and social trial and error
- Consistent trustworthy staff that children can turn to
- An inclusive space for ALL children regardless of background, ability, culture or language - 'Play is the child's language'
- Positive well-being for healthy brains that are able and ready to learn
- Outdoor play known to support health and well-being.

Well-being



- Limited opportunities to relax and unwind away from the school environment
- Lack of distinction between the school day and afterschool provision
- Additional challenges for children with language barriers
- Limited respite for children who experience bullying or school-based anxiety
- Fewer opportunities to process emotions, build resilience and develop social skills through play.

Physical Development



- Opportunities to develop fundamental movement and physical literacy skills known to support healthy development and lifestyles
- Varied play experiences addressing all aspects of physical play
- Inclusive play supporting all ages and abilities.

Physical Development



- Not under obligation to provide range and quality of experiences which support physical development
- Follow more structured rules/organised sport - unknown time for play, spaces to unwind and explore independently.