

# 2002/03 Childcare and Early Years Workforce survey

## Nursery Schools



April 2004

**SureStart**



Evidence  
& research

# Contents

<b>List of tables</b>	<b>2</b>
<b>Executive Summary</b>	<b>3</b>
<b>1. Introduction</b>	<b>6</b>
<b>2. Numbers of Providers</b>	<b>11</b>
<b>3. Places and Children</b>	<b>13</b>
<b>4. Characteristics of Staff</b>	<b>17</b>
<b>5. Training</b>	<b>25</b>
<b>6. Qualifications of Staff</b>	<b>28</b>
<b>7. Recruitment and Retention</b>	<b>36</b>
<b>Appendices</b>	
A. Technical Details	47
B. Summary of Key Data by Region and by Type of Area	53
C. Guide to Statistical Reliability	55
D. Questionnaire	57

# 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	26
Table 5.2	Training Resources	27
Table 6.1	Current Qualifications Held Among All Staff (including head)	30
Table 6.2	Current Qualifications Held	31
Table 6.3	Current Qualifications Working Towards Among All Staff (including head)	33
Table 6.4	Current Qualifications Working Towards	34
Table 6.5	Proportion of Head Teachers who are/are not NVQ Assessors	36
Table 7.1	Proportion of Nursery schools Recruiting New Staff	39
Table 7.2	Recruitment Methods and Attributes Required of New Staff	41
Table 7.3	Recruitment Difficulties	42
Table 7.4	Length of Service	44
Table 7.5	Numbers and Destination of Staff Losses	46

# 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 nursery schools.

## NUMBERS OF PROVIDERS

4. There were 465 nursery schools in England at the time of the survey.
5. Settings were unevenly distributed across the country, with higher numbers in the North/Midlands compared to the South/East. There was also a high proportion based in deprived areas.

## PLACES AND CHILDREN

6. The total number of early years places in nursery schools was 26,900 and 35,850 children were enrolled<sup>1</sup>.
7. The average number of early years places was 58 but the average number of children enrolled was 77.
8. Average capacity per setting was higher in the South/East (62) than in the North/Midlands (55).

<sup>1</sup> It should be noted that some 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 by another child in the afternoon.

## CHARACTERISTICS OF STAFF

9. At the time of the survey, there was a total of around 4,350 paid staff working in nursery schools, and around 1,550 unpaid volunteer workers. Three quarters of nursery schools had used agency staff in the previous 12 months.
10. Four in five paid staff were aged over 30 and 99% were female. Eleven percent were from an ethnic minority group and one percent had a disability.
11. Average hours worked per week by paid early years staff was 32½. Head teachers, 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). Nine percent of all paid early years staff work over 50 hours per week, rising to 11% among early years teachers, and 54% among head teachers.
12. The average salary for paid early years staff was £25,400 per annum and for those paid hourly it was £7.08 per hour. The average annual salary for head teachers was £36,500 per annum.

## TRAINING

13. Over eight in ten head teachers felt that the amount of training received in the last year was about right, but around one in ten (13%) thought they had received too little.
14. Nearly all nursery schools had a training budget (97%) and eight in ten had a written training plan (81%).
15. Average spend on training in the past year among those with a training budget was around £3,350, an average of £359 per paid member of staff.

## QUALIFICATIONS OF STAFF

16. The majority of paid early years staff (92%) hold some kind of qualification relevant to working with children or young people. Overall, around a quarter hold a qualification at Level 4 (mainly heads and qualified early years teachers) and nearly a half at Level 3.
17. There was a higher than average proportion of paid early years staff with no qualifications in the South/East and in low density areas.
18. Around three-quarters of head teachers and early years teachers hold qualifications at Level 4 or 5. Eight in ten nursery nurses hold a qualification at Level 3 (most commonly an NNEB Diploma in Nursery Nursing); whilst only 50% of other early years support staff have any relevant childcare/early years qualification (however, one in five of these were qualified at least to Level 3).
19. Around one in five paid early years staff were currently working towards a new qualification, the majority were not.
20. Fewer than one in ten head teachers were NVQ assessors.

## RECRUITMENT AND RETENTION

21. In total, around 950 paid early years staff were recruited in the last 12 months, giving an overall recruitment rate of 24%<sup>2</sup>.
22. The majority of settings had used the LEA bulletin (98%) and local press (84%) to recruit new staff.
23. When recruiting, heads look foremost for candidates with the appropriate qualifications (67%) and experience of working with children (50%).
24. A third of nursery schools had experienced some difficulty in recruiting staff in the last 12 months. The most common problem was availability of qualified early years teachers and nursery nurses.
25. The average length of service amongst all paid staff at their current setting was 6 years and 9 months. The average length of service was higher in the North/Midlands than in the South/East.
26. Over half of settings (55%) had lost at least one paid member of staff in the previous 12 months, equal to four hundred paid staff across all settings.
27. Of those who left the organisation in the last 12 months, it was believed that around half (50%) obtained other posts in the childcare and early years sector; one in seven (15%) went to jobs in other sectors and a quarter (26%) didn't take up any other employment.
28. The turnover rate<sup>3</sup> for paid staff across the whole sector was 11%, of which about 5.5% went to other early years or childcare settings and 5.5% left the sector altogether. The employment growth rate was 13%<sup>4</sup>.

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 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 'churn within the sector' as well as staff leaving the sector.

4 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 that this employment growth rate therefore includes 'churn within the sector' as well as staff joining 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 the findings for **nursery schools**.
- 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](http://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 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 resource 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 nursery schools. Full methodological details are provided in the appendices, along with a copy of the questionnaire used.
- At the time of the survey there were 483 organisations defined as nursery schools registered with DfES at December 2002. Contact details of 245 were available for the survey, after organisations who had recently been interviewed for other DfES projects had been excluded;
  - A census of the 245 available leads was conducted and 200 interviews were achieved;
  - Data are weighted by region to ensure aggregate data is representative and reflects the true profile of nursery schools registered with DfES at December 2002. Ineligible responses were weighted proportionately;
  - Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing), by MORI Telephone Surveys during the period 9 December 2002 to 31st January 2003;
  - The target respondent was the head teacher;
  - An adjusted response rate of 85% 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: a summary of the number of places and take-up, and their spread by region and type of area;
  - Section 4. Characteristics of Staff: a summary of the total number of early years staff of different types, and their characteristics;
  - Section 5. Training: a look at the 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 head teachers;
  - 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 or 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, not the entire population, of nursery schools 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 nursery schools 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** In most cases the respondent was the head teacher (96%). However, four percent of interviews were conducted with an early years/foundation level co-ordinator.
- 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 density. 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 in half into "high density" (which for this audience covers 3481+ persons per sq km) and "low density" (which for this audience covers 1–3480 persons per sq km).

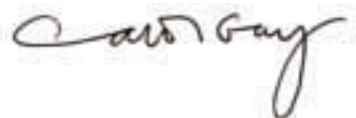
## ACKNOWLEDGEMENTS

- 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.

---

©MORI/18076

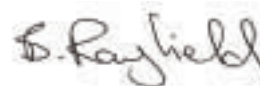
Checked & Approved:



---

Carol Gay

Checked & Approved:



---

Briony Rayfield

---

# 2 Numbers of Providers

- There were 465 nursery schools in England at the time of the survey.
- Settings were unevenly distributed across the country, with higher numbers in the North/Midlands compared to South/East. There was also a high proportion based in deprived areas.

## INTRODUCTION

- 2.1** This chapter of the report sets out the numbers of nursery schools 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 nursery schools in England was 465<sup>5</sup>.
- 2.3** As Table 2.1 shows, settings were not evenly distributed across England. The North/Midlands contained a high proportion of settings compared with the number of households with dependent children (59% of settings compared to 48.2% of households with dependent children). In contrast, just 41% of nursery schools were based in the South/East (compared to 51% of households with dependent children in that region).
- 2.4** Over half of settings were based in the top 20% most deprived wards, and nearly all (92%) were based in urban areas.

5 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**

	<b>Total 2002/3</b>		<i>Distribution of households with dependant children across England<sup>1</sup></i>
	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Total Number</b>		<b>465</b>	
<b>Region</b>			
North/Midlands	<b>59</b>	<b>300</b>	48.2
South/East	<b>41</b>	<b>200</b>	51
<b>Type of Area<sup>2</sup></b>			
Urban	<b>92</b>	<b>450</b>	NA
Mixed	<b>6</b>	<b>50</b>	NA
Rural	<b>2</b>	<b>#</b>	NA
Top 20% most deprived wards	<b>53</b>	<b>250</b>	NA

Source: DfES Edubase, 2002/MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> 2001 Census

Note: Table percentages and figures may not add up to 100% or  $\pm$  50 of 465 as a result of grossing and rounding

Note: <sup>2</sup> Urban, mixed and rural are based on the ONS definitions

Note: # Represents less than 50

# 3 Places and Children

- The total number of early years places in nursery schools was 26,900 and 35,850 children were enrolled .
- The average number of early years places was 58 but the average number of children enrolled was 77.
- Average capacity per setting was higher in the South/East (62) than in the North/Midlands (55).

## INTRODUCTION

- 3.1** This chapter of the report discusses firstly the *number of places*<sup>6</sup> for children aged between three and four in nursery schools, and then the *number of children enrolled* within this age group.

## NUMBER OF PLACES FOR 3 TO 4 YEAR OLDS

- 3.2** The estimated total capacity in nursery schools for children aged 3–4 years across all settings was 26,900 places<sup>6</sup>. The average capacity per setting was 58 places and the majority (75%) of nursery schools had between 25 and 74 early years places.
- 3.3** Despite the higher number of settings located in the North/Midlands, settings tend to be smaller, with an average of 55 places per setting compared to 62 places per setting in the South/East.

<sup>6</sup> It should be noted that some 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 by another child in the afternoon.

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
<b>Capacity</b>				
Total number of places		<b>26,900</b>		14,750
Average number of places		<b>58</b>		60
	%	No.	%	No.
<b>Total Capacity</b>				
1–24 places	<b>1</b>	<b>#</b>	1	<b>#</b>
25–49 places	<b>38</b>	<b>200</b>	37	100
50–74 places	<b>37</b>	<b>150</b>	36	100
75–99 places	<b>18</b>	<b>100</b>	18	50
100–149 places	<b>5</b>	<b>#</b>	8	<b>#</b>
150–199 places	<b>1</b>	<b>#</b>	0	0
200 or more places	<b>0</b>	<b>0</b>	0	0

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 ( $\pm 50$  of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers in England

## TAKE-UP OF PLACES AMONG 3–4 YEAR OLDS

- 3.4** The total number of children enrolled across all settings was an estimated 35,850. The average number of enrolments per setting was 77, compared with an average number of places available of 58<sup>7</sup>.
- 3.5** Settings based in the top 20% most deprived wards had 51% of the overall enrolments in England and 55% of places.
- 3.6** The ratio of places to children enrolled was relatively low in the low density areas 1.41, compared to those in high density areas 1.25.

<sup>7</sup> It should be noted that some 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 by another child in the afternoon.

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

	<b>Total 2002/3</b>		<i>Top 20% most deprived wards<sup>1</sup></i>	
<b>Enrolments</b>				
Total number of enrolments	<b>35,850</b>		18,200	
Average number of enrolments	<b>77</b>		73	
	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>
<b>Total Enrolments</b>				
1–24 enrolments	<b>2</b>	<b>#</b>	4	<b>#</b>
25–49 enrolments	<b>21</b>	<b>100</b>	27	50
50–74 enrolments	<b>28</b>	<b>150</b>	21	50
75–99 enrolments	<b>25</b>	<b>100</b>	25	50
100–149 enrolments	<b>20</b>	<b>100</b>	19	50
150–199 enrolments	<b>5</b>	<b>#</b>	4	<b>#</b>
200 or more enrolments	<b>0</b>	<b>0</b>	0	0

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 ( $\pm 50$  of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers in England



## 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**

	Places 2002/3		Enrolments 2002/3		<i>Distribution of households with dependent children in England<sup>1</sup></i>
<b>Capacity</b>					
Total	26,900		35,850		
Average	58		77		
	<b>Average number of places</b>	<b>% distribution of places</b>	<b>Average enrolment</b>	<b>% distribution of children enrolled</b>	<b>%</b>
<b>Region</b>					
North/Midlands	55	57	71	55	48.2
South/East	62	43	85	45	51.0
<b>Type of Area</b>					
Low density	56	48	79	52	NA
High density	60	52	75	48	NA
Top 20% most deprived wards	60	55	73	51	NA

Source: DfES Edubase 2002/MORI

Base: All nursery schools(unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> 2001 Census

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 as a result of grossing and rounding

# 4 Characteristics of Staff

- At the time of the survey, there was a total of around 4,350 paid staff working in nursery schools, and around 1,550 unpaid volunteer workers. Three quarters of nursery schools had used agency staff in the previous 12 months.
- Four in five paid staff were aged over 30 and 99% were female. Eleven percent were from an ethnic minority group and one percent had a disability.
- The average hours worked per week by paid early years staff was 32½. Head teachers, 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). Nine percent of all paid early years staff work over 50 hours per week, rising to 11% among early years teachers, and 54% among head teachers.
- The average salary for paid early years staff was £25,400 per annum and for those paid hourly it was £7.08 per hour. The average annual salary for head teachers was £36,500 per annum.

## INTRODUCTION

**4.1** This chapter sets out the scale of employment in early years teaching within nursery schools and describes the profile of this 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 5,850. The average number of paid and unpaid staff per setting was thirteen.

### PAID STAFF

**4.3** The total number of paid staff in nursery schools in England was 4,350 and the average number per setting was nine. This included the following:

- 465 head teachers<sup>8</sup>
- 1,100 early years teachers, over two per setting
- 2,000 nursery nurses, over four per setting on average
- 750 other paid support staff, on average under two per school.

**4.4** Smaller settings with under 75 children enrolled have fewer paid staff compared with larger settings with 75+ children enrolled (an average of eight and eleven respectively).

### UNPAID STAFF

**4.5** In addition to paid staff, there were 1,550 volunteers, an average of over three per setting. These included:

- 900 unpaid students, just under two per school on average
- 650 other volunteers, just over one per school on average.

**4.6** Settings located in deprived areas tended to have a lower than average number of unpaid staff (2.82 compared to the average of 3.28).

<sup>8</sup> The number of Head teachers is based on one per school.

Table 4.1: **Numbers of Staff**

	<b>Total 2002/3</b>		<i>Top 20% most deprived wards<sup>1</sup></i>	
<b>Overall totals</b>				
Paid and unpaid staff		<b>5,850</b>		3,050
Paid staff only		<b>4,350</b>		2,350
Unpaid staff only		<b>1,550</b>		700
	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>
<b>Numbers by type of staff</b>				
Head teacher	<b>8</b>	<b>465</b>	8	250
Qualified early years teachers	<b>19</b>	<b>1,100</b>	19	550
Nursery nurses	<b>34</b>	<b>2,000</b>	37	1,000
Other paid early years support staff	<b>13</b>	<b>750</b>	13	400
Student volunteers	<b>15</b>	<b>900</b>	17	500
Other volunteers	<b>11</b>	<b>650</b>	6	200
		<b>No.</b>		<b>No.</b>
<b>Overall average number of staff</b>				
Paid and unpaid staff		<b>12.62</b>		12.31
Paid staff only		<b>9.33</b>		9.49
Unpaid staff only		<b>3.28</b>		2.81
<b>Average by type of staff</b>				
Head teacher		<b>1.00</b>		1.00
Qualified early years teachers		<b>2.35</b>		2.34
Nursery nurses		<b>4.31</b>		4.57
Other paid early years support staff		<b>1.66</b>		1.58
Student volunteers		<b>1.93</b>		2.08
Other volunteers		<b>1.37</b>		0.75

Source: MORI

Base: All early years staff in nursery schools (unweighted 2,518, weighted and grossed 5,867)

Base: <sup>1</sup> All early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,318, weighted and grossed 3,048)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 4,350 ( $\pm 50$  of 2,350 for the top 20% most deprived wards) as a result of grossing and rounding

## USE OF AGENCY STAFF

- 4.7** Approaching three quarters (74%) of nursery schools had used agency staff in the last 12 months.

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
Yes	<b>74</b>	<b>350</b>	77	200
No	<b>26</b>	<b>100</b>	23	50
Can't remember	<b>0</b>	<b>0</b>	0	0

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or ± 50 of 465 (± 50 of 248 for the top 20% most deprived wards) as a result of grossing and rounding

## DEMOGRAPHICS OF PAID STAFF

### AGE

- 4.8** Four in five (81%) paid staff working in nursery schools were aged over 30. The break down of age of female workers according to the Labour Force Survey is 16–24 (16%), 25–49 (61%) and 50+ (24%). In comparison the age of the workforce in nursery schools is slightly older, with just 7% aged 16–24, 89% aged 25–49 and 23% aged 50+.

- 4.9** Three fifths of head teachers were aged over 50 (59%).

### GENDER

- 4.10** Nearly all paid early years staff were female (99%). Men only represented one percent of the workforce, approximately 50 individuals.

- 4.11** Just eleven percent of nursery schools employed any male staff. This fell to six percent in settings based in the North/Midlands.

### DISABILITY

- 4.12** One in ten (11%) nursery schools had any disabled paid members of early years staff. This represented one percent of the workforce, around 50 paid members of staff<sup>9</sup>.

<sup>9</sup> 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

- 4.13** Thirty five percent of nursery schools reported having a paid member of early years staff from an ethnic minority group. This equates to eleven percent of the workforce, 500 paid staff.
- 4.14** However, there were considerable differences by type of area reflecting differences in the national population profile (see Table 4.4). In particular, the profile of ethnic minority staff rose to 16% in deprived areas and high density areas, and dropped to six percent in settings based in the North/Midlands.
- 4.15** Smaller settings (with under 75 children), also had fewer ethnic minority staff (9%).

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Age</b>				
16–19 years	1	50	*	#
20–24 years	6	250	7	150
25–29 years	7	350	8	200
30–39 years	27	1,150	27	650
40–49 years	32	1,400	33	750
50 years and over	23	1,000	21	500
Don't know/not stated/refused	4	150	5	50
<b>Gender</b>				
Female	99	4,300	98	2,250
Male	1	50	2	50
% of settings employing male staff	11	50	14	33
<b>Disability</b>				
Without a disability	99	4,300	99	2,250
With a disability	1	50	1	50
% of settings employing disabled staff	11	50	12	30
<b>Ethnicity</b>				
Ethnic minority groups	11	500	16	350
Remaining paid members of staff <sup>2</sup>	89	3,850	84	1,950
% of settings employing staff from ethnic minorities	35	200	45	100

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865, weighted and grossed 4,337)

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,018, weighted and grossed 2,348)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 4,350 ( $\pm 50$  of 2,350 for the 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 50 staff

Note: <sup>2</sup> 'Remaining paid staff' 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 <sup>1</sup> %
England	<b>11</b>	17.5
North/Midlands	<b>6</b>	13.8
South/East	<b>16</b>	21.3

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337)

Base: <sup>1</sup> Source DfES 'Statistics of Education 2002'

Note: Table percentages and figures may not add up to 100% or ± 50 of 465 as a result of grossing and rounding

## WORKING HOURS

- 4.16** Findings for this and the following sections are summarised in table 4.5 below.
- 4.17** The average hours worked per week for paid early years staff was 32½. Average weekly hours worked in the UK (according to the 2003 Labour Force Survey) is 33, dropping to 27½ for female workers. In the public admin, education and health sector the average working week is 30 hours long (again 27½ for females).
- 4.18** Most of the paid workforce was full time, with 73% working over 30 hours a week and 25% working part time (i.e. under 30 hours). Nine percent of paid staff worked long hours – over 50 hours a week (this is above the European Working Directive of a maximum of 48 hours per week).
- 4.19** Working hours varied considerably by types of staff. For example, head teachers, early years teachers and nursery nurses tended to work full-time, whilst other paid support staff tended to work part-time. In addition, early years co-ordinators commonly worked more than 50 hours per week, whilst others did not. Full details by type of staff are provided below.
- 4.20** Head teachers worked on average 48½ hours a week. Just one percent worked part-time (under 30 hours a week) and three in 10 worked longer hours, with 54% working over 50 hours a week.
- 4.21** The majority of qualified early years teachers worked full-time (74% work over 30 hours a week) and 20% worked part-time. The average teacher worked 36 hours per week. Eleven percent of teachers worked over 50 hours a week.
- 4.22** Nursery nurses worked an average of 31½ hours per week. The majority (83%) worked full-time (over 30 hours a week) and 16% work part-time. Less than one percent worked over 50 hours per week.
- 4.23** Other early years support staff tended to work part-time (70% working under 30 hours a week), with an average working week of 20½ hours. Only 29% worked full-time and fewer than one percent worked over 50 hours per week.

## PAY LEVELS

- 4.24** 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 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 in the table below. **Due to the high level of non-response, grossed figures for all settings nationally have not been provided.**
- 4.25** The average salary for early years staff paid annually was £25,400 per annum and for those paid hourly it was £7.10 per hour. Average hourly earnings in the UK according to the Labour Force Survey 2003 are £9.66 (£8.33 for females). This rises to £10.17 (£9.24 for females) for those working in the public admin, education and health sector.
- 4.26** However, as might be expected, pay rates differed considerably by type of staff, reflecting different levels of expertise and responsibility:
- The average annual pay for head teachers was £36,500
  - Qualified early years teachers had an average annual pay of £27,100, qualified nursery nurses £13,800, and other paid support staff £9,200
  - Nearly seven in ten (69%) nursery nurses and three quarters (74%) 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 £6.30
  - Estimated annual pay for those paid hourly is £12,300 for nursery nurses and £6,700 for other paid staff. However, all estimates of annual pay should be treated as indicative only due to the assumptions that have had to be made to calculate these<sup>10</sup>.

<sup>10</sup> 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**

	<b>Total 2002/3</b>	<i>Don't know/ refused/no responses</i>	<i>Top 20% most deprived wards<sup>1</sup></i>
		%	
<b>Average working hours per week</b>			
All paid staff	<b>32½ hours</b>	2	33 hours
Head teacher	<b>48½ hours</b>	1	48 hours
Qualified early years teachers	<b>36 hours</b>	6	36½ hours
Qualified early years nursery nurses	<b>31½ hours</b>	1	31 hours
Other paid early years support staff	<b>20½ hours</b>	2	21½ hours
<b>Annual Pay</b>			
All staff paid annually	<b>£25,400</b>	32	£25,400
Head teacher	<b>£36,500</b>	15	£36,500
Qualified early years teachers	<b>£27,100</b>	29	£27,900
Qualified early years nursery nurses	<b>£13,800</b>	39	£14,400
Other paid early years support staff	<b>£9,200</b>	64	£8,900
<b>Hourly Pay</b>			
All paid hourly	<b>£7.10</b>	48	£7.20
Qualified early years nursery nurses	<b>£7.50</b>	58	£7.90
Other paid early years support staff	<b>£6.30</b>	38	£6.30
<b>Estimated annual pay from hourly pay<sup>2</sup></b>			
Qualified early years nursery nurses	<b>£12,300</b>	58	£12,700
Other paid early years support staff	<b>£6,700</b>	38	£7,000

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865, weighted and grossed 4,337)

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,018, weighted and grossed 2,348)

Note: <sup>2</sup> The estimate of annual pay of those paid hourly is calculated by multiplying the average hourly rate, by the average numbers of 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 ± 50 of 4,350 (± 50 of 2,350 for the top 20% most deprived wards) as a result of grossing and rounding

# 5 Training

- Over eight in ten head teachers felt that the amount of training received in the last year was about right, but around one in ten (13%) thought they had received too little.
- Nearly all nursery schools had a training budget (97%) and eight in ten had a written training plan (81%).
- Average spend on training in the past year among those with a training budget was around £3,350, an average of £359 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** Over eight in ten (85%) head teachers felt that the amount of training that their early years staff had received in the last year was about right.

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
About right	85	400	82	200
Too much	1	#	2	#
Too little	13	50	13	50
Don't know	1	#	3	#

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 ( $\pm 50$  of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers in England

## TRAINING RESOURCES

### TRAINING PLANS AND BUDGETS

- 5.3** Nearly all (97%) nursery schools had a training budget, and eight in ten (81%) had a written training plan.

### SPEND ON TRAINING

- 5.4** Amongst settings that did have a training budget and that were aware of last year's spend, the average amount spent on training was £3,350, rising to £3,800 in settings with over 75 children enrolled. **However, these figures should be treated with some caution because 23% of head teachers 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 average training spend for all settings is not reported).
- 5.5** 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 <sup>1</sup>	
	%	No.	%	No.
<b>Written training plan</b>				
Have training plan	81	400	84	200
Don't have training plan	19	100	16	50
Don't know	1	#	0	0
<b>Training budget</b>				
Have a training budget	97	450	97	250
Don't have a training budget	3	#	3	#
Don't know	0	0	0	0
<b>Spend on training<sup>2</sup></b>				
£0	9	NA	9	NA
£1-£999	6	NA	4	NA
£1,000-£1,999	12	NA	11	NA
£2,000-£2,999	15	NA	11	NA
£3,000-£4,999	21	NA	23	NA
£5,000-£7,499	7	NA	9	NA
£7,500-£9,999	1	NA	1	NA
£10,000+	6	NA	5	NA
Don't know	23	NA	27	NA
Average amount spent on training in the last year <sup>3</sup>		£3,350		£3,450

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 456)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Base: <sup>2</sup> all schools with a training budget (unweighted 194, weighted and grossed 442; for top 20% deprived wards unweighted 104, weighted and grossed 235)

Base: <sup>3</sup> all schools with a training budget excluding those who don't know the value of their training budget (unweighted 149, weighted and grossed 346; for top 20% deprived wards unweighted 77, weighted and grossed 176)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 ( $\pm 50$  of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers

# 6 Qualifications of Staff

- The majority of paid early years staff (92%) hold some kind of qualification relevant to working with children or young people. Overall, around a quarter hold a qualification at Level 4 (mainly heads and qualified early years teachers) and nearly a half at Level 3.
- There was a higher than average proportion of paid early years staff with no qualifications in the South/East and in low density areas.
- Around three-quarters of head teachers and early years teachers hold qualifications at Level 4 or 5. Eight in ten nursery nurses hold a qualification at Level 3 (most commonly an NNEB Diploma in Nursery Nursing); whilst only 50% of other early years support staff have any relevant childcare/early years qualification (however, one in five of these were qualified at least to Level 3).
- Around one in five paid early years staff were currently working towards a new qualification, the majority were not.
- Less than one in ten head teachers were NVQ assessors.

## INTRODUCTION

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

- The relevant qualifications held by different types of paid staff
- Relevant qualifications paid staff were working towards
- The qualification that the head teacher was required to hold when they were recruited
- The proportion of head teachers who were NVQ assessors.

## DEFINITIONS OF QUALIFICATIONS LEVELS

- 6.2** Because of 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 as a whole, it was found that 92% of paid early years staff had some kind of qualification relevant to working with children or young people, whilst 8% did not. Most were qualified at Level 3 (48%) or Level 4 (27%). Less than one per cent had only Level 1, seven per cent had Level two, and three per cent had Level 5.
- 6.5** There was a higher than average proportion of paid early years staff with *no* qualifications in the South/East (12%), compared to the North/Midlands (6%). Those in low density areas were also more likely than average to have no qualifications (10%).

### QUALIFICATIONS BY TYPE OF STAFF

- 6.6** As one would expect, levels and types of qualifications differed considerably by type of staff. Details are provided below.
- 6.7** Around three-quarters of head teachers and qualified early years teachers were qualified to Level 4 or above (76% and 78% respectively) – the most common qualifications were teaching qualifications.
- 6.8** The majority of nursery nurses had a Level 3 qualification (86%). The most common qualification was an NNEB Diploma in nursery nursing (79%). In addition eight percent had a BTEC National in Nursery Nursing and six percent an NVQ in Early Years Care and Education – Level 3. Under one per cent had no qualifications.
- 6.9** As one might expect, other early years support staff were less well qualified. Only 50% had any kind of qualification relevant to working with children and young people, with one in five (20%) qualified to at least Level three. Most commonly, 14% had qualifications at Level 2 and 13% at Level 3. The most common qualifications held were NVQ in Early Years Care and Education at Level 2 (10%).

Table 6.1: **Current Qualifications Held Among all Staff (including head)**

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Highest Qualification</b>				
NNEB Diploma in nursery nursing	38	1,600	40	950
BEd Degree	9	400	10	250
PGCE Teaching Certificate	13	550	12	300
BTEC National in Nursery Nursing	4	200	4	100
NVQ in Early Years Care and Education – Level 3	4	200	4	100
<b>Highest Qualification Level</b>				
Any Level 1	*	#	*	#
Any Level 2	7	300	7	150
Any Level 3	48	2,100	49	1,150
Any Level 4	27	1,200	27	650
Any Level 5	3	100	3	100
No qualification	8	350	7	150
Don't know	1	50	1	#
At least Level 2	85	3,600	86	2,050
At least Level 3	78	3,350	80	1,850

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337).

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,108, weighted and grossed 2,348)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 4,350 ( $\pm 50$  of 2,350 for the 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 50 staff

Note: Only top 5 mentions are shown

Table 6.2: **Current Qualifications Held**

Highest Qualification	Head teacher		Qualified early years teachers		Nursery nurses		Other early years support staff	
	%	No.	%	No.	%	No.	%	No.
<b>Highest Qualification</b>								
BEd Degree	20	100	28	300	-	-	-	-
PGCE Teaching Certificate	32	150	33	350	1	#	-	-
MA Degree – in education/childcare/early years	16	100	4	#	-	-	-	-
Other teaching certificate/certificate of education	8	#	9	100	-	-	-	-
Honours Degree with QTS (qualified teacher status)	4	#	10	100	-	-	-	-
Teaching Certificate	-	-	-	-	-	-	-	-
NNEB diploma in nursery nursing	-	-	-	-	-	-	6	50
Nursery nursing qualification	-	-	-	-	79	1,600	-	-
Early Childhood Studies Degree	-	-	-	-	-	-	4	50
BTEC National in nursery nursing	-	-	-	-	8	200	-	-
NVG in Early Years Care and Education – Level 3	-	-	-	-	7	150	6	50
NVG in Early Years Care and Education – Level 2	-	-	-	-	-	-	10	100
No qualification	0	0	*	#	*	#	46	350
Don't know	0	0	2	#	*	#	4	50
<b>Highest Qualification Level</b>								
Any Level 1	0	0	0	0	*	#	*	#
Any Level 2	1	#	2	#	8	200	14	100
Any Level 3	18	100	16	200	86	1,700	13	100
Any Level 4	60	300	74	800	2	#	7	50
Any Level 5	16	100	4	#	0	0	0	0
At least Level 2	95	450	95	1,050	96	1,950	34	300
At least Level 3	94	450	93	1,000	88	1,750	20	150

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337)

Note: Table percentages and figures may not add up to 100% or ± 50 of 4,350 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 50 staff

Note: Only top five mentions are shown



## QUALIFICATIONS BEING WORKED TOWARDS

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

### QUALIFICATIONS AMONG STAFF AS A WHOLE

- 6.11** Among paid early years staff as a whole, one in five were currently working towards a new qualification (20%), but most were not (77%).
- 6.12** Staff were most commonly working towards qualifications at Level 4 (7%), two percent were working towards Level 5, five per cent working towards Level three and two per cent working towards Level 2.
- 6.13** Overall, the most common qualifications staff were working towards were: an Early Childhood Studies degree, Level 4 (4%); NVQ in Early Years Care and Education Level 3 (3%); and an MA degree relating to Education, Childcare or Early Years, Level 5 (2%). A wide range of other qualifications were mentioned in relation to one per cent of staff or fewer.

### QUALIFICATIONS BY TYPE OF STAFF

- 6.14** One in five head teachers (20%) were working towards a qualification. They were most commonly working towards an MA in Education/Early Years (7%) and five per cent were studying an Early Childhood Studies degree.
- 6.15** Around one in five qualified early years teachers (18%) were working towards a new qualification. Those most frequently mentioned were similar to those for head teachers: MA in Education/Early Years (4%) and Early Childhood Studies degree (6%). However, in addition, two per cent were studying for a PGCE Teaching Certificate.
- 6.16** Just over one in ten nursery nurses were pursuing a qualification (14%). Most commonly they were working towards an Early Childhood Studies degree (3%) or a BEd degree (2%).
- 6.17** Paid early years support staff were the most likely to be working towards some kind of qualification (36%). The most common qualification this group were working towards was: an NVQ in Early Years Care and Education, Level 3 (15%) and Level 2 (6%), and an Early Childhood Studies degree (4%).

Table 6.3: **Current Qualifications Working Towards Among All Staff (including head)**

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Highest Qualification</b>				
Early childhood studies degree	4	200	4	100
NVQ in Early Years Care and Education – Level 3	3	100	3	50
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other childcare/early years related topic – Level 5	2	100	2	50
Honours Degree with QTS (qualified teachers status)	1	50	1	#
BEd Degree	1	50	2	#
BA Degree – in Early childhood studies/Early Years Education/Early Childcare Philosophy/other childcare/early years related topic (excluding BEd Degree) –Level 4	1	50	*	#
PGCE Teaching Certificate	1	50	1	#
NVQ in Early Years Care and Education – Level 2	1	50	1	#
NNEB Diploma in Nursery Nursing	1	#	*	#
International Diploma Early Childhood Teaching Course Montessori	1	50	*	#
Not currently studying	77	3,350	78	1,850
Don't know	3	150	3	50
<b>Highest Qualification Level</b>				
Any Level 2	2	100	1	50
Any Level 3	5	250	5	100
Any Level 4	7	300	8	200
Any Level 5	2	100	2	50
At least Level 2	16	700	15	350
At least Level 3	15	650	14	350

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337).

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,108, weighted and grossed 2,348)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 4,350 ( $\pm 50$  of 2,350 for the 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

Note: # indicates fewer than 50 staff

Note: Only responses of 1% or over are shown

Table 6.4: **Current Qualifications Working Towards**

	Head teacher		Qualified early years teachers		Nursery nurses		Other early years support staff	
	%	No.	%	No.	%	No.	%	No.
<b>Highest Qualification</b>								
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other childcare/early years related topic – Level 5	7	50	4	50	-	-	-	-
Early childhood studies degree	5	50	6	50	3	50	4	#
Honours Degree with QTS (qualified teachers status)	-	-	-	1	#	-	-	-
BEEd Degree	1	#	1	#	2	#	-	-
BA Degree – in Early childhood studies/Early Years Education/Early Childhood Philosophy/other childcare/early years related topic (excluding BEEd Degree) – Level 4	-	-	-	-	-	-	-	-
Teaching certificate in early years/infant/junior education	1	#	-	-	-	-	-	-
PGCE Teaching Certificate	-	-	2	#	1	#	-	-
Other teaching certificate/certificate of education	-	-	-	-	-	-	-	-
International Diploma Early Childhood Teaching Course Montessori	-	-	-	-	1	#	-	-
Diploma Steiner Waldorf Early Years Education – Level 3	-	-	-	-	-	-	2	#
BTEC National in Nursery Nursing	-	-	-	-	-	-	-	-
NVQ in Early Years Care and Education – Level 3	-	-	-	-	-	-	15	100
NVQ in Early Years Care and Education – Level 2	-	-	-	-	-	-	6	50
NNEB Diploma in Nursery Nursing	-	-	-	-	-	-	2	#
Not currently studying	80	400	80	900	85	1,700	52	400
Don't know	0	0	2	#	1	#	12	100
<b>Highest Qualification Level</b>								
Any Level 2	0	0	*	#	0	0	7	50
Any Level 3	1	#	3	#	1	#	19	150
Any Level 4	6	50	9	100	2	50	5	50
Any Level 5	7	50	4	#	8	150	31	250
At least Level 2	14	50	16	200	11	200	25	200
At least Level 3	14	50	16	200	10	200	0	0

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337).

Note: Table percentages and figures may not add up to 100% or + 50 of 4,350 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 50 providers

Note: Only top five mentions are shown

## QUALIFICATIONS REQUIRED WHEN RECRUITING CO-ORDINATORS

**6.18** Nearly all head teachers had been required to have certain qualifications relevant to working with young people when they were recruited (99%).

## NVQ ASSESSORS

**6.19** Under one in ten head teachers were NVQ assessors (8%).

Table 6.5 **Proportion of Head Teachers who are/are not NVQ Assessors**

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
Yes – an NVQ assessor	<b>8</b>	<b>#</b>	9	#
No – not an NVQ assessor	<b>92</b>	<b>450</b>	91	200
Don't know	<b>0</b>	<b>0</b>	0	0

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base 1: All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or + 50 of 465 (± 50 of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers

# 7 Recruitment and Retention

- In total, around 950 paid early years staff were recruited in the last 12 months, giving an overall recruitment rate<sup>11</sup> of 24%.
- The majority of settings had used the LEA bulletin (98%) and local press (84%) to recruit new staff.
- When recruiting, heads look foremost for candidates with the appropriate qualifications (67%) and experience of working with children (50%).
- A third of nursery schools had experienced some difficulty in recruiting staff in the last 12 months. The most common problem was availability of qualified early years teachers and nursery nurses.
- The average length of service amongst all paid staff at their current setting was 6 years and 9 months. The average length of service was higher in the North/Midlands than in the South/East.
- Over half of settings (55%) had lost at least one paid member of staff in the previous 12 months, equal to four hundred paid staff across all settings.
- Of those who left the organisation in the last 12 months, it was believed that around half (50%) obtained other posts in the childcare and early years sector; one in seven (15%) went to jobs in other sectors and a quarter (26%) didn't take up any other employment.
- The turnover rate<sup>12</sup> for paid staff across the whole sector was 11%, of which about 5.5% went to other early years or childcare settings and 5.5% left the sector altogether. The employment growth rate was 13%<sup>13</sup>.

11 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.

12 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 'churn within the sector' as well as staff leaving the sector.

13 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 that this employment growth rate therefore includes 'churn within the sector' as well as staff joining or leaving the sector.

## INTRODUCTION

**7.1** This final chapter of the report sets out the staffing issues for nursery schools. 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 950 paid early years staff were recruited last year, giving an overall recruitment rate of 24%<sup>14</sup>.

**7.4** Levels of recruitment varied by region, with a recruitment rate of 22% in the North/Midlands and 27% in the South/East.

### HEAD TEACHERS

**7.5** Six percent of head teachers had been recruited in the previous 12 months, circa 26 individuals.

### QUALIFIED EARLY YEARS TEACHERS

**7.6** In the last year, over a third (39%) of nursery schools recruited at least one qualified early years teacher, with an average of less than one new teacher per setting. Across all settings a total of 250 new teachers had been recruited.

**7.7** There were differences by region, with a lower proportion of settings based in the North/Midlands recruiting any early years teachers (27% compared to 57% in the South/East).

<sup>14</sup> 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**

- 7.8** Overall, 49% of nursery schools had recruited at least one qualified nursery nurse in the previous 12 months, with an average of less than one (0.8) nursery nurse recruited per setting. Across all settings, a total of 400 new nursery nurses were recruited.

### **OTHER PAID SUPPORT STAFF**

- 7.9** A third (32%) of nursery schools had recruited at least one other paid support staff in the last year, with an average of approaching one recruited per setting (0.6). A total of 300 other paid support staff were newly recruited.
- 7.10** There were differences by region, with a lower proportion of settings based in the North/Midlands recruiting any other paid support staff (23% compared to 45% in the South/East).

Table 7.1: **Proportion of Nursery Schools Recruiting New Staff**

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>All paid staff (incl head teachers)</b>				
Total number recruited		950		500
Recruitment rate		24		23
<b>Head teacher</b>				
Joining in the last 12 months	6	#	7	#
<b>Qualified early years teachers<sup>2</sup></b>				
Any	39	200	36	100
None	61	300	64	150
Don't know	0	0	0	0
Average number recruited		0.53		0.51
Estimated number recruited		250		150
<b>Qualified nursery nurses<sup>2</sup></b>				
Any	49	250	48	100
None	51	250	52	150
Don't know	0	0	0	0
Average number recruited		0.82		0.81
Estimated number recruited		400		200
<b>Other paid support staff<sup>2</sup></b>				
Any	32	150	27	50
None	67	300	72	200
Don't know	*	#	*	#
Average number recruited		0.60		0.53
Estimated number recruited		300		150

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337)

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,108, weighted and grossed 2,348)

Base: <sup>2</sup> All nursery schools (unweighted 200, weighted and grossed 465), all nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 or 4,350 ( $\pm 50$  of 248 or 2,348 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 50 providers



## RECRUITMENT METHODS

- 7.11** The majority of settings said that they used the LEA/Local Authority Bulletin and adverts in the local press to recruit staff (98% and 84% respectively).
- 7.12** Other common methods used for recruitment included adverts at school or on site (42%), word of mouth (35%) and employing parents of children catered for (30%).
- 7.13** There were regional differences with South/East settings more likely than average to use adverts on the school site (57%), word of mouth (44%) and parents of children catered for (38%).

## ATTRIBUTES REQUIRED OF NEWLY RECRUITED STAFF

- 7.14** A wide range of attributes are looked for by head teachers when recruiting new early years staff. However, appropriate qualifications (67%) and experience of working with children (50%) were mostly commonly mentioned. In addition, around four in ten mentioned knowledge or experience of the early years curriculum (38%), and around a quarter mentioned being a good team player (27%) or having a nice personality (23%).
- 7.15** Having a nice personality was more likely to be important to settings in the North/Midlands (28%), while being a good team player was particularly important to settings with under 75 children enrolled (35%).

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Recruitment methods</b>				
LEA/Local Authority/Council jobs bulletin	98	450	99	250
Adverts in local press	84	400	81	200
Adverts at school/on site	42	200	36	100
Word of mouth	35	150	32	100
Parents of children catered for	30	150	24	50
Colleges	28	150	25	50
Ad hoc CVs/applications sent to you	21	100	16	50
Job Centre/New Deal Scheme	18	100	22	50
National press	7	#	5	#
Recruitment fairs	6	#	6	#
Times Educational Supplement	5	#	6	#
Open days	5	#	5	#
Other	4	#	2	#
None of these	0	0	0	0
Don't know	0	0	0	0
<b>Attributes required of new staff (aspects mentioned by over 10%)</b>				
Appropriate qualifications	67	300	66	150
Experience of working with children	50	250	47	100
Knowledge/Experience of the Early Years Curriculum	38	200	37	100
A good team player	27	150	27	50
Nice personality/would fit in with the team	23	100	24	50
Positive attitude/committed	22	100	14	50
Good with children/likes working with children	16	100	14	#

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 ( $\pm 50$  of 248 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers

## RECRUITMENT DIFFICULTIES

- 7.16** A third (33%) of nursery schools had experienced some difficulty in recruiting staff over the previous 12 months. Problems were most common in the South/East (43%). Those in low density areas were most likely to say that they hadn't experienced any problems at all (47%).
- 7.17** Among those with recruitment difficulties, problems were most common when recruiting qualified early years teachers (55%) and nursery nurses (52%). One in five (22%) had experienced difficulties in recruiting other paid support staff.

**7.18** The most common difficulties encountered were:

- Too few applicants (46%)
- Too few applicants with the right experience (45%)
- No qualified applicants (37%).

Table 7.3: **Recruitment Difficulties**

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Extent of difficulties in last 12 months</b>				
A great deal	20	100	23	50
A fair amount	14	50	15	50
Not very much	13	50	16	50
Not at all	39	200	31	100
Not applicable/have not tried to recruit	15	100	15	50
Don't know	0	0	0	0
<b>Types of staff had difficulty recruiting<sup>2</sup></b>				
Early years teachers	55	100	51	50
Nursery nurses	52	100	49	50
Other early years support staff	22	50	25	#
Other	8	#	13	#
<b>Difficulties encountered<sup>2</sup></b>				
Too few applicants	46	100	45	50
Too few applicants with the right experience	45	100	44	50
No qualified applicants	37	50	41	50
Cost of living in the area	6	#	5	#
Applicants were looking for full time place	3	#	5	#
Provider couldn't afford wages required by applicant	1	#	0	0
Other	16	50	14	#

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Base: <sup>2</sup> All that experienced difficulties in recruiting staff (unweighted 67, weighted and grossed 152; for top 20% most deprived wards (unweighted 41, weighted and grossed 94)

Note: Table percentages and figures may not add up to 100% or  $\pm 50$  of 465 or 152 (+ 50 of 248 or 94 for the top 20% most deprived wards) as a result of grossing and rounding.

Note: # indicates fewer than 50 providers

## RETENTION ISSUES

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

## LENGTH OF SERVICE

- 7.19** The average length of service amongst *all* paid staff at their current setting was six years and nine months. Average length of service rose to seven years and eight months in the North/Midlands, compared to five years and ten months in the South/East.
- 7.20** The average length of employment amongst head teachers was nine years and five months, with 70% having worked at their current setting between one and fourteen years. There was a difference by the density area that the setting was based in, with the average length of service in low density areas being ten years and 3 months compared to eight years and six months in high density settings.
- 7.21** Among all paid early years staff (excluding head teacher), the average length of service at their current settings was six years and five months. Over half (52%) had worked there up to four years and one in three (30%) had worked five to fourteen years. Just 13% had worked at the same setting for fifteen or more years. Again there was a difference by region; in the North/Midlands the average length of service was seven years and four months compared to five years and six months in the South/East.

Table 7.4: **Length of Service**

	<b>Total 2002/3</b>		<i>Top 20% most deprived wards<sup>1</sup></i>	
	%	No.	%	No.
<b>Length of service – all paid staff</b>				
Less than 1 year	<b>11</b>	<b>500</b>	11	250
1–4 years	<b>38</b>	<b>1,650</b>	38	900
5–9 years	<b>19</b>	<b>800</b>	18	450
10–14 years	<b>13</b>	<b>550</b>	13	300
15–19 years	<b>7</b>	<b>300</b>	6	150
20–29 years	<b>6</b>	<b>250</b>	6	150
30+ years	<b>1</b>	<b>50</b>	2	50
Don't know	<b>5</b>	<b>250</b>	6	150
Average length of service	<b>6 years and 9 months</b>		6 years and 10 months	
<b>Length of service – head teachers</b>				
Less than 1 year	<b>6</b>	<b>50</b>	7	#
1–4 years	<b>23</b>	<b>100</b>	23	50
5–9 years	<b>27</b>	<b>100</b>	34	100
10–14 years	<b>20</b>	<b>100</b>	17	50
15–19 years	<b>15</b>	<b>100</b>	10	50
20–29 years	<b>7</b>	<b>50</b>	7	#
30+ years	<b>2</b>	<b>#</b>	3	#
Don't know	<b>0</b>	<b>0</b>	0	0
Average length of service	<b>9 years and 5 months</b>		8 years and 11 months	
<b>Length of service – all paid staff (excluding head teachers)</b>				
Less than 1 year	<b>12</b>	<b>500</b>	12	250
1–4 years	<b>40</b>	<b>1,550</b>	40	850
5–9 years	<b>18</b>	<b>700</b>	17	350
10–14 years	<b>12</b>	<b>450</b>	13	250
15–19 years	<b>6</b>	<b>200</b>	5	100
20–29 years	<b>6</b>	<b>200</b>	6	150
30+ years	<b>1</b>	<b>50</b>	1	50
Don't know	<b>6</b>	<b>250</b>	7	150
Average length of service	<b>6 years and 5 months</b>		6 years and 6 months	

Source: MORI

Base: All paid early years staff in nursery schools (unweighted 1,865 weighted and grossed 4,337).

Base: <sup>1</sup> All paid early years staff in nursery schools in the top 20% most deprived wards (unweighted 1,108, weighted and grossed 2,348)

Note: Table percentages and figures may not add up to 100% of ±50 of 4,350 (± 50 of 2,350 for the top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 staff

## ANNUAL LOSSES

- 7.22** Over half of the settings (55%) had had at least one paid member of staff leave in the previous 12 months. An average of 0.91 paid staff had left per organisation, equating to 400 paid staff across all settings.
- 7.23** Settings in North/Midlands were less likely to have had a member of staff leave in the previous 12 months (47% compared to 69% in the South East).

## DESTINATION OF STAFF WHO LEFT

- 7.24** Of those staff who left the organisation in the last 12 months it was believed that:
- Half (50%) went to other jobs in childcare or early years sectors, (around 200 individuals)
  - One in seven (15%) went to jobs in other sectors (around 100 individuals)
  - A quarter (26%) did not take up other employment (around 100 individuals).

## STAFF TURNOVER

- 7.25** Looking at the total number of employees being recruited and the number leaving the sector enables us to express the turnover rate<sup>15</sup> for the sector and the rate of employment growth<sup>16</sup>.
- 7.26** The turnover rate for paid staff across the whole sector was 11%, of which about 5.5% went to other early years or childcare settings and 5.5% left the sector altogether. The overall rate rose to 12.3 in the South/East compared to 9.8 in the North/Midlands. There was also a marked difference in turnover rate by density (12.0% in low density areas compared to 10.0 in high density areas). The turnover rate was also higher than average in nursery schools with under 75 children enrolled (11.8% compared to the average of 11%).
- 7.27** Overall, employment growth was 13%, rising to 14.3 in the South/East and 14.3 in low density areas.

15 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 'churn within the sector' as well as staff leaving the sector.

16 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 that this employment growth rate therefore includes 'churn within the sector' as well as staff joining or leaving the sector.

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

	Total 2002/3		Top 20% most deprived wards <sup>1</sup>	
	%	No.	%	No.
<b>Numbers of staff leaving in previous 12 months</b>				
Any	55	250	52	150
None	44	200	48	100
1	33	150	33	100
2	13	50	8	#
3-4	8	50	9	#
5+	1	#	2	#
Don't know	1	#	1	#
Average number of staff leaving per school	0.91		0.89	
Total number of staff leaving	400		200	
<b>Destination of staff that have left in the last 12 months<sup>2</sup></b>				
Childcare or early years education sector	50	200	51	100
Outside childcare or early education sector	15	50	18	50
Didn't obtain another job	26	100	23	50
Don't know	8	50	8	#
<b>Turnover<sup>3</sup></b>				
Turnover rates	11		10.5	
Employment growth	13		12.1	

Source: MORI

Base: All nursery schools (unweighted 200, weighted and grossed 465)

Base: <sup>1</sup> All nursery schools in the top 20% most deprived wards (unweighted 107, weighted and grossed 248)

Base: <sup>2</sup> All paid early years staff who have left employment in the last 12 months (unweighted 110, weighted and grossed 256; for top 20% deprived wards unweighted 55, weighted and grossed 127)

Base: <sup>3</sup> All paid early years staff in nursery schools (unweighted 1,865, weighted and grossed 4,337)

Note: Table percentages and figures may not add up to 100% of  $\pm 50$  of 465 or 110 ( $\pm 50$  of 248 or 127 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers/staff

# 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 years<sup>1</sup>;
- 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 nursery<sup>2</sup> (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 updated, 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
<b>Unadjusted response rate</b>	<b>82%</b>	<b>64%</b>	<b>69%</b>	<b>61%</b>	<b>59%</b>	<b>69%</b>	<b>61%</b>	<b>50%</b>
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
<b>Adjusted response rate</b>	<b>85%</b>	<b>68%</b>	<b>71%</b>	<b>69%</b>	<b>69%</b>	<b>74%</b>	<b>75%</b>	<b>65%</b>
Refused/ stopped part way	6	191	214	132	131	198	126	116
No interview achieved after 12 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 database<sup>3</sup> 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 2001<sup>4</sup> 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

	<b>Actual sample</b>	<b>Effective sample</b>
	<b>N</b>	<b>N</b>
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

	Total	North/Midlands	South/East	Low density	High density	Top 20% deprived wards
<b>Number of Places</b>						
Number of providers	465	276	189	234	231	248
Number of places	26,900	15,250	11,650	13,050	13,900	14,750
Number of enrolments	35,850	19,700	16,100	18,550	17,300	18,200
<b>Staff headcount</b>						
Early years/foundation staff coordinators	500	300	200	250	250	250
Qualified early years teachers	1,100	500	550	550	550	600
Nursery nurses	2,000	1,150	850	950	1,150	1,150
Other paid early years staff	750	300	500	400	350	400
Student volunteers	900	600	300	400	500	500
Other volunteers <sup>1)</sup>	600	400	250	500	150	200
Total workforce <sup>1)</sup>	5,850	3,200	2,650	3,050	2,850	3,050
Total paid workforce <sup>2)</sup>	4,350	2,250	2,150	2,150	2,200	2,350
Agency staff (% of providers using these)	74	73	76	69	80	78
<b>Staff characteristics</b>						
% male	1	1	2	1	2	2
% from an ethnic minority background	11	6	16	6	16	15
% with a disability	1	1	1	1	1	1
% Age up to 24 years	7	6	8	6	8	7
% 25 – 39 years	34	34	34	34	34	35
% 40 – 49 years	32	32	31	30	33	33
% 50+ years	23	24	22	24	21	21
All paid staff (average hours worked per week)	32½	33	31½	32½	32½	32½
All staff paid annually (average annual pay)	25,400	25,000	25,800	25,700	25,200	25,400
All staff paid hourly (average hourly pay)	£7.10	£7.00	£7.10	£7.00	£7.20	£7.20

	Total	North/Midlands	South/East	Low density	High density	Top 20% deprived wards
<b>Length of service (in years)</b>						
Head teachers	9	10	9	10	9	9
All paid staff (excluding head teachers)	6	7	6	6	6	7
All paid staff	7	8	6	7	7	7
<b>Employment change</b>						
Overall employee turnover rate <sup>(3)</sup>	11	10	12	12	10	11
Employees leaving childcare/education <sup>(4)</sup>	24	22	27	26	22	23
Employment growth <sup>(5)</sup>	13	12	14	14	12	12
Recruitment difficulty in last year	33	27	43	27	40	38
<b>Qualifications &amp; Training</b>						
% of head teachers that are qualified to level 3 or above	94	93	95	92	95	95
% of teachers qualified to level 3 or above	93	94	92	92	94	94
% of head teachers who are working towards a qualification	20	22	18	18	22	23
% of qualified teachers who are working towards a qualification	18	17	20	20	17	17
% of nursery nurses who are working towards a qualification	14	14	14	14	13	14
% of early years support staff workers who are working towards a qualification	36	37	36	38	35	37
% of providers with training budgets	97	97	98	97	97	97
Average amount spent on training p.a.	£3,350	£3,150	£3,600	£3,200	£3,500	£3,450

Source: MORI

Notes:

- 1 Total workforce – total number of head teachers, qualified early years teachers, nursery nurses, other paid early years staff, trainees/students and volunteers.
- 2 Total paid workforce – total number of head teachers, 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 net change in staff 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  $\pm 6$  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	CLOSE

### 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.aii **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 + Q7a<sub>ii</sub> + 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 Q7a.ii

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. OTHERS GO TO Q9c

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"/>
---	---	----------------------	----------------------

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"/>
---	---	----------------------	----------------------

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
NINEB 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

	<b>Q14a</b>	<b>Q14b</b>
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

	<b>Q15a</b>	<b>Q15b</b>
	( )	( )
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
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

	<b>Q15c</b>	<b>Q15d</b>
	( )	( )
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 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

	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 Q7a<sup>ii</sup>

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

	<b>Q16a</b>	<b>Q16b</b>
	( )	( )
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 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

	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

<b>Q21.</b>	
( )	
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  
 (aii)  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**

Further copies of this publication can be obtained from:

DfES Publications Centre

Nottingham

Tel: 0845 602 2260 Fax: 0845 603 3360 email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

**Other publications available:**

**2002/03 Childcare and Early Years Workforce Surveys**

Playgroups and Pre-Schools – WFS/Playgroups

Primary Schools with Nursery and Reception Classes – WFS/PN

Primary Schools with Reception but no Nursery Classes – WFS/PR

Holiday Clubs – WFS/Holiday

Day Nurseries and other Full-day Care Provision – WFS/FullDaycare

Out of School Clubs – WFS/OutSchool

Childminders – WFS/Childminders

Overview Report – WFS/Overview

© Crown copyright 2004

Produced by the Department for Education and Skills

[www.surestart.gov.uk](http://www.surestart.gov.uk)

ISBN 1 84185 721 1

PPCherry/D16/5071/0204/33

Quote ref: WFS/Nursery