Department for Education

Early years census 2017

Guide, version 1.4

December 2016

Contents

Version history

This gives details of any changes made to the content of this document from the 2016 early years census and any subsequent changes made to the first published version.

1.0	All dates updated. 1.2.1 - New data items a) Language code - added b) Pupil Country of birth - added c) Pupil nationality - added d) Unique property reference number - added e) Staff qualifications – added / deleted The staff qualifications element has deleted older codes and replaced these with new codes. 1.2.2 – Existing data items a) Ethnicity - amended 1.2.3 – Deleted data items a) Contact information: 4.1.7 – Collection contact surname – deleted 4.1.8 – Collection contact forename – deleted 4.1.9 – Collection contact middle name(s) – deleted 4.1.10 – EY provider email – deleted 4.1.11 – Contact position – deleted 4.2 – Staff qualifications – paragraphs 4.2.3 to 4.2.10 added 5.2.2 – Language code – added 5.2.3 – Pupil country of birth – added 5.2.4 – Pupil nationality – added 5.5.14 – Unique property reference number – added	Phil Dent 09/05/2016

1.1	5.2.3 – Pupil country of birth – amended – additional clarification on why collected added 5.2.4 – Pupil nationality – amended – additional clarification on why collected added Annex A – Section 3 – amended – new data items added to indicative table	Phil Dent 12/09/2016
1.2	8 – Codesets – Language codes – amended – the Italian sub-codes have been deleted from the codeset (CBDS RFC 918 refers).	Phil Dent 13/10/2016

1.3	1.2.1 - New data items
	
	   a) Language code - deleted
	
	   b) Pupil Country of birth - deleted
	
	   c) Pupil nationality – deleted
	
	1.3 – Pupil country of birth, pupil nationality and language - added
	
	5.2.1 – Ethnicity – amended – clarification on gaining parental information added
	
	5.2.2 – Language code – deleted
	
	5.2.3 – Country of birth – deleted
	
	5.2.4 – Pupil nationality –deleted
	
	8 – Codesets – Language code and nations and states - deleted
	
	Annex A – Section 3 – amended – removed data items deleted
		Phil Dent
		17/11/2016

1.4	4.2.9 – duplicate paragraph – deleted	Phil Dent 29/11/2016

1. Introduction

1.1 Purpose of this document

This document is provided for use by local authorities who fund early years provision, to enable relevant staff to:

- understand the rationale behind, and purpose of, the early years census (section 1)

- prepare for the early years census

- populate their systems with the required data for children and providers (sections 4 and 5)

- keep their data up to date during the year; and

- complete the early years census return for 2017 (section 2)

It is envisaged that this document will be used as a handbook by local authorities for data collected and stored throughout the year, rather than just as guidance on census day.

This document is published on the department's website.

Local authorities may choose to use it directly with their providers or adapt it to suit their local needs as appropriate. Software suppliers and developers of in-house systems may also find it a useful reference document.

Information on how the data collected in the early years census is used in the calculation of the dedicated school grant is published on the department's website.

1.2 Changes from the 2016 early years census

1.2.1 New data items

a) Unique property reference number

This new data item is added to the home information module and allows the unique property reference number (UPRN) to be returned, see paragraph 5.5.14 for full details.

b) Staff qualifications

Paragraph 4.2 – staff information - has been amended for new staff qualification data items:

i. Data item <EstabL2> the number of staff in the establishment with a full and relevant level 2 qualification

ii. Data item <EstabL2Maths> the number of staff in the establishment with a full and relevant level 2 qualification and with GCSE Maths at grade C or above – or an equivalent qualification

iii. Data item <EstabL2English> the number of staff in the establishment with a full and relevant level 2 qualification and with GCSE English at grade C or above – or an equivalent qualification

iv. Data item <EstabL3Maths> the number of staff in the establishment with a full and relevant level 3 qualification or level 3 Early Years Educator qualification and with GCSE Maths at grade C or above – or an equivalent qualification

v. Data item <EstabL3English> the number of staff in the establishment with a full and relevant level 3 qualification or level 3 Early Educator qualification and with GCSE English at grade C or above – or an equivalent qualification

vi. Data item <Level3P> the number of staff with a full and relevant level 3 qualification (gained pre September 2014) working with 2, 3 and 4 year old children

vii. Data item <Level3A> the number of staff with a level 3 Early Years Educator qualification (gained post September 2014) working with 2, 3 and 4 year old children

1.2.2 Existing data items

(a) Ethnicity

The collection of ethnicity is now required for all children and is no longer an optional item within the EY census. Please see section 5.2.1 for further details.

1.2.3 Deleted data items

(a) Staff qualifications

The following data items have been deleted from paragraph 4.2 - staff information module:

i. Data item <EstabTeachersinEY>

ii. Data item <EstabQTSTeachers>

iii. Data item <EstabEYTSTeachers>

iv. Data item <EstabEYPSteachers>

v. Data item <EYQTS>

vi. Data item <EYEYTS>

vii. Data item <EYEYPS>

(b) Contact information

The following paragraphs have been removed from section 4.1 – Establishment characteristics module (with subsequent paragraphs renumbered):

- 4.1.7 collection contact surname

- 4.1.8 collection contact forename

- 4.1.9 collection contact middle name(s)

- 4.1.10 EY provider email

- 4.1.11 contact position

1.3 Pupil country of birth, pupil nationality and language – these data items are not required

We are not extending the collection of country of birth and nationality data to the early years census nor will be collecting information on language.

(a)   What does this mean for the 2017 early years census?

For local authorities and providers who may have already collected and populated systems with this information, no further action is required as the information will be automatically stripped out of the return during the loading of your data into COLLECT.

For local authorities and providers who have not yet taken any action to collect this information from parents, there is no need for you to make any arrangements to request this data from parents as it is no longer required by the Department. This information can therefore remain unpopulated within your system locally and any of the following validation errors can be ignored:

- Validation 1840 - Language is missing or invalid value

- Validation 3070 - Pupil's Country of Birth is missing or an invalid value

- Validation 3075 - Pupil's Nationality is missing or an invalid value

This all means that the Department will not hold any information on our systems from the early years census relating to country of birth, nationality and language irrespective of whether or not it is populated locally within your system

1.4 Who is in the scope of the early years census?

All English providers of funded early education in the private, voluntary and independent (PVI) sectors are within the scope of the early years census. It is mandatory to collect the data for the early years census at individual child level for children taking up a funded place. Other children fall outside the scope of the census except for a few aggregate measures at establishment level. The census must only include PVI providers that have

funded children. Any PVI provider within the local authority that has *no funded* children at the time of the census must **NOT** be included.

For the purposes of this collection the following ages are defined as:

- a 2 year old has a date of birth between 1 January 2014 and 31 December 2014

- a 3 year old has a date of birth between 1 January 2013 and 31 December 2013

- a 4 year old has a date of birth between 1 January 2012 and 31 December 2012

1.4.1 Which census should be used?

Schools with on-site early years **funded** provision make their return via **EITHER** the school census **OR** the early years census**, BUT NOT BOTH**. This paragraph describes which census is used to return data on children receiving **funded** early education:

a) registered pupils of the school (2, 3 and 4 year olds depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)

b) children (aged 2, 3 and 4) attending a separate Ofsted registered PVI provider on a school site, are recorded via the **early years census** (and **not** the school census)

c) children attending s27 (governor run) provision should be **either**:

   i. recorded via the **school census** where they are registered pupils of the school (can include 2 year olds if the school's statutory age range covers 2-year-olds); **or**

   ii. recoded via the **early years census** where they are not registered pupils of the school

Children may, of course, appear on the two different censuses where their free entitlement is split between two different settings. In which case, the number of funded hours for each child across all provision is limited to 15 hours.

1.5 Rationale behind the early years census

The child-level early years census ensures that individual-level data on two, three and four-year old children in early years settings is available in a similar manner to that collected on children in mainstream schools via the school census. This enables a more accurate distribution of funding to schools and local authorities, better demonstration of proper accountability for the expenditure in this area, and better formulation and evaluation of policy.

When developing data collection, the department is committed to four key principles. These are that:

- data should be collected once and used many times

- collection and sharing of data should be fully automated

- the value of any data collected should demonstrably outweigh the costs; and

- personal data on individuals should be properly protected

The data items in the early years census (listed in sections 4 and 5 of this document) are only those items that are essential and likely to be held by most providers or local authorities.

The data collected and transmitted are as defined in the common basic data set (CBDS).

1.6 Data protection and data sharing

Data from which it is possible to identify children (in any medium, including within a MIS) is personal data. Such personal data must be managed in accordance with the requirements of the Data Protection Act 1998. All staff with access to personal data are to be aware of their responsibilities under the Act. Local authorities should advise providers about their responsibility to hold data in accordance with the Act, including the requirement to issue parents with a fair processing notice explaining how their data and data about their child is to be used.

1.6.1 Legal duties under the data protection act: privacy notices

The 'Data Protection Act 1998' puts in place certain safeguards regarding the use of personal data by organisations, including the department for education (DfE), local authorities and schools. The Act gives rights to those (known as data subjects) about whom data is held, such as pupils, their parents and teachers. This includes:

- the right to know the types of data being held

- why it is being held

- to whom it may be communicated

A 'privacy notice' is a good way to be able to meet data subjects rights and therefore DfE recommend they are used to explain to pupils and staff how their data is being used in the census collections including the school workforce and school census. DfE have drafted template privacy notices that schools and local authorities may like to use, however, they should be reviewed, amending as necessary to reflect business need and ideally include this link to the gov.uk webpage on how DfE collect and share data.

It is recommended that the privacy notice be included as part of an induction pack for staff and be put on the school website for parents, as well as potentially featured on the staff notice board/intranet. They do not need to be issued on an annual basis as long as new pupils and staff are made aware of the notices and they are readily available electronically or in paper format.

1.6.2 Legal duties under the data protection act: data security

Schools and local authorities have a legal duty under the data protection act to ensure that any personal data they process is handled and stored securely. Further information is available from the [Information Commissioners Office](#).

If personal data is not properly safeguarded it could damage your reputation and compromise the safety of individuals. Your responsibility as a data controller extends to those who have access to your data beyond your organisation if working on your behalf, eg if external IT suppliers can remotely access your information. The '[10 steps to cyber security](#)' and '[Responsible for information](#)' pages provide further guidance and advice.

It is vital that all staff with access to personal data understand the importance of protecting it; that they are familiar with your security policy; and that they put security procedures into practice. So you should provide appropriate initial and refresher training. Further information on handling data securely can also be found in the [DfE guidance on data protection for schools consider cloud software services](#).

1.7 Structure of the early years census

The 2017 early years census is in two parts – establishment level and child level - with each level containing groupings of individual data items. The data items contained within each level are listed at paragraphs [4](#) and [5](#).

1.8 Key concepts

1.8.1 Data quality

In order to properly account for children taking up funded early education places and to allocate funding fairly, it is important that the data collected by providers and local authorities - for onward transmission to the department - is both accurate and complete. In sections [4](#) and [5](#) there is a complete list of data items required by the census, together with an explanation of each item. For instance, it is important that a child's correct and full name is recorded and not just a shortened version. Where providers of data adhere to this requirement, it will help ensure that duplicate records are quickly identified and aid the speed of the process by which funding is allocated to providers.

1.8.2 Duplicate records

A child may legitimately attend more than one early years (EY) setting. It is only a problem if the total number of funded hours for a child exceeds the funded entitlement, which is 15 hours a week for 38 weeks a year. It is likely that the only time that this will be identified is when duplicate names are submitted to the local authority by two different providers or when the department finds duplicates for a child accessing a funded place in a neighbouring local authority.

Providers and local authorities are requested to make every effort to avoid duplicate records being submitted. A report is available on the COLLECT system which identifies duplicate records. Where duplicate records are discovered during or after the process to allocate funding, discussions will need to take place between the providers concerned and the local authorities involved in order to clarify where the funding for the particular child is to be allocated.

1.8.3 Unique identification

Whilst much consideration has been given to how a child can be uniquely identified, the unique pupil number (UPN), which is used in schools, is not available for children in PVI provision. As such, child record matching is based on name, date of birth and postcode of each child and it is very important that the data provided for these items is accurate.

2.   Completing the early years census

This section provides information on how to complete the census. It covers when the census is prepared, when data is generated and what steps are to be taken on or around census day.

2.1 Statutory basis of the census

The individual level data collection from PVI settings is a statutory requirement on providers and local authorities through regulations under [Section 99 of the Childcare Act 2006](#) and [The Education (Provision of Information About Young Children) (England) Regulations 2009](#).

This means that:

- the word "providers" is applied to both individual childminders and childminder agencies

- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to data subjects under the data protection act – see paragraph 1.6 below

- providers and local authorities are protected from any legal challenge that they are breaching a duty of confidence; and

- providers are required to complete a return

2.2 Census dates

Every local authority is required to provide an individual child level early years census return in 2017 to the department.

Every funded PVI EY setting in England is required to provide the necessary information to their local authority to enable them to complete this return.

The key dates are as follows:

- Thursday 19 January 2017 is census day. The census will collect data on all children accessing funded provision during census week

- Friday 10 March 2017 the deadline for the 2017 submission of data to the department

- local authorities may want to notify their providers of their own local deadline for the submission of data and it is vital that they comply with these

2.3 Census generation process

- Data from PVI providers is passed to the local authority early years contacts and may be in paper or electronic format. A data collection template is available at annex A with a guide to completion at annex B, which local authorities can choose to use with their providers. The data provided must be signed off as accurate and complete by the head of the establishment.

- Local authority either inputs or imports data into its own MIS. Data will preferably be validated on entry.

- Any queries are resolved between the local authority and the provider.

- Local authority produces the census return according to the business and technical specification published on the department's website.

- Local authority uploads the return to the department via the COLLECT system.

- Further validation takes place in COLLECT. Any errors are resolved in partnership with the provider so that consistency of records is maintained.

- Local authority return is finally submitted to the department via COLLECT no later than Friday 10 March 2017.

2.4 Provision of data by early years settings to the local authority

Providers must ensure that their data is produced to reflect the children receiving funded early education in their setting on census day and that all data items described in sections 4 and 5 are completed. As soon as possible after that, this information is to be submitted to their local authority contact and this may be in either paper or electronic format. Providers and local authorities must agree a process for this to take place. Local authorities may choose to use the template at annex A.

Validation of data supplied by local authorities is undertaken within the COLLECT system. Any validation that takes place prior to loading is very helpful. This will reduce the number of validation errors when the census return is generated, and substantially reduce the number of errors in your return and the work needed to subsequently resolve these.

We recognise that providers will vary in their means of producing a paper or electronic return and, therefore, do not prescribe how the data is transmitted to the local authority. It is the responsibility of the local authority to provide a means of transferring data between the provider and the local authority.

2.5 Data checking and validation

Census data is used by the department's policy divisions, other government departments, local authorities, schools, external agencies and educational researchers. The data is also used for funding purposes and accuracy of data is therefore paramount.

The software may contain a series of 'data checks' which help to identify and correct errors and inconsistencies in the data prior to generating the census return. Please go through this process carefully as it will substantially reduce the number of validation errors in the return and the work needed subsequently to resolve these.

Local authorities must ensure that every return from providers or from Childminder Agencies (CMAs) has been authorised by the head of the establishment.

2.6 Resolving conflicts

Errors and inconsistencies in the data are resolved between the local authority and the provider before the full return for the local authority is run. Local authorities must advise their providers of the means by which this process will be undertaken.

2.7 Generation of the early years census return by the local authority

This guide is to be read in conjunction with the early years census business and technical specification which is published on the department's website.

For the individual level data collection you will need to export your data from the spreadsheet or database you are using and load it into the department's COLLECT system.

The business and technical specification outlines the requirements for a single data file from each EY setting within an authority. If there are, for example, 120 EY settings within your authority then the department will expect 120 files with each one containing a return from a setting. Each file must contain data as outlined in the specification in respect of content, structure, and format.

2.7.1 CSV to XML converter spreadsheet

The department can only accept data that conforms to the xml structure as per the specification. If the data is organised in any other way then it will not load and will not be validated. In these circumstances, the data will need to be reformatted in such a way as to bring it in line with the specification.

A single file per setting is required that complies with the structure and format as set out in the specification and this should, ideally, be an xml file. However, if the local authority

has generated a csv file (which is compliant with the structure in the specification) then this may be rendered loadable if it is passed through the csv to xml converter tool that the department makes available. This tool outputs a correctly formatted xml file that can then be uploaded into COLLECT. Please contact the data collection helpdesk to request this converter by completing a service request [form](#).

2.7.2 Data entry spreadsheet

The department provides a data entry spreadsheet which enables the input of file header and individual pupil record information. On completion of entry of the data the file can then be converted to xml format, via the spreadsheet, to allow for uploading to COLLECT. The availability of the data entry spreadsheet will be announced in the early years census 'early warning' and 'final readiness' news bulletins and published on the department's [website](#).

2.8 Sending the early years census return to the department

Local authorities will submit the required data to the department via COLLECT using the following steps:

- log onto the department's secure website.

- to upload a file either:

    o upload a single establishment file - access COLLECT as many times as you wish and upload single files (drip feeding)

  or

    o upload a ZIP file containing the files from many individual establishments - COLLECT will "unpack" the ZIP file and load and validate your data return

Successfully loaded data is subjected to validation. If you have loaded a ZIP file containing data from many providers then the validation process may take some time.

After validation is complete you are able to view your data return and observe the validation outcomes and decide if any further action is required in response to them. For example, you may need to query something with a setting and return to COLLECT to make a change to the data. You may wish to run a report from COLLECT or export the validated data set so that you can use it in another system. Ultimately you must 'approve' the data so that the department can consider it to be finalised.

The above is a brief outline of the process. Prior to the data collection you will be able to access detailed COLLECT guidance documentation. Availability of this guidance will be announced in the early years census 'early warning' and 'final readiness' news bulletins and published on the department's [website](#).

3. Preparation – data items required

3.1 Introduction

Most of the data items collected in the early years census are those which a provider is expected to use to secure funding and for its own purposes. The majority of items will be kept up to date as part of normal business processes.

Sections 4 and 5 give detailed information of all the data items that are required for the census

3.2 Data to be collected in the early years census

The early years census collects two sets of data:

Data level	Description
Establishment level	Data relating to the PVI early education provider.
Pupil / child level	Data relating to the individual child taking up funded early education

The data items are fully defined in the business and technical specification and the CBDS. Additionally, codesets for individual data items are given at section 8.

4. Establishment level

This section lists in detail the data items required for the establishment level of the early years census

4.1 Establishment characteristics module

4.1.1 Local authority (LA) Number

The local authority three digit code identifies a particular local authority. The local authority number represents the one that is responsible for funding children within the setting. It relates to the geographical area within which the provider is situated.

Please note: This is also important for agency-registered childminders (CMs) as a childminder agency (CMA) may operate across a number of local authorities with CMs based in different local authorities. The census return is to be sent to the local authority which funds the CM (which will be the local authority in which the CM operates). It is vital that this is correct as errors may affect the calculation of the local authority dedicated school grant (DSG) and the recording of take-up figures at local authority level.

4.1.2 Establishment unique reference number

The local authority issued unique reference number (URN) for the EY provider must be used by all PVI providers and independent CMs submitting a census return direct to the local authority . As CMAs are not required to give their registered CMs a reference number, local authorities must allocate a URN for each return submitted by a CMA on behalf of their CMs before submitting data to the department.

4.1.3 Ofsted EY URN

The Ofsted unique reference number for the EY provider. A 6 digit number prefixed by 'EY'. Ofsted will also provide the reference number for CMAs. CMs registered with agencies will not have an Ofsted EY URN.

4.1.4 Establishment name

EY provider establishment name in full.

4.1.5 Telephone number

Main EY provider telephone number which is used for official purposes.

4.1.6 Postcode

The code allocated by the post office to for the establishment address.

4.1.7 Category of EY provider

Shows the category of provision – eg private or voluntary (see codeset at section 8).

4.1.8 EY Provider category other

Shows the category of provision where the category is not one of the named values. Accompanying textbox only applicable where 'category of EY provider = OTHR' - see codeset at section 8.

4.1.9 Type of EY setting

Shows the type of provider eg day nursery - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' (other providers do not need to complete this and should leave it blank) - see codeset at section 8.

4.1.10 EY setting type other

Shows the type of setting where the EY setting is not one of the named values in the codeset. Accompanying textbox only applicable where 'type of EY setting = OTH' - see codeset at section 8.

4.1.11 EY day care

Whether full day or sessional care is provided - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' - see codeset at section 8. Other providers do not need to complete this and should leave it blank.

4.1.12 EY day care other

Shows the type of day care where the care provided is not one of the named values. Accompanying textbox only applicable where 'type of day care = 'O''. Other providers do not need to complete this and should leave it blank.

4.1.13 Continuous opening

Indicates whether or not the provider is open continuously throughout the day.

4.1.14 Maintained school relationship

Indicates whether or not an EY provider operates on the premises of a maintained school, or has a contract or partnership agreement with a maintained school.

4.1.15 Other establishment partnership

Indicates whether or not an EY provider works in partnership with another establishment to provide funded early education.

4.1.16 EY hours open per week

Number of hours each week that the EY provider is open for (to the nearest half hour, and where the half hour is represented by 0.5).

4.1.17 EY weeks open per year

Number of weeks per year that the EY provider is open for (to the nearest half week, and where the half week is represented by 0.5).

4.1.18 EY funding weeks

For how many weeks in the current calendar year is the provider open and funded by the local authority (to the nearest half week, and where the half week is represented by 0.5). This item is only mandatory for providers open and funded for more than 38 weeks.

4.2 Staff information module

4.2.1 Types of staff qualifications

Staff qualifications are collected for all staff within the establishment and those directly working with 2, 3 and 4 year old children. The collection requirements are given below.

4.2.2 Total teaching staff at establishment

The total number of teaching staff, both paid and unpaid, at an establishment from which EY data is collected. Includes EY and other staff.

4.2.3 Total staff at establishment with a full and relevant level 2 qualification

Those of the total teaching staff with a full and relevant level 2 qualification.

4.2.4 Total staff at establishment with a full and relevant level 2 qualification and with GCSE Maths at grade C or above – or an equivalent qualification

Those of the total teaching staff with a full and relevant level 2 qualification and with GCSE Maths at grade C or above – or an equivalent qualification.

4.2.5 Total staff at establishment with a full and relevant level 2 qualification and with GCSE English at grade C or above – or an equivalent qualification

Those of the total teaching staff with a full and relevant level 2 qualification and with GCSE English at grade C or above – or an equivalent qualification.

4.2.6 Total staff at establishment with a full and relevant level 3 qualification or level 3 Early Years Educator qualification and with GCSE Maths at grade C or above – or an equivalent qualification

Those of the total teaching staff a full and relevant level 3 qualification or level 3 Early Years Educator qualification and with GCSE Maths at grade C or above – or an equivalent qualification.

4.2.7 Total staff at establishment with a full and relevant level 3 qualification or level 3 Early Educator qualification and with GCSE English at grade C or above – or an equivalent qualification

Those of the total teaching staff with a full and relevant level 3 qualification or level 3 Early Educator qualification and with GCSE English at grade C or above – or an equivalent qualification.

4.2.8 EY staff with a full and relevant level 3 qualification (gained pre September 2014) working with 2, 3 and 4-year-old children

Those of the teaching staff with a full and relevant level 3 qualification (gained pre September 2014) who are working directly with 2, 3 and 4-year-old children.

4.2.9 EY staff with a level 3 Early Years Educator qualification (gained post September 2014) working with 2, 3 and 4-year-old children

Those of the teaching staff with a level 3 Early Years Educator qualification (gained post September 2014) working directly with 2, 3 and 4-year-old children.

4.3 Pupil/child statistics module

4.3.1 Number of 2 year olds

Total number of 2 year olds accommodated (funded and non-funded pupils). Zero means none at this age.

4.3.2 Number of 3 year olds

Total number of 3 year olds accommodated (funded and non-funded pupils). Zero means none at this age.

4.3.3 Number of 4 year olds

Total number of 4 year olds accommodated (funded and non-funded pupils). Zero means none at this age.

5. Pupil / child level

This section lists in detail the data items required for the pupil/child level of the early years census.

5.1 Pupil / child identifiers module

5.1.1 Pupil / child surname

Full legal surname, as the provider / local authority believes it to be (providers / local authorities are not necessarily expected to have verified this from a birth certificate or other legal document).

5.1.2 Pupil / child forename

In full, not shortened or familiar versions.

5.1.3 Pupil / child middle name

In full, not shortened or familiar versions. If child has no middle name(s) then this field must be left blank.

5.1.4 Pupil / child preferred surname

Surname (as written) most commonly used in the provider.

5.1.5 Date of birth

The child's date of birth.

5.1.6 Gender

Gender of child - see codeset at section 8.

5.2 Pupil / child characteristics module

5.2.1 Child ethnicity

Ethnicity is collected for all pupils and records the ethnicity as stated by the parent / guardian and / or child (in the case of a child without a parent / guardian). Ethnicity is a personal awareness of a common cultural identity and relates to how a person feels and not how they are perceived by others. It is a subjective decision as to which category a person places themselves in and does not infer any other characteristics such as religion or country of origin.

The establishment must not ascribe any ethnicity to the pupil. This information **must** come from the parent / guardian. Where the ethnicity has not yet been collected this is

recorded as 'NOBT' (information not yet obtained). If a parent has refused to provide ethnicity, 'REFU' (refused) is recorded and returned

The ethnicity codeset reflects categories used in the 2001 national population census, with additional categories for Travellers of Irish heritage, Sri Lankan other and pupils of Gypsy/Roma heritage

If the national population census categories do not meet the needs of local monitoring, local authorities may use the departmentally approved list of extended categories (at section 8).

5.2.2 Funded hours

The number of hours funded per week by the local authority for the child at the provider (to the nearest 0.5 hour).

5.2.3 Hours at setting

The total number of local authority funded and unfunded hours that the child spends at the provider per week (to the nearest 0.5 hour).

5.2.4 Total funded spring hours

Where the provider is funded for more than 38 weeks of the year, the number of hours for which the local authority is paying for the child between 1 January and 31 March (required to the nearest 0.5 hour).

5.2.5 Basis for funding

The basis on which a 2 year old has been funded for an early education place. This information will be provided for the early years census by the local authority providing the funding for the 2 year old child rather than the early years setting that provides the education for that child. This data item is **NOT** required for 3 and 4 year olds.

Children may meet more than one criterion given in the codeset below and each that applies should be returned in the census.

Code	Description
ECO	Economic criteria
HSD	High-level SEN or disability
LAA	Looked after or adopted from care

Since this data item is to be populated by the local authority, it is not included in the data collection template in annex A.

5.2.6 Early years pupil premium [used for funding]

All three and four year olds are entitled to up to 15 hours per week of government funded early education for 38 weeks of the year. Children are eligible for EYPP if they are receiving any hours of early education and:

- meet the benefits related criteria for Free School Meals (please note: meals delivered as part of the universal entitlement are **not** FSM)

- are in the care of the local authority (in England and Wales))

- have left care (in England or Wales) through:

    o adoption

    o special guardianship

    o a child arrangement order (formally known as a residence order)

This field also records the basis of eligibility:

d) [EE] – eligible through economic reasons: where they are eligible via the benefits related criteria for FSM

e) [EO] – eligible through other reasons: where they are eligible due to being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order

f) [EB] – eligible through both reasons: where they are eligible through both economic and other reasons

g) [EU] – eligible through unknown basis: where the establishment knows the child is eligible for EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why they are eligible

5.3 Special educational needs module

5.3.1 SEN provision

The special educational needs and disability provision types are consistent with the 2015 SEND Code of Practice see codeset at section 8.

With respect to code 'S' – statement of SEN, where a child had a statement prior to 1 September 2014, this may be retained (until 2018). There should be no new statements within this census, with children being provided with an education, health and care (EHC) plan.

5.4 Individual level data on funded 2 year olds

Individual child level data is required in the 2017 early years census for all funded 2, 3 and 4 year olds. Individual child level data is not required for non-funded 2, 3 and 4 year olds.

5.5 Home information module

Address information should be provided in whichever format the data is currently held within a management information system – in either BS7666 format or Address Line format. Postcode **must** be provided with either format. The unique property reference number (UPRN) is introduced on a voluntary basis from 2017 and, like the postcode, may be provided with either format.

A valid BS7666 address will contain a minimum of SAON (the dwelling), the street and at least one of locality, town, administrative area or post town. For a line address, the minimum of address line 1 plus one other address line must be provided. However, up to a maximum of five lines are available for the address, if required.

5.5.1 Secondary addressable object name (SAON)

The secondary addressable object name (SAON) is the flat, apartment name or number or other sub-division of a dwelling (sub-dwelling) eg 'Flat 2b'.

5.5.2 Primary addressable object name (PAON)

The primary addressable object name (PAON) is the dwelling name and / or number eg '27'.

5.5.3 Street

Street name or street description that has been allocated to a street by the street naming authority eg 'Lane Street'.

5.5.4 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right eg 'Local Area'.

5.5.5 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district eg 'Townbury'.

5.5.6 Administrative area

The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary authority, an island or island group, or London eg 'Countyshire'.

5.5.7 Post town

The post office usually assigns these based on sorting office eg 'Postaltown'.

OR

5.5.8 Address line 1

First Line of Address eg 'Flat 2b'.

5.5.9 Address line 2

Second Line of Address eg '27, Lane Street'.

5.5.10 Address line 3

Third Line of Address eg 'Local Area'.

5.5.11 Address line 4

Fourth Line of Address eg 'Townbury'.

5.5.12 Address line 5

Fifth Line of Address eg 'Countyshire'.

AND

5.5.13 Postcode

The code allocated by the post office to identify a group of postal delivery points eg 'XX99 9XX'.

5.5.14 UPRN

The unique property reference number (UPRN) - introduced on a voluntary basis from 2017 (defined by Ordnance Survey as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition) – is, like the postcode, provided with either format.

6. Childminders

6.1 Childminder agencies

Childminder agencies (CMAs) register with and are inspected by Ofsted. Agencies are not childcare providers as they will not directly provide childcare, but, once registered with Ofsted, agencies are able to register individual childminders (and childcare providers on domestic premises) who will provide this service. This means that individual childminders will have a choice: either register directly with Ofsted; or, register with a CMA.

The introduction of CMAs alters the method used by local authorities to collect data and means that the authority will have to collect data from both CMAs (on behalf of all childminders registered with the agency) as well as from independent childminders.

6.1.1 Independent childminders

Independent childminders who are registered with Ofsted will be required to submit a childminder return to their local authority.

Local authorities with childminder networks (who previously submitted aggregated returns for the network) are now required to submit an individual return for each independent childminder.

6.1.2 Childminder agencies

CMAs will be required to submit an individual level return for each childminder registered with them to the childminder's home local authority (ie the local authority within which geographical area the childminder is located).

In both instances (6.1.1 and 6.12) the childminder and any colleagues working with them, are recorded as the number of staff. For example, a childminder working together with another childminder and an assistant would be recorded as three staff.

Please note: The [Childcare Act 2006](#) indicates that if four or more adults work together to provide childcare on domestic premises then they are either classified as an early or later years childcare provider or both (depending on which Ofsted register they are registered on). Therefore, an individual childminder working with three or more adults will need to be recorded as an early years provider (private, voluntary or other) in the census.

6.1.3 Childminder provider category

The childminder provider category is completed by providers with a category of 'CHMD' (childminder).

Code	Description
AGY	Part of a child-minding agency
IND	Individual child minder

7. Further information

For further advice on the completion of any part of the census return, providers should contact their local authority in the first instance.

If there are any questions which the local authority cannot resolve, then these should be directed to the department's Service Desk by completing a [service request form.](#)

This document is posted on the department's [website](#).

8. Codesets

Gender

Code	Description
0	Not known (gender has not been recorded). Also covers gender of unborn child.
1	Male
2	Female
9	Not specified (indeterminate; unable to be classified as either male or female)

SEN provision

Code	Description
N	No special educational need
S	Statement
E	Education, health and care plan
K	SEN support

Please note: Statements were phased out from September 2014 and no new statements may be issued. Statements will cease from 2018.

Category of EY provider

Code	Description
PRIV	Private
VOLY	Voluntary
INDS	Registered independent school
LADN	LA day nursery
OTHR	Other
CHMD	Childminder

EY setting type

Code	Description
DNS	Day nursery
PPS	Playgroup or pre-school
NUR	Nursery school
FCI	Family/combined/integrated centre
SSM	Sure start children's centre - main centre site
SSL	Sure start children's centre - linked provider
OTH	Other

EY day care

Code	Description
F	Full day
S	Sessional day
O	Other day care

Ethnicity

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	**White - British**	**WBRI**	**White - British**	**White**	**WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used**
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the **extended** categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	**White - Irish**	**WIRI**	**White - Irish**	**White**	
WIRT	**Traveller of Irish heritage**	**WIRT**	**Traveller of Irish heritage**	**White**	
WOTH	**Any other white background**	**WOTH**	**Any other white background**	**White**	**WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.**
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegran and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the **extended** categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	**Gypsy / Roma**	**WROM**	**Gypsy / Roma**	**White**	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (eg Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - eg pupils with mixed Gypsy/Roma heritage

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MWBC	**White and Black Caribbean**	**MWBC**	**White and Black Caribbean**	**Mixed/Dual background**	
MWBA	**White and Black African**	**MWBA**	**White and Black African**	**Mixed/Dual background**	
MWAS	**White and Asian**	**MWAS**	**White and Asian**	**Mixed/Dual background**	**MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.**
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the **extended** categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	**Any other mixed background**	**MOTH**	**Any other mixed background**	**Mixed/Dual background**	**MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.**
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the **extended** categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	**Indian**	**AIND**	**Indian**	**Asian or Asian British**	
APKN	**Pakistani**	**APKN**	**Pakistani**	**Asian or Asian British**	**APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.**
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri	APKN	Pakistani	Asian or	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
	Pakistani			Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the **extended** categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	**Bangladeshi**	**ABAN**	**Bangladeshi**	**Asian or Asian British**	
AOTH	**Any other Asian background**	**AOTH**	**Any other Asian background**	**Asian or Asian British**	**AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.**
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the **extended** categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	**Black Caribbean**	**BCRB**	**Black Caribbean**	**Black or Black British**	**Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.**
BAFR	**Black - African**	**BAFR**	**Black - African**	**Black or Black British**	**BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.**
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the **extended** categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	**Any other Black background**	**BOTH**	**Any other Black background**	**Black or Black British**	**BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.**
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the **extended** categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
CHNE	**Chinese**	**CHNE**	**Chinese**	**Chinese**	**CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.**
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the **extended** categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	**Any other ethnic group**	**OOTH**	**Any other ethnic group**	**Any other ethnic group**	**OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.**
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the **extended** categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	**Refused**	**REFU**	**Refused**	**Refused**	
NOBT	**Information not yet obtained**	**NOBT**	**Information not yet obtained**	**Information not yet obtained**	

Annex A – Data collection template

<table>
<tr><td colspan="4">Data collection template for private, voluntary and independent providers of early education for children aged two, three and four years old (as at 31 December 2016)

January 2017

Action by: xx/xx/2017

Date of issue: xx/xx/2017</td></tr>
</table>

<table>
<tr><td colspan="4">Section 1A - Provider details [for ALL returns]</td></tr>
<tr><td colspan="4">Local authority name</td></tr>
<tr><td colspan="4">Local authority number</td></tr>
<tr><td colspan="4">LA Establishment URN (issued to provider)</td></tr>
<tr><td colspan="4">OFSTED URN (if applicable)</td></tr>
<tr><td>Provider name</td><td>1a</td><td></td><td></td></tr>
<tr><td>Postcode</td><td>2a</td><td></td><td></td></tr>
<tr><td>Telephone</td><td>3a</td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">Section 1B – Childminder agency details [where providers are registered with an agency]</td></tr>
<tr><td colspan="4">Local authority name</td></tr>
<tr><td colspan="4">Local authority number</td></tr>
<tr><td colspan="4">OFSTED URN</td></tr>
<tr><td>Agency Name</td><td>1b</td><td></td><td></td></tr>
<tr><td>Postcode</td><td>2b</td><td></td><td></td></tr>
<tr><td>Telephone</td><td>3b</td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">Section 2 - General details of provision (ie boxes 8 to 53) Note: This relates to ALL children in your care</td></tr>
<tr><td colspan="4">Section 2A - Category of provider</td></tr>
<tr><td>i. Private</td><td>4</td><td></td><td>Go to boxes 11-33</td></tr>
<tr><td>ii. Voluntary</td><td>5</td><td></td><td>Go to boxes 11-33</td></tr>
<tr><td>iii. Registered independent school</td><td>6</td><td></td><td>Go to box 34</td></tr>
<tr><td>iv. Local authority day nursery</td><td>7</td><td></td><td>Go to box 34</td></tr>
<tr><td>v. Childminder type</td><td>8</td><td></td><td>Go to box 34</td></tr>
<tr><td>vi. Other</td><td>9</td><td></td><td>Go to box 10</td></tr>
<tr><td>If you have ticked 'other' (box 9) please specify:</td><td>10</td><td></td><td>Go to box 34</td></tr>
</table>

Section 2B - to be completed by private or voluntary providers only

Type of care (as specified in your OFSTED registration document)

	Full day care		Sessional day care		Other day care	
i. Day nursery	11		18		25	
ii. Playgroup or pre-School	12		19		26	
iii. Nursery school	13		20		27	
iv. Family/combined/integrated centre	14		21		28	

v. Sure start children's centre - main centre site	15	22		29	
vi. Sure start children's centre - linked provider	16	23		30	
vii.Other	17	24		31	

If you ticked 'other' type (boxes 17,24 and 31) please specify: 32 [   ]

If you ticked 'other' care (boxes 25-28) please specify: 33 [   ]

Section 2C

If you are not open on the census date please record your hours during a normal week.

	Yes	No
Are you continuously open during the day?	34 [ ]	35 [ ]

Do you operate on the premises of a maintained school or have a contract or partnership agreement with a maintained school?

36 [   ] 37 [   ]

Do you work in partnership with another establishment to provide funded early education?

38 [   ] 39 [   ]

How many hours are you open each week? 40 [   ]

How many weeks are you open each year? 41 [   ]

How many weeks in the current calendar year is the provider open and funded by the local authority?

42 [   ]

Staff

Total number of teaching staff, both paid and unpaid? 43 [   ]

Total number of teaching staff that have a full and relevant level 2 qualifications? 44 [   ]

Total number of teaching staff that have a full and relevant level 2 qualification and with GCSE Maths at grade C or above (or equivalent)? 45 [   ]

Total number of teaching staff that have a full and relevant level 2 qualification and with GCSE English at grade C or above (or equivalent)? 46 [   ]

Total number of teaching staff that have a full and relevant level 3 qualification or level 3 Early Years Educator qualification and with GCSE Maths at grade C or above – or an equivalent qualification? 47 [   ]

Total number of teaching staff that have a full and relevant level 3 qualification or level 3 Early Years Educator qualification and with GCSE English at grade C or above – or an equivalent qualification? 48 [   ]

How many teaching staff, both paid and unpaid, do you have with a full and relevant level 3 qualification (gained pre September 2014) working with 2, 3 and 4 year old children? 49 [   ]

How many teaching staff, both paid and unpaid, do you have with a level 3 Early Years Educator qualification (gained post September 2014) working with 2, 3 and 4 year old children? 50 [   ]

Number of children by age

Number of 2 year olds? 51 [   ]

Number of 3 year olds? 52 [   ]

Number of 4 year olds? 53 [   ]

Section 3: Child level data items

Child level data is required from any PVI setting where one or more of their children (aged 2, 3 and 4 years as at 31 December 2016) are receiving early education funded by the department.

Surname	Forename	Middle names	Date of birth	Gender	Child preferred surname	Child ethnic code	Number of funded hours at provider	Total number of hours at provider	Total funded spring hours	SEN provision	Address 1	Address 2	Address 3	Address 4	Address 5	Postcode	UPRN (where provided by MIS)

Annex B – Guide for data collection template

Information about children

Please record the normal situation during the week beginning 16 January 2017. If children are temporarily absent, for example, sick or on holiday, please include them. If the provider was temporarily closed for any reason, record the situation which would have applied during the week.

Section 2: General details of provision (ie boxes 4-50)

Note: This relates to ALL children in your care.

Section 2A - All types of provider must complete this section

Please tick the appropriate box to indicate the type of facility that you provide having read the guidance below.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, please enter a tick in either section 2Ai or 2Aii and then complete section 2B.

If you are a private or voluntary provider delivering early years provision as a sure start children's centre main centre or as a linked provider, please enter a tick in section 2Ai or ii.

A childminder may be either independently registered with Ofsted or registered with a childminder agency which is registered with Ofsted.

Section 2B: Private or voluntary providers only

You must complete this section if you have ticked either of boxes 2Ai or ii (boxes 4 or 5)

Provision for funded early education is categorised / classified as full day care and sessional day care. These are defined as :

Full day care: Facilities that provide day care for children under 8 for a continuous period of 4 hours or more in any day in premises which are not domestic premises. Boxes 11-17.

Sessional day care: Facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider. Boxes 18-24.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, you should have already ticked either section 2Ai or ii. Now tick section 2Bi, ii, iii, iv, v or vi. Tick 2Bvii only where section 2Bi, ii, iii, iv, v or vi do not apply.

Other type: this category should only be used when a provider definitely does not fit into either of

the categories in section 2Bi, ii, iii, iv, v or vi (boxes 17, 24 and 31).

Other care: this category should only be used when a provider definitely does not fit into full day care and sessional day care (boxes 25-31).

Section 2C - Information about staff in this survey should relate to those who have been present in the week beginning 16 January 2017. If unusual circumstances occur that week (ie if premises were unavailable), please record usual staffing levels.

Information is collected on staff qualifications:
- A full and relevant level 2 qualifications
- A full and relevant level 2 qualification with GCSE Maths at grade C or above (0r equivalent)
- A full and relevant level 2 qualification with GCSE English at grade C or above (or equivalent)
- A full and relevant level 3 qualification (pre-September 2014) or level 3 Early Years Educator qualification (post-September 2014) and with GCSE Mathematics grade C or above (or equivalent)
- A full and relevant level 3 qualification (pre-September 2014) or level 3 Early Years Educator qualification (post-September 2014) and with GCSE English grade C or above (or equivalent).
- a full and relevant level 3 qualification (gained pre September 2014) working with 2, 3 and 4 year old children
- a level 3 Early Years Educator qualification (gained post September 2014) working with 2, 3 and 4 year old children

Section 3: Child level data items

Child level data is required from any PVI setting where one or more of their children
(aged 2, 3 and 4 years as at 31 December 2016) are receiving early years education that
is funded by the department via the local authority .

Child data is required for all children aged 2, 3 and 4 years as at 31 December 2016 that
are receiving early education funded by the department via the local authority.

Child identifiers

Surname
Forename
Date of birth - The child's date of birth.
Gender - Gender of child.
Child preferred surname - The surname most commonly used in the provider.

Child characteristics

Child ethnic code - The codes collected will be those specified for use by the local authority which can be found in CBDS

Funded hours - The number of hours funded by a local authority for the child at the provider (to the nearest 0.5 hour)

Hours at provider - The total number of local authority funded hours and unfunded hours that the child spends at the provider (to the nearest 0.5 hours).

Total funded spring hours - Where the provider is funded for more than 38 weeks of the year, the number of hours for which the local authority is paying for the child between 1 January and 31 March (to the nearest 0.5 hours)

Child SEN

SEN provision - Provision types under the SEND code of practice.

Home information

Postcode - The code allocated by the post office to identify a group of delivery points.
Address line 1 - First line of address.
Address line 2 - Second line of address.
Address line 3 - Third line of address.
Address line 4 - Fourth line of address.
Address line 5 - Fifth line of address.
Unique property reference number – The code allocated by the Ordnance Survey unique to each property. This item is voluntary and only submitted should the data be available within the settings' MI system.