

2006 Childcare and Early Years Providers Surveys Children's Centres

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BMRB Social Research

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Table of Contents

1	Summary and conclusions	1
1.1	Introduction	1
1.2	Characteristics of provision.....	1
1.3	Places and children.....	2
1.4	Characteristics of staff.....	3
1.5	Qualifications of staff.....	3
1.6	Training.....	3
1.7	Recruitment and retention	4
1.8	Income	4
1.9	Conclusions	5
2	Introduction	6
2.1	The Ten Year Strategy for childcare	6
2.2	Objectives of the research	6
2.3	The survey.....	8
2.4	Survey design	8
2.4.1	Questionnaire	9
2.4.2	Sample.....	10
2.4.3	Weighting and grossing	10
2.5	Structure of the report.....	11
2.6	Notes on reading the report.....	11
2.6.1	Notes on numbers.....	11
2.6.2	Notes on tables	12
2.6.3	Notes on trends	12
3	Characteristics of provision	14

3.1	Number of children’s centres	14
3.2	Opening times	15
3.3	Type of services provided	15
3.4	Types of support offered.....	16
3.5	Relationship with Primary Care Trust (PCT)	18
3.6	Types of care offered	18
3.7	Ownership	18
3.8	Charitable status	19
3.9	Length of operation	19
3.10	Business plans.....	19
3.11	Access to computer on site for administrative purposes	20
4	Places and children	21
4.1	Number of places.....	21
4.2	Number of children attending	22
4.3	Ages	23
4.4	Ethnicity	24
4.5	Provider records on ethnicity	25
4.6	Special Educational Needs and/or a disability	25
4.7	Vacancies	26
4.8	Expansion.....	26
4.9	Free early education sessions	27
4.10	Extended free entitlement for three and four year olds.....	28
4.11	Learning.....	28
4.12	Number of weeks open a year	29
4.13	Term time care	29

4.14	Holiday time care	29
5	Characteristics of staff	31
5.1	Number of staff	31
5.1.1	Paid staff	31
5.1.2	Unpaid staff	32
5.1.3	Agency, freelance and supply staff	32
5.2	Age.....	32
5.3	Sex.....	33
5.4	Disability	33
5.5	Ethnicity	34
5.5.1	Ethnicity records	34
5.6	Working hours	34
5.7	Pay levels	35
5.8	Other paid work.....	36
5.9	Staff responsible for early years professional leadership	36
6	Qualifications	39
6.1	Definition of qualifications	39
6.2	Requisite qualifications for childcare staff	40
6.3	Current qualifications	40
6.3.1	Senior Manager.....	41
6.3.2	Supervisory staff.....	41
6.3.3	Other paid staff.....	42
6.4	Qualified Teacher Status (QTS).....	43
6.5	Qualifications being worked towards	44
6.6	Support for staff working towards a childcare qualification.....	45

6.7	Qualifications required of senior managers	45
6.8	NVQ assessors	45
7	Training.....	46
7.1	Views on current levels of training.....	46
7.2	Training plans and budgets.....	46
7.3	Funding	47
7.4	Training provision and type of training provided	48
8	Recruitment and retention.....	49
8.1	Levels of recruitment.....	49
8.2	Senior managers.....	49
8.3	Supervisors	49
8.4	Other paid childcare staff.....	49
8.5	Length of service	49
8.6	Annual staff losses.....	50
8.7	Destination of staff who left.....	50
8.8	Staff turnover	50
8.9	Current vacancies	51
9	Income.....	52
9.1	Deposit or registration fees	52
9.2	Fees.....	52
9.3	Fees charged	52
9.3.1	Average fees for a child aged 18 months.....	52
9.3.2	Average fees for a child aged three years old	53
9.3.3	Typical fees.....	53
9.3.4	Average fees	53

9.4	Change in fees	53
9.5	Income from fees	53
9.6	Tax credits and childcare vouchers	54
9.6.1	Awareness of tax credit.....	54
9.6.2	Awareness of childcare vouchers	54
9.6.3	Fees paid using childcare vouchers or by parent’s employers	55
9.7	Income from local authority and central government.....	55
9.8	Income from other sources.....	55
9.9	Total income.....	56
9.10	Breaking even	57
9.11	Profitability of providers.....	57
10	Terminology and definitions	i

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1 Summary and conclusions

1.1 Introduction

The Department for Children, Schools and Families (DCSF) commissioned BMRB to undertake eight surveys to collect information about childcare and early years provision and its workforce. This report outlines the findings for children's centres and is based on interviews with the senior manager at 250 centres sampled from the Ofsted database.

Data have been weighted and grossed to provide national estimates.

1.2 Characteristics of provision

In 2006, the total number of children's centres was 823.

Up until 2006, children's centres have been based in the most disadvantaged areas. Therefore, as would be expected, eight out of ten centres (79 per cent) were based in the 30 per cent most deprived areas. It is planned that between 2006 and 2008, children's centres will continue to grow in these areas but will also move into more advantaged areas as well.

Nearly all (96 per cent) centres provided access to childcare on site. Overall half (52 per cent) provided childcare directly, 28 per cent via links with other organisations, 15 per cent by both means and four per cent said they didn't know¹.

Similarly, nearly all (95 per cent) children's centres provided family support services. A quarter (25 per cent) provided them directly through the centre, 40 per cent provided them via links with other organisations and 30 per cent said it was through a combination of both the children's centre and via links with other organisations.

Various types of support were offered. The most common types offered by children's centres were literacy, language or numeracy programmes for parents or carers with basic skills needs (88 per cent), support for parents with disabled children (including learning disabilities) (88 per cent), support for lone parents (86 per cent) and support for teenage parents (84 per cent)².

¹ This question was asked of all centres, not just those that provided childcare on-site. A number of centres will provide childcare off-site, so it was felt the question would still be relevant for all settings.

² It should be noted that support services covered in the questionnaire were not spontaneously mentioned by respondents, but were determined prior to the interview by the research team and respondents were asked whether their centre provided the specific service.

Children's centres were asked to rate their relationship with their local Primary Care Trust (PCT) at a delivery level. Generally responses were positive. A fifth (20 per cent) said the relationship was excellent and 40 per cent said it was good. A third (32 per cent) said the relationship was developing and just four per cent said it was poor.

Children's centres offer a wide range of childcare. The most common types of care offered were full day care for children under five (84 per cent) and sessional care for children under five (61 per cent).

Most children's centres have been developed from earlier Sure Start funded programmes. In 2006, half (50 per cent) were managed or jointly managed by the Local Authority. In addition to local authority led provision, children's centres have also been developed from other existing 'early years' provision including voluntary organisations (20 per cent) and the private sector (17 per cent).

The majority (61 per cent) of children's centres had been operating for two years or less.

1.3 Places and children

The estimated number of active Ofsted registered places in full day care in children's centres was 37,750.

The estimated number of children attending full day care in children's centres in 2006 was 40,050. The average number of children attending was 66 per setting.

The overwhelming majority of children attending full day care in children's centres were pre-school children aged under five years old (94 per cent).

The average proportion of children attending full day care in children's centres that were from a black and minority ethnic (BME) group was 24 per cent per setting³, approximately 10,250 children.

Overall there were approximately 3,450 children with special educational needs (SEN) or a disability. The average proportion of children attending full day care in children's centres who had SEN or a disability was eight per cent per setting.

In 2006 there were approximately 6,600 vacant full day care places in children's centres, about 12 vacancies per provider.

On average providers were open for 50 weeks a year and four-fifths (80 per cent) were open for 50 weeks or more.

³ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Appendix.

1.4 Characteristics of staff

In 2006, there were approximately 9,300 paid staff working within full day care provision in children's centres.

The average number of hours worked by all staff was 34 hours.

The average hourly rate in 2006 was £9.30. Overall average pay was higher in local authority run centres (£10.50) and centres based in London (£12.00).

On average four per cent of paid staff did other paid work in addition to working for the provider sampled in the 2006 survey.

1.5 Qualifications of staff

Amongst all paid full day care staff working in children's centres 91 per cent had a qualification (levels one to eight) related to working with children and young people and six per cent had no relevant qualifications at all.

Ninety-one per cent of all paid staff held at least a level two qualification, 80 per cent held at least a level three qualification and 13 per cent a level five qualification.

Overall, a tenth (10 per cent) of all staff held a level six qualification or above.

Ninety-four per cent of senior managers held a level three qualification or above, 36 per cent of senior managers held a level five qualification or above and 31 per cent held a level six qualification or above.

Ninety-five per cent of supervisory staff held a level three qualification.

Seventy-two per cent of other paid childcare staff held at least a level two qualification.

Among all paid childcare staff, a quarter (27 per cent) were working towards a qualification (levels one to eight).

1.6 Training

The majority (78 per cent) of centres said they thought the amount of training that their staff had received in the last year was *about right*. A sizeable minority (15 per cent) said they thought it was *too little*.

The majority (85 per cent) of full day care providers within children's centres had a written training plan and 87 per cent of providers had a training budget.

Almost all (99 per cent) full day care providers in children's centres had received government funding for training (including local authority funding, Early Years Development and Childcare Partnership (EYDCP) and Sure Start).

Nearly all providers (98 per cent) helped their staff to receive some kind of training that was not directly related to a specific childcare qualification.

First aid was by far the most common type of training offered by 60 per cent of providers. Other common types of training offered were food hygiene (46 per cent), childcare training including courses on creative play (44 per cent), child protection (42 per cent), health and safety training (34 per cent) and courses on SEN/Disability/Inclusion (23 per cent).

1.7 Recruitment and retention

The number of childcare staff recruited by full day care providers in children's centres in the last 12 months was approximately 2,695, an average of four members of staff per provider. The overall recruitment rate was 36 per cent⁴.

Three-fifths (57 per cent) of all providers had at least one member of staff leave in the last 12 months. In total around 850 staff, an average of one per setting, had left.

The turnover rate in 2006 was 11 per cent⁵.

The employment growth rate was 25 per cent⁶.

For a full explanation as to the how the recruitment, turnover and employment growth rates are calculated please see section 1.7.4 in the Technical Appendix, which is available for download at: www.dcsf.gov.uk.

In 2006, 31 per cent of full day care providers based in children's centres were currently actively trying to recruit childcare staff.

1.8 Income

Many providers were unable to say how much they received in income from various sources. Thus, the figures provided should be treated with caution.

The overall average charge for full day care provision in children's centres was £2.50 per hour.

⁴ For details of how the recruitment rate is calculated, see section 1.7.4 of the Technical Appendix.

⁵ For details of how the turnover rate is calculated, see section 1.7.4 of the Technical Appendix.

⁶ For details of how the employment growth rate is calculated, see section 1.7.4 of the Technical Appendix.

In terms of income sources, the largest proportion (54 per cent) came from the Government. Average total income per year was around £267,600.

Overall only 12 percent of providers had made a profit or a surplus, 28 per cent had covered their costs and 37 per cent had made a loss. A quarter (23 per cent) were unable to say.

1.9 Conclusions

The Sure Start Children's Centres programme is relatively new and many centres will still be developing the services they offer. Encouragingly the majority already provide a wide range of support services for the local community. Nearly all centres provided childcare, predominantly full day care as the Government intended.

The staff working within the children's centre full day care provision are largely meeting the Government's requirements in terms of qualifications. Although, as with the full day care sector as a whole, there is still a long way to go to achieve the target of a graduate professional leading every setting. It will be interesting to monitor the impact of the Transformation Fund, to see if real progress is made on this front in the next few years.

There are some concerns regarding the sustainability of the childcare provided by children's centres, with approximately half of their income coming from Government sources and a large proportion saying they were operating at a loss. However, many centres will have incurred one-off costs as they setup and extend the services they offer, with many still in a developmental phase, but this will be something that needs to be monitored in the upcoming years to ensure children's centres remain viable.

2 Introduction

2.1 The Ten Year Strategy for childcare

The Government's *Ten Year Strategy* for early years and childcare, published in December 2004, outlined a number of key principles and objectives:

- *Choice and Flexibility* - greater choice for parents in how they balance their work commitments and family life;
- *Availability* – flexible, affordable, high quality childcare for all families with children aged up to 14 who need it;
- *Quality* - high quality provision delivered by a skilled early years and childcare workforce; and
- *Affordability* – families to be able to afford flexible, high quality childcare that is appropriate for their needs.

The Government's vision is to ensure that every child gets the best start in life, and to give parents more choice about how to balance work and family life. By 2010, all three and four year olds will be entitled to 15 hours a week of free high quality care, for 38 weeks a year and there will be an out of school childcare place available for all children aged three-14 from the hours of 8am-6pm every weekday for those who need it. This will be accompanied by a package of new measures to help address the issue of affordability of childcare, such as the recent change to the tax credit system.

To support this, and to help improve the quality of childcare, there is to be a radical reform of the workforce. This will include all full day care settings being professionally led, improved qualifications and status of early years' and childcare workers and training opportunities for childminders and other home-based carers which will enable more of them to achieve level three qualifications.

A Transformation Fund of £250m over the period April 2006 to August 2008 will support investment to attempt to raise the quality of the early years' workforce without undermining efforts to improve affordability.

2.2 Objectives of the research

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available.

The DCSF carried out surveys amongst childcare and early years providers in 1998, 2001, 2003 and 2005. The 2006 providers series consists of separate surveys for the following eight childcare and early years settings:

Childcare

- Full-day childcare
- Sessional childcare
- Out-of-school childcare
- Childminders
- Children's centres

Early years

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

This report presents findings from registered Sure Start Children's Centres.

Sure Start Children's Centres are places where children under five years old and their families can receive integrated support services and information, and where they can access help from multi-disciplinary teams of professionals. The Government has said that they are committed to delivering a Sure Start Children's Centre for every community by 2010.

Sure Start Children's Centres in the most disadvantaged areas will offer the following services:

- good quality early learning combined with full day care provision for children (minimum 10 hours a day, five days a week, 48 weeks a year);
- good quality teacher input to lead the development of learning within the centre;
- child and family health services, including ante-natal services;
- parental outreach;
- family support services;
- a base for a childminder network;
- support for children and parents with special needs, and;
- effective links with Jobcentre Plus to support parents/carers who wish to consider training or employment.

In more advantaged areas, although local authorities will have flexibility in which services they provide to meet local need, all Sure Start Children's Centres will have to provide a minimum range of services including:

- appropriate support and outreach services to parents/carers and children who have been identified as in need of them.
- information and advice to parents/carers on a range of subjects, including: local childcare, looking after babies and young children, local early years provision (childcare and early learning) and education services for three and four year olds.
- support to childminders.
- drop-in sessions and other activities for children and carers at the centre.
- links to Jobcentre Plus services.

2.3 The survey

The childcare survey examines the key characteristics of childcare and early years provision and its workforce:

- Provider characteristics (ownership, opening times, length of operation);
- Number of places and children attending (number of places, ages, ethnicity, free early education sessions, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- Recruitment and retention (level of recruitment, retention rates, vacancies);
- Income (income, fees, funding, childcare vouchers, tax credits, business performance).

2.4 Survey design

This report is based on 250 interviews conducted with senior managers⁷ of Sure Start Children's Centres, or in small number of cases, an alternative senior member of staff. Other childcare surveys were conducted with 3,322 senior managers of full day care providers, 1,172 senior managers of sessional providers, 1,754 senior managers of out of school provision and 723 childminders.

⁷ No specific definition was provided for 'Senior Manager'. Settings decided themselves who best fitted this description.

Children's centres provide a range of different childcare. Some will provide just one type of care whilst others provide multiple types of care. In order for the data to be meaningful, it is important we are clear as to exactly what respondents are referring to, when responding to the survey. It would also place too great a burden on respondents if they were expected to answer questions on multiple types of care. Therefore children's centres were asked to focus on just one type of care. If a centre provided full day care, they were asked to focus on this type of care when answering the questions. If they did not provide full day care, but provided sessional day care they were asked to focus on this type of care. If they didn't provide full or sessional day care, they were asked to focus on their out of school care, with a priority order of after school care, holiday care, before school care and weekend care. If they didn't provide any childcare, the children's centre skipped the main body of the interview and just answered some general questions on support services offered by the centre.

As full day care was prioritised, the findings are only representative of the full day care provision within Sure Start Children's Centres. Therefore when discussing the specific type of care being provided the report only focuses on full day care.

In this report chapter three looks at children's centres as a whole and chapters four to nine focus on the full day care provision within children's centres.

It should be noted that all childcare provision provided as part of the children's centre offer will also be registered separately with Ofsted e.g. all full day care provided under the umbrella of children's centre care, will also be separately registered as a full day care provision with Ofsted.

At the sampling stage the various sample files (i.e. full day care, sessional, out of school samples) were checked against the children's centre sample to ensure that if they appeared in both, the children's centre sample was prioritised and they were removed from the individual sample files. Therefore there will be no overlap in terms of interviews.

However the full day care discussed in this report should be viewed as a subsection of the overall full day care sample and care should be taken not to double count the provision. The children's centre full day care provision is part of the overall full day care provision and not in addition to it.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres), one for the early years group (nursery schools, primary schools with reception classes and primary schools with nursery and reception classes) and a third for childminders.

Copies of the questionnaires are included in the Technical Appendix to the series and can be downloaded from the DCSF website (www.dcsf.gov.uk).

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations⁸ fully trained telephone interviewers in Ealing. Interviews were carried out between 25th May 2006 and 30th September 2006 .

2.4.2 Sample

The children's centre sample was stratified by Ofsted region⁹ to ensure a representative sample was interviewed in each region. In order to reduce the time it took to complete the interview it was decided that the questionnaires would be divided into two sections. The first section would include core questions to be asked of all respondents and a second section that would consist of one of two modules (module A or B). Module A asked questions on costs and income and module B asked questions on training and recruitment. The sample was randomly divided into two equal groups and assigned to module A or B.

2.4.3 Weighting and grossing

Data are weighted by Ofsted region (as of March 2006) to ensure the figures are representative of children's centres throughout England.

To reduce the burden on providers settings selected in the 2005 sample were excluded when drawing the 2006 sample. As a result any settings that registered after March 2005 had a slightly higher chance of being selected than those that were registered at this date. The data have been weighted to address this.

To reduce both the burden on providers and the overall length of interview settings employing more than a certain number of staff (more than three supervisors or three other paid childcare staff, or two qualified teachers, two nursery nurses or two early years support staff for the early years groups) were asked to randomly select members of staff, rather than having to give details for the whole team. For the childcare groups three members of staff and two members of staff for the early years groups were selected. When selecting the members of staff, respondents were instructed to list them in alphabetical order by surname and pick the first three or two in order to provide a random selection of staff. The data were

⁸ BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre, which later changed its name to Kantar Operations. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. Kantar Operations continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

⁹ Ofsted divides England into eight regions: East; East Midlands; London; North East, Yorkshire & Humberside; North West; South East; South West; and West Midlands.

weighted at a provider level to the true number of staff that each provider employs¹⁰.

In addition, the data were grossed up to the total number of active providers in England.

Full details of the methodology and analysis are included in the Technical Appendix to this report.

2.5 Structure of the report

The report is structured as follows:

Chapter 1	Summary and conclusions
Chapter 2	Introduction
Chapter 3	Characteristics of provision
Chapter 4	Places and children
Chapter 5	Characteristics of staff
Chapter 6	Qualifications
Chapter 7	Training
Chapter 8	Recruitment and retention
Chapter 9	Income

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables grossed up figures are provided along with percentages. These grossed up figures are based on the total number of children's centres registered with Ofsted in March 2006, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business). These grossed up figures are not exact, and like the percentages reported are subject to confidence intervals.

Data have been analysed at both provider level (e.g. characteristics of provision, places and children, income) and staff level (e.g. characteristics of staff such as

¹⁰ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in section 1.5.4 of the Technical Appendix.

age, pay, qualifications). For those questions where analysis is at a staff level the bases noted show the overall number of staff, rather than the number of settings.

Where averages have been used, they have sometimes been given as the mean and sometimes as the medians. The median value is the middle value of a group of numbers. The mean is the sum of all numbers in a group divided by the number of items in the group.

2.6.2 Notes on tables

The unweighted and weighted base numbers are given in the last row of each table

Where respondents can give multiple responses to a question, the sum of the individual responses may be greater than 100 per cent.

Also the percentages in the tables do not always add to 100 per cent due to rounding, and where percentages in the text differ to the sum of percentages in the tables, this too will be due to rounding. Also 'netted' (i.e. where a number of responses have been grouped together) responses may not always equal the sum of the individual responses, again due to rounding.

A * in a table signifies a percentage that is greater than 0 but less than 0.5.

A # signifies a value that is less than 50.

A † signifies a cell where data has not been included due to too small a base size.

A ‡ signifies a cell where data should be treated with caution due to a low base size.

A +/-0 signifies no change from previous years.

PP chge. refers to the percentage point change between two specified periods.

N/A in a table signifies where we are unable to make a comparison with previous years as either the question wasn't asked or the data wasn't available.

Unless otherwise stated the figures referred to are weighted.

2.6.3 Notes on trends

Where appropriate, comparisons are made between these findings and those of the previous childcare workforce surveys (mainly the 2005 survey conducted by BMRB, but in some cases with the 2001 and 2003 surveys conducted by SQW/NOP and MORI respectively). However, some caution must be applied, especially with regard to the 2001 findings, as different data sources were used to weight and gross the data. In 2001, data from the Children's Day Care Facilities Survey (March 2001) were used for weighting and grossing purposes. Both the 2003 and 2005

surveys used Ofsted data for weighting and grossing (which is a more reliable source).

However, the sample for the childcare audiences in 2003 came from a different source – the Childcarelink database held by Opportunity Links. This did not have full details of all providers in all parts of the country and some work was done to obtain the necessary contact details on certain areas. Therefore, there needs to be some caution in comparing results from 2003 with those from 2005 and 2006 due to differences in sampling.

When comparing data with previous years, in the majority of cases the changes have been noted in terms of the percentage point change from year to year. Given the overall change in settings, this allows us to better identify changes in behaviour or a shift in the distribution. However, where specifically analysing a change in numbers, the percentage change has been noted e.g. the number of settings per region.

In places, comparisons are given with the findings relating to the UK workforce and the UK female workforce, taken from the Labour Force Survey (2006). These comparisons include only people who were employed or self-employed. It was decided to give comparisons with the female workforce because most of the childcare workforce is female.

In the 2003 report some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2005 there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas, which is roughly the equivalent to the 20 per cent most deprived wards.

3 Characteristics of provision

This chapter discusses the characteristics of children's centres in operation in 2006. It considers childcare and other support provision, the relationship with other support organisations and centre opening times.

3.1 Number of children's centres

Sure Start Children's Centres are currently focussed on areas of deprivation but by 2010 the Government is committed to delivering around 3,500 Sure Start Children's Centre across the country, one for every community. In 2006, the total number of children's centres was 823¹¹.

Children's centres were not evenly distributed across the regions. As we can see from Table 3.1, in terms of the 30 per cent most deprived areas, 26 per cent were in North East, Yorkshire & Humberside, 20 per cent were in the North West and 18 per cent were in London. The distribution of children's centres reflects this breakdown, with North East, Yorkshire & Humberside accounting for the highest share of centres (24 per cent), with London and the North West second and third (17 per cent each).

¹¹ Sure Start figures March 2006 less a percentage deemed ineligible based on fieldwork codes for the 2006 survey (2.45 per cent). Providers were classified as ineligible if the centre was not open at the time of the interview or if it had closed down.

Table 3.1 Number of children's centres by region		
	2006	30% most deprived areas
	% (No.)	%
East Midlands	6% (53)	7%
East	7% (54)	5%
London	17% (137)	18%
North East, Yorkshire & Humberside	24% (201)	26%
North West	17% (143)	20%
South East	8% (68)	7%
South West	9% (76)	8%
West Midlands	11% (92)	10%
<i>Base: All children's centres (unweighted 250; weighted and grossed 823)</i>		

Up until 2006, children's centres have been based in the most disadvantaged areas. Therefore, as would be expected, eight out of ten centres (79 per cent) were based in the 30 per cent most deprived areas. It is planned that between 2006 and 2008, children's centres will continue to grow in these areas but will also move into less disadvantaged areas as well.

3.2 Opening times

Ninety-five per cent of centres were open during both term time and the school holidays¹².

3.3 Type of services provided

Children's Centres aim to provide a place where *'babies and children under five years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of*

¹² When answering, respondents were instructed to focus upon the centre as a whole and not just the childcare provision.

professionals¹³. Not all of this can be offered directly by the children’s centre itself so the centres need to work in partnership with a range of agencies and organisations to deliver their services.

Children’s Centres are a vital part of the Government’s 10 year childcare strategy. Nearly all (96 per cent) centres provided access to childcare on site. Overall half (52 per cent) provided childcare directly, 28 per cent via links with other organisations, 15 per cent by both means and four per cent said they didn’t know¹⁴.

Similarly, nearly all (95 per cent) children’s centres provided family support services. A quarter (25 per cent) provided them directly through the centre, 40 per cent provided them via links with other organisations and 30 per cent said it was combination of both the children’s centre and via links with other organisations.

Table 3.2 How childcare or family support services are provided		
	Childcare	Family Support
	%	%
	(No.)	(No.)
Children’s centre only	52% (431)	25% (202)
Links with other organisations	28% (229)	40% (332)
Both	15% (126)	30% (249)
Don’t know	4% (36)	5% (40)
<i>Base: All children’s centres (unweighted 250; weighted and grossed 823)</i>		

3.4 Types of support offered

Various types of support were offered. The most common types offered by children’s centres were literacy, language or numeracy programmes for parents or carers with basic skills needs (88 per cent), support for parents with disabled children (including learning disabilities) (88 per cent), support for lone parents (86 per cent) and support for teenage parents (84 per cent) ¹⁵.

¹³ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres>

¹⁴ This question was asked of all centres, not just those that provided childcare on-site. A number of centres will provide childcare off-site, so it was felt the question would still be relevant for all settings.

¹⁵ It should be noted that the support service noted in table 2.3 were not spontaneously mentioned by respondents. The services were determined prior to the interview by the research team and respondents were asked whether their centre provided the specific service.

	Total	Yes – by centre	Yes – via links	No
	%	%	%	%
Literacy, language or numeracy programmes for parents or carers with basic skills needs	88%	48%	40%	7%
Support for parents with disabled children (including learning disabilities)	88%	57%	31%	5%
Support for lone parents	86%	56%	29%	8%
Support for teenage parents	84%	45%	39%	10%
Support for families with drug or alcohol-related problems	78%	29%	49%	14%
Relationship support	75%	36%	39%	15%
Support for people with mental health problems	74%	30%	45%	17%
Support for families of asylum seekers	67%	30%	37%	22%
Support for particular minority ethnic groups	67%	35%	31%	25%
Support for families with a parent in prison or known to be involved in criminal activity	65%	26%	39%	23%
Any other services	62%	46%	16%	3%

Base: All children's centres (unweighted 250; weighted and grossed 823)

If the centre did not provide support for particular groups, they were asked whether or not they planned to in the next 12 months. In table 3.4 only those services where the base was greater than 50 have been included as responses with bases lower than that were not felt to be reliable.

	% (No.)
Support for particular minority ethnic groups	48% (98)
Support for families of asylum seekers	29% (53)
Support for families with a parent in prison or known to be involved in criminal activity	23% (43)
Any other services	57% (130)

Base: All children's centres currently not providing support for particular minority ethnic groups (unweighted 62, weighted and grossed 206), All children's centres currently not providing support for families of asylum seekers (unweighted 55, weighted and grossed 181), All children's centres currently not providing support for families with a parent in prison or known to be involved in criminal activity (unweighted 56, weighted and grossed 188), All children's centres currently not providing any other services (unweighted 69, weighted and grossed 227)

3.5 Relationship with Primary Care Trust (PCT)

A co-operative relationship with the local primary care trust (PCT) is vital to ensure that the right services are offered and that the needs of the local population are successfully met. To this end, PCTs share data with children’s centres and can sometimes can help to provide some of the services.

Children’s centres were asked to rate their relationship with their local PCT at a delivery level. Generally responses were positive. A fifth (20 per cent) said the relationship was excellent and 40 per cent said it was good. A third (32 per cent) said the relationship was developing and just four per cent said it was poor.

3.6 Types of care offered

Children’s centres offer a wide range of childcare. The most common types of care offered were full day care for children under five (84 per cent) and sessional care for children under five (61 per cent). Less than two per cent of respondents did not know the type of care offered by the centre.

Table 3.5 Types of care provided	
	% No.
Full daycare for children under five	84% (690)
Sessional care for children under five	61% (499)
Before school activities or childcare for school aged children in term time	26% (210)
After school activities or childcare for school aged children in term time	29% (242)
Holiday care for school aged children (i.e. during any school holidays)	30% (246)
Weekend care	* (#)
Don't know	2% (13)
<i>Base: All children's centres (unweighted 250, weighted and grossed 823)</i>	

3.7 Ownership

Children’s centres were owned by a number of different groups. Most children’s centres are being developed from earlier Sure Start funded programmes, therefore we would expect to see that the bulk of children’s centres were owned and run by local authorities. In 2006, half (50 per cent) were managed or jointly managed by the Local Authority. In addition to local authority led provision, children’s centres

are also being developed from other existing 'early years' provision including voluntary organisations (20 per cent) and the private sector (17 per cent).

Table 3.6 Ownership of children's centre	
	% No.
Local Authority	50% (401)
Voluntary Sector Only	20% (161)
Private sector	17% (137)
School/college	8% (67)
Other	6% (50)
<i>Base: All children's centres providing childcare (unweighted 246, weighted and grossed 810)</i>	

3.8 Charitable status

Over half (58 per cent) of children's centres were set up as a charity and 39 per cent were setup as profit making organisations. Three per cent said they didn't know.

3.9 Length of operation

The majority (61 per cent) of children's centres had been operating for two years or less.

3.10 Business plans

The majority (84 per cent) of centres had a written business plan. Of those that had a plan, 86 per cent had updated it in the last two years. Overall, 72 per cent had a business plan that had been updated in the last two years.

Table 3.7 Whether provider has a written business plan	
	% (No.)
Yes	84% (684)
No	13% (101)
Don't know	3% (25)
<i>Base: All children's centres providing childcare (Module A) (unweighted 133, weighted and grossed 810)</i>	

3.11 Access to computer on site for administrative purposes

Practically all children's centres (99 per cent) had a computer on site that could be used for administrative purposes.

4 Places and children

This chapter discusses the number of Ofsted registered places and the number of children attending full day care in children's centres. It also presents data on the demographic make-up of the children attending in terms of age and ethnicity, how many children have special educational needs, the number of vacant places, opening hours and days and whether there is potential for expansion.

Children's centres provide a range of different childcare. Some will provide just one type of care whilst others provide multiple types of care. In order for the data on places and children to be meaningful, it was important to be clear as to exactly what respondents were referring to, when responding to the survey. Therefore children's centres were asked to focus on just one type of care. If a centre provided full day care, they were asked to focus on this type of care when answering the questions.

Eighty-four per cent of children's centres did provide full day care. The data reported in this chapter will focus on the full day care provision within children's centres. These findings are only representative of full day care and not any other type of care provided by children's centres.

4.1 Number of places

The estimated number of active Ofsted registered places in full day care in children's centres was 37,750.

Over half (58 per cent) of providers offered over 50 places, and only a minority (three per cent) had fewer than 20 registered places.

Table 4.1 Number of Ofsted registered places in full day care in children's centres	
	No.
Total number	37,750
	% (No.)
None	0% (0)
1-9 places	* (#)
10-19 places	3% (23)
20-29 places	7% (48)
30-39 places	14% (96)
40-49 places	17% (116)
50 places or more	58% (398)
Don't know	1% (#)
Mean number of places	55
<i>Base: All children's centres that provide full day care (unweighted 210, weighted and grossed 690)</i>	

4.2 Number of children attending

The estimated number of children attending full day care in children's centres in 2006 was 40,050. The average number of children attending was 66 per setting.

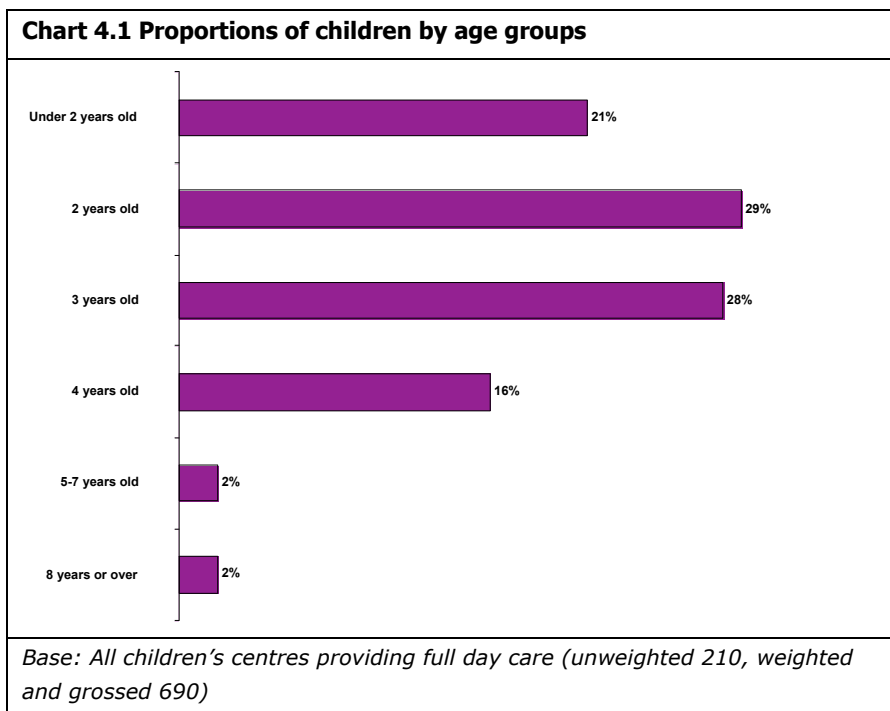
The average number of children per registered place was 1.2

On average, providers set up as a non-profit making organisation looked after 73 children and those set-up as a profit making organisation looked after 57 children.

Table 4.2 Number of children attending full day care in children's centres	
	No.
Total number	45,050
	% (No.)
None	0% (0)
1-9 children	2% (13)
10-19 children	4% (26)
20-29 children	11% (75)
30-39 children	12% (83)
40-49 children	13% (92)
50 children or more	56% (389)
Don't know	1% (10)
Mean number of children	66
<i>Base: All children's centres providing full day care (unweighted 210, weighted and grossed 690)</i>	

4.3 Ages

The overwhelming majority of children attending full day care in children's centres were pre-school children aged under five years old (94 per cent). A fifth (21 per cent) were aged under two and four per cent were aged five and over.



4.4 Ethnicity

The average proportion of children attending full day care in children's centres from a black and minority ethnic (BME) group made up was 24 per cent per setting¹⁶, approximately 10,250 children.

Data from the 2001 Census shows that although people of BME origin make up around nine per cent of England's population, among those aged under seven the proportion rises to 15 per cent. This suggests that there were more children of BME origin attending full day care in children's centres than would be expected from their proportion the population. This may be partially be explained by the fact that higher proportions of some BME groups live in the 30 per cent most deprived areas¹⁷. As discussed earlier the majority of children's centres are based in the 30 per cent most deprived areas (79 per cent).

¹⁶ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Appendix.

Table 4.3 Proportion of children within a provider of black and minority ethnic origin	
	% (No.)
None	13% (88)
1-5%	27% (185)
6-10%	12% (81)
11% or more	48% (329)
Don't know	1% (#)
Mean proportion of BME children	24%
<i>Base: All children's centres providing full day care (unweighted 210, weighted and grossed 690)</i>	

4.5 Provider records on ethnicity

The overwhelming majority (92 per cent) of providers kept records of the specific ethnic group for all children attending their provision and 94 per cent keep records of whether English was the main language spoken at home for each child.

4.6 Special Educational Needs and/or a disability

Overall there were approximately 3,450 children with Special Educational Needs (SEN) or a disability. The average proportion of children attending full day care in children's centres who had SEN or a disability was eight per cent per setting.

When answering questions about SEN, providers will be relying on their own judgement, as pre-school children may not have been formally assessed and for children that have been assessed, providers may not have access to this information. This may mean that they are under-estimating the proportion of children with SEN. Alternatively, children with SEN or a disability might be less likely to attend full day care in children's centres as parents might feel they need a different sort of childcare.

One fifth (20 per cent) of providers had no children with SEN or a disability attending. In a quarter (24 per cent) of providers, children with SEN or a disability accounted for over 10 per cent of all children attending.

¹⁷ Tinsley, J. and Jacobs, M., 2006, Deprivation and Ethnicity in England: A Regional Perspective, Regional Trends 39: 2006 Edition, National Statistics, <http://www.statistics.gov.uk/articles/RegionalTrends/Article3RT39.pdf>

4.7 Vacancies

In 2006 there were approximately 6,600 vacant full day care places in children's centres in England, about 12 per provider. On an average day 16 per cent of providers had no vacant places, a fifth (20 per cent) had one to five vacant places and a third (33 per cent) had more than 10 vacant places.

	%	No.
None	16%	107
1-5	20%	136
6-10	10%	71
11-20	19%	130
21-30	7%	52
31 or more	7%	49
Don't know	21%	145
Mean number of vacancies per setting	12	
Total number	6,600	
<i>Base: All children's centres providing full day care (unweighted 210, weighted and grossed 690)</i>		

4.8 Expansion

A quarter of providers (25 per cent) said they had expanded in the last 12 months.

Four-fifths (81 per cent) of providers said they could not expand in their current premises. Of those providers that had not expanded in the last 12 months, 18 per cent planned to in the next 12 months (13 per cent of all providers).

	% (No.)
Able to expand in current premises	18% (124)
Not able to expand in current premises	81% (556)
By expansion status	
Have expanded in the last 12 months	25% (171)
Have not expanded, but plan to in the next 12 months	13% (90)
Have not expanded and have no plans to	60% (414)
<i>Base All children's centres providing full day care (Module A) (unweighted 119, weighted and grossed 690)</i>	

Providers who had not expanded in the last 12 months and did not plan to expand in the next 12 months were asked to give reasons as to why they did not intend to expand. The most common reasons given were because the provider was already at their maximum capacity (45 per cent), because they would need larger premises (44 per cent) and because there is not sufficient demand for extra places (15 per cent). No more than five per cent mentioned the other reasons.

	% (No.)
Already at maximum capacity	45% (185)
Would need larger premises	44% (184)
No sufficient demand for extra places	15% (62)
Premises not suitable	5% (21)
No need to expand/don't wish to expand	5% (19)
Too much competition from other providers	3% (12)
Difficulties recruiting suitable staff	2% (#)
Not enough staff	1% (#)
<i>Base: All children's centres providing full day care (Module A) that have not expanded in the last 12 months and didn't plan to in the next 12 months (unweighted 71, weighted and grossed 415)</i>	

4.9 Free early education sessions

Provision of free early education for three and four year olds has been a universal entitlement since 2004. It is delivered by a mixed economy of maintained, private, voluntary and independent settings. The current minimum entitlement is 12 and half hours per week for 38 weeks of the year. Children become eligible for a free place from the term following their third birthday, and benefit from up to six terms of free provision before reaching statutory school age.

In its *Ten Year Strategy – Choice for Parents, the Best Start for Children*, the Government committed to extending the free entitlement from 12 and a half to 15 hours a week for 38 weeks a year by 2010, and to allowing parents greater flexibility in the way they access the entitlement (e.g. over three days rather than five days and in longer sessions). The changes to the free entitlement are aimed to provide enhanced learning opportunities for children, and choice for parents about the type and pattern of provision that best meets the needs of their children. It

should also give working parents the flexibility to balance work and family commitments more effectively.

Seven in ten (70 per cent) providers with children aged three and four said that children could take their free early education sessions over three days rather than five.

Providers were also asked whether the free early education sessions could include breakfast, lunch or tea. Sixty-three per cent said they could include breakfast, 67 per cent said they could include lunch and 62 per cent said they could include tea. A quarter (23 per cent) of providers said they could include none of these.

4.10 Extended free entitlement for three and four year olds

Providers who had children aged three or four years old were asked if they were in a position to provide nursery education for this age group, for 15 hours a week, for 38 weeks a year. Eighty-three per cent said they were able to provide this care.

Table 4.7 Proportion of settings that can provide nursery education for three to four year olds, for 15 hours a week, for 38 weeks a year	
	% (No.)
Yes	83% (542)
No	15% (97)
Don't know	2% (13)
<i>Base: All children's centres providing full day care to children aged three or four years old (unweighted 199, weighted and grossed 652)</i>	

4.11 Learning

Respondents were asked if they thought that children were more receptive to learning at different times of the day and at what times of the day children were more receptive to learning. Respondents were able to give more than one answer.

The majority (72 per cent) said that they did think children were more receptive at different times of the day. Three-quarters (74 per cent) said mid morning (10am to 12pm), 61 per cent said early morning (before 10am), 24 per cent said early afternoon (12pm to 4pm) and just three per cent said late afternoon (4pm to 6pm). Four per cent said it depended on the child.

Table 4.8 Time of the day that three to four year olds are more receptive to leaning	
	% (No.)
Early morning (before 10am)	61% (286)
Mid morning (10am to 12pm)	74% (350)
Early afternoon (12pm to 4pm)	24% (110)
Late afternoon (4pm to 6pm)	3% (14)
Depends on child	4% (17)
Don't know	2% (#)
<i>Base: All respondents (Module B) who think that three to four year olds are more receptive to learning at particular times of the day (unweighted 59, weighted and grossed 469)</i>	

4.12 Number of weeks open a year

On average providers were open for 50 weeks a year and four-fifths (80 per cent) were open for 50 weeks or more.

4.13 Term time care

Almost all (99 per cent) providers were open during term time, with only one per cent open solely during term time.

On average providers were open for 10 hours a day during term time. All but three providers were open for five days a week.

4.14 Holiday time care

Almost all (99 per cent) full day providers in children's centres were open during holiday time, with one per cent only open during holidays.

Providers were open, on average, for 10 hours a day during the school holidays. Again all but three providers were open for five days a week.

These figures suggest that the majority of children's centres open in 2006 were offering full day care provision for a minimum of 10 hours per day, five days per

week and 48 weeks a year, the Government's required level of provision, as specified in the *Sure Start Children's Centres Planning and Performance Guidance*¹⁸.

¹⁸ http://www.surestart.gov.uk/_doc/P0002365.pdf

5 Characteristics of staff

This chapter looks at the number of paid and unpaid staff working within full day care providers in children's centre. It focuses on the demographic profile of those working in the sector, their pay, the number of hours worked and whether they do any other paid work.

The survey looked in detail at three different paid staff types:

- Senior managers. The person with overall responsibility for running the setting.
- Supervisory staff. Those staff that are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid childcare staff. Those staff that are not qualified to look after a group of children on their own.

In addition to this, settings were asked how many unpaid volunteers and students on placements were used to help run the setting.

The data reported in this chapter will focus on the full day care provision within children's centres. These findings are only representative of full day care and not any other type of care provided by children's centres.

5.1 Number of staff

5.1.1 Paid staff

In 2006 there were approximately 9,300 paid staff working within full day care provision in children's centres.

The average number of paid staff per setting was 14. The ratio of staff per place was one member of staff to 4 registered places.

In 2006 there were 687 senior managers, 6,000 supervisory staff and 2,500 other paid childcare staff.

	No.
All paid staff	9,300
Number by staff grade	% (No.)
Senior managers	7% (687)
Supervisory staff	65% (6,000)
Other paid childcare staff	26% (2,500)
<i>Base: All children's centres providing full day care (unweighted 210, weighted and grossed 690)</i>	

5.1.2 Unpaid staff

In 2006 there were approximately 1,150 unpaid staff working within full day care in children's centres, consisting of 850 students on placements and 300 volunteers.

The total number of paid and unpaid full day care staff working in children's centres in 2006 was approximately 10,500.

5.1.3 Agency, freelance and supply staff

Half (55 per cent) of the providers had used agency, freelance or supply staff in the last 12 months. The majority (97 per cent) of providers based in London had used agency staff in the last 12 months¹⁹.

5.2 Age

A quarter (23 per cent) of full day care staff working in children's centres were aged between 16 and 24, 45 per cent were aged between 25 to 39, 21 per cent were aged 40 to 49 and eight per cent were aged 50 or over. Senior managers tend to be the older (62 per cent were aged 40 or over) than supervisory staff (29 per cent were aged 40 or over) and other paid childcare staff (19 per cent) were aged 40 or over.

¹⁹ The regional bases are small (all unweighted bases are less than 60) so this should only be used as an indicative guide.

Table 5.2 Age of paid staff				
	Total	Senior manager	Supervisory staff	Other paid childcare staff
	%	%	%	%
	(No.)	(No.)	(No.)	(No.)
16-19	4% (329)	0% (0)	1% (53)	11% (276)
20-24	19% (1,773)	3% (23)	18% (1,061)	28% (673)
25-29	21% (1,888)	10% (66)	23% (1,370)	18% (438)
30-39	24% (2,174)	23% (156)	26% (1,508)	19% (466)
40-49	21% (1,937)	34% (230)	22% (1,281)	15% (362)
50+	8% (775)	29% (198)	8% (447)	4% (92)
<i>Base: All paid full day care staff working in children's centres (unweighted 1,265, weighted and grossed 9,195), All senior managers (unweighted 209, weighted and grossed 687), All supervisory staff (unweighted 609, weighted and grossed 5,901), All other paid childcare staff (unweighted 391, weighted and grossed 2,424)</i>				

5.3 Sex

The average proportion of paid staff working within full day care provision within children's centres who were men was just three per cent per setting²⁰, approximately 270 men. Twenty-nine percent of providers employed at least one male member of staff.

5.4 Disability

The average proportion of paid staff who had a disability²¹ was just one per cent per setting, approximately 140 individuals. Seventeen per cent of providers employed at least one member of staff with a disability.

According to the 2006 Labour Force Survey, about 11 per cent of the working population have a disability²², suggesting that disabled people were underrepresented in the workforce of children's centres. .

²⁰ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Appendix.

²¹ The definition was 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.

²² 2006 Labour Force Survey. Unadjusted DDA disabled (XDISDDA).

5.5 Ethnicity

There were approximately 1,460 paid staff from a BME group. The average proportion who were from a BME group was 14 per cent per setting.

This is higher than the national average as, according to the 2006 Labour Force Survey²³, eight per cent of the working population were from a BME group.

Forty-six per cent of providers employed at least one member of staff from a BME group.

Table 5.3 Proportion of male staff, staff from a BME group and staff with a disability	
	% (No.)
Average proportion of male staff per setting	3% (270)
Average proportion of BME staff per setting	14% (1460)
Average proportion of staff with a disability per setting	1% (140)
<i>Base: All paid full day care staff working in children's centres (unweighted 1,265, weighted and grossed 9,195)</i>	

5.5.1 Ethnicity records

The majority (89 per cent) of providers kept a record of the specific ethnic group of all staff members.

5.6 Working hours

The average number of hours worked by all staff was 34 hours.

The average number of hours worked was higher in providers in the 30% most deprived areas (35 hours) than those in the 70% least deprived areas (32 hours).

Senior managers worked the longest, on average 38 hours a week with 94 per cent working full time.

Supervisory staff worked on average, 35 hours a week and 88 per cent worked full time.

Other paid childcare staff worked on average 32 hours a week and 69 per cent worked full time.

²³ 2006 Labour Force Survey. Ethnicity revised, (ETHCEN6).

Early Years Professionals worked an average of 32 hours a week, with 74 per cent working full time.

To put these figures in context we can compare them with the UK average. According to the 2006 Labour Force Survey, the average number of hours worked for the working population was 32 hours and 27 for females.

Table 5.4 Average number of hours a week	
	Number of hours
All paid staff	34
Senior manager	38
Supervisory staff	35
Other paid childcare staff	32
UK: All Staff	32
UK: Females	27
<i>Base: All paid full day care staff working in children's centres (unweighted 1,265, weighted and grossed 9,195), All senior managers (unweighted 209, weighted and grossed 687), All supervisory staff (unweighted 609, weighted and grossed 5,901), All other paid childcare staff (unweighted 391, weighted and grossed 2,424)</i>	

5.7 Pay levels

The average hourly rate in 2006 was £9.30. Overall average pay was higher in local authority run centres (£10.50) and centres based in London (£12.00).

The average pay for senior managers was £14.00 per hour.

The average pay for supervisory staff in 2006 was £9.80 per hour.

The average pay for other paid childcare staff in 2006 was £7.00 per hour.

The average hourly rate was lower than the UK average. In 2006, the average hourly wage was £11.12 per hour and £10.24 per hour for females²⁴.

²⁴ 2006 Annual Survey of Hours and Earnings (First release).

Table 5.5 Average hourly pay of childcare staff	
	Average hourly pay
	£
All paid staff	£9.30
Senior manager	£14.00
Supervisory staff	£9.80
Other paid childcare staff	£7.00
UK: All Staff	£11.12
UK: Females	£10.24
<i>Base: All paid full day care staff working in children's centres (unweighted 1,502, weighted and grossed 10,218), All senior managers (unweighted 209 weighted and grossed 687), All supervisory staff (unweighted 609, weighted and grossed 5,901), All other paid childcare staff (unweighted 391, weighted and grossed 2,424)</i>	

There appears to be a link between the qualification of the senior manager and staff pay. Overall, the average pay for all paid staff working in providers that have a senior manager with a level six qualification or above (graduate level) was £10.30 compared with £8.70 for centres without a graduate level senior manager. For supervisory staff, those working in providers with a graduate level senior manager the average hourly pay was £10.80 compared with £9.20 for supervisors working in centres without a graduate level senior manager. For other paid staff, those working in centres with a graduate level senior manager the average hourly pay was £7.80 compared with £6.50 for other paid staff working in providers without a graduate level senior manager.

5.8 Other paid work

On average four per cent of paid staff (approximately 350 people) did other paid work in addition to working for the provider sampled in the 2006 survey.

For those providers who did have a member of staff doing other paid work, 39 per cent were believed to be doing other paid work within the childcare sector.

5.9 Staff responsible for early years professional leadership

The Government's response in February 2006 to the *Children's Workforce Strategy* consultation stated that their aim was to develop a more professional early years workforce to raise the quality of service and the status of working with pre-school children. The report identified the benefits of developing the role of Early Years Professionals (EYPs) in line with the Government's aim to have EYPs in all children's centres offering early years provision by 2010 and in every full day care setting by 2015.

People wishing to become EYPs, who will lead the delivery of the Early Years Foundation Stage (EYFS), will need to demonstrate that they have met a set of national standards at level six by successfully completing one of the current four pathways leading to the award of the Early Years Professional Status (EYPS). The pathways are the:

- three-month part-time validation pathway for those close to demonstrating the Standards;
- six-month part-time Extended Professional Development (EPD short);
- fifteen-month part-time Extended Professional Development (EPD long);
- twelve-month full-time full training pathway.

The Government has recently put in place a number of measures, through the Transformation Fund to support employers in training and employing EYPs.

In 2006 providers were asked if a specific member of staff was responsible for early years professional leadership. Those fulfilling the role were responsible for areas such as curriculum planning, early years professional practice and staff development and work to promote children’s learning and development.

Two-thirds (63 per cent) of providers said a specific member of staff was responsible for early years professional leadership (around 435 settings). Of these, 57 per cent were senior managers, 20 per cent were supervisors and 22 per cent were other paid members of staff.

On average EYP spent just over half (54 per cent) of their time on early years professional leadership.

5.6 Proportion of time spent on early years professional leadership	
	%
	(No.)
1-25%	20% (85)
26-50%	29% (124)
51-75%	15% (65)
76-99%	7% (31)
100%	12% (53)
Don't know	16% (70)
<i>Base: All staff responsible for early years professional leadership (unweighted 132, weighted and grossed 429)</i>	

Respondents were asked how long they had been in the early years professional leader role. The majority (63 per cent) said they had been in the role for under two years.

5.7 Length of time in Early Years Professional role	
	% (No.)
Up to 6 months	20% (86)
Up to 12 months	15% (63)
Up to 18 months	13% (56)
Up to 2 years	16% (67)
Up to 3 years	9% (37)
Up to 4 years	6% (24)
Up to 5 years	2% (10)
More than 5 years	17% (73)
Don't know	3% (13)
<i>Base: All staff responsible for early years professional leadership (unweighted 132, weighted and grossed 429)</i>	

6 Qualifications

This section looks at the relevant qualifications held by paid childcare staff working in full day care provision in children's centres. The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children. This chapter covers current qualifications held and qualifications that staff were working towards, qualifications required when recruiting senior managers, the proportion of senior managers that were NVQ assessors, proportion of paid staff with Qualified Teacher Status (QTS) and whether providers offered time off and/or financial support for those working towards a childcare qualification.

Overseas qualifications have been excluded from analysis, however they have been included in the tables for information.

The data reported in this chapter will focus on the full day care provision within children's centres. These findings are only representative of full day care and not any other type of care provided by children's centres.

6.1 Definition of qualifications

The qualifications are 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 (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 – Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Diploma in Higher Education and Playwork)
- Level 6 – Honours degree (e.g. BA Early Childhood Studies)
- Level 7 – Masters degree, National Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 – Doctorate

Respondents were asked for the highest qualification relating to childcare that the senior manager, supervisory staff or other paid childcare staff hold.

6.2 Requisite qualifications for childcare staff

The *National Standards for Under Eights Day Care and Childminding: Full Day Care* state that every senior manager working within a full day care setting should hold at least a level three qualification appropriate to the post. All supervisors should also hold at least a level three qualification appropriate for the care or development of children. Where this cannot be achieved immediately, providers set out an action plan detailing how they intend to meet this criterion and in what timescale. In addition to this, at least half of all other childcare staff should hold a level two qualification appropriate for the care or development of children.

6.3 Current qualifications

Amongst all paid full day care staff working in children's centres 91 per cent had a qualification (levels one to eight) related to working with children and young people and six per cent had no relevant qualifications at all.

Ninety-one per cent of all paid staff held at least a level two qualification, 80 per cent held at least a level three qualification and 13 per cent a level five qualification.

Overall, a tenth (10 per cent) of all staff held a level six qualification or above.

	%
Level 1	*
Level 2	11%
Level 3	62%
Level 4	4%
Level 5	3%
Level 6	9%
Level 7	2%
Level 8	0%
Overseas qualifications	*
Other	1%
Don't know	3%
No qualification	6%
<i>At least level 1</i>	<i>91%</i>
<i>At least level 2</i>	<i>91%</i>
<i>At least level 3</i>	<i>80%</i>
<i>At least level 5</i>	<i>13%</i>
<i>At least level 6</i>	<i>10%</i>
<i>Base: All paid full day care staff working in children's centres (unweighted 1,265, weighted and grossed 9,195)</i>	

6.3.1 Senior Manager

The National Daycare Standards (2003) for under eights day care and childminding specify that the manager should have at least a level three qualification appropriate to the post. Where this cannot be achieved immediately, providers can agree with Ofsted on an action plan detailing how the provider will meet this requirement along with an approved timescale.

Nearly all senior managers (95 per cent) held a relevant qualification (levels one to eight). Ninety-four per cent of senior managers held a level three qualification or above, 36 per cent of senior managers held a level five qualification or above and 31 per cent held a level six qualification or above.

Table 6.2 Level of qualification held by senior managers	
	%
Level 1	-
Level 2	*
Level 3	41%
Level 4	17%
Level 5	5%
Level 6	21%
Level 7	10%
Level 8	-
Overseas qualifications	*
Other	1%
Don't know	2%
No qualification	2%
<i>At least level 1</i>	<i>95%</i>
<i>At least level 2</i>	<i>95%</i>
<i>At least level 3</i>	<i>94%</i>
<i>At least level 5</i>	<i>36%</i>
<i>At least level 6</i>	<i>31%</i>
<i>Base: All senior managers working in full day care providers in children's centres (unweighted 209, weighted and grossed 687)</i>	

6.3.2 Supervisory staff

As with senior managers, nearly all supervisory staff (98 per cent) held a qualification (levels one to eight) related to children and young people.

The same proportion (98 per cent) held a level two or above qualification.

Ninety-five per cent of supervisory staff held a level three qualification.

Just 14 per cent of supervisory staff held a level five qualification or above and eleven per cent held a level six qualification or above.

	%
Level 1	-
Level 2	2%
Level 3	77%
Level 4	4%
Level 5	3%
Level 6	9%
Level 7	1%
Level 8	0
Overseas qualifications	*
Other	1%
Don't know	2%
No qualification	*
<i>At least level 1</i>	<i>98%</i>
<i>At least level 2</i>	<i>98%</i>
<i>At least level 3</i>	<i>95%</i>
<i>At least level 5</i>	<i>14%</i>
<i>At least level 6</i>	<i>11%</i>
<i>Base: All supervisory staff working in full day care providers in children's centres (unweighted 609, weighted and grossed 5,901)</i>	

6.3.3 Other paid staff

In 2006, three-quarters (74 per cent) of other paid childcare staff held a qualification (level one to eight) related to children and young people.

Seventy-two per cent of other paid childcare staff held at least a level two qualification.

Over a third (37 per cent) of other paid childcare staff held a level three qualification or above.

Just three per cent held at least a level five qualification and two per cent held a level six or above qualification.

	%
Level 1	2%
Level 2	35%
Level 3	33%
Level 4	1%
Level 5	1%
Level 6	2%
Level 7	0%
Level 8	0%
Overseas qualifications	*
Other	*
Don't know	5%
No qualification	21%
<i>At least level 1</i>	<i>74%</i>
<i>At least level 2</i>	<i>72%</i>
<i>At least level 3</i>	<i>37%</i>
<i>At least level 5</i>	<i>3%</i>
<i>At least level 6</i>	<i>2%</i>
<i>Base: All other paid full day care staff working in children's centres (unweighted 391, weighted and grossed 2424)</i>	

6.4 Qualified Teacher Status (QTS)

All staff that held a level five qualification or above were asked if they held Qualified Teacher Status (QTS). Overall 44 per cent of this group were qualified teachers.

Fifty-three per cent of senior managers that held a level five qualification or above were qualified teachers.

A third (35 per cent) of supervisory staff that held a level five qualification or above were qualified as a teacher.

Overall, six per cent of all staff working in full day care in children's centres were qualified teachers.

Table 6.5 Proportion of staff with Qualified Teacher Status (QTS)	
	% (No.)
Overall	6% (511)
Senior managers	18% (126)
Supervisory staff	5% (269)
Other paid staff	2% (43)
<i>Base: All paid full day care staff working in children's centres (unweighted 1,265, weighted and grossed 9,195), All senior managers (weighted 209, weighted and grossed 687), All supervisory staff (609, weighted and grossed 5,901), All other paid childcare staff (unweighted 391, weighted and grossed 2,424)</i>	

6.5 Qualifications being worked towards

Among all paid childcare staff, a quarter (27 per cent) were working towards a qualification (levels one to eight).

The most common level of qualification being worked towards was a level three qualification (eight per cent). Other paid childcare staff were the most likely to be working towards a qualification (46 per cent), which is perhaps unsurprising as they are the least likely to hold a qualification. Twenty-eight per cent of other paid staff were working to a level three qualification.

	All paid staff	Senior managers	Supervisory staff	Other paid childcare staff
	%	%	%	%
Level 1	*	0%	0%	1%
Level 2	3%	0%	*	11%
Level 3	8%	0%	1%	28%
Level 4	5%	8%	6%	4%
Level 5	4%	6%	5%	-
Level 6 or above	7%	24%	6%	1%
Not working towards qualification	66%	56%	75%	49%
Other	3%	2%	4%	1%
Don't know	3%	3%	2%	5%

Base: All paid full day care staff working in children's centres (Module B) (unweighted 553, weighted and grossed 9195), All senior managers (Module B) (unweighted 91, weighted and grossed 687), All supervisory staff (Module B) (267, weighted and grossed 5901), All other paid childcare staff (Module B) (unweighted 173, weighted and grossed 2424)

6.6 Support for staff working towards a childcare qualification

Eighty-five per cent of providers with staff working towards qualifications allowed them time off to study. The majority (87 per cent) of providers paid at least some of the costs associated with training for qualifications.

6.7 Qualifications required of senior managers

The majority of senior managers (91 per cent) were required to hold qualifications relevant to working with children when appointed. Of those who weren't required to hold any qualifications, a quarter (26 per cent) were required to work towards qualifications once appointed.

6.8 NVQ assessors

An NVQ assessor is responsible for assessing whether a candidate's work meets the required NVQ standards. In order to be an assessor they must hold the necessary qualifications and have experience of working within the sector. A fifth (21 per cent) of senior managers were NVQ assessors, around 144 managers in total.

7 Training

This chapter looks at childcare related training, which was not directly related to a specific childcare qualification, in particular looking at the amount of training received by childcare staff, training plans, training budgets and sources of funding for training.

The data reported in this chapter will focus on the full day care provision within children’s centres. These findings are only representative of full day care and not any other type of care provided by children’s centres.

7.1 Views on current levels of training

The majority (78 per cent) of centres said they thought the amount of training that their staff had received in the last year was *about right*. A sizeable minority (15 per cent) said they thought it was *too little*.

Table 7.1 Views of current levels of training	
	% (No.)
Too little	15% (102)
About right	78% (537)
Too much	0% (0)
Don't know	8% (53)

Base: All children’s centres providing full day care (Module B) (unweighted 91, weighted and grossed 690)

7.2 Training plans and budgets

The majority (85 per cent) of full day care providers within children’s centres had a written training plan and 87 per cent of providers had a training budget.

Table 7.2 Whether provider has written training plan and specific training budget	
	% (No.)
Training plan	
Have training plan	85% (584)
Don't have training plan	9% (60)
Don't know	7% (46)
Training budget	
Have a training budget	87% (600)
Don't have a training budget	10% (69)
Don't know	3% (21)
<i>Base: All children's centres providing full day care (Module B) (unweighted 91, weighted and grossed 690)</i>	

7.3 Funding

Almost all (99 per cent) full day care providers in children's centres had received government funding for training (including local authority funding, Early Years Development and Childcare Partnership (EYDCP) and Sure Start).

The second largest source of funding (27 per cent) was the Learning and Skills Council, although technically, this can also be considered government funding.

Table 7.3 Funding sources for training	
	% (No.)
Government sources (EYDCP, Sure Start, Local authority)	99% (683)
Learning & Skills Council	27% (183)
Jobcentre Plus	14% (93)
Local community	4% (30)
Other	6% (37)
No answer	1% (#)
<i>Base: All children's centres providing full day care (Module B) (unweighted 91, weighted and grossed 690)</i>	

7.4 Training provision and type of training provided

Nearly all providers (98 per cent) helped their staff to receive some kind of training that was not directly related to a specific childcare qualification.

First aid was by far the most common type of training offered by 60 per cent of providers. Other common types of training offered were food hygiene (46 per cent), childcare training including courses on creative play (44 per cent), child protection (42 per cent), health and safety training (34 per cent) and courses on SEN/Disability/Inclusion (23 per cent).

Table 7.4 Type of training provided	
	%
First aid	60%
Food hygiene	46%
Childcare training (including courses on 'creative play' etc)	44%
Child protection	42%
Health and safety training	34%
SEN/Disability/Inclusion	23%
Management/business skills training	12%
Early years training	11%
Local authority	6%
Curriculum	5%
Behaviour management	3%
Anything relevant	2%
Equal opportunities	2%
In house/internal	2%
IT	2%
Risk assessment	1%
Speech and language	1%
Sure Start	1%
Other answer	8%
Don't know	2%
<i>Base: All children's centres providing full day care (Module B) that help staff get any other training (unweighted 89, weighted and grossed 676)</i>	

8 Recruitment and retention

This chapter outlines the staffing issues for full day care providers in children's centres. It focuses on recruitment, current vacancies and issues around staff retention including staff turnover, employment growth and staff losses.

The data reported in this chapter will focus on the full day care provision within children's centres. These findings are only representative of full day care and not any other type of care provided by children's centres.

8.1 Levels of recruitment

The number of childcare staff recruited by full day care providers in children's centres in the last 12 months was approximately 2,695, an average of four members of staff per provider.

The overall recruitment rate was 36 per cent.

The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers. For a full explanation as to how the recruitment rate is calculated please see section 1.7.4 in the Technical Appendix.

8.2 Senior managers

A fifth (21 per cent) of all senior managers had been recruited in the past 12 months, approximately 140 people. Around six in ten (five per cent) had been recruited within the past three years

8.3 Supervisors

Three-quarters (74 per cent) of providers had recruited at least one member of supervisory staff in the last 12 months. In total around 1,520 supervisors were recruited, an average of two per centre.

8.4 Other paid childcare staff

Half of providers (48 per cent) had recruited at least one other paid childcare member of staff in the last 12 months. In total around 960 were recruited, an average of one per setting.

8.5 Length of service

The average length of service for all paid staff was three years and nine months. The average was highest for senior managers (five years), then supervisory staff

(four years and two months) and lowest for other paid childcare staff (two years and six months).

8.6 Annual staff losses

Three-fifths (57 per cent) of all providers had at least one member of staff leave in the last 12 months. In total around 850 staff, an average of one per setting, had left.

Table 8.1 Number of providers who had staff leave	
	% (No. of settings)
Number of staff leaving	
Any	57% (395)
None	38% (264)
1-2	40% (280)
3-4	13% (90)
5 or more	4% (25)
Average number of staff leaving per setting	1
Total number of staff leaving	850
<i>Base: All children's centres providing full day care (Module B) (unweighted 91, weighted and grossed 690)</i>	

8.7 Destination of staff who left

Of those staff that had left in the last 12 months, 76 per cent were believed to have taken other jobs within the childcare or early education sector (644 people), 13 per cent were believed to have taken jobs outside the childcare and early education sector (109 people) and two per cent were believed to have not got another job (21 people).

8.8 Staff turnover

Analysis of the total number of employees being recruited and the number leaving the sector enables an assessment of the turnover for the sector and the rate of employment growth.

The turnover rate in 2006 was 11 per cent.

The turnover rate gives the number of staff that have left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate will be zero. If staff have left, but no more have been recruited, the turnover rate will fall.

The employment growth rate was 25 per cent.

The employment growth rate gives the number of additional staff recruited as a proportion of those employed at the start of the 12 month period covered by the survey. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will have increased. If a larger number of staff have left than have been recruited then the employment growth rate will be negative.

For a full explanation as to the meaning of the turnover rate and employment growth rates and how they are calculated please see section 1.7.4 in the Technical Appendix.

8.9 Current vacancies

In 2006, 31 per cent of full day care providers based in children's centres were currently actively trying to recruit childcare staff.

9 Income

This chapter looks at the income of full day care providers based in children's centres, specifically fees, income from government and other sources of income. It also looks at senior managers' awareness of childcare vouchers and tax credits and providers' profitability.

The data reported in this chapter will focus on the full day care provision within children's centres. These findings are only representative of full day care and not any other type of care provided by children's centres.

9.1 Deposit or registration fees

Thirty per cent of providers said they charged a deposit or registration fee when children registered with the provider. The average fee charged was £71. This average fee was distorted by the fact that in London the average fee was £148. The overall median fee amongst all providers that charge a fee was £25. Caution must be taken with these figures due to the low base size (unweighted base of 35).

9.2 Fees

The most common units used when charging parents was per half day or session (31 per cent) and per day (25 per cent).

When charging parents, 56 per cent of providers varied their fees from child to child.

Providers who said they did vary their fees from child to child were asked on what grounds did they vary their fees. The most common answers were by age of child (69 per cent), the number of siblings enrolled (38 per cent) and the number of hours per week the child attended (36 per cent).

Eighty-five per cent of providers said they did not vary their fees between term time and school holidays.

9.3 Fees charged

Caution must be taken with the figures noted on fees charged, as all have been derived from a number of variables and therefore may be prone to distortion.

9.3.1 Average fees for a child aged 18 months

If a provider's fees varied depending on the age of the child and they had children aged under two years old, they were asked how much they charged for a typical child aged 18 months. The average charge for a typical child aged 18 months was £2.60 per hour.

9.3.2 Average fees for a child aged three years old

If a provider's fees varied according to the age of the child and they looked after children aged three years old, they were asked how much they charged for a typical child aged three years old. The average charge for a typical child aged three years old was £2.40 per hour.

9.3.3 Typical fees

If a provider said that they didn't vary their fees depending on the age of the child, or if they did but did not have any children aged three or under, they were asked how much they charged a typical child. The average charge for a typical child was £2.00 per hour

9.3.4 Average fees

If all charges are combined the overall average fee was £2.50 per hour.

9.4 Change in fees

Seventy-two per cent of full day care providers in children's centres had increased their fees in the last two years. Two-thirds (66 per cent) had raised them in the last year and 39 per cent had increased them in the last six months.

Those providers that last raised their fees more than two years ago or never had were asked whether they have reduced their fees in the last two years. Of those that were able to answer (97 per cent), no provider reduced their fees.

9.5 Income from fees

A third (34 per cent) of providers were unable to give an answer or did not provide enough information for us to be able to derive an annual sum. As such a sizeable portion did not provide all the relevant information on fees, caution must be taken with these findings. They should only be used as an indicative guide as the providers for which we have no information for may differ from those for which we do.

Of those providing a figure, five per cent said they received nothing in fees.

The average amount per year was £123,600 and the median amount was £100,000.

Table 9.1 Income from fees per year	
	% (No.)
No income	5% (34)
£1-25,000	6% (44)
£25,001-50,000	10% (69)
£50,001-75,000	9% (60)
£75,001-100,000	6% (44)
£100,001 or more	29% (201)
Don't know	34% (237)
Mean income (excluding 0)	£123,600
Median income (excluding 0)	£100,000
<i>Base: All children's centres providing full day care (Module A) (unweighted 119, weighted and grossed 690)</i>	

9.6 Tax credits and childcare vouchers

9.6.1 Awareness of tax credit

In April 2006 there was a change to tax credits. The amount of childcare that parents were able to claim rose from 70 per cent to 80 per cent. Three-quarters (76 per cent) of providers were aware of this change.

Those who were aware of the change were asked if it had led the provider to change its fees. Very few had; nine per cent had increased their fees because of this change, and two per cent had lowered them.

9.6.2 Awareness of childcare vouchers

The overwhelming majority (98 per cent) of providers had heard of childcare vouchers²⁵. Of those that had heard of the vouchers, 87 per cent accepted them.

²⁵ Childcare vouchers are a means of paying for registered or approved childcare for children up to the age of 15 (16 if the child is disabled). Childcare vouchers, up to a limit of £55 a week, are exempt from tax and national insurance contributions. Employees voluntarily agree to part of their salary being converted into Childcare Vouchers. The employee and the employer save on the National Insurance Contributions for the value of the voucher. Take-up of childcare vouchers is higher amongst professionals as it tends to be larger companies that offer vouchers (Monitoring of the Reform of the Income Tax and National Insurance Rules for Employer-Supported Childcare, December 2006, Kazimirski et al, HMRC).

Two-thirds (66 per cent) of providers that had heard about childcare vouchers were aware of the tax and National Insurance exemptions on them.

Of those who did not accept childcare vouchers, half (51 per cent) were considering accepting them in the future.

9.6.3 Fees paid using childcare vouchers or by parent's employers

Half (49 per cent) of providers said that some of their children had at least part of their fees paid by either childcare vouchers (which can be purchased either by parents or the parent's employer) or by direct payments by the parent's employer, approximately 340 providers. On average, in providers with children paid for directly by parental employers or through childcare vouchers, four children per setting were paid for in this way²⁶, approximately 1400 children.

9.7 Income from local authority and central government

Four in ten providers (37 per cent) could not say how much money they received from the local authority and central government, so again these figures must be used with caution.

Six per cent of providers said they did not receive any funding from local or central government sources. On average the amount that providers received was £159,600 per year (excluding those who didn't get anything and those who were unable to provide the information).

9.8 Income from other sources

Around a third (30 per cent) of providers said they had no other sources of income apart from the fees and central and local government income already mentioned. Three in ten (33 per cent) had raised additional income through fundraising; the most common source. The second most common source was Sure Start, mentioned by 29 per cent. The third most common source was the Neighbourhood Nursery Initiative (NNI), mentioned by a quarter (23 per cent) of providers. All other sources were mentioned by less than five per cent of providers.

A third (31 per cent) of providers were unable to say how much they received from other sources. Among those that were able to give an amount, the mean amount was £21,900 and the median amount was £11,000.

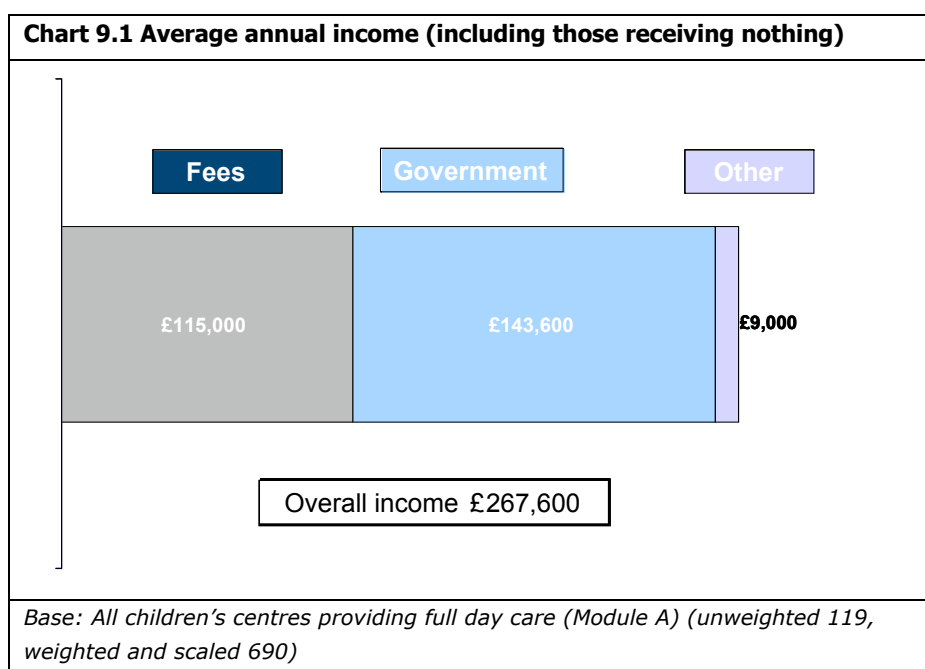
²⁶ Average excludes eight per cent of providers that accept payment from a parent's employer but did not know the number of children paid for in this way.

	%
No income ²⁷	39
£1-500	7
£501-1,000	1
£1,001-£5,000	2
£5,001 or more	16
Don't know	34
Mean income (excluding 0)	£21,900
Median income (excluding 0)	£11,000

Base: All children's centres providing full day care (Module A) (unweighted 119, weighted and grossed 690)

9.9 Total income

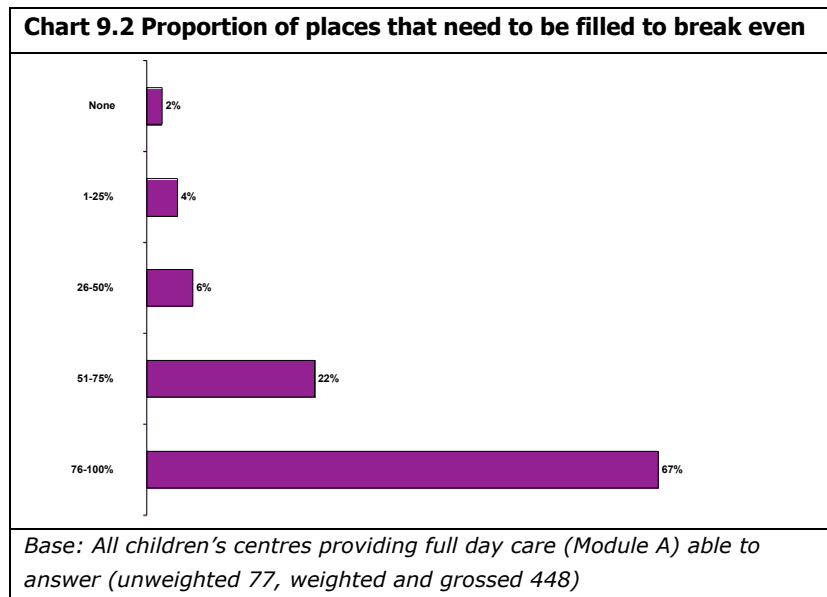
The chart below shows the average income from each source (including providers who had no income in from a source) and the total average income. As chart 9.1 shows, in terms of income the largest share came from Government (54 per cent).



²⁷ Although originally 30 per cent of providers said they received no income, once the specific figures were requested a number of providers said nothing, despite saying they did receive income and the proportion increased to 39 per cent.

9.10 Breaking even

Providers were asked what proportion of places they needed to fill in order to break even. The average proportion was 78 per cent. Of those providers who were able to give an answer (35 per cent could not say), 67 per cent said they needed 76 to 100 per cent of the registered places to be filled in order to break even, 22 per cent said 51 to 75 per cent of places, six per cent said 26 to 50 per cent of places and four per cent said one to 25 per cent of places. Two per cent of providers said they did not need to fill any of their registered places in order to break even.



9.11 Profitability of providers

Fifty-six per cent of providers were set up as non-profit making organisations. Forty-two per cent were set up on a profit making basis. Two per cent were not sure.

Profit making organisations were asked if they made a profit and not-for-profit organisations were asked if they had made a surplus. Overall only 12 percent of providers had made a profit or a surplus, 28 per cent had covered their costs and 37 per cent had made a loss. A quarter (23 per cent) were unable to say.

	All	Provider set up as a non-profit making organisation	Profit making organisations
	%	%	%
Made surplus/profit	12%	9%	16%
Covered costs	28%	36%	19%
Operated at loss	37%	36%	37%
Don't know	23%	19%	28%

Base: All children's centres providing full day care (Module A) (unweighted 119, weighted and grossed 391), All children's centres providing full day care (Module A) set up as a non-profit organisation (unweighted 67, weighted and grossed 385), All children's centres providing full day care (Module A) set-up as a profit making organisation (unweighted 52, weighted and grossed 305)

10 Terminology and definitions

Ownership: The term ownership refers to the type of organisation responsible for owning and managing a provider. For the purposes of the report, five different ownership scenarios have been used. These are Private (owner/manager and part of a group or chain), Voluntary (church, charity or committee), Local Authority, School/College and Other (hospitals and other answers that could not be included in any of the existing categories). In a small number of cases, more than one type of ownership scenario will apply.

Type of setting: refers to the type of care offered by a setting. These include:

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.”²⁸
- **Sessional care:** defined as “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.”²⁹
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework.”³⁰ For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals.”³¹ For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments.
- **Childminders:** “A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.”³²

²⁸ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

²⁹ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

³⁰ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

³¹ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

³² <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

- **Nursery schools:** these “provide education for children under the age of 5 and over the age of 2.”³³ Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.³⁴
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

Maintained settings (Nursery schools, Primary schools with reception but no nursery classes and Primary schools with reception and nursery classes) have slightly different characteristics. As these settings are funded by Local Authorities, there is no charge to parents for using them.

Childcare vouchers: these are a government initiative that enables employers and/or parents to purchase tax-free vouchers with which to pay for childcare. Employers have to sign up to the scheme and providers are under no obligation to accept them. Parents are allowed to take up to £55 worth of childcare vouchers per week. Research conducted by HMRC found that “the highest proportion of employees receiving employer-supported childcare were employed in professional occupations or as managers and senior officials (an average of 35 per cent and 33 per cent respectively).”³⁵

Child Tax Credits: families with children are eligible to claim Child Tax Credits (for separated families only the main carer is entitled to claim). The size of the claim will depend on number of children living with the family, incidence of disability and the claimants income.

Working Tax Credit: people who work but are on low pay can apply for working tax credits. Both employed and self employed people are eligible to apply and do not have to be responsible for children. The size of the claim can depend upon whether the claimant has responsibility for any children, whether they make childcare payments, whether the claimant is disabled and whether the claimant is aged 50 or over.

Attendees: respondents were asked to give the number of children attending their establishment. Care was taken to ensure that respondents did not count any children twice so this can be taken to mean the number of children enrolled with a provider.

³³ <http://www.edubase.gov.uk/Assets/EduBase%20Glossary.doc>

³⁴ http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG_10_013534

³⁵ <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

Registered provision: any person who is rewarded for looking after children under eight for more than two hours a day must register with Ofsted. If the provider is planning to offer early years education, they are also inspected for the quality of the provision by Ofsted.

Registered places: as part of the registration process, Ofsted inform providers of the maximum number of children they can look after. This is based on ages of children and number of staff.³⁶

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”.³⁷ The index analyses a number of defined characteristics of deprivation (including Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime).³⁸ More deprived areas will experience a higher number of these characteristics of deprivation

Types of staff: the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should “have the appropriate experience, skills and ability to do their jobs”³⁹.

- **Senior Manager:** the National Standards stipulate that Senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification⁴⁰.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children’s Workforce Strategy. Candidates are required to complete one of four pathways, leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.

³⁶ http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf (page 17)

³⁷ <http://www.communities.gov.uk/index.asp?id=1128444>

³⁸ *ibid.*

³⁹ <http://www.surestart.gov.uk/doc/P0000411.PDF>

⁴⁰ <http://www.surestart.gov.uk/doc/P0002407.pdf>

- **Early years professional leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years professional leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings.⁴¹
- **Childminders:** are not required to hold any formal qualifications but must complete a local authority approved training course and a first aid course appropriate to infants and children within 6 months of beginning working as a childminder. First aid certificates should be kept up to date.⁴²

Disability: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a "physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."⁴³

Special Educational Needs: The term 'special educational needs' (SEN) has a legal definition, referring to "children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age".⁴⁴

National Standards: were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation.⁴⁵ Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.⁴⁶

NVQ qualifications: are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor.⁴⁷

NVQ Assessors: appropriately qualified and experienced childcare staff can apply to become NVQ Assessors, for which they are required to complete a further

⁴¹http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

⁴²<http://www.surestart.gov.uk/doc/P0002411.pdf>

⁴³http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

⁴⁴http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG_4008600

⁴⁵http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

⁴⁶<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgnextoid=013a8487a73dc010VgnVCM1000003507640aRCRD>

⁴⁷http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

training course.⁴⁸ NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

Training: all staff are required to undergo induction training within their first week of work, which includes training on health and safety and on child protection policies and procedures. The registered person has a responsibility to ensure at least one member of staff has attended a child protection course and that at least one member of staff who has attended a first aid training course is present at all times that children are cared for. Additionally, 50 per cent of staff who care for babies should have specific training in that area.

Churn within sector: where recruitment, employment growth and turnover rates have been discussed, these include the churn within the sector, meaning staff moving from one provider to another. Staff promotions and movement of staff within an individual setting are not included in these calculations.

Population density: is based on the number of people per hectare (ha = 10,000 square meters). Areas of low population density have up to 10 people per ha; areas of medium density have 11-24 people per ha and; areas of high density have 25 or more people per ha. Areas with lower population densities are generally more rural than those with high densities.

Recruitment rate: the recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers.

Turnover rate: the turnover rate gives the number of staff that left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate would be zero. If staff have left but no more have been recruited, the turnover rate will fall.

Employment growth rate: the employment growth rate gives the number of additional staff recruited after leavers have been replaced. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will be positive, while if a larger number of staff have left than have been recruited then the employment growth rate will be negative.

Transformation Fund: Local authorities have money available from the Transformation Fund to help childcare providers to recruit new graduates, or to assist existing staff in achieving higher qualifications or in undertaking training for

⁴⁸http://www.nurseryworld.co.uk/training/training_today/display.aspx?story_id=502344&path=/Training%20Today/Career%20Progression/

children with additional needs (e.g. disabilities, Special Educational Needs or children and families who speak English as an Additional Language.

- **Quality Premium:** This is for providers who already employ a graduate level professional who is committed to attain Early Years Professional Status within 2 years.
- **Recruitment Incentive** This money is for providers who are employing a graduate level professional for the first time who is committed to attain Early Years Professional Status within 2 years.
- **Home Grown Graduate Incentive** This money is for providers who do not employ a graduate level professional, but want to help one of their existing staff to progress to this level.

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