

2002/03 Childcare and Early Years Workforce survey

Primary Schools with Nursery and Reception Classes



April 2004

SureStart



Evidence
& research

Contents

List of Tables	2
Executive Summary	3
1. Introduction	6
2. Numbers of Providers	11
3. Places and Children	13
4. Characteristics of Staff	17
5. Training	25
6. Qualifications of Staff	28
7. Recruitment and Retention	36
Appendices	
A. Technical Details	49
B. Summary of Key Data by Region and by Type of Area	55
C. Guide to Statistical Reliability	59
D. Questionnaire	61

List of Tables

TABLES

Table 2.1	Numbers of Settings by Region and Type of Area	12
Table 3.1	Numbers of Early Years Places	14
Table 3.2	Number of Children Enrolled in Early Years	15
Table 3.3	Numbers of Early Years Places and Enrolments by Region and Type of Area	16
Table 4.1	Numbers of Staff	19
Table 4.2	Use of Agency Staff in the Last 12 months	20
Table 4.3	Demographics of Paid Members of Staff	21
Table 4.4	Ethnicity	22
Table 4.5	Working Hours and Pay for Paid Members of Staff	24
Table 5.1	The Amount of Training Received	25
Table 5.2	Training Resources	27
Table 6.1	Current Qualifications Held Among all Staff (including early years/ foundation stage co-ordinator)	30
Table 6.2	Current Qualifications Held	31
Table 6.3	Current Qualifications Working Towards Among All Staff (including early years/foundation stage co-ordinator)	33
Table 6.4	Current Qualifications Working Towards	34
Table 6.5	Proportion of Early Years/Foundation Stage Co-ordinators who are/ are not NVQ Assessors	35
Table 7.1	Proportion of Primary Schools with Nursery and Reception Classes Recruiting New Staff	39
Table 7.2	Recruitment Methods and Attributes Required of New Staff	41
Table 7.3	Recruitment Difficulties	43
Table 7.4	Length of Service	45
Table 7.5	Numbers and Destination of Staff Losses	47

Executive Summary

INTRODUCTION

1. The Department for Education and Skills (DFES) commissioned MORI to undertake a series of surveys to detail the childcare and early years workforce.
2. Separate surveys were conducted for eight different types of childcare and early years settings.
3. This report outlines the findings for primary schools with nursery and reception classes.

NUMBERS OF PROVIDERS

4. There were 6,287 primary schools with nursery and reception classes in England at the time of the survey.
5. Settings were unevenly distributed across the country. In particular, there were relatively high numbers in London, the North East, and North West, relative to the number of households with children in these regions. There were also high numbers in urban and deprived areas. However, settings were more scarce in the South East and South West and in more rural and more affluent areas.

PLACES AND CHILDREN

6. The total number of early years places in primary schools with nursery and reception classes was 494,500, and 475,400 children were enrolled.
7. The average number of early years places was 79 but the average number of children enrolled was 76, meaning that there is some unused capacity¹.
8. Average capacity per setting was higher than elsewhere among settings in high density areas (85) in London (88) and the South East (87).
9. Take-up of places varied by region and type of area, indicating that there may be differences in levels of demand and/or accessibility of settings. The ratio of enrolments to places was lowest in low density areas 1.09, and in the North West 1.11 and East of England 1.14.

¹ It should be noted that some nursery places are part-time places – i.e. one place could be used by more than one child. For example one place could be used by one child in the morning and another in the afternoon.

CHARACTERISTICS OF STAFF

10. At the time of the survey, there was a total of around 43,900 paid staff working in early years in primary schools with nursery and reception classes, and around 18,900 unpaid volunteer workers.
11. Three fifths of paid staff were aged between 30 and 49 and 99% were female. Nine percent were from an ethnic minority group and one percent had a disability.
12. Seven in ten schools had used agency staff in the previous 12 months.
13. The average hours worked per week by paid early years staff was 33. Early years/foundation stage co-ordinators, early years teachers and nursery nurses generally worked full-time (30 hours a week or more), while most other paid support staff tended to work part-time (under 30 hours a week). Ten per cent of paid early years staff worked over 50 hours per week, rising to 18% among early years teachers, and 31% among early years/foundation stage co-ordinators.
14. The average salary for early years staff paid annually was £21,900 per annum and for those paid hourly it was £6.63 per hour. The average annual salary for early years/foundation stage co-ordinators was £31,000 per annum.

TRAINING

15. Seven in ten early years/foundation level co-ordinators felt that the amount of training received in the last year was about right (71%), but three in ten (28%) thought they had received too little.
16. Eight in ten primary schools with nursery and reception classes had a training budget (84%) and two thirds had a written training plan (66%).
17. Average spend on training in the past year among those with a training budget was around £4,000, an average of £573 per paid member of staff.

QUALIFICATIONS OF STAFF

18. Early years/foundation stage co-ordinators and early years teachers tended to be qualified to Level 3 or above (96% and 91%), reflecting that most held degree level teaching qualifications (Level 4), and less than one per cent held *no* qualifications relevant to working with children and young people. One in seven co-ordinators (15%) and one in ten teachers (10%) were currently working towards a qualification.
19. Nursery nurses tended to be qualified to Level 3 (85%), and most commonly held an NNEB Diploma in nursery nursing (62%). Only one per cent had no qualifications relevant to working with children and young people. Among nursery nurses, 12% were working towards a qualification.
20. Less than half of other paid early years staff had a qualification (43%) and 48% said they had none. Furthermore only one in four had a qualification at Level two or above (26%).

However, this group were the most likely to be working towards some kind of qualification (22%) – most commonly a Level 3 (8%) or Level 4 (6%) qualification.

21. Nine in ten early years/foundation stage co-ordinators (88%) said they were required to have a particular qualification or level of qualification when they were recruited.
22. One in ten early years/foundation stage co-ordinators were NVQ assessors (9%).

RECRUITMENT AND RETENTION

23. The size of the paid early years workforce among primary schools with nursery and reception classes currently in operation has grown by 11% in the last 12 months to around 43,900 staff. This reflects the fact that although 3,500 paid staff left these settings in the past year, a higher number were recruited (7,900), representing a recruitment rate² of 20%.
24. In the South East, London and East of the country tended to have a higher staff growth rate³ than average. And, on average, settings in London tended to have the shortest serving staff members among early years staff as a whole.
25. Almost a quarter of settings have experienced difficulties recruiting staff (23%). Among settings reporting difficulties, despite high levels of recruitment in the last year, recruitment problems were most commonly encountered for qualified early years teachers (73%); fewer mentioned nursery nurses (26%) and other early years staff (19%).
26. Recruitment difficulties tended to relate to a lack of applicants in general (64%), but especially those with the right experience (29%) or qualifications (18%).
27. The greatest difficulties recruiting staff were found in the South East (48%), London (38%), and the East of England (37%) and to some extent in high density and deprived areas (29% and 27% respectively).
28. Among staff who left their jobs in the last twelve months, it was thought that the majority went to new jobs within the childcare and early years sector (60%). However, one in ten (9%) left the sector and went to other jobs, and two in five did not go on to other employment at that time (19%).
29. The turnover rate⁴ for paid staff across the whole sector was 9%, of which about 5% went to other early years or childcare settings and 4% left the sector altogether. The employment growth⁵ rate was 11%.

2 This is calculated by dividing the total number recruited by the total number currently employed – plus those leaving their current employment minus those recruited. It should be noted therefore that this recruitment rate takes account of the 'churn within the sector' as well as the number of staff being recruited to the sector.

3 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited to and leaving the sector.

4 This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted that this turnover rate therefore includes the 'churn within the sector' as well as staff leaving the sector.

5 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited or leaving the sector.

1 Introduction

- 1.1** This document reports on findings from the Childcare and Early Years Workforce Survey 2002/3 conducted by the MORI Social Research Institute on behalf of the Sure Start Unit.
- 1.2** Separate surveys were conducted for the eight childcare and early years settings listed below:

CHILDCARE

- Day nurseries and other full-day care provision
- Playgroups and pre-schools
- Out of school clubs
- Holiday clubs
- Childminders.

EARLY EDUCATION

- Primary schools with nursery and reception classes
- Primary schools with reception but no nursery classes
- Nursery schools.

- 1.3** This document presents findings for **primary schools with nursery and reception classes**.
- 1.4** Findings from other audiences are reported in separate documents, whilst a summary of findings across all audiences is also provided in an Overview Report. Computer tables are provided in separate volumes and anonymised electronic SPSS data are also held by the Sure Start Unit.

BACKGROUND AND OBJECTIVES

- 1.5** The Government is committed to improving access to good quality childcare, early learning and family support. Ensuring all children get a sure start in life, and help secure a better future for families and stronger and safer communities.
- 1.6** There is clear evidence of the benefits to children of pre school provision, particularly those who are disadvantaged. This is especially true when good quality childcare is delivered alongside early years education, and health and family support. This was confirmed in the report of the Government's interdepartmental childcare review "Delivering for Children and Families", published in November 2002.

- 1.7** In 2002, Government policy on childcare, early education and Sure Start local programmes was brought together in a single interdepartmental Unit, called Sure Start Unit. This Unit reports to Ministers in both the Department for Education and Skills and the Department for Work and Pensions.
- 1.8** The overall aim of the Sure Start initiative is to increase the availability of childcare and early education, and work with parents to be, parents and children to promote the physical, intellectual and social development of babies and young children. Particularly those who are disadvantaged, so they can flourish at home and at school, and to enable their parents to work, learn and train to help contribute to the ending of child and family poverty.
- 1.9** Sure Start's key overall objectives, following the Spending Review 2002, are to:
- transform education, health and family support services for children under 5 and their families;
 - increase the availability of high quality childcare for all age groups whose parents need it; and
 - meet the needs of the most disadvantaged, so children can fulfil their potential and parents can find ways out of poverty.
- 1.10** Further information about Sure Start and its programmes can be found on www.surestart.gov.uk.
- 1.11** The Government has a range of goals and targets in relation to childcare and early years. These include: sustaining the expansion in childcare which has already enabled new childcare places for 1.6 million children to be created, so over 2 million children benefit by 2006 and growth continues through to 2008; guaranteeing a free, part time early education place for all 3 year olds whose parents want it, in April 2004; establishing new provision in the most disadvantaged communities; and maintaining and enhancing the quality and standards of provision and the skills and size of the workforce.
- 1.12** The Government is committed to supporting the childcare workforce and recognises the important role it has in ensuring children get a sure start in life and in supporting families. It's *'Every Child Matters'* Green Paper in September 2003, and its *Next Steps* document published in March 2004, stressed the importance of: improving the skills and effectiveness of all those who work with children and making this a more attractive career option; and of health, educational and social care professionals working together effectively in locations such as schools and children's centres.
- 1.13** In order to help monitor progress towards meeting targets and strengthening provision for young children and families, the DfES conducted surveys of the childcare workforce in England in 1998 and 2001.
- 1.14** In 2002/3 the survey was conducted a third time, to track change since 2001 among childcare audiences and to collect baseline data among early years audiences that are surveyed for the first time. Although the survey has been published in April 2004, telephone interviews were carried out between December 2002 – May 2003.
- 1.15** The surveys examine some of the key characteristics of the sector and its workforce, including:
- the number of registered and enrolled places
 - staffing levels

- characteristics of staff, including demographics and pay
- staff qualifications and training
- recruitment and retention.

1.16 The surveys provide a useful source of factual data about the sector on which national and local level policy makers can draw.

STUDY DESIGN

1.17 The bullet points below summarise the methodology adopted for the survey among primary schools with nursery and reception classes. Full methodological details are provided in the Appendices, along with a copy of the questionnaire used.

- 851 interviews were conducted among primary schools with nursery and reception classes in England;
- The sample was stratified to ensure equal reliability by region and a representative random sample was interviewed within each region;
- Data are weighted by region to ensure aggregate data is representative and reflects the true profile of primary schools with reception and nursery classes registered with DfES at December 2002;
- Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing), by MORI Telephone Surveys during the period 9 December 2002 to 14 February 2003;
- The target respondent was the early years/foundation stage co-ordinator, who in some settings was the head teacher;
- An adjusted response rate of 68% was achieved across the sample as a whole.

REPORT LAYOUT

1.18 The rest of this report is structured as follows:

Section 2. Numbers of Providers: discusses numbers of relevant organisations, and their spread by region and type of area;

Section 3. Places and Children: summaries the number of places and take-up, and their spread by region and type of area;

Section 4. Characteristics of Staff: summarises the total number of early years staff of different types, and their characteristics;

Section 5. Training: looks at views of amount of training received, training plans, training budget and amount spent on training;

Section 6. Qualifications of Staff: covers qualifications held and worked towards, as well as more detailed information about qualifications of early years/foundation stage co-ordinators;

Section 7. Recruitment and Retention: discusses levels of staff recruitment, retention and turnover, and looks at recruitment difficulties.

- 1.19** All questions have been comprehensively checked for differences by key variables especially region, type of area, (low, medium and high density) and size of organisation. The report only details sub-group findings where there are statistically significant differences. If there are no differences reported then the findings are statistically very similar. However, figures for the top 20% most deprived wards are shown in the majority of tables, for comparative purposes.
- 1.20** A summary of data by region and type of area (low, medium and high density) is also provided in the appendices for key questions.

INTERPRETATION OF DATA

- 1.21** It should be noted that a sample and not the entire population of primary schools with nursery and reception classes has been interviewed. This means that all the results are subject to sampling tolerances, and that not all differences are statistically significant. A guide to statistical reliability is provided in the appendices.
- 1.22** Findings from the survey have been grossed up to provide figures for the population of primary schools with nursery and reception classes across England as a whole. This allows us to make assumptions about the total number of early years places and early years staff across the country. It is important to bear in mind that grossed figures are subject to the same sampling tolerances as percentage findings. They are also based on the assumption that those responding to the survey are representative of the full population. **Grossed figures should therefore be regarded as approximations of the characteristics of the sector, rather than precise measures.** For this reason, figures have been provided to the nearest 50 or 100 organisations, or staff where relevant (rather than to the nearest whole number). Grossed figures should be treated with particular caution for questions where some respondents failed to give a response (i.e. the respondent said don't know/refused). The proportion of non-responders are flagged throughout the report. In addition, where levels of non-response are over 20% grossed figures are not provided.
- 1.23** An asterisk (*) represents a value below 0.5%, but above zero. Where responses do not add up to 100%, this may be due to computer rounding or multiple responses.

DEFINITION OF TERMS USED

- 1.24** Sixty seven per cent of respondents were the early years/foundation stage co-ordination and 31% the head teacher. A further 2% were an other qualified teacher.
- 1.25** Throughout the report we refer to findings among early years settings located in the top 20% most deprived wards. This is defined as those wards with the highest deprivation ratings according to the Office of the Deputy Prime Minister's Index of Multiple Deprivation.
- 1.26** In some cases, we have also analysed data by level of population. Rather than use the ONS (Office of National Statistics) definition of urban/mixed/rural, which defines rural very narrowly and for which there would have been insufficient 'rural' leads to allow analysis, to maximise analysis opportunities we have split the sample into three: 'high density' 'medium

density' and 'low density' (low density is 1-133 persons per sq km, medium is 134-1417 persons, and high is 1417 upwards).

ACKNOWLEDGEMENTS

- 1.27** We would like to place on record our appreciation for the time given by the schools to take part in the survey. In addition we would like to thank the DfES Project Steering Group members and other policy and research colleagues at DfES for their guidance and input into the study.

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2 Numbers of Providers

- There were 6,287 primary schools with nursery and reception classes in England at the time of the survey.
- Settings were unevenly distributed across the country. In particular, there were relatively high numbers in London, the North East, and North West, relative to the number of households with children in these regions. There were also high numbers in urban and deprived areas. However, settings were more scarce in the South East and South West and in more rural and more affluent areas.

INTRODUCTION

- 2.1** This chapter of the report sets out the numbers of primary schools with nursery and reception classes and shows the geographical spread of provision by region and type of area.

NUMBERS AND GEOGRAPHICAL SPREAD OF PROVIDERS

- 2.2** The total number of primary schools with nursery and reception classes in England was 6,287⁶.
- 2.3** As Table 2.1 shows, settings are not evenly distributed across England. In particular, London contains a high proportion of settings compared with the number of households with dependent children there (20% of settings compared to 12.2% of households with dependent children) as does the North West (18% compared with 13.1%) and the North East (9% compared with 5.1%). However, settings are relatively scarce in the South East (6% of settings but 17% of households with children) and the South West (4% of settings but 10.1% of households with children).
- 2.4** Fifty percent of settings were based in the top 20% most deprived wards.

⁶ This was derived from the number of settings on the DfES Edubase database of all settings at December 2002/3, adjusted to take into account the levels of sample eligibility identified from the survey. Further details of how calculations were made are provided in the appendices (See Technical Details)

Table 2.1: **Numbers of Settings by Region and Type of Area**

	Total 2002/3		<i>Distribution of households with dependant children across England¹</i>
	%	No.	%
<i>Total Number</i>		6,287	
Region			
East Midlands	7	500	9.1
East of England	9	600	11.7
London	20	1,300	12.2
Yorkshire and Humberside	14	900	10.4
North East England	9	600	5.1
North West England	18	1,100	13.1
South East England	6	400	17.0
South West England	4	200	10.1
West Midlands	13	800	10.5
Type of Area²			
Urban	87	5,500	NA
Mixed	9	600	NA
Rural	4	200	NA
Top 20% most deprived wards	50	3,200	NA

Source: DfES Edubase, 2002/MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ 2001 Census

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 as a result of grossing and rounding

Note: ² Urban, mixed and rural are based on the ONS definitions

3 Places and Children

- The total number of early years places in primary schools with nursery and reception classes was 494,500, and 475,400 children were enrolled.
- The average number of early years places was 79 but the average number of children enrolled was 76, meaning that there is some unused capacity .
- Average capacity per setting was higher than elsewhere among settings in high density areas (85) in London (88) and the South East (87).
- Take-up of places varied by region and type of area, indicating that there may be differences in levels of demand and/or accessibility of settings. The ratio of enrolments to places was lowest in low density areas 1.09, and in the North West 1.12 and East of England 1.15.

INTRODUCTION

- 3.1** This chapter discusses firstly the *number of places*⁷ for children aged between three and five in primary schools with nursery and reception classes, and then the *number of children enrolled* within this age group.

NUMBER OF PLACES FOR 3 TO 5 YEAR OLDS

- 3.2** The estimated total capacity in nursery and reception classes for children aged 3-5 years across all settings was 494,500⁷ places. The average capacity per setting was 79 places and the majority (60%) of primary schools with nursery and reception classes had between 50 and 99 early years places.
- 3.3** However, average capacity varied by type of area and region. Average capacity was higher in high density areas than in low density areas (85 places compared with 72). Average capacity in settings in London and the South East also tended to be larger than average (88 and 87 places respectively).
- 3.4** In terms of the total capacity, again early years places were not evenly distributed across the country. Their distribution largely reflected the distribution of settings, with more provision in high density and deprived areas. Figures by region and type of area are provided in Table 3.3 at the end of Section 3.

⁷ It should be noted that some nursery places are parttime places – i.e. one place could be used by more than one child. For example one place could be used by one child in the morning and another in the afternoon.

Table 3.1: **Numbers of Early Years Places**

	Total 2002/3		Top 20% most deprived wards ¹	
Capacity				
Total number of places	494,500		246,250	
Average number of places	79		78	
	%	No.	%	No.
Total Capacity				
None	0	0	0	0
1-24 places	2	100	1	50
25-49 places	14	900	12	400
50-74 places	33	2,100	37	1,150
75-99 places	27	1,700	27	850
100-149 places	20	1,300	19	600
150-199 places	3	200	3	100
200 or more places	1	#	*	#

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 (±50 of 3,166 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

TAKE-UP OF PLACES AMONG 3-4 YEAR OLDS

3.5 The total number of children enrolled across all settings was an estimated 475,400. The average number of enrolments per setting was 76, compared with an average number of places available of 79⁸. This means there is some unused capacity.

3.6 However ratios of enrolments to places varied regionally and by type of area, which indicates that there may be some differences in levels of demand and/or accessibility of settings:

- The ratio of enrolments to places was relatively low in the North West 1.12 and East of England 1.15, but higher in the South East 1.01 and in Yorkshire and Humberside 0.99
- In addition, the ratio of enrolments to places was relatively low in low density areas 1.09 but higher in high density areas 1.01.

⁸ It should be noted that some nursery places are part-time places – i.e one place could be used by more than one child. For example one place could be used by one child in the morning and another in the afternoon.

Table 3.2: **Number of Children Enrolled in Early Years**

	Total 2002/3		<i>Top 20% most deprived wards¹</i>	
	%	No.	%	No.
Enrolments				
Total number of enrolments		475,400		240,150
Average number of enrolments		76		76
Total Enrolments				
None	0	0	0	0
1-24 enrolments	3	200	2	50
25-49 enrolments	21	1,300	20	600
50-74 enrolments	32	2,000	33	1,050
75-99 enrolments	22	1,400	23	750
100-149 enrolments	18	1,100	18	550
150-199 enrolments	3	200	3	100
200 or more enrolments	1	#	1	#

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ±100 of 6,287 (±50 of 3,166 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

SUMMARY OF PLACES AND ENROLMENTS BY REGION AND TYPE OF AREA

Table 3.3: **Numbers of Early Years Places and Enrolments by Region and Type of Area**

	Total places 2002/3		Total enrolments 2002/3		Distribution of households with dependent children in England ¹
Capacity					
Total number of places	494,500		475,400		
Average number of places	79		76		
	Average number of places	% distribution of places	Average enrolment	% distribution of children enrolled	%
Region					
East Midlands	75	7	74	7	9.1
East of England	77	9	67	8	11.7
London	88	23	86	23	12.2
Yorkshire and Humberside	78	14	79	15	10.4
North East England	69	8	67	8	5.1
North West England	75	17	67	16	13.1
South East England	87	7	88	7	17.0
South West England	78	4	77	4	10.1
West Midlands	76	12	75	13	10.5
Type of Area					
Low Density	72	26	66	24	NA
Medium Density	78	32	74	32	NA
High Density	85	41	84	42	NA
Top 20% most deprived wards	78	50	76	51	NA

Source: DfES Edubase, 2002/MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ 2001 Census

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 as a result of grossing and rounding

4 Characteristics of Staff

- At the time of the survey, there was a total of around 43,900 paid staff working in early years in primary schools with nursery and reception classes, and around 18,900 unpaid volunteer workers.
- Three fifths of paid staff were aged between 30 and 49 and 99% were female. Nine percent were from an ethnic minority group and one percent had a disability.
- Seven in ten schools had used agency staff in the previous 12 months.
- The average hours worked per week by paid early years staff was 33. Early years/foundation stage co-ordinators, early years teachers and nursery nurses generally worked full-time (30 hours a week or more), while most other paid support staff tended to work part-time (under 30 hours a week). Ten per cent of paid early years staff worked over 50 hours per week, rising to 18% among early years teachers, and 31% among early years/foundation stage co-ordinators.
- The average salary for early years staff paid annually was £21,900 per annum and for those paid hourly it was £6.63 per hour. The average annual salary for early years/foundation stage co-ordinators was £31,000 per annum.

INTRODUCTION

4.1 This chapter sets out the scale of employment in early years teaching within primary schools with nursery and reception classes and describes the profile of the workforce. The main areas covered by this chapter are:

- The number of staff employed in the sector, including paid and unpaid staff
- The demographic profile of the paid workforce, including by gender, age, disability and ethnicity
- The number of hours worked per week by paid staff
- Levels of pay.

NUMBERS OF PERMANENT STAFF

- 4.2** The total numbers of paid and unpaid staff in England was around 62,800. The average number of paid and unpaid staff per setting was ten.

PAID STAFF

- 4.3** The total number of paid staff in primary schools with nursery and reception classes in England was 43,900 and the average number per setting was seven. This included the following:
- 6,300 early years/foundation stage co-ordinators⁹
 - 12,800 early years teachers, on average two per school
 - 14,300 nursery nurses, over two per school on average
 - 10,500 other paid support staff, on average under two per school.
- 4.4** Smaller settings with under 50 children enrolled have fewer paid staff compared with larger settings with 100+ children enrolled (5 and 10 respectively).
- 4.5** Reflecting the fact that settings in high density areas tended to be larger, they had a higher than average number of paid staff (an average of 8 per setting).

UNPAID STAFF

- 4.6** In addition to paid staff, there were 18,900 volunteers, an average of three per setting. These included:
- 8,500 unpaid students, just over one per school on average
 - 10,400 other volunteers, just under two per school on average.
- 4.7** Larger settings with 100+ children enrolled tended to have a higher average number of volunteers per setting than smaller settings (4 compared with 3 among settings with under 50 children enrolled).
- 4.8** Low density settings were more likely to have unpaid volunteers (an average of 4 per setting), whilst those in high density areas and deprived areas tended to have less (both with 3 per setting).

⁹ The number of early years/foundation stage co-ordinators is based on one per school.

Table 4.1: **Numbers of Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Overall totals				
Paid and unpaid staff		62,800		30,150
Paid staff only		43,900		22,200
Unpaid staff only		18,900		7,950
Numbers by type of staff				
Early years foundation stage co-ordinator	10	6,300	10	3,150
Qualified early years teachers	20	12,800	21	6,450
Nursery nurses	23	14,300	26	7,750
Other early years support staff	17	10,500	16	4,850
Student volunteers	14	8,500	14	4,100
Other volunteers	16	10,400	13	3,850
Overall average number of staff				
		No.		No.
Paid and unpaid staff		9.99		9.52
Paid staff only		6.98		7.02
Unpaid staff only		3.01		2.51
Average by type of staff				
Early years foundation stage co-ordinator		1		1
Qualified early years teachers		2.04		2.03
Nursery nurses		2.27		2.45
Other early years support staff		1.67		1.53
Student volunteers		1.36		1.30
Other volunteers		1.68		1.23

Source: MORI

Base: All early years staff in primary schools with nursery and reception classes (unweighted 8,623, weighted and grossed 62,809)

Base: ¹ All early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 3,825 weighted and grossed 30,153)

Note: Table percentages and figures may not add to 100% of 62,809 (± 50 of 30,153 for top 20% most deprived wards) as a result of grossing and rounding

USE OF AGENCY STAFF

4.9 Seven in ten (71%) primary schools with nursery and reception classes had used agency staff in the last 12 months.

4.10 Settings in high density areas were most likely to have used agency staff (76%), especially settings in London (83%).

Table 4.2: **Use of Agency Staff in the Last 12 months**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Yes	71	4,500	73	2,300
No	28	1,800	25	800
Can't remember	1	100	2	100

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ±100 of 6,287 (±50 of 3,166 for the top 20% most deprived wards) as a result of grossing and rounding

DEMOGRAPHICS OF PAID STAFF

AGE

4.11 Six in ten (61%) paid staff working in primary schools with nursery and reception classes were aged between 30 and 49 years, representing 26,500 individuals. One in five (20%) were under 30 and a further one in five (19%) were 50 or over. The breakdown of age of female workers according to the Labour Force Survey is 16-24 (16%), 25-49 (61%) and 50+ (24%), showing that the profile of paid workers in primary schools with reception and nursery classes is slightly younger than the female working population as a whole.

4.12 Early years/foundation stage co-ordinators tended to be aged 40 or over (71%).

GENDER

4.13 Nearly all paid early years staff were female (99%). Men only represented just over one percent of the workforce, approximately 600 individuals.

4.14 Just nine percent of primary schools with nursery and reception classes employed any male staff. This fell to four percent in smaller settings with under 50 early years places, but men still made up one percent of the workforce across settings of this size as a whole.

4.15 Settings in high density areas were most likely to employ male staff (16%), with men making up 2% of the early years paid workforce for these settings.

DISABILITY

4.16 Fewer than one in twenty (6%) primary schools with nursery and reception classes had any disabled paid members of early years staff. This represented just under one percent of the workforce, around 400 paid members of staff¹⁰.

¹⁰ A disability is described as a "physical or mental impairment, which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities".

ETHNICITY

- 4.17** Twenty seven percent of primary schools with nursery and reception classes reported having a paid member of early years staff from an ethnic minority group. This equates to nine percent of the workforce, 4,000 paid staff.
- 4.18** However there were considerable differences by type of area, which reflects differences in the national population profile (see Table 4.4). In particular the profile of ethnic minority staff rose to 16% in high density areas compared to 1% in low density areas, and to 23% in London.
- 4.19** Smaller settings (with under 50 children), which tended to be located in low density areas, also had fewer ethnic minority staff (5%).

Table 4.3: **Demographics of Paid Members of Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Age				
16-19 years	1	200	1	150
20-24 years	6	2,800	8	1,700
25-29 years	12	5,400	13	2,800
30-39 years	29	12,900	25	6,550
40-49 years	31	13,600	30	6,550
50 years and over	19	8,100	18	4,050
Don't know/not stated/refused	1	400	1	300
Gender				
Female	99	43,200	98	21,750
Male	1	600	2	400
% of settings employing male staff	9	600	12	350
Disability				
Without a disability	99	43,400	99	21,950
With a disability	1	400	1	200
% of settings employing disabled staff	6	400	6	200
Ethnicity				
Ethnic minority groups	9	4,000	12	2,700
Remaining paid members of staff ²	91	39,750	88	19,400
% of settings employing staff from ethnic minorities	27	1,700	32	1,000

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763, weighted and grossed 22,216)

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 (± 50 of 22,216 for top 20% most deprived wards) as a result of grossing and rounding

Note: ² Remaining paid staff¹ includes those not identified as from an ethnic minority group

Table 4.4: **Ethnicity**

Region	Percentage of workforce who belong to an ethnic minority group	Percentage of pupils of compulsory school age (primary) who belong to an ethnic minority group ¹
	%	%
England	9	17.5
East Midlands	6	10.9
East of England	5	20.1
London	23	45.3
Yorkshire and Humberside	5	20.4
North East England	1	3.6
North West England	3	10.7
South East England	3	8.8
South West England	1	7.5
West Midlands	10	18.4

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ Source DfES 'Statistics of Education 2002'

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 as a result of grossing and rounding

WORKING HOURS

- 4.20** The average hours worked per week for paid early years staff was 33 (see Table 4.5). Most of the paid workforce was full time, with 67% working over 30 hours a week and 28% work part time (under 30 hours). Ten percent of paid staff worked long hours – over 50 hours a week.
- 4.21** However working hours varied considerably by types of staff. For example, early years/foundation stage co-ordinators, early years teachers and nursery nurses tended to work full-time, whilst other paid staff tended to work part-time. In addition, early years co-ordinators and teachers commonly worked more than 50 hours per week, whilst others did not. Full details by type of staff are provided below.
- 4.22** Early years/foundation stage co-ordinators worked on average 42 hours a week. Just eight percent worked part-time (under 30 hours a week) and three in 10 worked long hours, with 32% working over 50 hours a week.
- 4.23** The majority of qualified early years teachers worked full-time (79% worked over 30 hours a week) and 13% worked part-time. The average teacher worked 39 hours per week. Eighteen percent of teachers worked over 50 hours a week.

4.24 Nursery nurses worked an average of 31 hours per week. The majority (76%) worked full-time (over 30 hours a week) and 21% worked part-time. Less than one percent worked over 50 hours per week.

4.25 Other early years support staff tended to work part-time (67% working under 30 hours a week), with an average working week of 22 hours. Only 30% worked full-time and fewer than one percent worked over 50 hours per week.

PAY LEVELS

4.26 Respondents were asked to give annual pay rates. Where this was not possible, hourly pay rates were accepted. Figures below for hourly and annual pay rates are based on all answering in each format. **It should also be noted that there was a high level of non-response to pay questions, so figures should be treated with extreme caution.** Levels of non-response are shown on the table below. **Due to the high level of non-response, grossed figures for all settings nationally have not been provided.**

4.27 The average salary for early years staff paid annually was £21,900 per annum and for those paid hourly it was £6.60 per hour.

4.28 However, as might be expected, pay rates differed considerably by type of staff, reflecting different levels of expertise and responsibility:

- The annual pay for early years/foundation stage co-ordinators was £31,000 (this dropped to £30,400 when respondents who were head teachers were excluded)¹¹
- Qualified early years teachers had an average annual pay of £25,000, qualified nursery nurses £12,900, and other support staff £8,600

4.29 Over a third (35%) of nursery nurses and two fifths (39%) of other support staff were paid by the hour. The average hourly rate for nursery nurses was £7.50 and the average hourly rate for other support staff was £6.00.

4.30 Estimates of annual pay were calculated for those paid hourly. Nursery nurses paid hourly were paid approximately £12,000 per annum, and paid early years support staff paid hourly were paid approximately £6,800 per annum. However, all estimates of annual pay should be treated as indicative only due to the assumptions that have had to be made to calculate these¹².

¹¹ Please note that only respondents who were head teachers were excluded. Therefore if a head teacher was answering as an early years/foundation stage co-ordinator their responses would also have been excluded.

¹² The estimate of annual pay of those paid hourly is calculated by multiplying the average hourly rate by the average hours worked for that group, by 52 weeks (assuming that these staff are paid holiday pay). This provides approximate figures only.

Table 4.5: **Working Hours and Pay for Paid Members of Staff**

	Total 2002/3	<i>Don't know/ refused/no responses</i>	<i>Top 20% most deprived wards¹</i>
		%	
Average working hours per week			
All paid staff	33 hours	6	33½ hours
Early years foundation stage Co-ordinators	42 hours	10	42 hours
Qualified early years teachers	39 hours	8	39 hours
Qualified early years nursery nurses	31 hours	3	32½ hours
Other paid early years support staff	22 hours	3	23½ hours
Annual Pay			
All staff paid annually	£21,900	48	£21,600
Early years/foundation stage Co-ordinators	£31,000	21	£31,050
All Early years/foundation stage co-ordination (excluding head teachers) ²	£30,400	21	£30,050
Qualified early years teachers	£25,000	47	£25,150
Qualified early years nursery nurses	£12,900	55	£12,850
Other paid early years support staff	£8,600	67	£9,400
Hourly Pay			
All paid hourly	£6.60	65	£6.40
Qualified early years nursery nurses	£7.50	72	£7.20
Other paid early years support staff	£6.00	55	£5.70
Estimated annual pay from hourly pay³			
Qualified early years nursery nurses	£12,000	72	£12,100
Other paid early years support staff	£6,800	55	£6,950

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763, weighted and grossed 22,216)

Note: ² Please note that only respondents who were head teachers were excluded. Therefore, if a head teacher was answering on behalf of an early years/foundation stage co-ordinator, their responses would also have been excluded

Note: ³ The estimate of annual pay of those paid hourly is calculated by multiplying the average hourly rate by the average hours worked for that group, by 52 weeks (assuming that these staff are paid holiday pay). This provides approximate figures only

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 (±50 of 22,216 for top 20% most deprived wards) as a result of grossing and rounding

5 Training

- Seven in ten early years/foundation level co-ordinators felt that the amount of training received in the last year was about right (71%), but three in ten (28%) thought they had received too little.
- Eight in ten primary schools with nursery and reception classes had a training budget (84%) and two thirds had a written training plan (66%).
- Average spend on training in the past year among those with a training budget was around £4,000, an average of £573 per paid member of staff.

INTRODUCTION

5.1 This chapter looks at views of the amount of training received by early years staff, training plans, training budgets and amount spent on training.

VIEWS OF CURRENT LEVELS OF TRAINING

5.2 Seven in ten (71%) early years/foundation stage co-ordinators felt that the amount of training that their early years staff had received in the last year was about right. However, approaching three in ten (28%) thought there was too little.

Table 5.1: **The Amount of Training Received**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
About right	71	4,400	69	2,200
Too much	1	#	1	50
Too little	28	1,700	29	900
Don't know	1	100	1	#

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or + 100 of 6,287 (+ 50 of 3,166 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

TRAINING RESOURCES

TRAINING PLANS AND BUDGETS

- 5.3** Eight in ten (84%) primary schools with nursery and reception classes had a training budget, although only two thirds (66%) had a written training plan.
- 5.4** Settings in the East Midlands and South East were most likely to have a training budget (90% and 91% respectively). Those settings with over 100 children enrolled were also more likely to have a training budget than smaller settings, with under 50 children enrolled (88% compared to 83%).

SPEND ON TRAINING

- 5.5** Amongst settings that did have a training budget and who were aware of last year's spend on training, the average amount spent on training was £4,000, rising to £4,300 in more deprived areas. **However, these figures should be treated with caution because 63% of early years/foundation stage co-ordinators did not know how much was spent on training in the last year**, and although interviewees were asked to exclude money obtained via grants in their response, in some cases this information may not have been available. (For this reason, grossed up figures for all settings nationally have not been provided in Table 5.2).
- 5.6** For this period the main funding streams for training the workforce were two funding streams allocated to Local Authorities and their Early Years Development and Childcare Partnerships. One of these being the Early Years Training and Development grant and the other Foundation Stage funding. Funding was also available through the Learning and Skills Council.

Table 5.2: **Training Resources**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Written training plan				
Have training plan	66	4,100	63	2,000
Don't have training	32	2,000	35	1,100
Don't know	2	100	2	100
Training budget				
Have a training budget	84	5,300	81	2,550
Don't have a training budget	14	900	16	500
Don't know	3	200	3	100
Spend on training²				
£0	3	NA	3	NA
£1-£999	8	NA	6	NA
£1,000-£1,999	7	NA	5	NA
£2,000-£2,999	6	NA	8	NA
£3,000-£4,999	4	NA	3	NA
£5,000-£7,499	5	NA	5	NA
£7,500-£9,999	1	NA	1	NA
£10,000+	4	NA	4	NA
Don't know	63	NA	64	NA
Average amount spent on training in the last year ³		£4,000		£4,300

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Base: ² All with a training budget (unweighted 719, weighted and grossed 5,262; for top 20% most deprived wards unweighted 330, weighted and grossed 2,565)

Base: ³ All with a training budget excluding those who do not know the amount spent on training (unweighted 279, weighted and grossed 1,950; for top 20% most deprived wards unweighted 119, weighted and grossed 920)

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 (± 50 of 3,166 for top 20% most deprived wards) as a result of grossing and rounding

6 Qualifications of Staff

- Early years/foundation stage co-ordinators and early years teachers tended to be qualified to Level 3 or above (96% and 91%), reflecting that most held degree level teaching qualifications, and less than one per cent held no qualifications relevant to working with children and young people. One in seven co-ordinators (15%) and one in ten teachers (10%) were currently working towards a qualification.
- Nursery nurses tended to be qualified to Level 3 (85%), and most commonly held an NNEB Diploma in nursery nursing (62%). Only one per cent had no qualifications relevant to working with children and young people. Among nursery nurses, 12% were working towards a qualification.
- Less than half of other paid early years staff had a qualification (43%) and 48% said they had none. Furthermore, only one in four had a qualification at Level two or above (26%). However, this group were the most likely to be working towards some kind of qualification (22%) – most commonly a Level 3 (8%) or Level 4 (6%) qualification.
- Nine in ten early years/foundation stage co-ordinators (88%) said they were required to have a particular qualification or level of qualification when they were recruited.
- One in ten early years/foundation stage co-ordinators were NVQ assessors (9%).

INTRODUCTION

6.1 This chapter focuses on the qualifications of paid early years staff in primary schools with nursery and reception classes. Specifically, only qualifications *relevant to working with young people and children* were explored. The section covers:

- The relevant qualifications held by different types of paid staff
- Relevant qualifications paid staff were working towards
- The qualification that the early years/foundation stage co-ordinator was required to hold when they were recruited
- The proportion of early years/foundation stage co-ordinators that were NVQ assessors.

DEFINITIONS OF QUALIFICATIONS LEVELS

- 6.2** Because the range of qualifications relevant to the childcare and early years workforce, qualifications are also reported grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority:
- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
 - Level 2 (Intermediate level) – GCSE A-C*, Intermediate GNVQ, Level 2 NVQ
 - Level 3 (Advanced level) – A level, Vocational A-level (Advanced GNVQ), Level 3 NVQ
 - Level 4 – Higher-level qualifications, BTEC Higher Nationals, Level 4 NVQ
 - Level 5 – Higher-level qualifications, BTEC Higher Nationals, Level 5 NVQ.

CURRENT QUALIFICATIONS HELD

- 6.3** Findings from this section are summarised in tables 6.1 and 6.2 below.

QUALIFICATIONS AMONG STAFF AS A WHOLE

- 6.4** Among all paid early years staff, it was found that 83% had some kind of qualification relevant to working with children or young people, and just 12% did not (for 5% no information was provided). Most were qualified at Level 3 (36%) or Level 4 (35%). Less than one per cent had only Level 1, five per cent had Level two, and one per cent had Level 5.
- 6.5** There was a higher than average proportion of paid early years staff with no qualifications in the East of England (20%), the South East of England (18%) and London (16%). This also applied to larger settings with over 100 places (13%).
- 6.6** There was a higher than average proportion of paid early years staff *with qualifications at Level 3 or above* in the East Midlands (80%), North East (81%), North West (77%) and West Midlands (77%).

QUALIFICATIONS BY TYPE OF STAFF

- 6.7** As one would expect, levels and types of qualifications differed considerably by type of staff. Details are provided below.
- 6.8** Over nine in ten early years/foundation stage co-ordinators and qualified early years teachers were qualified to Level 3 or above (96% and 91% respectively). As one might expect, the most common qualifications were teaching qualifications. Less than one per cent of either group had no qualifications.
- 6.9** The majority of nursery nurses had a Level 3 qualification (87%). The most common qualification was an NNEB Diploma in nursery nursing (62%). In addition, one in fourteen had a BTEC National in Nursery Nursing (7%) or an NVQ in Early Years Care and Education – Level 3 (7%) and a further one in seven had other nursery nursing qualifications (15%). Just one per cent had no qualifications.
- 6.10** As one might expect, other early years support staff were less well qualified. Only 43% had any kind of qualification relevant to working with children and young people, and just one in three (26%) were qualified to Level two or above. Most commonly, 10% had qualifications

at Level 2 and 12% had qualifications at Level 3. The most common qualifications held were NVQ in Early Years Care and Education at Level 2 (7%) or Level 3 (4%).

Table 6.1: **Current Qualifications Held Among all Staff (including early years/foundation stage co-ordinator)**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest Qualification				
NNEB Diploma in nursery nursing	22	9,500	23	5,050
BEd Degree	16	6,800	15	3,400
PGCE Teaching Certificate	10	4,500	10	2,150
Honours Degree with QTS (qualified teacher status)	5	2,400	5	1,100
Nursery nursing qualification	5	2,300	6	1,350
Teaching Certificate/certificate of ed.	4	1,800	4	900
Highest Qualification Level				
Any Level 1	*	100	*	#
Any Level 2	5	2,200	6	1,350
Any Level 3	36	15,900	38	8,450
Any Level 4	35	15,500	34	7,550
Any Level 5	1	300	1	200
No qualification	12	5,200	11	2,450
Don't know	5	2,200	5	1,000
At least Level 2	77	34,000	79	17,500
At least Level 3	72	31,700	73	16,150

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763 weighted and grossed 22,216)

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 (±50 of 22,216 for top 20% most deprived wards) as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses less than 1% of the total

Note: # indicates fewer than 100 staff (fewer than 50 staff for the top 20% most deprived wards.)

Note: Only top six mentions are shown

Table 6.2: **Current Qualifications Held**

	Early years/foundation stage coordinators		Qualified early years teachers		Nursery nurses		Other early years support staff	
	No.	%	No.	%	No.	%	No.	%
Highest Qualification								
BEEd Degree	34		2,200		36		4,600	
PGCE Teaching Certificate	27		1,700		21		2,700	
Other teaching certificate/certificate of education	12		700		8		1,000	
Honours Degree with QTS (qualified teacher status)	9		600		14		1,800	
Teaching Certificate	4		300		3		400	
NNEB diploma in nursery nursing	-		-		-		8,900	5
Nursery nursing qualification	-		-		-		2,100	2
BTEC National in nursery nursing	-		-		-		900	1
NVQ in Early Years Care and Education – Level 3	-		-		-		900	4
NVQ in Early Years Care and Education – Level 2	-		-		-		100	7
No qualification	*		#		*		0	48
Don't know	1		#		6		700	9
Highest Qualification Level								
Any Level 1	0		0		0		0	1
Any Level 2	1		#		1		100	10
Any Level 3	16		1,000		11		1,500	12
Any Level 4	77		4,800		78		10,000	3
Any Level 5	3		200		1		100	0
At least Level 2	97		6,100		91		11,700	26
At least Level 3	96		6,100		91		11,600	16

Source: MORI

Base: All paid early years paid staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England

Note: Only top five mentions are shown

QUALIFICATIONS BEING WORKED TOWARDS

6.11 Findings from this section are summarised in tables 6.3 and 6.4 below.

QUALIFICATIONS AMONG STAFF AS A WHOLE

6.12 Among paid early years staff as a whole, one in fourteen were currently working towards a new qualification (14%), but most were not (81%). (For five per cent of staff no information was provided). Staff in London and the South West were slightly more likely to be working towards qualifications than others (16% in each case), as were staff in deprived areas (15%) and high density areas (16%).

6.13 Staff were most commonly working towards qualifications at Level 4 (5%), two per cent were working towards Level 5, three per cent working towards Level three and one per cent towards Level 2.

6.14 The most common qualifications staff as a whole were working towards were: an early childhood studies degree (2%); an MA degree relating to education, childcare or early years, Level 5 (2%); or an NVQ in Early years Care and Education, Level 3 (2%). A wide range of other qualifications were mentioned in relation to one per cent of staff or fewer.

QUALIFICATIONS BY TYPE OF STAFF

6.15 Around one in seven early years/foundation stage co-ordinators (15%) were working towards a qualification. They were most commonly working towards an MA in education, childcare or early years (6%) and two per cent were studying for an Early Childhood Studies degree.

6.16 Qualified early years teachers were least likely to be studying (10%). Those qualifications that were most frequently mentioned were similar to those for early years/foundation stage co-ordinators: MA in education, childcare or early years (2%) and Early Childhood Studies degree (2%). In addition, two per cent were studying for an Honours degree with qualified teacher status.

6.17 Just over one in ten nursery nurses were studying (12%). Most commonly they were working towards a BEd degree (2%) or an Early Childhood Studies degree (2%).

6.18 Paid early years support staff were the most likely to be working towards some kind of qualification (23%). The most common qualifications worked towards among this group were: an NVQ in Early Years Care and Education, Level 3 (6%) and Level 2 (2%), and an Early Childhood Studies degree (4%).

Table 6.3: **Current Qualifications Working Towards Among All Staff
(including early years/foundation stage co-ordinator)**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest Qualification				
MA Degree – in Education/Childcare/ Early Years/ Early Childhood Studies/ Special Needs/ Other childcare/ early years related topic – Level 5	2	700	1	300
Early childhood studies degree	2	1,000	3	700
Honours Degree with QTS (qualified teachers status)	1	400	1	250
BEd Degree	1	400	1	200
BA Degree – in Early childhood studies/ Early Years Education/Early Childcare Philosophy/other childcare/early years related topic (excluding BEd Degree) – Level 4	*	100	*	50
Teaching certificate in early years/infant/ junior education	*	200	*	100
PGCE Teaching Certificate	1	300	1	200
BTEC National in Nursery Nursing	*	100	*	100
NVQ in Early Years Care and Education – Level 3	2	700	1	300
NVQ in Early Years Care and Education – Level 2	*	200	*	50
NNEB Diploma in Nursery Nursing	*	200	*	50
Other	3	1,500	3	700
No currently studying	81	35,400	82	18,150
Don't know	5	2,200	3	750
Highest Qualification Level				
Any Level 2	1	400	1	200
Any Level 3	3	1,400	3	650
Any Level 4	5	2,300	6	1,400
Any Level 5	2	700	1	300
At least Level 2	11	4,800	12	2,600
At least Level 2	10	4,400	11	2,350

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763, weighted and grossed 22,216)

Note: Table percentages and figures may not add up to 100% or + 100 of 43,892 (+50 of 22,216 for top 20% most deprived wards) as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Table 6.4: **Current Qualifications Working Towards**

	%	No.	%	No.	%	No.	%	No.	%	No.
				Early years/foundation stage coordinators		Qualified early years teachers		Nursery nurses		Other early years support staff
Highest Qualification										
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other childcare/early years related topic – Level 5		6		400		2		300	*	–
Early childhood studies degree		2		100		2		300	2	4
Honours Degree with QTS (qualified teachers status)		–		–		2		200	1	*
BEEd Degree		*		#		–		200	2	1
BA Degree – in Early childhood studies/Early Years Education/Early Childhood Philosophy/other childcare/early years related topic (excluding BEEd Degree) – Level 4		–		–		–		100	1	*
Teaching certificate in early years/infant/junior education		1		100	*	–		100	*	#
PGCE Teaching Certificate		1		#		1		100	*	100
BTEC National in Nursery Nursing		–		–		–		100	1	*
NVQ in Early Years Care and Education – Level 3		–		–	*	–		100	*	6
NVQ in Early Years Care and Education – Level 2		–		–	–	–		100	*	2
NINEB Diploma in Nursery Nursing		–		–	–	–		100	*	–
Other		4		300		1		400	3	6
Not currently studying		84		5,300		86		11,000	86	66
Don't know		1		#		4		500	2	12
Highest Qualification Level										
Any Level 2		0		0		0		0	1	3
Any Level 3		2		200		1		150	2	8
Any Level 4		3		200		5		600	6	6
Any Level 5		6		400		2		300	*	0
At least Level 2		11		700		9		1,100	9	16
At least Level 3		11		700		9		1,100	9	14

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Note: Table percentages and figures may not add up to 100% or ± 100 of 43,892 as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England

Note: Only mentions over 1% are shown

QUALIFICATIONS REQUIRED WHEN RECRUITING CO-ORDINATORS

6.19 Almost nine in ten early years co-ordinators had been required to have certain qualifications relevant to working with young people when they were recruited (88%). This was more common for larger settings with 100+ places than for smaller settings with under 50 places (92% and 86% respectively). Among those who were not required to have a particular qualification, 6% were required to work towards one, but this amounts to less than one per cent of all co-ordinators.

NVQ ASSESSORS

6.20 One in ten (9%) early years/foundation stage co-ordinators were NVQ assessors. This rises to 14% in the North West of England.

Table 6.5: **Proportion of Early Years/Foundation Stage Co-ordinators who are/are not NVQ Assessors**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Yes – an NVQ assessor	9	600	8	250
No – not an NVQ assessor	89	5,600	90	2,850
Don't know	2	100	2	50

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ±100 of 6,287 (±50 of 3,166) as a result of grossing and rounding

7 Recruitment and Retention

- The size of the paid early years workforce among primary schools with nursery and reception classes currently in operation has grown by 11% in the last 12 months to around 43,900 staff. This reflects the fact that although 3,500 paid staff left these settings in the past year, a higher number were recruited (7,900), representing a recruitment rate¹³ of 20%.
- The South East, London and East of the country tended to have higher staff growth rate than average. And, on average, settings in London tended to have the shortest serving staff members among early years staff as a whole.
- Almost a quarter of settings experienced difficulties recruiting staff (23%). Among settings reporting difficulties, despite high levels of recruitment in the last year, recruitment problems were most commonly encountered for qualified early years teachers (73%); fewer mentioned nursery nurses (26%) and other early years staff (19%).
- Recruitment difficulties tended to relate to a lack of applicants in general (64%), but especially those with the right experience (29%) or qualifications (18%).
- The greatest difficulties recruiting staff were found in the South East (48%), London (38%), and the East of England (37%) and to some extent in high density and deprived areas (29% and 27% respectively).
- Among staff who left their jobs in the last twelve months, it was thought that the majority went to new jobs within the childcare and early years sector (60%). However, one in ten (9%) left the sector and went to other jobs, and two in five did not go on to other employment at that time (19%).
- The turnover rate¹⁴ for paid staff across the whole sector was 9%, of which about 5% went to other early years or childcare settings and 4% left the sector altogether. The employment growth¹⁵ rate was 11%.

13 This is calculated by dividing the total number recruited by the total number currently employed – plus those leaving their current employment minus those recruited. It should be noted therefore that this recruitment rate takes account of the ‘churn within the sector’ as well as the number of staff being recruited to the sector.

14 This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted that this turnover rate therefore includes the ‘churn within the sector’ as well as staff leaving the sector.

15 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the ‘churn within the sector’ as well as staff being recruited to and leaving the sector.

INTRODUCTION

- 7.1** This final chapter of the report sets out the staffing issues for primary schools with nursery and reception classes. This is split into two main sections:
- Recruitment: total staff recruited and by type, recruitment methods and difficulties
 - Retention issues: length of service, staff retention and turnover.

RECRUITMENT

- 7.2** Information relating to this section is summarised in Tables 7.1 – 7.3.

LEVELS OF RECRUITMENT

Overview across all staff

- 7.3** In total 7,900 paid early years staff were recruited last year, giving an overall recruitment rate of 20%¹⁶.
- 7.4** The recruitment rate varied across regions, being highest in South East, East of England and London (28%, 26% and 26% respectively) and lowest in Yorkshire and Humberside, the North East and North West (14%, 17%, 12%).

Early years/foundation stage co-ordinators

- 7.5** Five percent of early years/foundation stage co-ordinators had been recruited in the previous 12 months, a total of 300 individuals. However, this was higher in the South East (10%).

Qualified early years teachers

- 7.6** In the last year, two-fifths (40%) of primary schools with nursery and reception classes recruited at least one qualified early years teacher, with an average of less than one new teacher per setting. An estimated 3,300 were recruited in total.
- 7.7** Again, there were differences by region, with a lower proportion of settings based in the North East and North West recruiting any early years teachers (28% in each case compared with an average of 40%). Settings in London, the South East and the South West were most likely to have recruited teachers over the last 12 months (54%, 62% and 53% respectively).
- 7.8** Larger settings (with 100+ early years places) were more likely than smaller settings to have recruited any early years teachers in the last 12 months (56% compared with 29% among settings with under 50 children), as were those in high density areas (47% compared with 37% in other areas). Settings in deprived areas were less likely to have recruited early years teachers (38%).

¹⁶ This is calculated by dividing the total number recruited by the total number currently employed – plus those leaving their current employment minus those recruited. It should be noted therefore that this recruitment rate takes account of the ‘churn within the sector’ as well as the number of staff being recruited to the sector.

Qualified nursery nurses

- 7.9** Overall, 22% of primary schools with nursery and reception classes had recruited at least one qualified nursery nurse in the previous 12 months, with an average of less than one nursery nurse recruited per setting. Across all settings, an estimated 1,800 new nursery nurses were recruited in total.
- 7.10** Again there were differences by region, with just 8% of settings in Yorkshire and Humberside, and 13% in South West and 12% in North West England having recruited any nursery nurses in the previous 12 months. In contrast, settings in London were more likely than average to have recruited at least one nursery nurse in the last 12 months (38% compared to the average of 22%).
- 7.11** Those in low density areas were least likely to have recruited a nursery nurse in the previous 12 months (17%).

Other paid support staff

- 7.12** Three in ten (28%) primary schools with nursery and reception classes had recruited at least one other paid support staff in the last year, with an average of less than one recruited per setting. A estimated total of 2,500 other paid support staff were newly recruited.
- 7.13** Settings in the West Midlands were least likely to have recruited any other paid staff in the last 12 months (20% compared to the average of 28%), whilst settings in the East of England and the South East were most likely to have done so (39% and 41% respectively).
- 7.14** Settings with fewer than 50 early years places were less likely than other settings to have recruited other paid support staff (21% compared to the average of 28%).

Table 7.1: **Proportion of Primary Schools with Nursery and Reception Classes Recruiting New Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
All paid staff				
Total number recruited	7,900	3,800		
Recruitment rate	20	19		
Early years/foundation stage co-ordinators²				
Joining in the last 12 months	5	300	5	150
Qualified early years teachers²				
Any	40	2,500	36	1,100
None	59	3,700	62	1,950
Don't know	*	#	0	0
Average number recruited	0.52		0.50	
Estimated number recruited	3,300		1,550	
Qualified nursery nurses²				
Any	22	1,400	23	750
None	78	4,900	77	2,450
Don't know	*	#	0	0
Average number recruited	0.29		0.29	
Estimated number recruited	1,800		900	
Other paid support staff²				
Any	28	1,800	27	850
None	71	4,500	72	2,300
Don't know	1	#	*	#
Average number recruited	0.40		0.37	
Estimated number recruited	2,500		1,150	

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763, weighted and grossed 22,216)

Base: ² All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287), all primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 or 43,892 (± 50 of 3,166 or 22,216 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

RECRUITMENT METHODS

- 7.15** The majority of settings used the LEA/Local Authority Bulletin and adverts in the local press to recruit staff (87% and 74% respectively). The latter is used most commonly in the East Midlands (88%), South East and West Midlands (both 81%) and in low density areas (81%).
- 7.16** Other common methods used for recruitment included adverts in school or on site (45%), word of mouth (42%) and recruitment through colleges (36%). Parents of children catered for and ad hoc CVs were also frequently used (mentioned by 32% and 31% respectively).

ATTRIBUTES REQUIRED OF NEWLY RECRUITED STAFF

- 7.17** A wide range of attributes were looked for by early years/foundation stage co-ordinators when recruiting new early years staff. However, appropriate qualifications (41%) and experience of working with children (36%) were mostly commonly mentioned. In addition, around three in ten mentioned knowledge or experience of the early years curriculum (31%), having a nice personality or being able to fit in with the team (27%).
- 7.18** Knowledge of the early years curriculum was a particular consideration for low density settings (39%). Having a nice personality or being able to fit into the team were also especially important in the East of England (38%).

Table 7.2: **Recruitment Methods and Attributes Required of New Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Recruitment methods				
LEA/Local Authority/Council jobs bulletin	87	5,500	87	2,750
Adverts in local press	74	4,700	73	2,300
Adverts at school/on site	45	2,800	44	1,300
Word of mouth	42	2,600	41	1,400
Colleges	36	2,300	39	1,250
Parents of children catered for	32	2,000	30	950
Ad hoc CVs/applications sent to you	31	2,000	30	950
Job Centre/New Deal Scheme	9	600	11	350
Times Educational Supplement	8	500	6	200
Open days	7	500	8	250
Recruitment fairs	6	400	5	150
National press	4	300	5	150
Other	10	600	10	300
None of these	1	#	1	50
Don't know	2	200	3	100
Attributes required of new staff (aspects mentioned by over 10%)				
Appropriate qualifications	41	2,600	38	1,200
Experience of working with children	36	2,300	32	1,000
Knowledge/experience of the Early Years Curriculum	31	2,000	31	1,000
Nice personality/would fit in with the team	27	1,700	25	800
Good with children/likes working with children	20	1,300	17	550
A good team player	18	1,100	14	450
Positive attitude/committed	18	1,200	20	650

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 (± 50 of 3,166 for the top 20% deprived areas) due to rounding and grossing

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

RECRUITMENT DIFFICULTIES

7.19 Approaching a quarter (23%) of primary schools with nursery and reception classes had experienced a great deal or fair amount of difficulty in recruiting staff over the previous 12 months. Problems were most common in the East of England (37%), London (38%) and especially the South East (48%).

7.20 Settings in high density areas and those in the top 20% most deprived wards also had more difficulties than average in recruiting staff (29% and 27% respectively) as did larger settings with over 100 early years places (31%).

7.21 Among those with recruitment difficulties, problems were most common when recruiting qualified early years teachers (73%). A quarter (26%) mentioned nursery nurses, and one in five (19%) other paid support staff.

7.22 The most common difficulties encountered were:

- Too few applicants (64%)
- Too few applicants with the right experience (29%)
- No qualified applicants (18%)
- Providers could not afford the wages required by the applicant (6%).

7.23 Smaller settings with fewer than 50 early years places were more likely than average to say they could not afford the wages required by the applicant (19%).

Table 7.3: **Recruitment Difficulties**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Extent of difficulties in last 12 months				
A great deal	11	700	12	400
A fair amount	12	800	15	450
Not very much	9	600	7	250
Not at all	36	2,300	34	1,050
Not applicable/have not tried to recruit	30	1,900	30	950
Don't know	1	100	2	50
Types of staff had difficulty recruiting²				
Early years teachers	73	1,100	74	650
Nursery nurses	26	400	28	250
Other early years support staff	19	300	22	200
Other	5	100	6	50
Difficulties encountered²				
Too few applicants	64	900	62	550
Too few applicants with the right experience	29	400	33	300
No qualified applicants	18	300	20	150
Provider couldn't afford wages required by applicant	6	100	7	50
Cost of living in the area	2	#	0	0
People do not want to work in the area due to its bad reputation	2	#	4	50
Competition from other types of work	1	#	2	#
Applicants were looking for full time place	1	#	1	#
Competition from other childcare/early years establishment	*	#	0	0
Other	8	100	10	100

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Base: ² All that experienced difficulties in recruiting staff (unweighted 205, weighted and grossed 1,471; for top 20% most deprived wards unweighted 104, weighted and grossed 845)

Note: Table percentages and figures may not add up to 100% of ± 100 of 6,287/1,471 (± 50 of 3,166/845 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

RETENTION ISSUES

Information relating to this section is summarised in Tables 7.4 – 7.5.

LENGTH OF SERVICE

- 7.24** The average length of service amongst all paid staff at their current setting was six years and ten months. This varied across regions, being higher in the North West, North East of England and Yorkshire and Humberside (with average length of employment being about eight years) and dropping to an average service of around five years in London and the South East.
- 7.25** The average length of employment amongst early years/foundation stage co-ordinators was nine years and ten months. However, length of service varied considerably among this group. Just under a quarter had worked at their current setting for 1-4 years (23%), 5-9 years (24%), 10-14 years (23%) or 15-29 years (22%).
- 7.26** Among all other paid early years staff, the average length of service at their current setting was six years and three months. Most commonly, two in five (38%) had worked there 1-4 years and one in five 5-9 years (20%). However, one in eight had worked there under one year (12%), highlighting higher levels of turnover.

Table 7.4: **Length of Service**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest Qualification				
Length of service – all paid staff				
Less than 1 year	11	4,700	11	2,450
1-4 years	36	15,700	34	7,600
5-9 years	21	9,200	21	4,600
10-14 years	15	6,700	16	3,650
15-19 years	8	3,300	9	1,900
20-29 years	5	2,300	6	1,300
30+ years	1	200	*	100
Don't know	3	1,500	2	550
Average length of service	6 years 10 months		7 years	
Length of service – early years/foundation stage co-ordinators				
Less than 1 year	5	300	5	150
1-4 years	23	1,400	23	750
5-9 years	24	1,500	21	650
10-14 years	23	1,500	25	800
15-19 years	12	700	14	450
20-29 years	10	600	9	300
30+ years	1	100	2	50
Don't know	1	100	1	50
Average length of service	9 years and 10 months		10 years and 1 month	
Length of service – all paid staff (excluding early years/foundation stage co-ordinators)				
Less than 1 year	12	4,300	12	2,300
1-4 years	38	14,300	36	6,850
5-9 years	20	7,700	21	3,950
10-14 years	14	5,200	15	2,850
15-19 years	7	2,600	8	1,450
20-29 years	4	1,700	5	1,000
30+ years	*	200	*	50
Don't know	4	1,400	3	550
Average length of service	6 years and 3 months		6 years and 6 months	

Source: MORI

Base: All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892).

Base: ¹ All paid early years staff in primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 2,763 weighted and grossed 22,166)

Note: Table percentages and figures may not add up to 100% of ±100 of 43,892 (±50 of 22,166 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

ANNUAL LOSSES

- 7.27** Two in five organisations (39%) had had at least one paid member of staff leave in the previous 12 months. An average of 0.6 paid staff had left per organisation, equating to 3,500 paid staff across all settings.
- 7.28** Settings in Yorkshire and Humberside, and the North West were the least likely to have had a member of staff leave in the previous 12 months (29% and 31% respectively). In contrast, a higher proportion of settings in the South East (54%) had lost at least one paid member of staff. In addition, high density settings were more likely than settings in low density areas to have lost staff (43% and 32% respectively).
- 7.29** A higher than average proportion of large organisations (with 100+ early years places) had lost paid staff in the last 12 months (51% compared with an average of 39%).

DESTINATION OF STAFF WHO LEFT

- 7.30** Of those staff who left the organisation in the last 12 months it was believed that:
- Three fifths (60%) went to other jobs in the childcare or early years sector (around 2,100 individuals)
 - One in ten (9%) went to jobs in other sectors (around 300 individuals)
 - One in five (19%) did not take up other employment (around 700 individuals).

STAFF TURNOVER

- 7.31** Looking at the total number of employees being recruited and the number leaving the sector enables us to express the turnover rate¹⁷ for the sector and the rate of employment growth¹⁸.
- 7.32** The turnover rate for paid staff across the whole sector was 9%, of which about 5% went to other early years or childcare settings and 4% left the sector altogether. The turnover rate was higher in the South East and the East of England (11% in each). Overall employment growth was 11%, but higher in the South East, London, and the East of England (all with employment growth of 16%).

¹⁷ This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this turnover rate also includes the 'churn within the sector' as well as staff leaving the sector.

¹⁸ This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited or leaving the sector.

Table 7.5: **Numbers and Destination of Staff Losses**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Numbers of staff leaving in previous 12 months				
Any	39	2,500	38	1,200
None	61	3,800	62	1,950
1	28	1,700	27	850
2	9	500	8	250
3-4	3	200	3	100
5+	*	#	*	#
Don't know	*	#	0	0
Average number of staff leaving per school	0.55		0.54	
Total number of staff leaving	3,500		1700	
Destination of staff that have left in the last 12 months²				
Childcare or early years education sector	60	2,100	65	1,100
Outside childcare or early years education sector	9	300	8	150
Didn't obtain another job	19	700	13	200
Don't know	12	400	14	250
Turnover³				
Turnover rates	9		9	
Employment growth	11		11	

Source: MORI

Base: All primary schools with nursery and reception classes (unweighted 851, weighted and grossed 6,287)

Base: ¹ All primary schools with nursery and reception classes in the top 20% most deprived wards (unweighted 402, weighted and grossed 3,166)

Base: ² All paid early years staff who have left employment in the last 12 months (unweighted 469, weighted 3,465); for top 20% deprived wards (unweighted 275, weighted 1,720)

Base: ³ All paid early years staff in primary schools with nursery and reception classes (unweighted 5,898, weighted and grossed 43,892)

Note: Table percentages and figures may not add up to 100% or ± 100 of 6,287 or 3,465 (± 50 of 3,166 or 1,720 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

Appendix A: Technical Details

SAMPLE SOURCES

EARLY YEARS

The sample frame for the surveys of early years providers – nursery schools, primary schools with nursery and reception classes, and primary schools with reception classes – comprised of all relevant providers on the DfES Edubase of all education establishments in the UK. The database provided was current at 13 November 2002. Establishments that had taken part in other research for DfES recently were excluded from the sample frame.

Audiences were defined as follows:

- Nursery schools: all nursery schools;
- Primary schools with nursery and reception classes: primary schools coded as having nursery classes, and primary schools that were not flagged as having nursery classes on the database but where the lowest age of pupils was 3 years¹;
- Primary schools with reception classes: primary schools coded as having no nursery classes, and where the lowest age of pupil was 4 or 5.

CHILDCARE

The main sample frame for childcare audiences – childminders, full daycare providers, playgroups, out of school clubs and holiday clubs – comprised of all relevant providers on the Childcarelink database held by Opportunity Links. The database was current at 7 December 2002.

However, Childcarelink was not felt to contain details of all providers in all parts of the country. Therefore some individual Childcare Information Services (CISs) were contacted to obtain further leads. Additional contact details were obtained and included in the sample frame from: Essex, Dudley, Medway and Leeds.

Before drawing the sample, all childcare providers who had not given consent for their contact details to be made available for research were excluded from the sample frame.

It should be noted that the day nursery² (full daycare) audience was actually defined as including several types of providers on the Childcarelink database: full-day nurseries; combined nursery centres; extended day playgroups; early excellent centres and private nursery schools. This was to bring the audience definition in line with the National Daycare Standards category “full daycare” which will define the audience for future surveys.

1 Calls were made to several schools where this applied, and all were found to have nursery classes

2 Only 3 ‘others’ were captured in the new categories, less than 1% of the overall total number of interviews in full daycare

In the 2001 survey, this audience was only comprised of two categories: day nurseries and private nursery schools. However, findings from 2002/03 have been analysed focusing on just the two categories surveyed last year – day nurseries and private nursery schools – to allow comparison with findings from the 2001 survey.

For both childcare and early years audiences, the profile of the universe and populations (after certain records had been excluded) were checked, in terms of level of rurality, and levels of deprivation according to the Index of Multiple Deprivation (IMD), in order to maintain the representativeness of the population. They were found to be similar.

SAMPLING

Target sample sizes were 850 for all audiences except nursery schools. For nursery schools, a target of 200 interviews was set, reflecting that only 245 sample leads were available (all available leads were issued for fieldwork for this audience).

Sampling for early years audiences was conducted by MORI, whilst sampling for childcare audiences was carried out by Opportunity Links, with input from MORI.

For all audiences (except nursery schools), the sample was stratified by region in such a way as to equalise reliability of findings in each area. Samples for early years audiences were then ordered, within each region, by local authority area, and then by level of deprivation, level of rurality and number of children, before leads were selected at random.

Samples for childcare audiences were ordered, within each region, by childcare information service area, and then level of deprivation and level of rurality, before leads were selected at random.

For early years audiences, sufficient leads were drawn to allow for a response rate of 70% assuming that 100% of leads were eligible. For day nursery and playgroup audiences, sufficient leads were drawn to allow for an eligibility rate of 90% and a response rate of 80%. For childminders, and out of school clubs sufficient leads were drawn to allow for an eligibility rate of 80% and a response rate of 80%. For holiday schemes, sufficient leads were drawn to allow for an eligibility rate of 80% and a response rate of 60%.

In addition, some reserve sample was drawn in advance for contingency.

Some broad quotas were also set to monitor the profile of the achieved sample by level of deprivation, and level of rurality.

QUESTIONNAIRE DESIGN AND PILOTING

One core questionnaire was used for all audiences, except childminders who had a different questionnaire. In addition, the questionnaire was versioned somewhat between early years and childcare audiences.

In the main, the survey replicated the questionnaire from the 2001 survey to allow comparability of findings. However, it was up-dated, developed and fine-tuned by MORI in close consultation with colleagues at DfES.

A pilot was conducted in November 2002 to test the questionnaire wording and interview length, and the final questionnaires incorporated some minor changes to address issues emerging from the pilot.

FIELDWORK AND SURVEY ADMINISTRATION

Prior to fieldwork, all organisations in the samples were mailed an advance letter explaining about the survey and encouraging participation. In addition, for all audiences except childminders, a form was enclosed prompting respondents to collect information about staff qualifications and pay prior to the interview.

The survey interviews were conducted by telephone using CATI (computer assisted telephone interviewing) by MORI Telephone Surveys. Fieldwork for early years audiences was conducted during the period 9 December 2002 and 11 March 2003. Fieldwork for day nurseries, playgroups and out of school clubs was conducted during the period 14 February – 2 April 2003. Fieldwork among childminders was conducted from 7 February to 11 March and holiday schemes during the Easter holidays and the two weeks following, 14 April – 12 May 2003.

In order to maximise response rates, all organisations were called at least 12 times or until a definite outcome was achieved. In addition, respondents who refused to be interviewed, were contacted a second time by a MORI Telephone Surveys Supervisor.

ACHIEVED SAMPLES AND RESPONSE RATES

Details of the number of interviews achieved, response rates, and outcomes for all sample leads are provided in the table below.

Response rates and sample outcomes by audience

	Nursery schools classes	Primary with nursery and reception classes	Primary with reception but no nursery	Playgroups	Child-minders	Full daycare	Out of school clubs	Holiday clubs
	N	N	N	N	N	N	N	N
Telephone numbers issued	245	1,325	1,229	1,383	1,440	1,238	1,396	1,711
Successful interviews	200	850	850	850	850	850	850	850
Unadjusted response rate	82%	64%	69%	61%	59%	69%	61%	50%
Unsuccessful:								
Bad numbers	4	9	2	70	52	50	191	191
Ineligible	5	29	18	70	149	76	259	375
Not available in fieldwork	1	30	6	4	2	6	11	23
Adjusted response rate	85%	68%	71%	69%	69%	74%	75%	65%
Refused/ stopped part way	6	191	214	132	131	198	126	116
No interview achieved after 1-2 calls/region, deprivation or rurality quota reached/ not needed	29	216	139	257	255	108	150	347

Source: MORI

DATA ANALYSIS AND WEIGHTING

Data analysis and weighting were carried out by MORI Telephone Surveys.

Questions where there were 10% or more “other” responses were also back-coded by MTS.

Data among all audiences was weighted by region to adjust for the regionally stratified sample design and to ensure that findings were representative of providers across England as a whole. In addition, figures were grossed up to the current estimated national totals of providers across the country.

- For early year’s audiences, data are weighted and grossed using population and profile data from the DfES Edubase of all early years providers, current at 7 December 2002. However, adjustments were also made to the target population and profiles on a regional basis in light of findings from the survey on level of ineligibility within the sample. The proportion of leads found to be ineligible were: 4.0% among nursery schools; 5.1% among primary schools with nursery classes; 2.1% among primary schools with nursery and reception classes.
- For childcare audiences: day nurseries, playgroups and childminders data are weighted and grossed using population and profile data from Ofsted records as at January – March 2003. Some caution should be exercised when comparing 2003 to 2001 findings as different sources of data were used to inform the weighting and grossing of data each year.
- For out of school clubs and holiday schemes, data are weighted according to population and profile data from the ChildcareLink database³ as at 7 December 2002. For out of school clubs and holiday schemes, as with early years audiences, adjustments were made to the target population and profiles on a regional basis in light of findings from the survey on level of ineligibility within the sample (as data weighted back to ChildcareLink database rather than Ofsted). The proportion of leads found to be ineligible were: 18.6% among out of school clubs and 21.9% among holiday schemes.
- It should be noted that 2002/03 data for out of school clubs are representative of those held on the Opportunity Links database but that care should be taken when comparing with findings in 2001⁴ as different sources of data were used to inform the weighting and grossing of data. The Opportunity Links database in 2002/03 is likely to be a less accurate source. Like the other childcare audiences, out of school clubs were weighted by region and also by whether single (out of school only) or dual provider to ensure aggregate data is representative and reflects the true profile of out of school clubs according to the ChildcareLink database as at 7 December 2002. Those out of school clubs with no paid staff were also excluded from interview.
- For holiday schemes there is no comparison to be made with 2001, as the data was neither weighted nor grossed in that year. It should be noted that 2002/03 data for holiday schemes are representative of those held on the Opportunity Links database but that this is likely to be a less accurate source than Ofsted. Like the other childcare audiences, holiday schemes were weighted by region and also by whether single

3 This was because Ofsted records for out of school and holiday provision is combined and does not distinguish at a regional level between the two

4 Out of school clubs weighted and grossed to Children’s Day Care Facilities Survey March 2001

(holiday club only) or dual provider and by whether multi-provider to ensure aggregate data is representative and reflects the true profile of out of school clubs according to the ChildcareLink database as at 7 December 2002. Those holiday clubs with no paid staff or multi-provider duplicates were also excluded from interview.

The weighting process had an impact on the effective sample sizes of the eight audiences. The actual and effective sample sizes are provided in the table below.

Actual and Effective Sample Sizes

	Actual sample	Effective sample
	N	N
Nursery schools	200	199
Primary schools with nursery and reception classes	850	733
Primary schools with reception classes	850	726
Playgroups	850	745
Full daycare	850	777
Childminders	850	762
Out of school clubs	850	769
Holiday schemes	850	667

Source: MORI

Appendix B:

Summary of Key Data by Region and by Type of Area

	East Midlands		East of England		London		Yorks & Humberside		North		South East		South West		West Midlands	
	Total	Midlands	England	England	London	Humberside	North East	North West	South East	South West	West Midlands	West Midlands				
Number of Places																
Number of providers	6,287	463	569	569	1,264	888	570	1,127	379	221	807					
Number of places	493,000	34,800	44,000	44,000	111,500	69,600	39,200	84,100	32,800	17,350	61,150					
Number of enrolments	475,400	34,150	38,100	38,100	108,650	69,800	38,050	75,750	33,200	16,950	60,800					
Staff headcount																
Early years/foundation staff coordinators	6,300	450	550	550	1,250	900	550	1,150	400	200	800					
Qualified early years teachers	12,800	900	1,100	1,100	3,200	1,750	1,000	2,000	900	500	1,400					
Nursery nurses	14,300	1,200	1,050	1,050	3,150	2,000	1,250	2,400	600	400	2,250					
Other paid early years staff	10,350	600	1,250	1,250	2,900	1,400	400	1,400	1,000	500	1,000					
Student volunteers	8,550	700	650	650	1,600	1,250	850	1,650	350	350	1,150					
Other volunteers	10,400	950	1,300	1,300	1,400	1,500	800	1,600	1,000	700	1,100					
Total workforce(1)	62,800	4,850	6,000	6,000	13,550	8,750	4,900	10,200	4,200	2,700	7,650					
Total paid workforce(2)	43,900	3,200	4,000	4,000	10,550	6,050	3,200	6,950	2,900	1,650	5,450					
Agency staff (% of providers using these)	71	76	63	63	83	70	60	70	67	75	65					
Staff characteristics																
% male	1	1	1	1	2	1	1	1	1	1	1					
% from an ethnic minority background	9	6	5	5	23	5	1	3	3	1	10					
% with a disability	1	1	1	1	1	1	1	1	*	1	*					
% Age up to 24 years	7	8	7	7	7	5	9	8	5	7	7					
% 25 – 39 years	42	40	41	41	48	39	21	36	40	38	45					
% 40 – 49 years	31	33	33	33	26	34	35	32	35	32	29					
% 50+ years	19	18	18	18	17	21	15	22	19	22	17					
All paid staff (average hours worked per week)	33	33	30	30	33	32	33	33	31	32	34					
All staff paid annually (average annual pay)	21,900	20,730	22,780	22,780	22,610	21,230	22,140	21,590	22,490	21,060	21,690					
All staff paid hourly (average hourly pay)	6.60	7.30	7.20	7.20	7.80	6.00	6.90	6.10	6.20	7.10	6.40					

	Total		East Midlands		East of England		London		Yorks & Humberside		North East		North West		South East		South West		West Midlands		
Length of service (in years)																					
Early years/foundation stage coordinators	10	10	9	9	11	9	11	9	11	9	11	9	11	9	11	7	10	9	10	9	
All paid staff (excluding early years/foundation stage coordinators)	6	7	5	5	7	8	5	5	7	8	8	8	8	8	5	6	6	7	7	7	
All paid staff	7	7	6	6	8	8	6	6	8	8	8	8	8	8	6	7	7	7	7	7	
Employment change																					
Overall employee turnover rate(3)	9	6	11	10	6	8	10	10	6	8	8	8	8	8	11	9	10	9	10	10	
Recruitment rate(4)	20	21	26	26	14	17	26	26	14	17	12	12	12	12	28	22	22	19	19	19	
Employment growth(5)	11	14	16	16	8	9	16	16	8	9	4	4	4	4	16	12	12	9	9	9	
Recruitment difficulty in last year	23	22	37	38	12	13	38	38	12	13	9	9	9	9	48	19	19	21	21	21	
Qualifications & Training																					
% of early years/foundation stage coordinators that are qualified to level 3 or above	96	97	92	96	98	96	96	96	98	96	95	95	95	95	100	99	99	97	97	95	
% of teachers qualified to level 3 or above	91	90	88	83	95	92	83	83	95	92	94	94	94	94	94	97	97	95	95	95	
% of early years/foundation stage coordinators who are working towards a qualification	16	17	14	18	10	11	18	18	10	11	19	19	19	19	15	26	26	14	14	14	
% of teachers who are working towards a qualification	10	10	15	11	9	10	11	11	9	10	8	8	8	8	8	10	10	11	11	11	
% of nursery nurses who are working towards a qualification	12	8	15	12	12	12	12	12	12	12	10	10	10	10	11	8	8	13	13	13	
% of other paid early years staff who are working towards a qualification	23	27	18	24	17	28	24	24	17	28	26	26	26	26	16	25	25	28	28	28	
% of providers with training budgets	84	90	89	85	85	84	85	85	85	84	77	77	77	77	91	81	80	80	80	80	
Average amount spent on training p.a.	4,000	4,450	4,650	5,850	3,550	3,200	4,250	4,250	3,550	3,200	4,250	4,250	4,250	4,250	3,050	3,100	2,650	2,650	2,650	2,650	

Source: MORI

Notes:

- 1 Total workforce – total number of early years/foundation stage coordinators, qualified early years teachers, nursery nurses, other paid early years staff, trainees/students and volunteers.
- 2 Total paid workforce – total number of early years/foundation stage coordinators, qualified early years teachers, nursery nurses, and other paid early years staff.
- 3 Overall employee turnover rate – This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment.
- 4 Recruitment rate– This is calculated by dividing the total number recruited by total currently employed less the difference between those recruited and those leaving their current employment.

	Total	Low	Medium	High	Top 20% deprived
Number of Places					
Number of providers	6,287	1,775	2,065	2,394	3,166
Number of places	494,500	127,250	160,400	202,600	246,250
Number of enrolments	475,400	17,750	151,950	201,650	240,150
Staff headcount					
Early years/foundation staff coordinators	6,300	1,800	2,050	2,400	3,150
Qualified early years teachers	12,800	3,250	3,950	5,550	6,450
Nursery nurses	14,300	3,300	4,550	6,350	7,800
Other paid early years staff	10,500	2,850	3,150	4,450	4,850
Student volunteers	8,500	2,300	2,750	3,450	4,100
Other volunteers	10,400	4,050	3,350	2,950	3,850
Total workforce(1)	62,800	17,500	19,800	25,150	30,150
Total paid workforce(2)	43,900	11,150	13,700	18,750	22,200
Agency staff (% of providers using these)	71	65	69	76	73
Staff characteristics					
% male	1	1	1	2	2
% from an ethnic minority background	9	1	6	16	12
% with a disability	1	1	1	1	1
% Age up to 24 years	7	6	7	8	8
% 25 – 39 years	42	40	39	45	42
% 40 – 49 years	31	33	33	28	30
% 50+ years	19	20	18	18	18
All paid staff (average hours worked per week)	33	31	33	33	34
All staff paid annually (average annual pay)	21,900	22,150	21,800	21,800	21,600
All staff paid hourly (average hourly pay)	6.60	6.60	6.60	6.60	6.40

Length of service (in years)

	Total	Low	Medium	High	Top 20% deprived
Early years/foundation stage co-ordinators	10	10	10	9	10
All paid staff (excluding early years/foundation stage co-ordinators)	6	6	7	6	7
All paid staff	7	7	6	7	7
Employment change					
Overall employee turnover rate(3)	9	7	9	9	9
Recruitment rate (4)	20	19	19	21	19
Employment growth(5)	11	12	10	12	10
Recruitment difficulty in last year	23	19	20	29	27

Qualifications & Training

% of early years/foundation stage co-ordinators that are qualified to Level 3 or above	96	96	96	97	95
% of teachers qualified to Level 3 or above	91	91	92	89	89
% of early years/foundation stage co-ordinators who are working towards a qualification	16	15	12	19	18
% of teachers who are working towards a qualification	10	11	9	11	11
% of nursery nurses who are working towards a qualification	12	13	11	12	12
% of other paid early years staff who are working towards a qualification	23	21	22	25	23
% of providers with training budgets	84	83	83	84	81
Average amount spent on training p.a.	4,000	3,350	2,950	2,700	4,300

Source: MORI

- 1 Total workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, other paid early years staff, trainees/students and volunteers.
- 2 Total paid workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, and other paid early years staff.
- 3 Overall employee turnover rate – This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment.
- 4 Recruitment rate – This is calculated by dividing the total number recruited by total currently employed less the difference between those recruited and those leaving their current employment.
- 5 Employment growth – This is calculated by dividing the total change in staff in the sector by the total currently employed less the difference between those recruited and those leaving their current employment.

Appendix C: Statistical Reliability

SAMPLING TOLERANCE

Respondents represent only samples of total populations, so we cannot be certain that the figures obtained are exactly those we would have if everybody had taken part ("true values").

However, we can predict the variation between the sample results and the true values from knowledge of the size of the samples on which results are based and the number of times a particular answer is given. The confidence with which we make this prediction is usually chosen to be 95% – that is, the chances are 95 in 100 that the true value will fall within a specified range.

The table below illustrates the predicted ranges for different sample sizes and percentage results at the "95% confidence interval".

Size of sample on which survey result is based

*Approximate sampling tolerances applicable to percentages
at or near these levels*

Effective sample size

	10% or 90%	30% or 70%	50%
	±	±	±
50	8	13	14
100	6	9	10
200	4	6	7
400	3	5	5
800	2	3	4

For example, with a sample size of 200 where 30% give a particular answer, the chances are 19 in 20 that the true value – which would have been obtained if the whole population had been interviewed – will fall within the range of ± 6 percentage points from the sample result i.e., between 24% and 36%.

COMPARING SUB-GROUPS

When results are compared between separate groups within a sample, the difference may be “real” or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one, that is, if it is “statistically significant”, we again have to know the size of the samples, the percentage of respondents giving a certain answer and the degree of confidence chosen.

If we assume a “95% confidence interval”, the differences between the results of two groups must be greater than the values given in the table below:

Size of sample on which survey result is based

Approximate sampling tolerances applicable to percentages at or near these levels

Effective sample size	10% or 90%	30% or 70%	50%
	±	±	±
50 and 50	12	18	20
100 and 100	8	13	14
300 and 300	5	7	8
600 and 600	3	5	6

Appendix D: Questionnaire

CHILDCARE AND EARLY EDUCATION WORKFORCE SURVEY 2002 FINAL EARLY EDUCATION QUESTIONNAIRE

Good morning/afternoon/evening. I'm from MORI, the Market Research company. Please could I speak to the FOR NURSERY SCHOOL READ OUT: **Head Teacher at your provision?** FOR PRIMARY SCHOOLS READ OUT: **Head of Early Years Education or Early Years Co-ordinator at your provision?**

INTERVIEWER NOTE: FOR PRIMARY SCHOOLS WE CAN ACCEPT INTERVIEWS WITH THE HEAD TEACHER AS LONG AS THEY CAN PROVIDE FULL INFORMATION ON EARLY YEARS STAFF QUALIFICATIONS AND PAY.

BY THE 8TH CALL BACK AND IN ORDER TO SECURE THE INTERVIEW WE CAN NOW OFFER THE HEAD TEACHER/HEAD OF EARLY YEARS TO NOMINATE ANOTHER MANAGER OR SUPERVISOR TO RESPOND TO THE INTERVIEW.

We recently wrote to you explaining that we are carrying out a survey amongst childcare and early education providers on behalf of the DfES. The survey examines some the key characteristics of the sector and is an important resource for both national and local policy making. It also helps the DfES to monitor government targets in relation to qualifications and workforce growth and diversity.

Is now a convenient time?

Yes, continue	1
No, make appointment	2

DO NOT READ OUT

QA **INTERVIEWER CODE Is interview with: Head Teacher, Head Of Early Years Education/Early Years Co-Ordinator or Other – eg Early Years Teacher/Nursery Nurse**

	Head Teacher	1	
	Head of Early Years/Early Years Co-ordinator	2	
	Other Early Years Teacher	3	ACCEPT AFTER 8TH CALL. ON CALLS 1-7 ASK TO SPEAK TO HEAD PERSON
	Other Nursery Nurse	4	
	Other (please write in)	5	<u>CLOSE</u>

INTRODUCTION/ESTABLISHING IDENTITY OF PROVIDER

Q1. **Can I just check that you have received the letter and form from us asking you to prepare some information on staff qualifications prior to this interview?**

	Yes, and have completed it	1	
	Yes, but have not yet completed it	2	GIVE OPTION TO CALL BACK WHEN READY AND/OR TO FAX NEW COPY OF FORM
	No	3	

ASK ALL CHILDCARE PROVIDERS: (DERIVE FROM SAMPLE) NOT TO BE ASKED OF EARLY YEARS

Q2. **Can I just check that you offer one of the following types of childcare?**
READ OUT.

A	Day Nursery	1	
B	Play Group/Pre-school	2	
C	Private Nursery School	3	
D	Early Excellence Centre	4	
E	Extended day playgroup	5	
F	Combined nursery centre	6	
G	Out of school club	7	
H	Holiday club	8	IF ONLY CODED HOLIDAY CLUB CLOSE
	Other (write in)	9	

READ OUT TO ALL WHO CODE HOLIDAY AND OUT OF SCHOOL PROVISION: **For the rest of the interview I would like to talk to about your out-of-school provision (ie not holiday provision).**

ASK ALL CHILDCARE PROVIDERS: (DERIVE FROM SAMPLE)

Q3. **And can I just check whether you offer full daycare, sessional care or out of school care?** MULTICODE OK

PROMPT **Full daycare is where day care is provided for a continuous period of four hours or more in any day.**

PROMPT **Sessional care is where a session is less than a continuous period of four hours in any day, with a break between sessions with no children in the care of the provider.**

PROMPT **Out of school care can be before or after school or during the school holidays e.g. holiday play schemes and after school clubs.**

Full daycare	1
Sessional care	2
Out of school care	3
Other (WRITE IN AND CODE 4)	4
Don't know	5

ASK ALL EARLY EDUCATION SETTINGS (NURSERY AND PRIMARY SCHOOLS)

Q4. **Can I just check, are you a** (INSERT SAMPLE TYPE). IF NO, PROBE TO FIND OUT TYPE. SINGLE CODE ONLY

Nursery school	1	
Primary school which has nursery classes that are funded as part of the main school and reception classes	2	
Primary school with reception classes but no nursery class that are funded within the main school budget	3	
Other	4	CLOSE

FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES (CODE 2 AT Q4) AND PRIMARY SCHOOLS WITH RECEPTION BUT NO NURSERY CLASSES (CODE 3 AT Q4) READ OUT:

For this interview, please focus on education provision for early years only (i.e. nursery/reception provision).

SERVICE PROVISION

ASK ALL

Q5.a **How many registered full-time places do you have for children** FOR NURSERY SCHOOLS: READ OUT: **aged 3 to 4 years?** FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES: READ OUT: **in nursery and reception classes (i.e. aged 3 to 5 years)?** FOR PRIMARY SCHOOLS WITH NURSERY BUT NO RECEPTION CLASSES READ OUT: **in reception classes (i.e. aged 4 to 5 years)? (Please answer in total number of full-time places, for example 2 half days would count as one full-time place) PROMPT How many children registered under the Childcare Act with OFSTED can you take at any one time in early years places?**

ASK ONLY OUT OF SCHOOL AND HOLIDAY CLUBS. OTHERS GO TO Q6c

Q5.b **And how many FULL-TIME places do you have for children aged 8 and over?**

WRITE IN NUMBER

a) .

b) .

ASK ALL

Q6.a **Approximately how many children** FOR NURSERY SCHOOLS: READ OUT: **aged 3 to 4 years?** FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES: READ OUT: **in nursery and reception classes (i.e. aged 3 to 5 years)?** FOR PRIMARY SCHOOLS WITH NURSERY BUT NO RECEPTION CLASSES READ OUT: **in reception classes (i.e. aged 4 to 5 years)? do you have enrolled at the moment in early years places? PROMPT How many are on the books?**

WRITE IN NUMBER

ASK ALL CHILDCARE PROVIDERS

Q6.b **Approximately how many children aged 8 and over do you have enrolled at the moment in early years places? PROMPT How many are on the books?**

WRITE IN NUMBER

CURRENT STAFFING

In this section we ask about four different groups of staff.

These are, firstly, the FOR NURSERY SCHOOLS READ OUT: [Head Teacher].
 FOR PRIMARY SCHOOL: READ OUT [Head of Early Years Education/Early Years Co-ordinator]; Secondly other qualified early years teachers; thirdly other nursery nurses qualified to supervise a group of children on their own); and fourthly other early years support staff (e.g. classroom assistants/support staff who are not qualified to supervise a group of children on their own).

FOR PRIMARY SCHOOLS: WHERE THE HEAD TEACHER IS THE RESPONDENT (CODE 1 AT QA) READ OUT: (Note that unless you work as a member of early years staff, you, as the head teacher, are unlikely to be included in any of those groups of staff.)

Q7 PLEASE CLARIFY WITH THE RESPONDENT WHICH CATEGORY THEY SHOULD BE COUNTED AS FOR THE REST OF THE SURVEY AND CODE BELOW

Head Teacher	1
Other qualified teacher	2
Nursery nurse (qualified to supervise a group of children on their own)	3
Other Early years support staff	4
Other	5
None	6

ASK ALL

Q7.ai **Could you tell me how many paid qualified Early Years Teachers were employed to run all the early years sessions last week?**

FOR NURSERY SCHOOLS INSERT: **This should include all early year teachers qualified to supervise a group of children on their own except you/ the head teacher.**

FOR PRIMARY SCHOOLS INSERT: **This should include all early year teachers except you/the early years co-ordinator/head of early years.**

ENTER NUMBER

Q7.a ii **Could you tell me how many paid Early Years Nursery Nurses (qualified to supervise a group of children on their own) were employed to run all the early years sessions last week?** (INCLUDE RESPONDENT ONLY IF THEY ARE A NURSERY NURSE)

ENTER NUMBER

Q7.b **And could you tell me how many other paid early years support staff (not qualified to supervise a group of children on their own) were employed to run all the early years sessions last week?**

ENTER NUMBER

Q7.c **Can I just confirm that the total number of paid staff (including you/the head teacher/Head of Early Years) employed last week:** (CHECK Q7ai + Q7aii + Q7b = Q7c)

ENTER TOTAL

Q7.d (i) **And how many unpaid students on placement helped to run all the early years sessions last week?** IF UNSURE PROBE FOR BEST ESTIMATE

(ii) **And could you tell me how many other unpaid volunteers such as helpers helped to run all the early years sessions last week?**

IF UNSURE PROBE FOR BEST ESTIMATE

(i) ENTER NUMBER

(ii) ENTER NUMBER

INTERVIEWER READ OUT: **The rest of the interview is about paid staff**

Q8. **Now I'd like to ask how many hours per week each member of paid staff works. First you/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]** FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]?** IF UNSURE PROBE FOR BEST ESTIMATE

ENTER TOTAL

ASK IF ANY AT Q7ai

Q8.ai **And how many hours do each of the qualified early years teachers work?**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked	Don't Know
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>

ENTER NUMBER

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7ai

ASK IF ANY AT Q7aii

Q8.a.ii **And how many hours per week do each of the nursery nurses (qualified to supervise a group of children on their own) work?**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked		Don't Know
1	<input type="text"/>		<input type="text"/>
2	<input type="text"/>		<input type="text"/>
3	<input type="text"/>	ENTER NUMBER	<input type="text"/>
4	<input type="text"/>		<input type="text"/>
5	<input type="text"/>		<input type="text"/>
6	<input type="text"/>		<input type="text"/>

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7aii

ASK ALL WITH ANY AT Q7b

Q8.b **And how many hours per week do each of the other paid early years support staff (those not qualified to supervise a group of children on their own) work? (This excludes unpaid volunteers.)**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked		Don't Know
1	<input type="text"/>		<input type="text"/>
2	<input type="text"/>		<input type="text"/>
3	<input type="text"/>	ENTER NUMBER	<input type="text"/>
4	<input type="text"/>		<input type="text"/>
5	<input type="text"/>		<input type="text"/>
6	<input type="text"/>		<input type="text"/>

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7b

Now thinking about all paid early years staff, including qualified teachers, qualified nursery nurses, other paid early years staff and the FOR NURSERY SCHOOLS READ OUT [Head Teacher] FOR BOTH PRIMARY SCHOOLS READ OUT [Head of Early Years/Early Years Co-ordinator].

ASK ALL

Q9.a **How many paid early years staff do any other paid work in addition to working for [XYZ provider]?** SINGLE CODE ONLY

ENTER NUMBER

None	1
Don't know	2

CHECK. ENSURE ANSWER AT Q9a DOES NOT EXCEED TOTAL AT Q7c

ASK IF ONE OR MORE AT Q9a.

Q9.b **Of these how many do other paid work in the education or childcare sector?** SINGLE CODE ONLY

ENTER NUMBER

None	1
Don't know	2

CHECK. Q9b DOES NOT EXCEED TOTAL AT Q9a

ASK ALL

Q10. **In the last twelve months have you used any agency, freelance or supply early years staff (qualified or unqualified)?** SINGLE CODE ONLY

Yes	1
No	2
Can't remember	3

ASK ALL

Q11.a **How many paid early years staff (including yourself), are male?**
INCLUDE HEAD TEACHER/HEAD OF EARLY YEARS (BUT EXCLUDE HEAD TEACHERS OF PRIMARY SCHOOLS WHERE THEY ARE NOT THE HEAD OF EARLY YEARS)

ENTER NUMBER

CHECK Q11a NOT GREATER THAN Q7c

Q11.b **For each member of your paid early years staff could you tell me how old they are?** FOR NURSERY SCHOOLS READ OUT: **Firstly, the Head Teacher**
 FOR BOTH PRIMARY SCHOOLS READ OUT: **Firstly the Head of Early Years/Early Years Co-ordinator?**

CODE INTO AGE BANDS. IF RESPONDENT IS UNSURE PROMPT WITH BANDS AND PROBE FOR BEST ESTIMATE.

Staff number	16-19 years	20-24 years	25-29 years	30-39 years	40-49 years	50 years and over	Don't know
1 (Head Teacher/ Head of early years)	1	2	4	5	6	7	8
2	1	2	4	5	6	7	8
3	1	2	4	5	6	7	8
4	1	2	4	5	6	7	8
5	1	2	4	5	6	7	8
6	1	2	4	5	6	7	8

CATI BRING UP TOTAL STAFF AT Q7c

Q11.c **How many paid early years staff would describe themselves as members of an ethnic minority group?** INCLUDE HEAD TEACHER/HEAD OF EARLY YEARS (BUT EXCLUDE HEAD TEACHER OF PRIMARY SCHOOLS IF THEY ARE NOT HEAD OF EARLY YEARS)

ENTER NUMBER

CHECK Q11c NOT GREATER THAN Q7c

Q11.d **And as far as you are aware, how many paid early years staff, (including FOR NURSERY SCHOOLS READ OUT: [Head Teacher] FOR PRIMARY SCHOOLS READ OUT: [The Head of Early Years/Early Years Co-ordinator]), if any, have a disability which could be described as their having "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities"?**

ENTER NUMBER

CHECK Q11d NOT GREATER THAN Q7c

Q12. **Now please tell me how many years each member of paid early years staff has been employed here.**

FOR NURSERY SCHOOLS READ OUT: **Firstly, the Head Teacher**

FOR BOTH PRIMARY SCHOOLS READ OUT: **Firstly the Head of Early Years/Early Years Co-ordinator?**

Staff number	Number of years	Less than one year	Don't Know know
1 (head teacher teacher/ head of early years)	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/> ENTER NUMBER	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>

CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7c

Now I'd like to ask you about staff pay. (Can I remind you that your answers are confidential.) If they work part time please tell us the full-time equivalent of their pay.

Q13.a **First, please tell me how much are**

FOR NURSERY SCHOOLS READ OUT: **the Head Teacher**

FOR BOTH PRIMARY SCHOOLS READ OUT: **the Head of Early Years/Early Years Co-ordinator....**

Paid per annum? RECORD TO THE NEAREST POUND

Amount paid	Don't know	Refused
£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>

ASK THOSE WITH ONE OR MORE EARLY YEARS TEACHERS AT Q7ai

Q13b **And please tell me, how much are each of your qualified early years teachers paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?** RECORD TO THE NEAREST POUND

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7ai

ASK THOSE WITH ONE OR MORE NURSERY NURSERY NURSES AT Q7aⁱⁱ

Q13c **Please tell me how much each of your nursery nurses (who are qualified to supervise a group of children on their own) are paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?**

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

NB IF RESPONDENT WANTS TO REPORT 'HOURLY' PAY, ENCOURAGE THEM TO REPORT ANNUAL PAY. HOWEVER IF THEY CAN REALLY ONLY RESPOND IN TERMS OF HOURLY PAY, PLEASE CODE THE ANSWER BELOW AS A LAST RESORT.

1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
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CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7aⁱⁱ

ASK ALL THOSE WITH ONE OR MORE OTHER EARLY YEARS STAFF AT Q7b

Q13.d **And how much are each of your other early years support staff (who are not qualified to supervise a group of children on their own) paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?**

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

NB IF RESPONDENT WANTS TO REPORT 'HOURLY' PAY, ENCOURAGE THEM TO REPORT ANNUAL PAY. HOWEVER IF THEY CAN REALLY ONLY RESPOND IN TERMS OF HOURLY PAY, PLEASE CODE THE ANSWER BELOW AS A LAST RESORT.

1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
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CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7b

QUALIFICATIONS AND TRAINING

ASK ALL

Moving on to staff qualifications. Please answer these questions about qualifications which are relevant to working with children or young people. (Please refer to the form we sent to you to complete prior to this interview.)

ASK ALL

Q14.a **Firstly, can you tell me what is the highest qualification, relevant to working with children or young people, that you/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher].** FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator] hold(s)?** SINGLE CODE ONLY

Q14.b **And what (if any) is the highest qualification, relevant to working with children or young people, you are/** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]** FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator] is currently working towards?** SINGLE CODE ONLY

	Q14a	Q14b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20

	Q14a	Q14b
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – Level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/Early Childcare Philosophy/other Childcare/early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other Childcare/Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47

	Q14a	Q14b
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

Q14.c **Are you/is the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]**. FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]** **an NVQ assessor?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK IF ANY AT Q7ai

Q15.a **Please tell me the highest qualification, (relevant to working with children or young people), that each of the early years teachers holds?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF EARLY YEARS TEACHERS AT Q7ai.

Q15.b **And what (if any) is the highest qualification (relevant to working with children or young people) that each are working towards?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF EARLY YEARS TEACHERS AT Q7ai.

	Q15a	Q15b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12

	Q15a	Q15b
Pre-School Learning Support 1	13	13
NNEB Diploma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42

	Q15a	Q15b
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

LOOP AT Q14a/b TO ASK FOR ALL STAFF AT Q7ai

ASK EARLY YEARS. ASK IF ANY AT Q7aii

Q15.c **And what is the highest qualification (relevant to working with children or young people) that each of the nursery nurses holds?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF NURSERY NURSES AT Q7aii.

Q15.d **And what (if any) is the highest qualification that each are working towards?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF NURSERY NURSES AT Q7aii.

	Q15c	Q15d
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9

	Q15c	Q15d
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39

	Q15c	Q15d
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/ early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

LOOP AT Q15c/d TO ASK FOR ALL STAFF AT Q7aⁱⁱ

ASK IF ANY AT Q7b

Q16.a **And what is the highest qualification (relevant to working with children or young people) that the other early years support staff hold?**

EXCLUDES UNPAID VOLUNTEERS. SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF OTHER CHILDCARE/EARLY EDUCATION STAFF AT Q7b.

Q16.b **And what (if any) is the highest qualification (relevant to working with children or young people) that each are working towards?** EXCLUDES

UNPAID VOLUNTEERS. SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF OTHER CHILDCARE/EARLY EDUCATION STAFF AT Q7b.

	Q16a	Q16b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4

	Q16a	Q16b
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – Level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35

	Q16a	Q16b
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/ early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

CHECK THAT Q16a/Q16b NOT GREATER THAN Q7b

ASK ALL

Q17. **Thinking of your paid early years staff as a whole, do you think the amount of early years training received in the last year is . . .?**

READ OUT. REVERSE ORDER SINGLE CODE ONLY

About right	1
Too much	2
Too little	3
Don't know	4

ASK ALL

Q18. **Does your provision have a written training plan?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

Q19.a **Does your provision have a training budget?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK IF YES (CODE 1) AT Q19a

Q19.b **Approximately, how much was spent on training for paid staff last year?**
 PROMPT **This does not include any grants received**

ENTER AMOUNT IN POUNDS

STAFF RECRUITMENT

ASK ALL

Q20.a **When you were/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher].**
 FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-**
ordinator] was appointed, were you/was s/he required to have any
qualifications relevant to working with children or young people?
 SINGLE CODE ONLY

Yes	1
No	2
Don't know	3
Can't remember	4

ASK IF NO AT Q20a. OTHERS GO TO Q21

Q20.b **Were you/they required to work towards a qualification relevant to**
working with children or young people? SINGLE CODE ONLY

Yes	1
No	2
Don't know	3
Can't remember	4

Q21. **Thinking back to the last time you recruited early years staff onto your team can you say what were the three most important factors in making your decision of who to appoint.** DO NOT PROMPT. PROBE FULLY. MULTICODE OK

Q21.

Appropriate qualifications	1
Experience of working with children	2
Good team player	5
Admin/Report writing skills	3
Communications skills	4
Awareness/experience of equal opportunities issues – e.g. needs of SEN, ethnic minorities, etc	5
Knowledge/experience of Early Years Curriculum	6
Other:	
Positive attitude/committed	7
Reliable/Trustworthy	8
Good with children/likes working with children	9
Nice personality/would fit into the team	10
Living nearby	11
Flexible about working hours	12
Education/Teaching experience	13
Other (Please specify	14
Don't know/can't remember	15
Have never recruited early years staff	16

ASK THOSE WITH ANY AT Q7ai

Q22.ai **How many qualified early years teachers have you recruited in the past 12 months? Please include any staff that were recruited but have already left.**

ASK THOSE WITH ANY AT Q7aai

Q22.aai **How many nursery nurses (qualified to supervise a group of children on their own) have you recruited in the past 12 months? Please include any staff that were recruited but have already left.**

ASK THOSE WITH ANY AT Q7b

Q22.b **And how many other paid early years support staff (not qualified to supervise a group of children on their own) have you recruited in the past 12 months?**

(ai) ENTER NUMBER
 (aia) ENTER NUMBER
 (b) ENTER NUMBER

ASK ALL

Q23. **Which of the following methods, if any, do you use for recruiting staff?**

READ OUT, ROTATE ORDER. MULTICODE OK

Adverts in local press	1
Word of mouth	2
Parents of children catered for	3
Colleges	4
Open days	5
Recruitment fairs	6
Jobcentre/New Deal scheme	7
LEA/Local Authority/Council jobs bulletin	8
Ad hoc CVs/applications sent to you	9
Adverts at school/on-site	10
Other (PLEASE SPECIFY)	11
None of these	12
Don't know	13

Q24.a **To what extent, if at all, have you experienced any difficulties recruiting paid early years staff over the last 12 months? (This includes qualified teachers/nursery nurses and paid unqualified support staff.)**

READ OUT. REVERSE ORDER. SINGLE CODE ONLY

A great deal	1	
A fair amount	2	ASK Q24b
Not very much	3	
Not at all	4	GO TO Q25
Don't know	5	
Not applicable/have not tried to recruit	6	

ASK IF CODE 1, 2 AT Q24a.

Q24.b Which types of staff have you had difficulty recruiting?

READ OUT. MULTICODE OK

Early years teachers	1
Nursery nurses	2
Other early years support staff (not qualified to supervise a group of children on their own)	3
Other (PLEASE SPECIFY)	3

Q24.c What were the difficulties that you encountered?

DO NOT PROMPT. PROBE FULLY. MULTICODE OK

Too few applicants	1
No qualified applicants	2
Too few applicants with the right experience	3
Provider couldn't afford wages required by applicant	4
Competition from other childcare/early education establishments	5
Competition from other types of work	6
Other (PLEASE SPECIFY)	7

ASK ALL

Q25. How many paid early years staff (qualified and unqualified), not including agency, freelance or supply staff have left your employment in the past 12 months?

ENTER NUMBER

ASK IF Q25 NOT EQUAL TO 0, OTHERS GO TO FILTER AT Q27

Q26. As far as you are aware, of those who have left your employment in the past 12 months . . . READ OUT

- A **How many have got other jobs within the childcare or early education sector** RECORD DON'T KNOW AS ZERO
- B **How many have got other jobs outside the childcare or early education sector** RECORD DON'T KNOW AS ZERO
- C **How many didn't obtain another job** RECORD DON'T KNOW AS ZERO

CHECK THAT A + B + C = TOTAL AT Q25. IF NOT CHECK, AND IF NECESSARY RECORD TOTAL OF DON'T KNOWS

CHECK THAT Q26 A-C + DKs = TOTAL AT Q25

BUSINESS MANAGEMENT

ASK ALL EXCEPT PRIMARY SCHOOLS

Q27. **What group, organisation or individual owns or manages the provision?**

SINGLE CODE ONLY

Owner-manager	1
Part of a group/chain	2
Voluntary/Community group	3
College/HE	4
Local authority only	5
Jointly managed scheme with Local Authority	6
School	7
Employer	8
Hospital	9
Retail (supermarket/creche)	10
Church/religious group	11
Other (PLEASE SPECIFY)	12
Don't know	13

ASK CHILDCARERS ONLY. EARLY EDUCATION SETTINGS GO TO Q31

Q28. **How long has this provision been operating?** SINGLE CODE ONLY

Less than 1 year	1
1 year	2
2 years	3
3 to 4 years	4
5 years or more	5

ASK ALL CHILDCARE PROVIDERS.

EARLY YEARS PROVIDERS GO TO Q31

Q29.a **Does your organisation have a written business plan?** SINGLE CODE ONLY

IF YES (CODE 1) AT Q29a AND IF (CODE 3-5) AT Q28

Q29.b **Has it been updated within the past 2 years?** SINGLE CODE ONLY

	Q29a Written Plan	Q29b Updated
Yes	1	1
No	2	2
Don't know	3	3

Q30. **Has this provision, in the last 12 months, made a profit, just covered its costs or operated at a loss?** SINGLE CODE ONLY

Yes – making a profit	1
Yes – covering costs	2
No – operating at a loss	3
Don't know	4

ASK ALL

Q31. **Finally, would you be happy to be recontacted by the Department for Education and Skills or by researchers working on their behalf for the purposes of further research?**

Yes	1
No	2
Don't know	3

Q32. **Can I just confirm that the name of this early years provision is:**
READ OUT FROM SAMPLE

1

And that your postcode is: READ OUT FROM SAMPLE

Please could you tell me your name?

ALL WHO SAID YES AT Q31 (CODE 1)

Please can I check your address?

THANK RESPONDENT AND CLOSE

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