

Wraparound Provider Bulletin Summer 2026



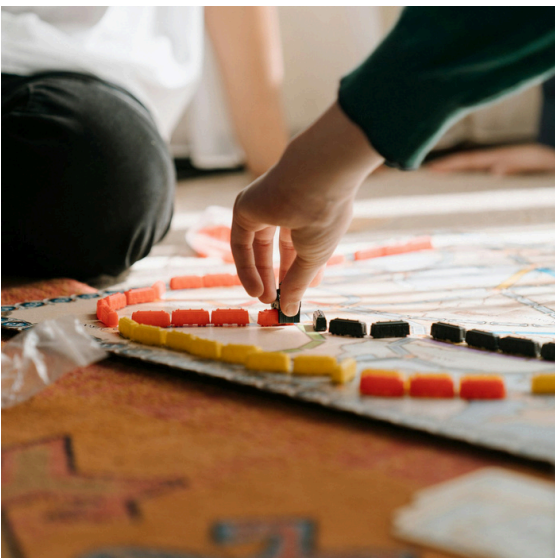
We will send you this bulletin termly with important updates and links to useful information. Please share the bulletin with your colleagues.

If you have any queries please contact [Services for Young Children](#), or visit our [Facebook page](#).

Some sections have been updated as information has changed.

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Programme update

March 31 2026 marked the end of the National Wraparound Childcare Programme, we would like to thank all providers for your dedicated hard work. Services for Young Children will continue to provide support to wraparound providers, please use the [General Enquiry Form](#) as the first point of contact. Please see the [following message from the Department for Education](#).

The DfE is introducing the term [School-Age Childcare](#) to describe childcare for children once they start school, including before and after school and during the holidays. The vision is to build a strong, sustainable year-round system, building on programmes like Wraparound, HAF, and Free Breakfast Clubs.

We are currently reviewing the types of support that will continue and would like your input into what would be the most beneficial. Your responses will be used to inform the support offer.

[Have your say here](#)

The form will be closing on May 8 2026.



Designated Safeguarding Lead Support Meetings - webinars

We would like to invite Designated Safeguarding Leads from your provision to the Summer 2026 Early Years and Out of School Childcare, Designated Safeguarding Lead support meeting/webinar. All sessions are held online.

- Monday 1 June - 1-3pm
- Friday 5 June - 9:30-11:30am
- Wednesday 10 June - 6:30-8:30pm

[SfYC Calendar of Events](#)
Use password SFYC to book

Business support

Do you have concerns about the sustainability of your wraparound provision?

We are offering virtual business surgeries which are dedicated one-to-one sessions where you can speak directly with our wraparound childcare development officer, Hannah Bailey. Whether you're just starting out, expanding your business, or concerned about ongoing sustainability, we're here to support you.

These sessions are available via Microsoft Teams or telephone, and can cover any aspect of business and development - from sustainability and funding, staffing, marketing, and more.

To book a business or inclusion surgery, use the [General Enquiry Form](#).

Inclusion support

Need dedicated time to talk through inclusion needs?

Are you facing challenges that go beyond what can be covered in a quick advice call or email?

Virtual wraparound inclusion surgeries are available to discuss any inclusion enquiries which may take longer than 20 minutes to address. This could include navigating tricky transitions, supporting children with emerging needs or looking for strategies.

You do not need to seek consent from a parent or carer to discuss a child in a surgery, however you must not share personal information which identifies a child or family.

The dedicated surgeries offer a one to one meeting, currently delivered either via Microsoft Teams or telephone.

Hampshire wraparound conference 2026

We held the first Hampshire wraparound conference on Saturday 7 February in Winchester, a huge thank you to all who attended.

Our day included a welcome from Natalie Smith, the Assistant Director of Education and Inclusion within Hampshire County Council followed by an exciting science workshop led by Wonderseekers. The activity cards from this workshop are available on [this Moodle page](#) for you to explore at your clubs.



The group then split in two and attended workshops, which were swapped for the afternoon session to experience all on offer.

Tinkering with Woodwork - Hampshire Advisory Team



Following very positive feedback from the woodwork session, we are now exploring whether a wraparound specific full day training for Tinkering with Woodwork would be of interest. If so, [please register your interest here](#).

Following this training, one of our providers has included tinkering with woodwork as part of their after-school club sessions. They are gradually introducing the tools and the children have been having a fantastic time. Pictures below are from Little Scholars Childminding and High Five After School Clubs.



Neurodiversity-Affirming Practice - Hampshire Educational Psychology Team



The slides from this workshop session is available on [this page on Moodle](#). Please note that these are slides to accompany the session and are not full training. For any queries, please use the General Enquiry Form.

We hope those who attended had a fantastic day!

Case study

New Ofsted framework inspection experience

The new [early years inspection framework](#) took effect on 10 November 2025, and we are beginning to see school-age childcare providers having inspections under this new framework. Please see the case study below from one of our Hampshire providers, Kidz Play, who were inspected in February 2026.

The Ofsted inspection took place on a Monday afternoon, Ofsted called at 8:30am on the previous Friday morning and asked the number of EYFS children, the number of children on roll and other usual information. The provider chose not to have a planning call.

The inspector arrived at 2:45pm, before the club opened. Upon arriving, they focused on recruitment, DBS records and the newest staff member. For this staff member, the inspector asked about their qualifications, how long they had worked there, and the safer recruitment procedures followed.

There was no 'grilling' of staff, the inspection was all evidence based and this was very clear from the inspector.

The inspector was very thorough on whistleblowing and asked every member of staff about this. They also asked how leaders support staff and their mental health.

For inclusion, the provider was able to talk about accessing the Childcare Additional Needs (CAN) grant through Hampshire and how this had positively impacted the child. It was clear to the inspector that the staff knew all children very well, not just specific staff supporting children with additional needs. An example of this was when the children were tidying up, the staff purposely did not put away a puzzle as they knew the child would come back to it later, which they did.

As a staff member called a group of children to snack and asked them to wash their hands, the inspector noted that they should not be told to wash their hands as it should be an embedded routine. They also noted at the snack table that the conversation should have been around healthy food choices and why they chose particular fruits, rather than discussing their weekend activities.

The inspector stayed until 6:15pm and referred to the inspection toolkit throughout the entire inspection. The provider felt that all areas of the inspection framework overlapped and the club was looked at holistically.

Thank you to Kidz Play for sharing this case study with us.

What is demand avoidance?

Inclusion Tips

Children with demand avoidance have a persistent drive for autonomy, marked by a pattern of avoiding or resisting everyday demands.

Demand avoidance is driven by high anxiety. It is a stress response caused by perceiving a loss of control. This means that the child's flight, fight, freeze response is triggered.

The core features of demand avoidance:

- A strong need for control causes rapid shifts in emotions when the child feels overwhelmed by demands or changes
- Children may use strategic communication such as distraction, negotiating, humour and fantasy to escape or reduce demands
- Social challenges. A child may appear socially confident but may lack the understanding of social rules and expectations
- Children may hide anxiety by masking, often appearing compliant in certain environments while experiencing intense distress at home

What could trigger demand avoidance in the school-age childcare setting?

- Group times
- Transitions
- Sensory sensitivities
- Unpredictable routines
- Over prompting or over directing



What is demand avoidance?

Key strategies:

- Low demand strategies- reducing instruction intensity prioritises emotional safety and boosts child engagement by lowering pressure on them
- Use of indirect language- reframing requests with gentle phrases lowers perceived expectations
- Offering structured choices- providing controlled options empowers children, supports autonomy, and reduces anxiety driven avoidance
- Building collaborative relationships- fostering trust through supportive relationships encourages participation and emotional resilience
- Collaborative problem solving- engaging children in decision making helps them feel respected and reduces pressure
- Incorporating special interests- using children's interests in learning boosts motivation and creates emotionally safe environments
- Reducing emotional triggers- predictable routines, visual schedules, and sensory friendly environments help to stabilise emotions

Creating a demand avoidant friendly environment:

- Considerate spaces- calm, soft lighting and quiet areas reduce sensory overwhelm
- Flexible routines and transitions- fluid activity flow and soft transitions using visual cues help children to manage changes comfortably
- Warm empathetic communication- adults using calm, patient tones and invitations to play to create trust and reduce anxiety
- Support for autonomy - opportunities for children to choose activities fosters emotional safety and reduces demand distress

Think PANDA


Prioritise and compromise or pick your battles and focus on what truly matters.

Anxiety Management Recognise anxiety as the driver of avoidance.

Negotiation and Collaboration Work with the child, not against them.

Disguise the Demand Make demands feel lighter and less direct.

Adaptations Adjust the environment, expectations, and adult approach.



Children's Services

Free Breakfast Clubs

Phase 1 of the national rollout of the Free Breakfast Clubs programme is beginning from April 2026, with 500 more schools joining the programme nationally. [You can see the full list of schools here.](#)

Free Breakfast Clubs will become a legal requirement in all schools with primary aged pupils, though there is no exact timeline for this at present.

The Department for Education (DfE) have a selection of resources available to support schools and providers with preparation for, and delivery of the Free Breakfast Clubs programme.

You can access the full list of resources [on this page](#), as well as contact information for the DfE in relation to this programme.

This list below may help you understand the requirements of the programme and the funding breakdown.

- [Mainstream school funding overview](#)
- [Special school funding overview](#)
- [Programme key facts](#)
- [Ready reckoner](#)
- [FAQs](#)
- [Blueprint](#)
- [Full programme guidance](#)
- [Case studies](#)



We will share further information on the national rollout as it becomes available.

New statutory guidance: supporting pupils with medical conditions at school

The government have announced new statutory requirements, replacing [previous non-statutory guidance](#), which supports children with medical conditions. The new guidance includes requirements for schools to stock allergy pens, ensure teachers undertake compulsory allergy-awareness training, and implement an allergy policy. [You can read the full press release here.](#)

At present, the guidance does not include school-age childcare. However, as many provisions are delivered on a school site, led by the school or an external provider, it is likely that these requirements will have implications for school-age childcare, and providers should remain aware of emerging guidance. We encourage you to monitor further updates and review your policies, training, and storage of medication in line with the guidance once it is published.

The [consultation for this guidance](#) is currently open and closes at 11:59pm on 1 May 2026.

The consultation seeks views on proposals to strengthen the way children and young people with medical conditions and allergy are supported and kept safe, by:

- requiring every setting to have a published medical conditions policy
- strengthening Individual Healthcare Plans (IHPs)
- strengthening recording, reporting and learning from serious incidents and 'near misses'
- introducing a new requirement for a separate, published allergy safety policy, including training and the use of adrenaline devices

[Anaphylaxis - NHS](#)

[Wraparound and holiday clubs - anaphylaxis UK](#)

[Safer Schools Programme - anaphylaxis UK](#)

[Supply, storage and care of Adrenaline auto-injectors](#)

Further information

If you have colleagues who do not yet receive this bulletin and would like to, please share this link with them. [Wraparound Bulletin Mailing List](#).

For any support needs, please use the [General Enquiry Form](#).

