

Childcare and Early Years Providers Survey 2007

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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. In this report the survey findings are drawn together to highlight similarities and differences across the sectors, as well as providing details of the whole childcare and early years workforce.

Findings from the 2007 survey have been compared with those from similar surveys conducted in 2006 and where appropriate 2005, 2003 and 2001. Data have been weighted and grossed to provide national estimates.

1.2 Characteristics of provision

In 2007, there were 96,400 childcare providers and 16,200 early years providers in maintained schools. In total, there were 112,600 providers of childcare and early years education. This includes 13,600 full day care providers (including 950 providers who offered full day care in children's centres), 8,700 sessional providers, 8,500 after school and 5,800 holiday clubs, 59,800 childminders¹, 450 nursery schools, 6,800 primary schools with nursery and reception classes and 8,900 primary schools with reception but no nursery classes.

All types of childcare providers have increased in number since 2001 (in the case of holiday clubs, since 2003), with the exception of sessional care providers which have dropped by 39 per cent since 2001. The drop in the number of sessional providers over the last few years could in part be due to increasing parental demand for childcare that covers longer hours. In 2007 a quarter of full day care providers (24 per cent) said that they had changed from offering sessional care and most of these (64 per cent) said that they did this because of parental demand for longer hours of childcare.

The number of after school clubs continued to rise, albeit at a slower pace than previously, with an 11 per cent increase since 2006. The number of holiday clubs fell by 9 per cent between 2006 and 2007, following a sharp rise in numbers between 2003 and 2006.

There was very little change in the overall number of early years education providers in maintained schools from 2003 (16,000) to 2007 (16,200).

¹ This includes working childminders only, as a substantial proportion of those registered with Ofsted are currently inactive.

1.2.1 Deprivation

Full day care and out of school providers appeared to be distributed reasonably proportionately across all areas (30 per cent of these providers were located in the 30 per cent most deprived areas). In contrast, childminders (18 per cent) and sessional providers (17 per cent) appeared less likely to be located in the 30 per cent most deprived areas.

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there, with 77 per cent of full day care providers in children's centres in the 30 per cent most deprived areas.

Nursery schools and primary schools with nursery and reception classes were disproportionately located in the 30 per cent most deprived areas (65 per cent and 44 per cent respectively). By comparison, only 14 per cent of primary schools with reception but no nursery classes were located in the 30 per cent most deprived areas.

1.2.2 Ownership of provision

The majority of full day care provision was privately run (66 per cent), with just one in five (21 per cent) settings run by a voluntary organisation. The opposite pattern was true for sessional care, with 65 per cent of settings run by a voluntary organisation and 29 per cent privately run.

Full day care provision in children's centres was less likely than other types of provision to be privately, voluntarily or independently, owned (39 per cent). Half (49 per cent) of all full day care in children's centres was run by a local authority.

After school and holiday clubs were most likely to be privately run (43 per cent and 44 per cent respectively). Holiday clubs were more likely than after school clubs to be run by the voluntary sector (32 per cent compared with 26 per cent), or by a local authority (13 per cent compared with 8 per cent), and were less likely than after school clubs to be maintained by a school or college (12 per cent compared with 25 per cent).

1.3 Places and children

In 2007, there were 2,494,000 childcare and early years places registered with Ofsted. Of these, 1,626,400 were provided by full day care settings², sessional providers, after school and holiday clubs and childminders³ and 867,600 places were registered in early years provision in maintained schools.

The number of Ofsted registered places in full day care settings increased steadily between 2003 and 2007. There were 596,500 places in 2007, a 38 per cent increase since 2003. There were 248,100 sessional care places in 2007, a 24 per cent decrease since 2003.

Following large increases in the number of registered places in after school clubs and holiday clubs between 2003 and 2006 (58 per cent increase in after school club places and 117 per cent increase in holiday club places), the number of places in after school clubs remained stable between 2006 and 2007 (at 260,100 places in 2006 and 259,900 in 2007) while the number of places in holiday clubs dropped by 13 per cent (to 230,300).

In total there were 291,500 Ofsted registered places with childminders in 2007, a 6 per cent increase in the number of places from 2005 (275,600 places).

Among early years providers in maintained schools, there were a total of 867,600 places, a 3 per cent increase from 843,100 places in 2003. There were 28,400 nursery school places, 533,000 places in primary schools with nursery and reception classes and 306,300 places in primary schools with reception but no nursery classes.

1.3.1 Number of children attending

Since 2003 there were increases in the number of children attending all childcare settings apart from sessional providers. The number of children attending full day care providers increased by 26 per cent, by 27 per cent in holiday clubs and by 52 per cent in after school clubs.

Among early years providers in maintained schools, the number of children attending nursery schools increased by 7 per cent between 2003 and 2007 and decreased by 5 per cent for primary schools with reception but no nursery classes. For primary schools with nursery and reception classes the data suggest that there was a 9 per cent increase since 2003 however, the question regarding number of children

² Including registered places in full day care provided by children's centres.

³ Including places registered with active childminders only.

attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

1.3.2 Child vacancies

Childminders reported the highest proportion of vacant places nationally (29 per cent of places) while sessional settings reported the lowest (13 per cent).

Nationally, 17 per cent of places in full day care in children's centres were unoccupied and 18 per cent were unoccupied in full day care overall. After school clubs and holiday clubs each reported around a fifth of vacant places nationally (17 per cent and 20 per cent respectively).

Among the early years settings in maintained schools, primary schools with reception but no nursery classes had the highest proportion of vacancies (14 per cent) and nursery schools the lowest proportion of vacancies (5 per cent).

1.3.3 Free early education entitlement for 3 and 4 year olds

The majority of full day care providers, both overall and those operating within children's centres, said that children could take their free early education sessions over 3 days rather than 5 (80 per cent of full day care providers overall and 75 per cent of providers in children's centres). In contrast, early years provision in maintained schools appeared less flexible as only 25 per cent of nursery schools and 18 per cent of primary schools with nursery and reception classes said sessions could be taken over 3 days.

The vast majority of full day care settings (90 per cent overall and 85 per cent of full day care providers in children's centres) said they could provide nursery education for 15 hours a week, for 38 weeks a year. A lower proportion, albeit still the majority, of sessional providers (67 per cent) also said they could offer nursery education on this basis.

Around three-fifths of nursery schools (58 per cent) reported being able to offer nursery education for 15 hours a week, for 38 weeks a year and just over half (53 per cent) of primary schools with nursery and reception classes said they could do this.

1.4 Workforce composition

1.4.1 Number of staff

With the exception of sessional providers, there has been a real increase in the number of paid and unpaid staff working in childcare settings since 2003. The number of staff working in full day care went up by 33 per cent, in after school clubs it went up by 71 per cent and in holiday clubs it went up by 93 per cent. The number of

staff in sessional settings went down by 29 per cent over this period. Between 2006 and 2007 however the number of staff in full day care providers rose by 4 per cent while the number of staff working for other types of childcare providers declined. Staff numbers in after school clubs fell by 8 per cent, there was a much larger decrease, of 25 per cent, in holiday clubs, and a 14 per cent decline in the number of staff working in sessional settings.

The number of staff increased in all three types of early years settings, reversing the trend seen between 2003 and 2006, when the general decrease in staff numbers was mainly due to a reduction in unpaid staff in each type of provider. Primary schools with nursery and reception classes reported the largest increase in staff numbers (12 per cent) between 2006 and 2007, staff numbers in primary schools with reception but no nursery classes increased by 11 per cent and an increase of 7 per cent was reported in the number of nursery school staff.

1.4.2 Profile of staff

1.4.2.1 Age

There has been very little change in the age profile of paid childcare staff since 2006. Childminders and staff in sessional providers had the oldest age profile with nearly three-fifths of their workforce being over 40 years of age. Staff working in holiday clubs and full day care providers had the youngest age profile, with 38 per cent of holiday club staff and 31 per cent of full day care staff aged under the age of 25.

Nursery school staff had an older age profile compared with staff working in primary school settings, with 62 per cent aged over 40 and only 5 per cent aged under 25. Around half of staff in primary school settings were aged over 40.

1.4.2.2 Sex

As has been the case in previous years, the childcare and early years workforce is overwhelmingly female, with only between 1 and 2 per cent of staff being male. However, out of school providers were an exception to this as 8 per cent of staff in after school clubs and 16 per cent of staff in holiday clubs were male.

1.4.2.3 Ethnicity

In 2007, only childminders and early years providers in maintained schools were asked about the ethnicity of their staff.

Nursery schools had the highest proportion of staff from a black and minority ethnic (BME) background, at 12 per cent of staff, followed by 10 per cent of the workforce in primary schools with nursery and reception classes and just 2 per cent of the

workforce in primary schools with reception but no nursery classes. Seven per cent of childminders described themselves as coming from a BME background.

1.4.2.4 Disability

As in previous years the average proportion of staff with a disability was very low amongst all childcare and early years providers, just 1 or 2 per cent per setting for each type of provider.

1.4.3 Pay

Pay levels have generally increased for all types of staff across all types of provider between 2006 and 2007.

Among childcare providers, staff in full day care in children's centres earned more per hour than in other providers, with all staff earning an average of £9.30 per hour. Staff in out of school providers were the next highest paid, earning an average £7.60 in both holiday clubs after school clubs across all staff types. Staff in sessional and full day care providers earned the least per hour (£7.00 and £6.90 respectively).

For early years providers in maintained schools the average rates of pay were generally highest in nursery schools and similar in each of the primary school settings. This pattern was evident for both annual and hourly pay for all paid staff particularly among senior members of staff and qualified early years teachers. Hourly pay levels for nursery nurses and other paid early years support staff varied less across different types of provider.

1.5 Qualifications

Across all provider types and all staff types, 64 per cent of the workforce was qualified to level 3 or above and 11 per cent of the workforce was qualified to level 6 or above.

In the childcare sector, staff were more likely to be qualified to level 3 than any other level (54 per cent of staff in group providers and 50 per cent of staff including childminders) and two-thirds (65 per cent) of staff in group providers held at *least* a level 3 qualification⁴. Higher proportions of staff in full day care and full day care in children's centres (61 per cent each) had achieved a level 3 qualification compared with staff working in other types of childcare provision, and only 9 per cent of full day care staff and 4 per cent of staff working in full day care in children's centres held no relevant qualifications. Childminders were generally the least qualified group, with

⁴ Those qualified to 'at least level 3' are those qualified to level 3 and above.

similar proportions (around a third) holding level 3 qualifications (36 per cent) and holding no relevant qualification (33 per cent).

Overall, around two-fifths (42 per cent) of staff working in early years provision in maintained schools held at least a level 6 qualification and four-fifths (79 per cent) held at least a level 3 qualification. In primary schools with nursery and reception classes 35 per cent of staff were qualified to level 3 and 30 per cent were qualified to level 6. While in nursery schools 44 per cent of staff held qualifications at level 3 and 24 per cent at level 6. In primary schools with reception but no nursery classes, a higher proportion of staff held a level 6 qualification (36 per cent) than a level 3 qualification (22 per cent).

1.6 Training

Around four out of five childminders had attended a preparatory training course when they first registered as a childminder, maintaining the levels reported since 2005. Nearly seven in ten childminders had undertaken some training in the last 12 months, on average childminders had received 7 days of training in the last 12 months.

Around three-quarters of childminders felt the amount of training they had done was appropriate, 15 per cent said it was too little and 5 per cent said it was too much.

Nearly all early years providers helped their staff to receive training (between 98 and 99 per cent of providers). As in 2006, providers were most likely to have helped staff receive childcare training (including courses on creative play) and first aid.

Eight in ten nursery schools had written training plans and nearly all (97 per cent) nursery schools had a training budget. Similar proportions of primary schools with nursery and reception classes and primary schools with reception but no nursery classes reported having a training plan (44 per cent and 45 per cent respectively) and a training budget (33 per cent and 38 per cent respectively).

Generally respondents thought that the level of training was *about right*, with the highest proportion of respondents saying this working in nursery schools (91 per cent).

1.7 Recruitment and retention

Childcare providers most likely to be actively recruiting staff were full day care settings in children's centres (41 per cent) while sessional settings were least likely to be actively recruiting (12 per cent).

Among early years providers in maintained schools, the proportion of providers actively recruiting was higher for nursery schools (24 per cent) than primary schools

with nursery and reception classes (16 per cent) and primary schools with reception but no nursery classes (14 per cent)

A quarter (23 per cent) of all senior managers in full day care provision in children's centres had been recruited in 2007, this compares with 11 per cent of senior managers working in full day care overall, 16 per cent of senior managers in after schools clubs, 8 per cent working in holiday clubs and 6 per cent in sessional settings.

Of all types of provider, after school clubs had the highest recruitment rate at 64 per cent (an increase from 26 per cent in 2006). Among childcare providers sessional providers had the lowest recruitment rate (27 per cent), which may reflect the declining numbers of providers and places in this sector.

Recruitment rates among early years providers have been relatively stable over the years, compared with recruitment rates for childcare providers. The overall recruitment rates were similar for all three early years settings (2 per cent for nursery schools, 25 per cent for primary schools with nursery and reception classes and 19 per cent for primary schools with reception but no nursery classes).

1.8 Income and expenditure

Caution must be taken with income and expenditure data as the figures have been derived from a number of variables, plus a significant proportion of providers do not provide an answer to these questions. It should only be used as an indicative guide as it may be prone to distortion. For details of how income and expenditure data were derived, please refer to section 1.7.1 in the Technical Report.

1.8.1 Fees

Full day care providers in children's centres were the most likely settings to vary their fees (60 per cent) and sessional providers were the least likely (15 per cent). The most common reason given by full day care and sessional providers who varied their fees was that this was because of the age of child (80 per cent of full day care and 44 per cent of sessional providers).

Of all provider types, the average fee charged was highest among full day care providers, at £3.20 per hour (£2.70 per hour in 2006) and was lowest for holiday clubs, at £2.20 per hour (£1.70 per hour in 2006).

Full day care settings in children's centres were the second most expensive childcare provider type in terms of average fee charged, at £3.00 per hour (£2.50 in 2006), followed by after school clubs with an average hourly charge of £2.60 (£2.30 in 2006) and sessional providers with an average charge of £2.30 per hour (£1.90 in 2006).

Childminders reported charging on average £3.60 per hour (£3.20 per hour in 2006).

1.8.2 Income

Of all childcare groups, full day care providers within children's centres settings had the highest average total income at £257,600 a year.

The breakdown of total income varies considerably across the childcare types. The majority of income for childminders (97 per cent), full day care providers (80 per cent), after school clubs (76 per cent) and holiday clubs (64 per cent) was from fees paid by parents, while among sessional providers the largest proportion of income was from government (60 per cent).

Between 2003 and 2006 the financial situation seemed to have worsened for most types of providers with a lower proportion saying they had made a profit or surplus and a higher proportion saying they had made a loss. Between 2006 and 2007, the proportion of full day care (30 per cent) and after school (24 per cent) providers making a profit or surplus remained stable, however there was an increase in the proportion of after school providers reporting a loss (24 per cent in 2007 compared with 17 per cent in 2006).

Full day care providers within children's centres were the least likely of all childcare settings to be making a profit or surplus (7 per cent). Added to this, the financial situation of full day care providers within children's centres appeared to have worsened since 2006 with the proportion having made a loss increasing from 37 per cent to 52 per cent in 2007.

For sessional and holiday care settings the situation appeared to have improved with an increase in the proportions reporting a profit or surplus compared with 2006. Thirty per cent of sessional providers and 27 per cent of holiday clubs reported a profit or surplus (compared with 25 per cent and 19 per cent in 2006).

1.8.3 Expenditure

Full day care in children's centres had the highest average annual outgoings (£196,000) followed by full day care providers (£116,100) as a whole. The other childcare settings reported much lower average expenditure; this is likely to be because they tended to operate for shorter periods than full day care.

1.9 Conclusions

The number of childminders, full day care and after school providers has continued to increase. A greater number of providers are now registered to offer these types of care and more children are attending these settings. In 2007 however there was a continued shift away from sessional care and a fall in the number of holiday club settings following a sharp rise between 2003 and 2006.

The number of early years providers in maintained schools overall has remained stable while the number of children attending and staff levels have increased. This reverses the trend seen between 2003 and 2006, when there was a decrease in children attending and in staff numbers overall.

The proportions of childcare staff employed at each level have generally remained similar to those reported in 2006 when there was an increase in the proportion of supervisory staff and the decrease in proportion of other paid staff since 2003. Also the proportion of nursery nurses and early years teachers remained stable in the early years settings in maintained schools following an increase in 2006.

For most childcare providers, the proportion of staff having attained at least a level 3 qualification increased sharply between 2003 and 2006 while continuing to increase at a slower rate in 2007. While in early years provision in maintained schools, the proportion of staff with at least a level three qualification has increased steadily since 2003.

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 to 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 announcement of free childcare for 50,000 parents in training for work.

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 enable more of them to achieve level 3 qualifications.

A Transformation Fund of £250m over the period April 2006 to April 2008 will support investment to attempt to raise the quality of the early years' workforce without undermining efforts to improve affordability, with the Graduate Leader Fund continuing this support from April 2008.

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, to monitor what provision is available and to inform policy development in this area.

The DCSF commissioned surveys amongst childcare and early years providers in 1998, 2001, 2003, 2005 and 2006. The 2007 providers series consisted of separate surveys for the following eight childcare and early years settings:

Childcare

- Full-day childcare
- Sessional childcare
- Out-of-school childcare (after school and holiday care)
- Children's centres
- Childminders

Other Early Years providers

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

This report presents an overview of the findings across all surveys. The analysis is largely divided between the childcare and early years groups as specified above.

2.3 The survey

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

- Provider characteristics (ownership, opening times, length of operation, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, 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);
- The Transformation Fund (knowledge of the Fund, whether provider has applied for money via the Fund);
- Recruitment and retention (level of recruitment, retention rates, vacancies);
- Income (income, fees, funding, childcare vouchers, business performance);
- Expenditure (cost of the premises, staff wages).

2.4 Survey design

This report is based on interviews conducted with senior managers⁵ of childcare providers (or in small number of cases, an alternative senior member of staff), childminders, and head teachers/early years or foundation stage co-coordinators amongst the early years settings.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres⁶), one for the early years group (nursery schools, primary schools with reception but no nursery classes and primary schools with nursery and reception classes) and a third for childminders.

Copies of the questionnaires are included in the Technical Report 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 Operations⁷ fully trained telephone interviewers in Ealing. Interviews were carried out between 28th March 2007 and 4th October 2007.

2.4.2 Sample

Samples of providers were drawn from the Ofsted database of registered providers, the DCSF's database of children's centres and Edubase, the DCSF database of educational establishments. The results were weighted and grossed to provide national estimates.

In 2007 all samples were stratified by the eleven Government Office Regions (GOR)⁸ to ensure a representative sample was interviewed in each region. In previous years

⁵ No specific definition was provided for 'Senior Manager'. Settings decided themselves who best fitted this description.

⁶ Some questions were asked just of children's centres.

⁷ 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.

⁸ East; East Midlands; Inner London; Outer London; North East; Yorkshire & Humberside; North West; South East; South West; and West Midlands.

childcare groups were stratified by Ofsted region which divided England into eight regions⁹, combining inner and outer London and combining the North East with Yorkshire and Humberside. For the results to be more comparable by region with previous years' data it was decided to continue to show regional childcare data by the original eight Ofsted regions.

In order to reduce the time it took to complete the interview it was decided that the childcare questionnaire 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 expenditure and income and module B asked questions on fees, childcare vouchers and recruitment. The sample was randomly divided into two equal groups and assigned to module A or B.

Regional level data is not available for full day care and sessional providers for the questions asked in the module sections. This is because the full day and sessional care sample files were not stratified by region and randomly allocated into modules, resulting in providers in certain regions being asked one set of module questions while all providers in the remaining regions were asked the other set of module questions.

When analysing the data it became apparent that too few primary schools with nursery and reception classes in the North East and North West regions had been originally selected and effective sample sizes were too small for reliable analysis in these regions. It was thus not possible to provide regional level data for the North East and the North West for primary schools with nursery and reception classes. However, it was possible to report reliable data at a national level by grouping the North East, the North West and Yorkshire and Humber and weighting this data as one region (creating an overall 'North of England' weight).

For further detail, please see the Technical Report.

2.4.3 Weighting and grossing

Data are weighted by Ofsted or GOR region (as of March 2007) to ensure the figures are representative of providers throughout England.

To reduce the burden on providers, settings selected in the 2006 sample were excluded when drawing the 2007 sample. As a result any settings that registered

⁹ East; East Midlands; London; North East, Yorkshire & Humberside; North West; South East; South West; and West Midlands.

after March 2006 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 for childcare settings and 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. Respondents in the childcare groups were asked to randomly select three supervisory staff and three other childcare staff. They were also asked for information about the senior manager and the early years professional leader (if this role was filled by someone other than the senior manager). Respondents in early years settings in maintained schools were asked to randomly select two qualified early years teachers, two nursery nurses and two other paid early years support staff and were asked questions about the head teacher or early years co-ordinator. 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 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 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	Workforce composition
Chapter 6	Qualifications
Chapter 7	Training

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 Report.

Chapter 8 Recruitment and retention

Chapter 9 Income and expenditure

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables, either grossed up figures or percentages are provided (with the alternative provided in corresponding tables in Appendix 1 of the report for some of the tables). The grossed up figures are based on the total number of providers registered with Ofsted or recorded on Edubase in March 2007, 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. Throughout the report, where the text comments on differences between subgroups of the sample, these differences have been tested for statistical significance and were found to be statistically significant at the 95 per cent confidence level or above, giving these findings a confidence interval of +/- 5 per cent. Tests were run on the effective sample sizes, factoring in design effects for each sample group (see the Technical Report).

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 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.

Additionally, because of the complexity surrounding childcare services offered by children's centres, it was decided to focus on their full day care provision. However, because the sample was drawn from DCSF database of children's centres and as providers of full day care are required to register with Ofsted and therefore appear on their database, children's centres have been treated as a sub-group of full day care providers in the report.

Further, because a substantial proportion of childminders registered with Ofsted are not currently working as childminders, analysis has been based on those that are currently engaged in childminding activity.

Numbers of providers and staff have been rounded throughout the report. Figures have been rounded to nearest 100 if they are greater than 1000, to nearest 50 if the number is 100-999 and to the nearest 10 if the number is below 100.

In most cases where averages have been reported they have been given as the mean. Where the median value has been used this is referenced as such. The median value is the middle value of a group of numbers and is not affected by

outliers. The mean is the sum of all numbers in a group divided by the number of items in the group¹¹.

2.6.2 Notes on tables

The last row of each table describes the base (who the table is based on). The unweighted base numbers are given in Appendix 2 of the report.

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 a base of less than 50.

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.

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 with previous waves of the survey, largely the 2006 and 2003 wave. These waves were used as comparison because data was available for all sample groups (except children's centres in 2003, as these providers were included for the first time in 2006). The 2005 survey did not include the other early years groups or children's centres. While out of school clubs were included in 2005, the sample was dealt with differently and therefore no comparisons can be made.

¹¹ Although extreme outliers were capped as part of the data processing stage.

There needs to be some caution in comparing results for childcare settings from 2003 with those from 2005, 2006 and 2007 due to differences in sampling, as the sample for the childcare settings 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 additional work was done to obtain the necessary contact details in certain areas.

When comparing data with previous years, in the majority of cases, the changes have been noted in terms of the percentage change from year to year.

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 (as did the 2006 report), which is roughly the equivalent to the 20 per cent most deprived wards.

3 Characteristics of provision

This chapter discusses the number of providers in operation. It compares the distribution of settings across the most and least deprived areas, their geographical spread, ownership profile and how these have changed since previous surveys, where possible.

3.1 Number of providers

Table 3.1 shows the number of providers of each type since 2001.

Table 3.1 Numbers of childcare providers and early years providers in maintained schools								
	2007	2006	2005	2003	2001	% change from 2006 to 2007	% change from 2005 to 2007	% change from 2003 to 2007
	No.	No.	No.	No.	No.	%	%	%
Full day care	13,600	12,700	11,800	10,000	7,800	+7%	+15%	+36%
<i>Full day care in children's centres</i>	<i>950</i>	<i>800</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>+18%</i>	<i>N/A</i>	<i>N/A</i>
Sessional	8,700	9,700	10,000	11,900	14,000	-9%	-12%	-26%
After school clubs	8,500	7,700	N/A	4,500	4,900	+11%	N/A	+87%
Holiday clubs	5,800	6,400	N/A	2,800	N/A	-9%	N/A	+108%
Childminders – working	59,800	57,900	57,700	N/A	N/A	+3%	*	N/A
<i>Childminders – registered</i>	<i>69,200</i>	<i>71,500</i>	<i>70,200</i>	<i>72,900</i>	<i>72,300</i>	<i>-3%</i>	<i>-1%</i>	<i>-5%</i>
Childcare total¹²	96,400	94,400	N/A	N/A	N/A	+2%	N/A	N/A
Nursery schools	450	450	N/A	450	N/A	+/-0%	N/A	+/-0%
Primary schools with nursery and reception classes	6,800	6,500	N/A	6,300	N/A	+4%	N/A	+7%
Primary schools with reception but no nursery classes	8,900	9,200	N/A	9,200	N/A	-3%	N/A	-3%
Early years total¹	16,200	16,200	N/A	16,000	N/A	*	N/A	*
Total providers¹	112,600	110,600	N/A	N/A	N/A	+2%	N/A	N/A

Base: Childcare providers 2007, 2006, 2005, 2003, 2001. Early years provision in maintained schools 2007, 2006, 2003.

¹² The total number of childcare providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. The early years total includes nursery schools, primary schools with nursery and reception classes, and primary schools with reception but no nursery classes. It was not possible to calculate comparable figures for all previous years as not all of the data are available.

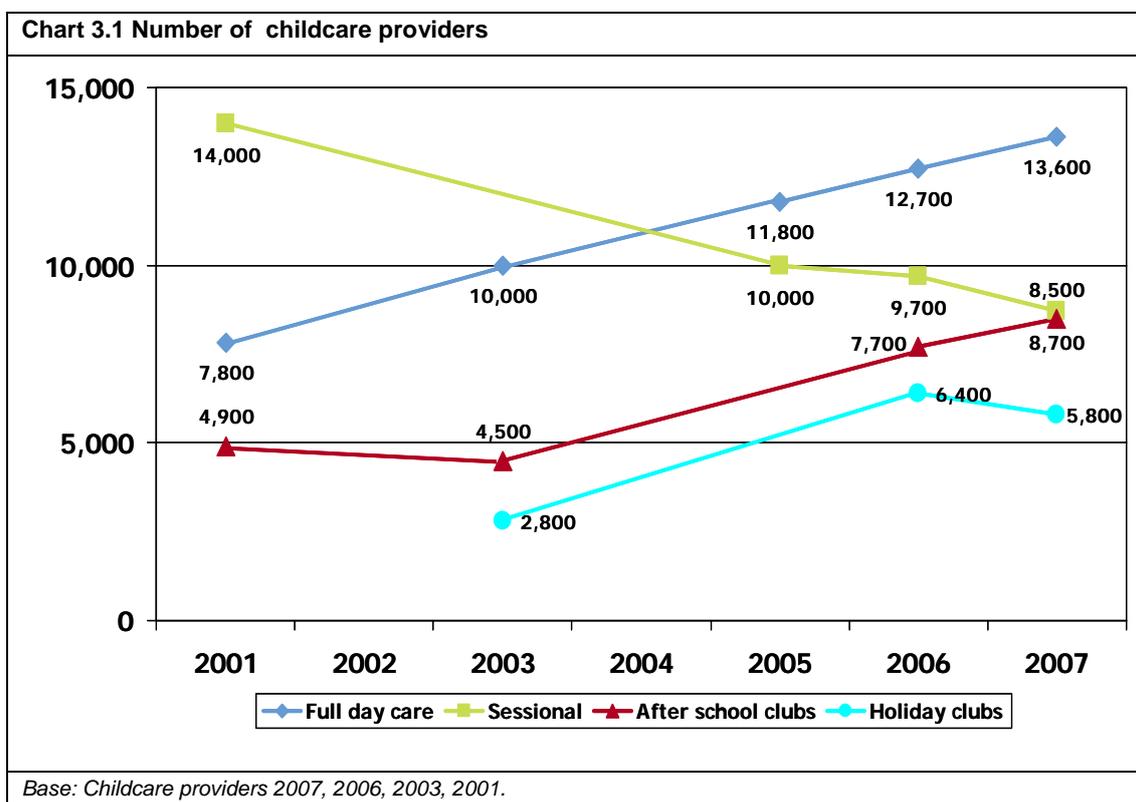
In 2007 there were 112,600 childcare and early years providers in total, which was an increase from 2006 when there were 110,600 providers.

While the number of early years providers had remained stable since 2003 (16,200 in 2007), the number of childcare providers had risen to 96,400 in 2007. In 2007 childcare providers comprised of 13,600 full day providers, including 950 providers who offered full day care in children’s centres; 8,700 sessional providers; 8,500 after school clubs; 5,800 holiday clubs; and 59,800 working childminders.

Looking at early years provision in maintained schools, there were 450 nursery schools in England in 2007, 6,800 primary schools with nursery and reception classes and 8,900 primary schools with reception but no nursery classes.

Childcare

Chart 3.1 shows the number of childcare providers by type since 2001.



All types of childcare providers have increased in number since 2001 (or in the case of holiday clubs, since 2003), with the exception of sessional care providers which have dropped by 39 per cent since 2001.

The number of full day care providers has increased at a fairly steady rate since 2001, with a 74 per cent increase in the number of registered full day care providers between 2001 and 2007 (the number of full day care providers rose by 7 per cent

between 2006 and 2007). There has been a slowing in the rate of decline among sessional providers since 2005. Numbers were down by 12 per cent since 2005 and by 9 per cent since 2006.

The drop in the number of sessional providers over the last few years could in part be due to increasing parental demand for childcare that covers longer hours. In 2007 a quarter of full day care providers (24 per cent) said that they had changed from offering sessional care, and most of these (64 per cent) said that they did this because of parental demand for longer hours of childcare.

The number of after school clubs continued to rise, albeit at a slower pace than previously, with an 11 per cent increase since 2006. Holiday clubs have seen the largest increase since 2003 (108 per cent), although the number of holiday clubs fell by 9 per cent between 2006 and 2007.

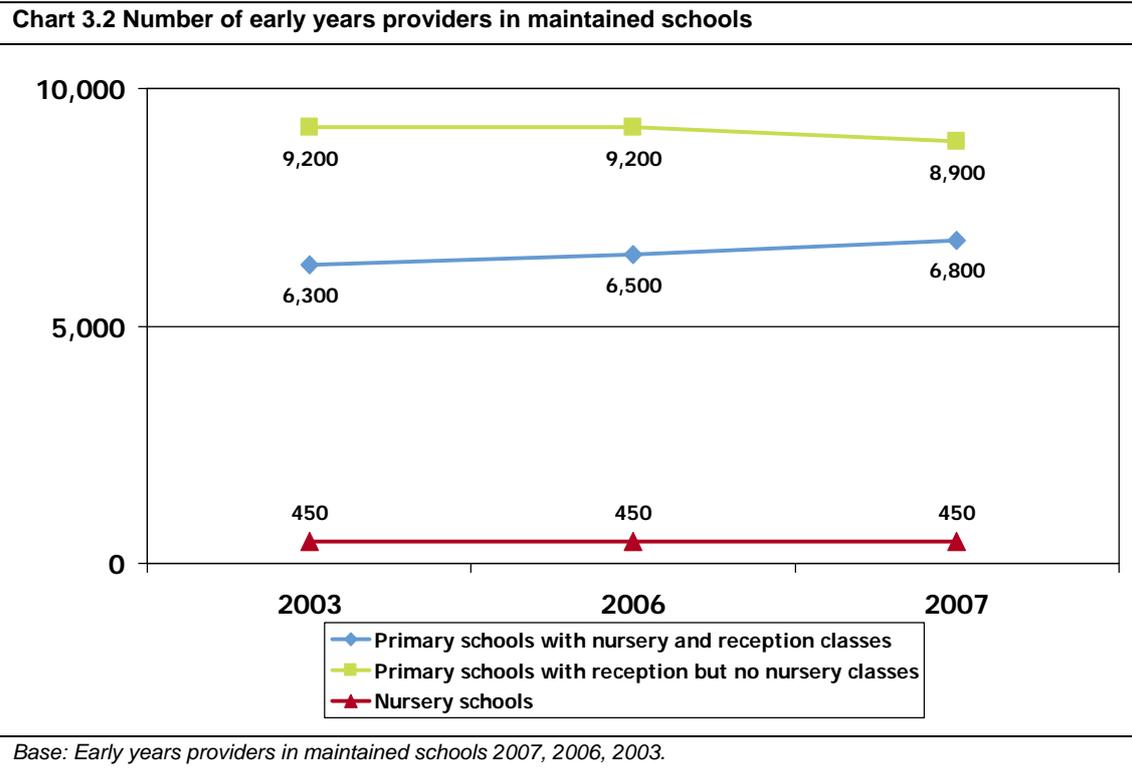
Ofsted records indicated there were 69,200 registered childminders at the start of 2007¹³. This was a slight decrease from 72,900 in 2003. A substantial minority (14 per cent) of registered childminders contacted for the Childcare and Early Years Providers Survey said that they were no longer working as a childminder. As the focus for the survey is on active and current childcare provision, any childminder that said they were not working as a childminder, despite being registered with Ofsted, were deemed ineligible and were not interviewed. Taking into account this group, there were 57,800 active childminders offering childcare places in England, a 3 per cent increase since 2006.

Early years provision in maintained schools

Chart 3.2 shows the number of early years providers in maintained schools by type since 2003.

There had been very little change in the overall number of early years providers in maintained schools from 16,000 in 2003 to 16,200 in 2007. There was a slight increase (7 per cent) between 2003 and 2007 in the number of primary schools with nursery and reception classes, to 6,800 in 2007. While there was a slight decrease (3 per cent) in the number of primary schools with reception but no nursery classes to 8,900 in 2007. The number of nursery schools remained stable since 2003.

¹³ Based on a snapshot of the Ofsted's Regulatory Support Application (RSA) taken on the 30th April 2007.



3.2 Providers in deprived areas

Table 3.2 shows the proportion of providers that operate in the 30 per cent most deprived areas in England. Table 3.2a in Appendix 1 shows the *number* of providers that operate in different areas.

Childcare

Overall 22 per cent of childcare providers (20,400 providers) were in the 30 per cent of most deprived areas in England - roughly the same proportion as in 2006.

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there, with 77 per cent of full day care providers in children's centres in the 30 per cent most deprived areas. This distribution is likely to shift over the next few years as the children's centre programme rolls out across the country. Children's centres will continue to open in the most deprived areas but they will also be established in less disadvantaged areas.¹⁴ However, we are not seeing

¹⁴ Sure Start Children's Centres Planning and Management Performance Guide. DfES, www.surestart.gov.uk/doc/P0002365.pdf

this change yet in the survey results; there was no change between the proportion of children's centres in deprived areas between 2006 and 2007.

Sessional care was the least likely type of provision to be located in the 30 per cent most deprived areas (17 per cent, or 1,500 providers). This figure is consistent with 2006, when 15 per cent of sessional care providers were located in the 30 per cent most deprived areas.

Childminders were also less likely than full day care or out of school providers to work in the more deprived areas in England. The proportion of childminders in these areas has remained stable, with 18 per cent working in the 30 per cent most deprived areas in 2007 and 19 per cent in 2006.

Table 3.2 Distribution of providers in the most deprived areas				
	2007		2006	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Childcare settings	22%	78%	21%	79%
Full day care	30%	70%	28%	72%
<i>Full day care in children's Centres</i>	77%	22%	78%	21%
Sessional	17%	83%	15%	85%
After school clubs	29%	71%	29%	71%
Holiday clubs	31%	69%	34%	66%
Childminders	18%	82%	19%	81%
Early years settings	25%	75%	28%	72%
Nursery schools	65%	35%	57%	43%
Primary schools with nursery and reception classes	44%	56%	50%	50%
Primary schools with reception but no nursery classes	14%	86%	11%	89%
<i>Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.</i>				

Early years provision in maintained schools

Nursery schools were disproportionately located in the 30 per cent most deprived areas in England. Around two-thirds (65 per cent) of nursery schools were in these areas, a higher proportion than in 2006, when the figure was 57 per cent. The proportion of primary schools with nursery and reception classes in deprived areas dropped from 50 per cent in 2006 to 44 per cent in 2007. The proportion of primary

schools with reception but no nursery classes in deprived areas was just 14 per cent in 2007 (11 per cent in 2006).

3.3 Providers by region

Table 3.3 shows the distribution of providers by Government Office Region (GOR). Table 3.3a in Appendix 1 shows the *number* of providers by Government Office Region.

Childcare

There was considerable variation in the distribution of providers by region.

In 2007 the North East, Yorkshire and Humberside was home to a quarter (24 per cent) of all full day care within children's centres, a higher proportion than in other regions. This finding is not surprising given that children's centres were more common in more deprived regions, and the North East and Yorkshire and Humberside were in the top three deprived regions in England. While there was a proportionately lower incidence of full day care in children's centres in the East and South East, the two least deprived regions.

The opposite pattern was found for sessional and full day care providers overall, with the highest proportion of these types of providers found to be operating in the South East.

After school clubs were most likely to be based in the North West and holiday clubs were most likely to be based in the South East, while the lowest incidence of out of school provision was in the East Midlands. Childminders were most likely to be based in the South East (19 per cent), with fewer operating in the East Midlands (8 per cent), South West, and West Midlands (9 per cent each).

Table 3.3 Distribution of providers by Government Office Region									
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders	Nursery schools	Primary schools with nursery and reception classes ¹⁵	Primary schools with reception but no nursery classes
Total number of providers	13,600	950	8,700	8,500	5,800	59,800	400	6,800	8,900
East Midlands	8%	6%	10%	7%	7%	8%	8%	7%	11%
East	9%	6%	16%	8%	11%	12%	9%	9%	13%
London	14%	17%	11%	15%	16%	17%	18%	19%	4%
North East	13%	24%	10%	16%	11%	14%	8%	N/A	3%
Yorkshire & Humberside							8%	N/A	8%
North West	14%	16%	10%	21%	14%	12%	18%	N/A	14%
South East	18%	10%	21%	13%	17%	19%	11%	7%	20%
South West	12%	9%	13%	7%	13%	9%	4%	4%	17%
West Midlands	12%	12%	8%	13%	12%	9%	15%	13%	9%
<i>Base: Childcare providers 2007. Early years providers in maintained schools 2007.</i>									

¹⁵ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Report.

Early years provision in maintained schools

The proportion of early years provision in maintained schools varied considerably throughout the different regions in England. For example, the proportion of nursery schools ranged from 4% of schools based in the South West to 18% in both London and the North West. There were also large variations by region in the proportions of primary schools with nursery and reception classes, and primary schools with reception but no nursery classes.

3.4 Ownership of provision

This section looks at who manages the childcare provision - whether providers were privately run, or maintained by the local authority or a school or college. Early years provision in maintained schools is not covered in this section as they are all run by local authorities.

Table 3.4 shows the breakdown of providers by ownership.¹⁶ Table 3.4a in Appendix 1 shows the *number* of providers by ownership.

In 2007 there was clear variation in ownership of childcare settings by childcare sector.

The majority of full day care provision was privately run (66 per cent), with just one in five (21 per cent) settings run by a voluntary organisation. One in ten (12 per cent) full day care providers were maintained - this was split evenly between those managed by the local authority and those managed by a school or college. The opposite pattern of ownership was true for sessional care, with 65 per cent run by a voluntary organisation and 29 per cent privately run. A similar pattern was found in 2006.

Full day care provision in children's centres was less likely than other types of provision to be privately, voluntarily or independently owned (39 per cent). Half (49 per cent) of all full day care in children's centres was run by a local authority. This is unsurprising as most children's centres have been developed from earlier Sure Start funded programmes which would generally have been owned and run by local authorities. It is intended that more centres should be developed from other sources such as privately run settings and settings run by voluntary organisations¹⁷, which in 2007 only accounted for 20 per cent and 19 per cent of all children's centres respectively.

¹⁶ It should be noted that respondents were able to give more than one response when answering, to allow for multiple ownership.

¹⁷ Sure Start Children's Centres Planning and Management Performance Guide. DfES, www.surestart.gov.uk/doc/P0002365.pdf

After school and holiday clubs were more likely to be privately run (43 per cent of after school clubs and 44 per cent of holiday clubs). Holiday clubs were more likely than after school clubs to be run by the voluntary sector (32 per cent compared with 26 per cent), or by a local authority (13 per cent compared with 8 per cent), and were less likely than after school clubs to be maintained by a school or college (12 per cent compared with 25 per cent).

Table 3.4 Ownership of childcare providers												
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs	
	2007	2006	2005	2007	2006	2007	2006	2005	2007	2006	2007	2006
Total number of providers	13,600	12,700	11,800	950	700	8,700	9,700	10,000	8,500	7,700	5,800	6,400
Private, Voluntary or Independent	87%	89%	79%	39%	36%	93%	96%	87%	68%	77%	76%	72%
Private	66%	65%	59%	20%	19%	29%	27%	30%	43%	33%	44%	36%
Voluntary	21%	24%	20%	19%	17%	65%	68%	60%	26%	44%	32%	36%
Maintained	12%	10%	13%	58%	59%	7%	5%	9%	33%	22%	25%	25%
Local authority	6%	5%	9%	49%	50%	4%	4%	7%	8%	11%	13%	19%
School/college	7%	5%	4%	9%	†	3%	1%	2%	25%	11%	12%	5%
Other	2%	2%	7%	†	†	1%	*	3%	2%	1%	3%	4%

Base: Childcare providers 2007, 2006, 2005.

3.5 Charitable status

Providers were asked whether they were set up as a charity or non-profit making organisation. Sessional care providers were most likely to be non-profit making organisations (78 per cent in 2007, 79 per cent in 2006) while only a third of full day care settings were set up this way (34 per cent in 2007, 37 per cent in 2006).

Around half of holiday clubs (54 per cent), after school clubs (50 per cent), and full day care in children's centres (49 per cent) were set up as non-profit making organisations. Lower proportions of these providers appeared to be set up as non-profit making organisations in 2007 than in 2006, when 58 per cent of holiday clubs, 62 per cent of after school clubs, and 55 per cent of full day care in children's centres were set up this way.

3.6 School links in out of school clubs

Thirty-one per cent of after school clubs had a contract or partnership agreement with other schools for the provision of childcare. This was a considerable increase of 9 per cent since 2006. Of those who had links with other schools, three-fifths (57 per cent) were linked with more than one school.

Two-fifths (39 per cent) of those after school clubs who had links with other schools provided supervised transport between themselves and the other schools.

One in five holiday club providers (19 per cent) had contracts or agreements with other schools, 14 per cent did so in 2006. Holiday clubs were perhaps more often independent than after school clubs, even if they were on the site of a school, as they run at times when schools were unlikely to be open. Over half (56 per cent) of those who had links with other schools had agreements with more than one school. A fifth (20 per cent) of those with partnership agreements provided supervised transport between these other schools.

3.7 Length of operation

Childcare providers were asked how long they have been in operation¹⁸. As one would expect, full day care providers in children's centres were far newer than any of the other childcare providers, with a fifth (20 per cent) having been open less than a year. Less than a quarter (23 per cent) had been operating for five years or more, these were likely to have been pre-existing childcare settings that later changed to children's centres.

¹⁸ Early years providers in maintained schools were not asked this question.

At the other end of the scale, sessional providers were most likely to have been running the longest, with nearly nine in ten (87 per cent) operating for five years or more.

Most full day care providers were also relatively well-established, with 61 per cent having been operating for at least five years, and just 5 per cent being less than a year old. In 2006, 84 per cent of full day care providers had been operating for at least five years and 1 per cent for less than a year.

In 2007, 43 per cent of after school clubs had been operating for at least five years, and 9 per cent for less than a year. Holiday clubs tended to have been running longer with 55 per cent in operation for five years or more, and 4 per cent for less than a year.

3.8 Opening times

Since 2001 there has been a general pattern for childcare to increasingly be provided for longer periods of time to fit in with changing lifestyles and parental demand, such as the propensity of parents to work longer and less typical hours. The changes between 2005, 2006 and 2007 in opening times of providers, however, were slight.

	2007	2006	2005
Full day care	8h50m	8h50m	9h2m
<i>Full day care in children's Centres</i>	9h58m	9h58m	N/A
Sessional	4h00m	4h00m	4h13m
After school clubs	3h29m	3h52m	4h38m
Holiday clubs	8h37m	8h19m	7h21m
Childminders	9h26m	9h10m	9h13m
Nursery schools	6h38m	6h58m	N/A
Primary schools with nursery and reception classes	5h25m	5h16m	N/A
Primary schools with reception but no nursery classes	N/A	N/A	N/A

Base: Childcare providers 2007, 2006, 2005. Early years provision in maintained schools 2007, 2006.

Full day care providers in children's centres were open for the longest period of time, at an average of almost 10 hours (9 hours 58 minutes) per day in 2007. As would be expected, after school clubs and sessional providers were open for much shorter periods of time. After school clubs were open for an average of three and a half hours and sessional providers for an average of four hours a day.

The opening hours of holiday clubs seem to be increasing, rising from 7 hours 21 minutes a day in 2005 to 8 hours 37 minutes in 2007. Half (49 per cent) of all holiday clubs were open between 9 and 10 hours every day.

91 per cent of childminders accepted children both during term time and during the school holidays. In 2007 childminders accepted children for slightly longer than in 2006, at an average of 9 hours 26 minutes a day during term time (9 hours 11 minutes in 2006), and 10 hours 13 minutes during school holidays (9 hours 39 minutes in 2006).

In addition to how many hours childminders were prepared to accept children for, they were also asked how long they looked after the children they were caring for (table 3.6). The average time spent in a typical week looking after children was 16 hours per week in term-time and 23 hours per week during the school holidays (the results were similar in 2006).

Table 3.6 Number of hours per week children are cared for by childminders		
	Term-time	School holidays
Number of hours	%	%
1-9	37%	19%
10-19	28%	24%
20-29	16%	22%
30-39	8%	14%
40-49	5%	10%
50 or more	2%	4%
Don't know	1%	4%
Mean number of hours	16	23
<i>Base: All children childminders look after in term-time; All children childminders look after in school holidays.</i>		

3.9 Business planning and expansion

3.9.1 Business planning

Table 3.7 shows the proportion of childcare providers that had a written business plan.

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Yes	80%	76%	87%	86%	56%	53%	70%	71%	80%	76%	26%	38%
No	13%	17%	9%	†	37%	40%	22%	23%	16%	19%	73%	60%
Don't know	7%	7%	4%	†	7%	7%	8%	6%	4%	5%	1%	3%

Base: Module A childcare providers 2007, 2006. Childminders 2006, 2007.

The proportion of childcare providers with a written business plan had increased for most types of settings since 2006. Eight in ten (80 per cent) full day care providers reported having a written business plan, rising to nine in ten (87 per cent) among full day care settings in children's centres. A high proportion of after school clubs (70 per cent) and holiday clubs (80 per cent) also had a written business plan. In contrast, just over half of sessional providers reported having a business plan (56 per cent). While the proportion of childminders with a business plan dropped from 38 per cent in 2006 to 26 per cent in 2007.

Table 3.8 shows the proportion of settings with a written business plan, by ownership type.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
Overall	80%	87%	56%	70%	80%
Private	83%	†	59%	79%	84%
Voluntary	70%	†	52%	64%	75%
Local authority	77%	85%	†	76%	87%
School/college	87%	†	†	63%	†
Other	†	†	†	†	†

Base: Module A childcare providers 2007.

There was some variation between providers with a written business plan by ownership. Full day care providers were most likely to have a business plan if they were run by a school or college (87 per cent) and least likely if they were run by the voluntary sector (70 per cent). The highest proportion of holiday clubs with a business plan were those run by local authorities (87 per cent) and the largest proportion of after school clubs with a written business plan were privately run (79 per cent).

Providers reporting they had a written business plan were asked whether it had been updated within the last two years. Table 3.9 gives these responses as a proportion of all settings.

Table 3.9 Proportion of all settings that had a written business plan that had been updated in the last two years		
	2007	2006
Full day care	81%	81%
<i>Full day care in children's centres</i>	87%	86%
Sessional	84%	76%
After school clubs	78%	75%
Holiday clubs	78%	82%
Childminders	67%	76%
<i>Base: Module A childcare providers 2007, 2006. Childminders 2007, 2006.</i>		

The proportion of group providers that had updated their business plan in the past two years was high, at around 80 per cent. Comparing the results from 2007 with 2006 shows that the proportion of providers who had updated their business plan over the last two years had generally increased slightly, with the exception of holiday clubs and childminders. Full day care and full day care in children's centres were stable.

The proportion of sessional care providers who had updated their business plan within the last two years increased from 76 per cent in 2006 to 84 per cent in 2007. There was also an increase in the proportion of after school clubs that had updated their business plan (78 per cent in 2007 compared with 75 per cent in 2006), but fewer holiday clubs had done so (78 per cent in 2007 compared with 82 per cent in 2006). There was also a marked drop among childminders, where two-thirds (67 per cent) had updated their business plan recently, compared with three-quarters (76 per cent) in 2006.

When comparing results from the earliest comparable year (2003) the proportion of providers with a written business plan has increased considerably. In 2003, 63 per

cent of holiday clubs, 57 per cent of out of school clubs, 56 per cent of full day care settings and just 17 per cent of childminders had a written business plan.

3.9.2 Expansion

	Proportion who have expanded in the last year	Proportion who plan to expand in the next year
Full day care	16%	16%
<i>Full day care in children's centres</i>	19%	8%
Sessional	12%	14%
After school clubs	16%	19%
Holiday clubs	15%	17%
Childminders	12%	17%
<i>Base (1st column): Module A childcare providers 2007. Childminders 2007.</i> <i>Base (2nd column): Module A childcare providers 2007 who have not expanded in the last 12 months. Childminders 2007 who have not expanded in the last 12 months.</i>		

16 per cent of full day care providers had expanded in the last year and a further 16 per cent planned to increase the number of places they offer within the next twelve months. Those who did not plan to expand were asked why; the most common reason given was that they would need larger premises (43 per cent).

19 per cent of after school clubs planned to increase their number of places in the next 12 months, as did 17 per cent of holiday club settings. The most common reasons for not expanding were that they would need larger premises (35 per cent of both after school and holiday clubs), there was not sufficient demand (34 per cent of both after school and holiday clubs), and they were already at maximum capacity (27 per cent of after school clubs and 16 per cent of holiday clubs).

Full day care settings in children's centres were slightly more likely to have increased the number of places they offered in the last year (19 per cent), which is not surprising given that these types of providers are relatively new and still growing, though only 8 per cent say they will expand in the next year. Again, needing a larger premises was the most common reason given for not planning to expand (48 per cent), followed by already being at maximum capacity (32 per cent).

As one would expect, given the decline in the number of sessional providers, fewer providers expanded in the last year (12 per cent) compared with all other childcare providers, though 14 per cent still planned to increase the number of places offered in the next twelve months.

The results were similar for childminders, with 12 per cent of childminders having increased the number of places they offer in the last 12 months, and 17 per cent hoping to in the next year. The most common reason among childminders for not expanding was that they were already at maximum capacity, with 32 per cent giving this as a reason.

3.10 Types of service provided in children's centres

All children's centres were asked what types of childcare they provided. The most common type of childcare provided by children's centres was full day care for children under 5's (77 per cent). 73 per cent of children's centres offered sessional care for children under 5's. A relatively low proportion of children's centres offered holiday care (30 per cent), after school (25 per cent) or before school care (23 per cent).

Children's centres in the 70 per cent least deprived areas were more likely than those in the 30 per cent most deprived areas to offer after school and holiday care (34 per cent of centres in the least deprived areas offered after school care compared with 23 per cent of centres in the most deprived areas, and 42 per cent of centres in the least deprived areas offered holiday care compared with 26 per cent of centres elsewhere). While those in the 30 per cent most deprived areas were more likely to offer full day care (80 per cent compared with 69 per cent elsewhere).

3.11 Types of support offered in children's centres

Children's centres first opened in the more deprived areas and many offer a range of support services to assist those in more disadvantaged groups. The most common services offered were family support outreach and/or home visiting services (offered by 91 per cent of centres) and employment advice links to Jobcentre Plus (offered by 90 per cent of centres). Table 3.11 shows more information on the types of services offered in children's centres.

It was less common for children's centres to have offered support for families with a parent in prison or involved in criminal activity (66 per cent), support for families of asylum seekers (68 per cent) or other support services (66 per cent), though these services were still available at the majority of children's centres.

Family support outreach and/or home visiting services	91%
Employment advice links to Jobcentre Plus	90%
Literacy language or numeracy programmes for parents/carers with basic skills needs	87%
Support for parents with disabled children	87%
Support for lone parents	86%
Support for teenage parents	83%
Support for families with drug or alcohol related problems	79%
Support for people with mental health problems	76%
Relationship support	76%
Support for particular minority ethnic groups	75%
Support for families of asylum seekers	68%
Support for families with a parent in prison or involved in criminal activity	66%
Any other services	66%
<i>Base: All children's centres 2007.</i>	

Overall, around half of the children's centres that did not offer the services in Table 3.11 at the time of the 2007 survey planned to provide them in the future.

Children's centres could provide these services themselves, or could share the provision through links with other organisations. The amount of support supplied by other organisations was highest in cases where people have mental health problems (53 per cent off site) and families with drug or alcohol related problems (55 per cent off site). This is likely to be because families in these situations need specialist help.

3.12 Children's centres relationships with the Primary Care Trust

Most children's centres were positive about their relationship with their primary care trust at a delivery level. Nearly a fifth (19 per cent) said their relationship was excellent and 47 per cent described it as good. However a quarter (26 per cent) of children's centres said the relationship was still developing.

4 Places and children

This chapter compares the number of places and the number of children attending registered settings and looks at the ages of children attending, vacancies for children and the free early education entitlement for 3 and 4 year olds.

4.1 Number of places

Table 4.1 shows the number of Ofsted registered places amongst childcare and early years providers in maintained schools.

In 2007, there were 2,494,000 childcare and early years places registered with Ofsted. Of these, 1,626,400 were provided by full day care settings¹⁹, sessional providers, after school and holiday clubs and childminders²⁰ and 867,600 places were registered in early years education in maintained schools.

Childcare

The number of Ofsted registered places in full day care settings increased steadily between 2003 and 2007. There were 596,500 places in 2007, a 38 per cent increase since 2003. During this period the number of full day care places increased at a higher rate than the increase in the number of registered full day care providers (27 per cent), this is likely to be due to the development of provision within children's centres with on average 54 places per setting.

There were 248,100 sessional care places in 2007, a 24 per cent decrease since 2003. The number of providers decreased by a similar proportion (26 per cent) during this period.

Following large increases in the number of registered places in after school clubs and holiday clubs between 2003 and 2006 (58 per cent increase in after school club places and 117 per cent increase in holiday club places), the number of places in after school clubs remained stable between 2006 and 2007 (at 259,900 in 2007) while the number of places in holiday clubs dropped by 13 per cent (to 230,300).

¹⁹ Including registered places in full day care provided by children's centres.

²⁰ Including places registered with active childminders only.

	Number of registered places				% change		
	2007	2006	2005	2003	From 2006 to 2007	From 2005 to 2007	From 2003 to 2007
Full day care	596,500	544,200	511,100	431,600	+10%	+17%	+38%
<i>Full day care in children's centres</i>	51,100	37,700	N/A	N/A	+36%	N/A	N/A
Sessional	248,100	278,300	265,400	325,300	-11%	-7%	-24%
After school clubs	259,900	260,100	N/A	165,100	+1%	N/A	+57%
Holiday clubs	230,300	263,900	N/A	121,700	-13%	N/A	+89%
Childminders	291,500	272,600	275,600	N/A	+7%	+6%	N/A
Total childcare	1,626,400	1,619,100	1,052,100	N/A	*	+8%	N/A
Nursery schools	28,400	28,100	N/A	26,900	+1%	N/A	+6%
Primary schools with nursery and reception classes	533,000	477,300	N/A	494,500	+12%	N/A	+7%
Primary schools with reception but no nursery classes	306,300	286,100	N/A	321,700	+7%	N/A	-5%
Total early years	867,600	791,500	N/A	843,100	+10%	N/A	+3%
Total overall	2,494,000	2,410,600	N/A	N/A	+3%	N/A	N/A

Base: Childcare providers 2007, 2006, 2005, 2003. Early years provision in maintained schools 2007, 2006, 2003.

Full day care, full day care in children’s centres and holiday clubs tend to have a greater capacity than sessional providers or after school clubs. These settings reported the highest average number of places (44 places in full day care, 54 in full day care in children’s centres and 40 in holiday clubs) as well as comparatively high proportions of providers reporting more than 50 registered places. In contrast, sessional providers and after school clubs tended to be medium sized establishments with an average of 28 and 31 places respectively (Table 4.2).

Table 4.2 Capacity of settings - childcare						
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Total
Ofsted registered places per setting						
1-9	1%	*	2%	2%	4%	2%
10-19	7%	2%	12%	14%	11%	10%
20-29	27%	9%	62%	39%	26%	37%
30-39	17%	16%	12%	20%	20%	17%
40-49	14%	15%	6%	13%	16%	12%
50 or more	34%	57%	6%	10%	22%	21%
Don't know	*	*	*	1%	1%	1%
Mean number of places per setting						
2007	44	54	28	31	40	36
2006	43	55	29	35	43	37
2005	44	N/A	27	N/A	N/A	N/A
2003	44	N/A	27	37	45	35
<i>Base: Childcare providers 2007, 2006, 2005, 2003.</i>						

Childminders

In total there were 291,500 Ofsted registered places with childminders in 2007. It is not possible to make comparisons for childminders with 2003 due to differences in the way figures were grossed up, but the total number of places in 2007 was 6 per cent higher than the number of places in 2005 (275,600 places).

Childminders are only able to register to look after up to six children under the age of eight, in 2007 each childminder was registered to provide an average of 4.9 places (Table 4.3).

Table 4.3 Capacity of settings - childminders	
Ofsted registered places per childminder	
1-2	5%
3-4	33%
5-6	58%
7 or more	5% ²¹
Don't know	*
Mean number of places per childminder	
2007	4.9
2006	5.0
2005	4.8
<i>Base: Childminders 2007, 2006, 2005.</i>	

Early years provision in maintained schools

Among early years providers in maintained schools, there were a total of 867,600 places, a 3 per cent increase from 843,100 places in 2003.

There were 28,400 nursery school places, 533,000 places in primary schools with nursery and reception classes and 306,300 places in primary schools with reception but no nursery classes.

While the number of nursery schools remained stable between 2003 and 2007, the number of places provided by nursery schools increased (by 6 per cent). This was due to an increase in the average number of places (from 58 in 2003 to 66 in 2006 and 65 in 2007), as shown in Table 4.4.

The number of primary schools with nursery and reception classes increased (by 7 per cent) at a similar rate to the number of places (by 7 per cent). The average number of places per setting increased to 79, a return to the average number reported in 2003 following a drop to 75 in 2006.

Between 2003 and 2007 the number of places offered by primary schools with reception but no nursery classes fell by 5 per cent while the number of settings in operation decreased by 3 per cent. The average number of places dropped from 35 in 2003 to 32 in 2006 and increased back to 35 in 2007.

²¹ It appears that a small proportion of childminders included the places they have for children aged 8 and over in their response.

Table 4.4 Ofsted registered places per setting – early years provision in maintained schools				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Places per setting				
1-24	1%	6%	34%	24%
25-49	29%	14%	42%	32%
50-74	36%	31%	17%	21%
75-99	20%	22%	6%	12%
100-149	12%	23%	*	8%
150-199	1%	3%	0%	1%
200 or more	0%	1%	0%	*
Don't know	1%	*	*	*
Mean number of places per setting				
2007	65	79	35	50
2006	66	75	32	49
2003	58	79	35	53
<i>Base: Early years provision in maintained schools 2007, 2006, 2003.</i>				

4.2 Number of places in deprived areas

Table 4.5 shows the change in numbers of places in the 30 per cent most deprived areas between 2007 and 2006.

Childcare

There were increases in the numbers of full day care and sessional places available in the 30 per cent most deprived areas between 2006 and 2007 (up 15 per cent and 18 per cent respectively). This was in line with the increases in the number of providers operating in those areas and the average number of places reported.

There was just a 1 per cent increase in the number of after school places available despite an increase of 13 per cent in the number of providers operating in deprived areas. This was due to the decrease in the average number of places per setting. The number of holiday club places available in deprived areas fell by 30 per cent between 2006 and 2007, caused by the drop in the number of providers operating in these areas and the lower number of places reported per setting.

	30% most deprived areas (2007)		30% most deprived areas (2006)		% change in number of places
	%	No.	%	No.	
Full day care	31%	183,100	29%	159,300	+15%
<i>Full day care in children's centres</i>	75%	38,200	80%	33,300	+15%
Sessional	18%	44,000	13%	37,200	+18%
After school clubs	30%	78,900	30%	78,000	+1%
Holiday clubs	27%	62,800	34%	89,700	-30%
Childminders	17%	49,500	18%	47,800	+4%
Nursery schools	68%	19,200	54%	15,300	+25%
Primary schools with nursery and reception classes	47%	253,100	53%	251,500	+1%
Primary schools with reception but no nursery classes	15%	44,900	14%	39,300	+14%

Base: Childcare providers 30% most deprived areas 2007, 2006. Early years provision in maintained schools, 30% most deprived areas 2007, 2006.

Childminders

The number of places in deprived areas offered by childminders increased by 4%, despite a decrease of 2 per cent in the number of childminders operating in these areas. This was due to the average number of children looked after by childminders in deprived areas being slightly higher in 2007 (4.7 children, 4.4 in 2006).

Early years provision in maintained schools

Between 2006 and 2007 there was an increase in the number of places in nursery schools and in primary schools with reception but no nursery classes in deprived areas (25 per cent and 14 per cent respectively). This was in line with the increase in the number of these providers and the average number of places per setting.

Despite a decrease of 7 per cent in the number of primary schools with nursery and reception classes in deprived areas since 2006, the decline in the number of places in these providers in deprived areas was only 1 per cent. This was due to the rise in the average number of places per setting.

4.3 Number of places by region

Table 4.6 shows the distribution of places by Government Office Region. A table showing the *number* of places by Government Office Region in 2007 is included in Appendix 1 (table 4.6a).

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes ²²		Primary Schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
East Midlands	9%	9%	6%	7%	10%	10%	7%	7%	6%	7%	9%	9%	8%	6%	8%	6%	10%	10%
East	9%	10%	6%	7%	17%	17%	7%	8%	10%	8%	12%	13%	11%	10%	9%	9%	13%	12%
London	14%	14%	18%	19%	11%	11%	14%	16%	15%	18%	14%	13%	22%	19%	23%	25%	5%	5%
North East, Yorkshire & Humberside	13%	14%	22%	22%	10%	11%	17%	13%	10%	11%	16%	16%	13%	16%	N/A	21%	10%	10%
North West	15%	15%	18%	14%	9%	10%	23%	23%	15%	16%	12%	12%	17%	17%	N/A	16%	12%	13%
South East	18%	18%	10%	13%	23%	21%	13%	13%	23%	17%	18%	19%	11%	13%	8%	6%	25%	23%
South West	10%	10%	8%	7%	12%	12%	7%	7%	10%	12%	9%	10%	4%	5%	3%	3%	17%	16%
West Midlands	12%	12%	12%	12%	8%	8%	12%	12%	11%	11%	9%	10%	14%	13%	13%	14%	9%	9%

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

²² Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Report.

The regional distribution of places in 2007 was similar to that reported in previous years, with places broadly reflecting the distribution of settings, with more provision in regions of higher population density.

Childcare

The South East had the greatest proportion of full day care (18 per cent), sessional (23 per cent), holiday clubs (23 per cent) and childminding (18 per cent) places, while the North West alone accounted for nearly a quarter of all after school places (23 per cent). The North East, Yorkshire and Humberside, London and the North West had the highest proportion of full day care places in children's centres.

Early years provision in maintained schools

London had the greatest proportion of places in nursery schools (22 per cent) and primary schools with nursery and reception classes (23 per cent), while the South East had the highest proportion of primary schools with reception but no nursery classes (25 per cent).

4.4 Childcare places by ownership

Table 4.7 shows the proportions of Ofsted registered places per setting, by ownership. Table 4.7a in Appendix 1 shows the *number* of places per setting.

The distribution of registered places across types of ownership corresponded largely to the patterns of ownership for settings and was similar to the distribution of places in 2006.

Seven in ten full day care places (70 per cent) were available in privately run settings, with just 16 per cent of places offered in settings run by the voluntary sector and 11 per cent in maintained settings. Unsurprisingly full day care places in children's centres were most likely to be available in maintained settings (61 per cent) with around a third offered through Private, Voluntary and Independent (PVI) settings (35 per cent).

Sessional places were most likely to be offered through voluntary sector settings (65 per cent), with 28 per cent of places available through privately run settings and just 6 per cent of places offered through the maintained sector.

The ownership of out of school places was more mixed with around two-fifths of places offered through the private sector (44 per cent of after school places and 42 per cent of holiday places) and a quarter of places available in both voluntary (24 per cent of after school places and 29 per cent of holiday places) and maintained sectors (33 per cent of after school places and 29 per cent of holiday places).

Table 4.7 Number of Ofsted registered places by ownership

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		Total
	2007	2006	2005	2007	2006	2007	2006	2005	2007	2006	2007	2006	2007
Total number of places	596,500	544,200	511,100	51,100	37,700	248,100	278,300	265,400	259,900	260,100	230,300	263,900	1,334,800
Private, Voluntary & Independent	86%	88%	76%	35%	†	93%	96%	89%	68%	77%	71%	69%	82%
<i>Private</i>	70%	70%	61%	16%	†	28%	30%	32%	44%	35%	42%	37%	52%
<i>Voluntary</i>	16%	18%	16%	18%	†	65%	66%	58%	24%	43%	29%	32%	29%
Maintained	11%	10%	14%	61%	58%	6%	5%	8%	33%	22%	29%	27%	20%
<i>Local Authority</i>	6%	6%	11%	53%	50%	3%	3%	7%	8%	12%	17%	21%	10%
<i>School/college</i>	6%	4%	4%	†	†	3%	1%	2%	25%	10%	11%	5%	10%
Other	3%	3%	8%	†	†	1%	*	8%	2%	*	3%	5%	2%

Base: Childcare providers 2007, 2006, 2005.

Table 4.8 shows the mean number of Ofsted registered places per setting, by ownership.

The mean number of places offered in full day care settings in children's centres appeared to be higher than other settings across all types of ownership. With local authority run settings offering the highest number of places, at an average of 58 places.

For both full day care and after school settings, private providers tended to be largest (with an average of 48 and 32 places respectively) while for holiday clubs local authority run settings offered the highest number of places on average (53 places). There was little variation in the number of places offered by ownership type among sessional settings, ranging from an average of 26 places in school/college run provision to 29 places in voluntary sector settings.

Table 4.8 Mean number of Ofsted registered places by ownership													
	Full day care			<i>Full day care in children's centre's</i>		Sessional			After school clubs		Holiday clubs		Total
	2007	2006	2005	2007	2006	2007	2006	2005	2007	2006	2007	2006	2007
Private, Voluntary and Independent	44	43	41	50	58	28	29	27	31	35	38	41	37
<i>Private</i>	48	46	43	49	#	28	32	29	32	36	40	44	40
<i>Voluntary</i>	33	33	32	51	#	29	28	26	29	34	36	38	30
Maintained	39	43	45	56	54	26	29	26	30	35	46	46	37
<i>Local authority</i>	40	45	46	58	55	27	28	26	30	38	53	47	33
<i>School/college</i>	38	41	42	#	#	26	34	23	31	32	40	45	33
Other	50	55	54	#	#	28	20	28	30	35	#	51	37

Base: Childcare providers 2007, 2006, 2005.

4.5 Number of children attending

The number of children attending refers to the number of children actually attending a setting in a typical week rather than the number of registered places. The number of children attending can be greater than the number of places, as part time children can share places. It may also be lower than the number of places if providers are unable to fill all of their places. Although care is taken to avoid double counting in individual providers, because children can attend more than one setting some double counting is unavoidable. We would therefore advise against adding these numbers together as we are unable to estimate the extent to which this has occurred.

Table 4.9 shows the number of children attending childcare and early years provision in maintained schools.

	Number of children				% change		
	2007	2006	2005	2003	From 2006 to 2007	From 2005 to 2007	From 2003 to 2007
	No.	No.	No.	No.	%	%	%
Full day care	820,100	766,900	704,200	649,400	+7%	+16%	+26%
<i>Full day care in children's centres</i>	68,400	40,000	N/A	N/A	+71%	N/A	N/A
Sessional	356,800	389,700	390,000	469,900	-8%	-9%	-24%
Holiday clubs	297,700	352,500	N/A	233,800	-16%	N/A	+27%
After school clubs	414,300	404,800	N/A	271,900	+2%	N/A	+52%
Childminders	278,500	267,900	242,400	N/A	+4%	+15%	N/A
Nursery schools	38,300	36,100	N/A	35,800	+6%	N/A	+7%
Primary schools with nursery and reception classes	517,800	505,900	N/A	475,400	+2%	N/A	+9%
Primary schools with reception but no nursery classes	263,200	251,000	N/A	276,500	+5%	N/A	-5%

Base: Childcare providers 2007, 2006, 2005, 2003. Early years provision in maintained schools 2007, 2006, 2003.

Table 4.10 shows the mean number of children attending childcare and early years provision in maintained schools.

Table 4.10 Mean number of children attending childcare and early years provision				
	2007	2006	2005	2003
Full day care	61	61	60	66
<i>Full day care in children's centres</i>	73	66	<i>N/A</i>	<i>N/A</i>
Sessional	41	40	39	40
Holiday clubs	53	57	<i>N/A</i>	84
After school clubs	50	53	<i>N/A</i>	60
Childminders	5	5	4	4
Nursery schools	86	82	<i>N/A</i>	77
Primary schools with nursery and reception classes	77	78	<i>N/A</i>	76
Primary schools with reception but no nursery classes	30	27	<i>N/A</i>	30
<i>Base: Childcare providers 2007, 2006, 2005, 2003. Early years provision in maintained schools 2007, 2006, 2003.</i>				

Childcare

Between 2003 and 2007 the percentage increases in children attending full day care providers, after school clubs and holiday clubs (at 26 per cent, 52 per cent and 27 per cent respectively) were lower than the increases in the number of places (38 per cent, 57 per cent and 89 per cent respectively). This was due to the average number of children attending the settings falling. The average number of children attending full day care providers fell from 66 in 2003 to 61 in 2007, from 60 to 50 children amongst after school clubs and from 84 to 53 children amongst holiday clubs.

For full day care provision in children's centres the reverse picture is true with the number of children attending increasing at a faster rate than the number of places. Between 2006 and 2007 the number of children attending increased by 71 per cent while the number of places increased by 36 per cent. The average number of children attending each setting rose from 66 in 2006 to 73 in 2007.

The number of children attending sessional provision declined at the same rate as the number of places (both down by 24 per cent between 2003 and 2007)

In total there were 278,500 children attending childminders. The average number of children per childminder increased from 4 in 2003 to 5 in 2007. We are unable to make comparisons with the total number of children attending childminders in 2003 due to differences in the way the figures were grossed up, but there was a 15 per cent increase from 2005 when there were 242,400 children attending.

Early years provision in maintained schools

The number of children attending nursery schools stood at 38,300 in 2007. This represented a 7 per cent increase from 2003. This was due to an increase of 6 per cent in the number of providers in operation and an increase in the average number of children attending from 77 in 2003 to 86 in 2007.

In 2007 there were 517,800 children attending primary schools with nursery and reception classes, with an average of 77 per setting (76 per setting in 2003). The data suggest that there was a 9 per cent increase since 2003 however, the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

The number of children attending primary schools with reception but no nursery classes decreased by 5 per cent between 2003 and 2007 to 263,200 children, the same rate of decrease than seen in the number of places.

4.5.1 Ratio of children to places

Table 4.11 shows the ratio of children attending to places for each setting.

Table 4.11 Number of attendees per place in childcare and early years provision				
	Number of attendees per place			
	2007	2006	2005	2003
Full day care	1.4	1.4	1.4	1.5
<i>Full day care in children's centres</i>	1.3	1.1	<i>N/A</i>	<i>N/A</i>
Sessional	1.4	1.4	1.5	1.4
Holiday clubs	1.3	1.4	<i>N/A</i>	1.9
After school clubs	1.6	1.6	<i>N/A</i>	1.6
Childminders	1.0	1.0	0.9	<i>N/A</i>
Nursery schools	1.3	1.3	<i>N/A</i>	1.3
Primary schools with nursery and reception classes	1.1	1.1	<i>N/A</i>	1.0
Primary schools with reception but no nursery classes	0.9	0.9	<i>N/A</i>	0.9
Base: Childcare providers 2007, 2006, 2005, 2003. Early years provision in maintained schools 2007, 2006, 2003.				

Childcare

For all settings, apart from childminders, there were more children attending than there were places. The ratio of children attending to places has remained fairly consistent since 2003 for full day care, sessional and after school club settings (at around 1.4, 1.4 and 1.6 per place respectively). This is because the numbers of places available and number of children attending have grown at similar rates.

The ratio of children attending to places increased slightly in full day care in children's centres from 1.1 children per place in 2006 to 1.3 in 2007. This was because the number of children attending increased at a faster rate than the number of places available (70 per cent increase in the number of children attending compared with 36 per cent increase in number of places). For holiday clubs the ratio decreased to 1.3 from 1.9 in 2003, as the number of places available increased at a faster rate than the number of children attending (89 per cent increase in the number of places available compared with 27 per cent increase in the number of children attending).

Early years provision in maintained schools

Looking at the ratio of children attending to places in nursery schools and in primary schools with nursery and reception classes there were more children attending than there were places (1.3 children per place in nursery schools and 1.1 children per place in primary schools with nursery and reception classes). The ratio was just 0.9 children per place for primary schools with reception but no nursery classes, as the number of children attending was actually lower than the number of places available (263,165 children compared with 306,300 places).

4.6 Age of children

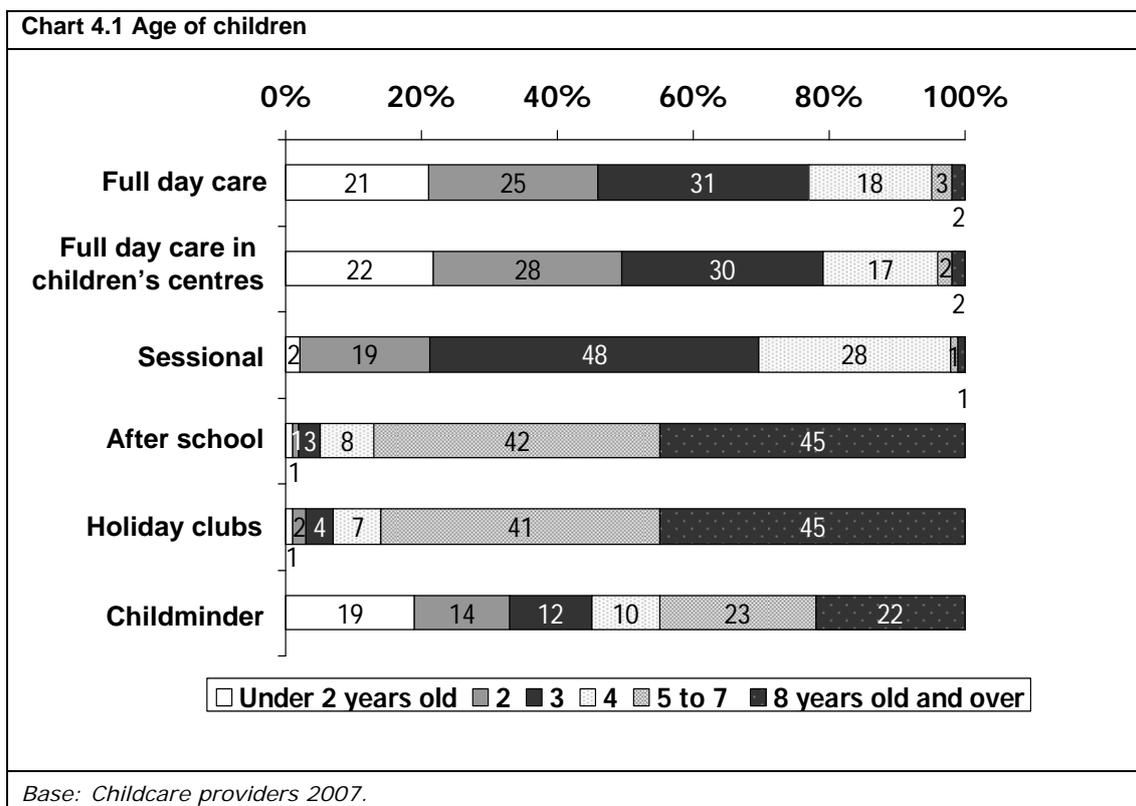
Childcare

Chart 4.1 shows the age breakdown of children attending childcare providers.

As expected, the overwhelming majority of children attending full day care (95 per cent) and sessional day care (97 per cent) were pre-school aged (under 5). Those attending full day care were reasonably evenly spread between the under 2's (21 per cent), 2 year olds (25 per cent), 3 year olds (31 per cent) and 4 year olds (18 per cent). While sessional settings had only 2 per cent of children aged under 2, 19 per cent were aged 2, half (48 per cent) were 3 years old and 28 per cent were 4 years old.

Again, as expected, the vast majority of children attending after school clubs (87 per cent) and holiday clubs (86 per cent) were school aged, that is between 5 and 14 years of age. However, some providers said they catered for children under the age of 5. This is because some older 4 year olds may have already begun reception

classes and may use the extended care. Additionally, some 3 year olds may be receiving additional care, over and above their part time nursery education place.



The children being cared for by childminders covered all age ranges, although childminders were most likely to report looking after children aged under 2 (19 per cent), aged 5 to 7 (23 per cent) and 8 or over (22 per cent).

4.7 Ethnicity of children

Table 4.12 shows the proportion of children of black and minority ethnic (BME) origin attending by provider type. The figures were very similar to previous years, therefore data for just 2006 has been included for comparison. Table 4.12a showing number of providers by proportion of BME children is in Appendix 1.

Childcare

In total there were 105,100 children of black and minority ethnic (BME) origin attending registered full day care settings in 2007. The average proportion²³ of children attending that were from a BME group was 16 per cent per full day care setting.

²³ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Report.

Data from the 2001 Census showed that although people of BME origin made up around 9 per cent of England's population, among those aged under seven the proportion rose to 15 per cent. This suggests that the proportion of children of BME origin using registered full day care was as would be expected from their proportion in the population.

The average proportion of children attending full day care in children's centres from a BME group was 24 per cent per setting, approximately 13,500 children. This is more than the proportion of BME children in the population and may be explained by the fact that higher proportions of some BME groups live in the 30 per cent most deprived areas²⁴. As discussed earlier the majority of children's centres are based in the 30 per cent most deprived areas.

For sessional settings the average proportion of children attending who were from a BME group was just 10 per cent per setting, around 33,500 children.

In total there were approximately 52,300 children of BME origin attending after school clubs and 44,900 attending holiday clubs. The average proportion of children attending that were from a BME group was 16 per cent in after school clubs and 19 per cent in holiday clubs.

Early years provision in maintained schools

There were around 11,500 children of BME origin attending nursery school settings in 2007. The average proportion of children attending who were from a BME group was 31 per cent per setting. This indicates that children attending nursery schools from a BME group represented a much higher proportion of the total number of children than they do in the general population. The most likely explanation for this is that nursery schools are generally located in areas with a higher than average BME origin population, such as London, where around a fifth (18 per cent) of all nursery schools were located.

The total number of BME children attending primary schools with nursery and reception classes was around 145,100. The average proportion of children attending who were from a BME group was 21 per cent per setting. This is a lower proportion than that reported for nursery schools but is still higher than the overall proportion of BME children aged under seven in the population (15 per cent) and is likely to be influenced by the results from the London region. As seen in section 3.3, the proportion of primary schools with nursery and reception classes that are in London

²⁴ 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>

was higher than the proportion of homes containing dependent children in London, and London contains the highest concentration of people of BME origin.

In total there were 27,000 children of BME origin attending primary schools with reception but no nursery classes in 2007, an average of just 8 per cent of children per setting. One cause of this relatively low proportion was the low number of primary school with reception classes based in London, where the BME population is much higher.

Table 4.12 Proportion of children of black and minority ethnic (BME) origin																		
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
None	20%	22%	10%	13%	33%	34%	25%	24%	19%	20%	72%	70%	6%	9%	19%	16%	44%	48%
1 to 5%	28%	30%	27%	27%	24%	28%	18%	22%	17%	16%	1%	2%	18%	19%	25%	26%	19%	18%
6 to 10%	16%	16%	14%	12%	15%	14%	17%	15%	15%	17%	7%	6%	14%	15%	13%	14%	15%	16%
11% or more	34%	32%	47%	48%	26%	24%	38%	36%	42%	40%	19%	21%	58%	54%	40%	40%	21%	16%
Don't know	3%	1%	1%	1%	1%	1%	3%	3%	6%	7%	1%	1%	4%	3%	3%	4%	2%	1%
Mean proportion per setting	16%	15%	24%	24%	10%	10%	16%	17%	19%	19%	13%	13%	31%	31%	21%	22%	8%	7%

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

4.7.1 Provider records on ethnicity and language

In 2007 early years providers were asked whether they kept records on ethnicity and language²⁵. As in 2006 the vast majority of providers reported that they did.

Virtually all nursery schools (99 per cent) kept records of the specific ethnic group for all children attending, while the proportions of primary schools with nursery and reception classes, and primary schools with reception but no nursery classes reporting keeping such records were nearly as high (97 per cent in both cases).

Similarly high proportions of providers reported keeping records of whether English was the main language they spoke at home (97 per cent of nursery schools, 95 per cent of primary schools with nursery and reception classes and 95 per cent of primary schools with reception but no nursery classes).

4.8 Special Educational Needs and disability

When answering questions about SEN, providers could 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.

Table 4.13 shows the proportion of children with a Special Educational Need (SEN) or disability attending by provider type. The figures are similar to previous years, therefore data for just 2006 has been included for comparison. Table 4.13a showing the number of providers by the proportion of children with SEN or disability is in Appendix 1.

Childcare

There were 24,500 children with SEN or a disability attending full day care settings. The average proportion of children attending who had SEN or disability was 4 per cent per setting. Overall, 7 per cent of full day care providers said that more than 10 per cent of their attendees had SEN or a disability, this proportion was higher in the 30 per cent most deprived areas (13 per cent), voluntary run settings (14 per cent) and most significantly, providers run by local authorities (25 per cent).

There were 14,900 children with SEN or a disability attending sessional settings. The average proportion of children attending who had a SEN or a disability was 5 per cent per setting.

²⁵ Childcare providers were not asked this question.

In total there were 23,000 children with SEN or a disability attending after school clubs. The average proportion of children attending who had SEN or a disability was 7 per cent per setting.

There were 31,400 children attending holiday clubs with a SEN or a disability. The average proportion of children attending who had a SEN or a disability was 12 per cent per setting.

Early years provision in maintained schools

In 2007 there were 4,600 children attending nursery schools with SEN or a disability. The average proportion of children with SEN or a disability was 13 per cent per setting.

In primary schools with nursery and reception classes there were approximately 51,700 children with SEN or a disability attending. The average proportion of children attending who had SEN or a disability was 10 per cent per setting.

There were 25,300 children with SEN or a disability attending primary schools with reception but no nursery classes. This represented 10 per cent of the children attending.

Table 4.13 Proportion of children with Special Educational Needs (SEN) or a disability																		
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
None	37%	41%	13%	20%	41%	40%	36%	28%	26%	22%	86%	85%	1%	3%	8%	8%	26%	37%
1 to 5%	44%	42%	36%	32%	32%	33%	26%	31%	24%	27%	3%	3%	27%	23%	33%	32%	18%	16%
6 to 10%	10%	11%	25%	23%	17%	16%	19%	19%	19%	19%	6%	5%	24%	24%	24%	26%	23%	21%
11% or more	7%	6%	24%	24%	10%	11%	18%	20%	28%	28%	5%	7%	48%	49%	34%	31%	32%	25%
Don't know	1%	*	1%	1%	1%	*	2%	1%	3%	4%	1%	*	1%	2%	1%	3%	1%	*
Mean proportion per setting	4%	3%	8%	8%	5%	5%	7%	8%	12%	14%	3%	4%	13%	14%	10%	9%	10%	8%

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

4.9 Child vacancies

Table 4.14 shows the number of vacancies for children amongst childcare and early years providers and Table 4.15 shows the mean number of vacancies and the proportion of places vacant nationally.

Table 4.14 Number of vacancies for children in childcare and early years providers					
	Number of vacancies			Percentage change	
	2007	2006	2005	From 2006 to 2007	From 2005 to 2007
	No.	No.	No.	%	%
Full day care	107,300	81,000	88,400	+32%	+21%
<i>Full day care in children's centres</i>	8,800	6,600	N/A	+33%	N/A
Sessional	32,400	29,300	29,800	+10%	+8%
After school clubs	64,300	54,400	N/A	+18%	N/A
Holiday clubs	70,000	76,700	N/A	-8%	N/A
Childminders	85,900	67,000	80,700	+28%	+6%
Nursery schools	1,400	2,000	N/A	-30%	N/A
Primary schools with nursery and reception classes	56,400	45,800	N/A	+23%	N/A
Primary schools with reception but no nursery classes	42,900	42,900	N/A	+/-0%	N/A
Total	460,600	399,100	N/A	+13%	N/A
<i>Base: Childcare providers 2007, 2006, 2005. Early years provision in maintained schools 2007, 2006.</i>					

Table 4.15 Mean number of vacancies for children in childcare and early years providers						
	Mean number of vacancies			Proportion of places vacant nationally		
	2007	2006	2005	2007	2006	2005
	No.	No.	No.	%	%	%
Full day care	9	7	8	18%	15%	17%
<i>Full day care in children's centres</i>	11	12	N/A	17%	18%	N/A
<i>Sessional</i>	4	3	3	13%	11%	11%
After school clubs	8	8	N/A	25%	21%	N/A
Holiday clubs	13	13	N/A	30%	29%	N/A
Childminders	1	1	1	29%	24%	29%
Nursery schools	3	5	N/A	5%	7%	N/A
Primary schools with nursery and reception classes	9	7	N/A	11%	10%	N/A
Primary schools with reception but no nursery classes	5	5	N/A	14%	15%	N/A
Total	4	4	N/A	18%	14%	N/A
<i>Base: Childcare providers 2007, 2006, 2005. Early years provision in maintained schools 2007, 2006.</i>						

Childcare

Nationally 18% of full day care places were unoccupied in 2007 (107,300 places), a slight increase on the vacancy rate in 2006 (15 per cent). Correspondingly the average number of vacancies per setting increased from 7 in 2006 to 9 in 2007.

Full day care settings in children's centres had a similar proportion of vacancies as full day care overall. Nationally, 17% of places (8,800 places) in full day care in children's centres were unoccupied (compared with 18 per cent in full day care overall). The average number of vacancies per full day care settings in children's centres decreased to 11 from 12 in 2006.

Sessional settings reported the lowest proportion of vacancies nationally (13 per cent). The average number of vacancies in sessional providers increased slightly in 2007 to 32,400 vacant places (4 places on average per setting).

After school clubs and holiday clubs each reported around a fifth of vacant places nationally (17 per cent and 20 per cent respectively). Holiday clubs had a higher average number of vacancies (13) than after school providers (8).

Childminders reported the highest proportion of vacant places nationally (29 per cent). Overall 85,900 vacant places were reported, an average of 1 per childminder. However, childminders did not always want to work at their full capacity, and if demand were there childminders said that they would still only choose to fill 63 per cent of these vacancies (54,400 places).

Early years provision in maintained schools

In 2007 there were approximately 1,400 vacancies in nursery schools, on average 3 vacancies per setting (down from 5 places per setting in 2006).

In primary schools with nursery and reception classes there were around 56,400 reported vacant places, on average 9 per setting (up from 7 in 2006).

For primary schools with reception but no nursery classes the number of vacancies in 2007 remained stable from 2006 at around 42,900 places, an average of 5 places per setting.

If we compare the proportion of vacancies nationally, we can see that primary schools with reception but no nursery classes had the highest proportion of vacancies (14 per cent) and nursery schools the lowest proportion of vacancies (5 per cent).

4.9.1 Proportion of places vacant

Table 4.16 shows the proportion of places vacant for each provider type.

	Full day care	<i>Full day care in children's centres</i>	Sessional	Holiday clubs	After school clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Number of vacancies	107,300	8,800	32,400	70,000	64,300	1,400	56,400	42,900	368,900
None	23%	17%	45%	19%	16%	62%	35%	40%	30%
1-5	27%	22%	30%	17%	26%	16%	9%	25%	25%
6-10	21%	18%	13%	19%	26%	8%	11%	17%	19%
11-20	13%	17%	7%	19%	19%	10%	18%	12%	14%
21-30	4%	6%	2%	9%	4%	2%	10%	3%	4%
31 or more	4%	6%	1%	9%	2%	0%	13%	1%	3%
Don't know	8%	14%	3%	8%	8%	2%	4%	3%	5%

Base: Childcare providers 2007, 2006, 2005. Early years provision in maintained schools 2007, 2006.

Childcare

Sessional providers were most likely to report having no vacancies (45 per cent), while 30 per cent had 1 to 5 and 22 per cent had 6 or more.

About a quarter (23 per cent) of full day care providers had no vacancies, 27 per cent had 1 to 5, 21 per cent had 6 to 10, 13 per cent had 11 to 20 and 8 per cent had 21 or more. A slightly lower proportion of full day care settings in children's centres reported having no vacancies (17 per cent compared with 23 per cent overall).

In 2007 out of school providers were more likely to report having vacancies than in 2006. In 2006 a quarter of providers (26 per cent of after school clubs and 25 per cent of holiday clubs) had no vacancies compared with just 16 per cent of after school clubs and 19 per cent of holiday clubs in 2007.

Just under two in five (37 per cent) childminders reported having no vacant Ofsted registered places. Similar proportions of childminders reported having either one, two or three or more vacancies (19 per cent reported one vacancy, 21 per cent two vacancies and 22 per cent had three or more vacant places).

Early years provision in maintained schools

Three-fifths (62 per cent) of nursery schools had no vacancies, 16 per cent had 1 to 5, 8 per cent had 6 to 10 and 12 per cent had more than 10.

Around a third (35 per cent) of primary schools with nursery and reception classes had no vacancies on an average day, a further fifth (20 per cent) of settings had between 1 and 10 vacancies and 41 per cent had over 10.

Two-fifths (40 per cent) of primary schools with reception but no nursery classes had no vacancies, 25 per cent had 1 to 5, 17 per cent had 6 to 10 and 16 per cent had more than 10.

4.10 Free early education entitlement for 3 and 4 year olds

Provision of free early education for 3 and 4 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 3rd birthday, and benefit from up to six terms of free provision before reaching statutory school age.

In its *Choice for Parents, the Best Start for Children: A Ten Year Strategy*, the Government committed to extending the free entitlement from 12 and a half hours to 15 hours a week for 38 weeks a year by 2010. From April 2007 this extended

entitlement has been offered in 20 local authority pathfinder areas which are also exploring how to increase the flexibility of the entitlement (e.g. enabling parents to access 15 hours over 3 days rather than 5 days or 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.

Table 4.17 shows the proportion of providers that already allowed children to take free early education sessions over 3 days rather than 5.

	Full day care		<i>Full day care in children's centres</i>		Sessional		Nursery schools		Primary schools with nursery and reception classes		Total	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Yes	80%	80%	75%	70%	37%	39%	25%	25%	18%	20%	51%	53%
No	16%	17%	21%	25%	61%	59%	72%	74%	72%	73%	41%	44%
Don't know	3%	3%	4%	5%	3%	2%	3%	1%	10%	7%	8%	4%

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

The majority of full day care providers, both overall (80 per cent) and those operating within children's centres (75 per cent), said that children could take their free early education sessions over 3 days rather than 5 suggesting that these providers offer a high degree of flexibility. Voluntarily run full day care settings were the most flexible with 83 per cent saying the sessions could be taken over 3 days and local authority run settings were the least flexible, but still 75 per cent said the sessions could be taken over 3 days rather than 5.

There was little regional variation. Settings based in the South West were the most flexible with 85 per cent saying the sessions could be taken over 3 days and those in London were the least flexible with 76 per cent saying they could be taken over 3 days. Table 4.17a showing the results by management type and Table 4.17b showing the results by region are included in Appendix 1.

In contrast to childcare providers, early years provision in maintained schools appeared less flexible as only 25 per cent of nursery schools and 18 per cent of primary schools with nursery and reception classes said sessions could be taken over 3 days. Base sizes are too small to report any significant differences between the nursery school subgroups and there were no significant differences between subgroups of primary schools with nursery and reception classes.

It is unsurprising that sessional care is less able to offer this than full day care providers as the nature of this provision (i.e. providing only four continuous hours of care at a time) does not lend itself to providing 12 and a half hours over a condensed 3 day period. Base sizes are too small to report any significant differences between the subgroups.

Providers were also asked whether the free early education sessions could include breakfast, lunch or tea.

Two-fifths of full day care providers (41 per cent) said they could include breakfast, 64 per cent said they could include lunch and 43 per cent said they could include tea. Around 3 in 10 providers (28 per cent) said they could not include any of these. Full day care settings in children's centres were more likely than full day care settings overall to be able to include meals with the early education sessions (63 per cent could include breakfast, 70 per cent lunch and 64 per cent tea, 23 per cent were not able to include any meals).

Again it is unsurprising to find that sessional providers were unlikely to be able to include meals in the early education sessions given the nature of that provision. Three-quarters (75 per cent) of sessional providers said they were unable to include any meals with just 4 per cent able to include breakfast, 21 per cent lunch and 2 per cent tea.

Among the early years settings, primary schools with nursery and reception classes were least likely to be able to include meals with the early education sessions. Around three-fifths (64 per cent) of settings were unable to include any meals, just 16 per cent could include breakfast, 23 per cent lunch and 4 per cent tea. For nursery schools, a third could provide breakfast (32 per cent), 49 per cent lunch and 27 per cent tea. Just under half (45 per cent) of nursery schools said they couldn't include any meals.

4.11 Extended free entitlement for 3 and 4 year olds

Providers who accepted children aged 3 and 4 years olds were asked if they were in a position to provide the extended free entitlement for that age group, of 15 hours a week, for 38 weeks a year.

Table 4.18 Proportion of settings that can provide the extended free entitlement												
	Full day care		<i>Full day care in children's centres</i>		Sessional		Nursery schools		Primary schools with nursery and reception classes		Total	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Yes	90%	92%	85%	83%	67%	64%	58%	64%	53%	65%	72%	76%
No	9%	7%	15%	15%	32%	36%	38%	33%	44%	32%	26%	23%
Don't know	1%	1%	*	2%	1%	1%	4%	2%	2%	3%	2%	1%

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

The vast majority of full day care settings (90 per cent overall, 85 per cent of full day care providers in children's centres) said they could provide nursery education for 15 hours a week, for 38 weeks a year. A lower proportion, albeit still the majority, of sessional providers (67 per cent) also said they could offer nursery education on this basis.

The proportion of early years providers in maintained schools reporting they were in a position to provide nursery education for 15 hours a week, for 38 weeks a year declined in 2007. Around three-fifths of nursery schools (58) reported being able to offer nursery education on this basis (down from 64 per cent in 2006), while just over half (53 per cent) of primary schools with nursery and reception classes said they could do this (down from 65 per cent in 2006).

5 Workforce composition

This chapter looks at the number and type of paid and unpaid staff working within the childcare and early years sector. It focuses on the demographic profile of those working in the sector, including their age, sex, ethnicity and the proportion with a disability. It also looks at their average rates of pay.

For the childcare settings 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.

For the early years providers in maintained schools the survey looked in detail at four different paid staff types:

- The head teacher (nursery schools) / Early years or foundation stage co-ordinator (relevant primary schools - i.e. those with reception classes that cater for 5 year olds - with or without nursery classes).
- Qualified early years teachers. Those teachers that teach early years education
- Nursery nurses. Those staff that are not teachers, but 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 early years support 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.

5.1 Number of staff

Around 12 per cent of providers in the childcare sector and 3 per cent of providers in the maintained early education sector reported that at least one of their members of staff held other jobs in the childcare and education sector in addition to working for

them. It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise against adding the total staff numbers for different types of provider together for this reason.

Childcare

Table 5.1 shows the number of paid and unpaid staff working within childcare settings.

Table 5.1 Number of staff working in childcare providers							
	Number of paid and unpaid staff				per cent change in number of staff		
	2007	2006	2005	2003	From 2006 to 2007	From 2005 to 2007	From 2003 to 2007
	No.	No.	No.	No.	%	%	%
Full day care	165,200	159,300	148,200	124,200	+4%	+11%	+33%
<i>Full day care in children's centres</i>	14,000	10,500	N/A	N/A	+33%	N/A	N/A
Sessional	64,500	75,100	77,100	90,800	-14%	-16%	-29%
After school clubs	50,400	54,500	N/A	29,500	-8%	N/A	+71%
Holiday clubs	51,200	68,200	N/A	26,600	-25%	N/A	+93%
	Number of paid staff				% change in number of staff		
	2007	2006	2005	2003	From 2006 to 2007	From 2005 to 2007	From 2003 to 2007
	No.	No.	No.	No.	%	%	%
Full day care	154,600	143,900	132,700	111,100	+7%	+17%	+39%
<i>Full day care in children's centres</i>	13,300	9,400	N/A	N/A	+42%	N/A	N/A
Sessional	54,200	58,300	59,800	69,600	-7%	-9%	-22%
After school clubs	46,100	48,500	N/A	25,500	-5%	N/A	+81%
Holiday clubs	45,400	55,500	N/A	21,900	-18%	N/A	+107%
	Number of unpaid staff				% change in number of staff		
	2007	2006	2005	2003	From 2006 to 2007	From 2005 to 2007	From 2003 to 2007
	No.	No.	No.	No.	%	%	%
Full day care	15,000	15,400	15,500	11,000	-3%	-3%	+36%
<i>Full day care in children's centres</i>	1,400	1,100	N/A	N/A	+27%	N/A	N/A
Sessional	12,200	16,800	17,300	21,200	-27%	-29%	-42%
After school clubs	4,700	6,000	N/A	4,000	-22%	N/A	+17%
Holiday clubs	6,700	12,700	N/A	4,700	-47%	N/A	+42%

Base: Childcare providers 2007, 2006, 2005, 2003.

The number of staff in full day care providers rose between 2006 and 2007 (by 4 per cent); this is in keeping with the increase in number of places available (up by 10 per cent since 2006 as discussed in chapter 4). The increase in numbers of staff is accounted for entirely by an increase in numbers of paid staff, as the number of unpaid staff fell slightly; the number of paid staff increased by 7 per cent while the number of unpaid staff decreased by 3 per cent. The number of staff in sessional providers fell. This was accounted for by both paid and unpaid staff (down by 7 per

cent and 27 per cent respectively). Again this is in line with the continued decrease in number of providers and places available (the number of providers declined by 11 per cent and the number of places declined by 26 per cent between 2006 and 2007).

The number of staff in full day care settings run by children's centres increased by a third (33 per cent) between 2006 and 2007; however this large increase is unsurprising given that this is a new and developing area of the childcare market, and the increase in the number of providers and places seen between 2006 and 2007 (providers increased by 16 per cent and places increased by 36 per cent). Although the largest increase in staff in full day care in children's centres was due to a rise in number of paid staff (42 per cent) there was also a substantial increase in number of unpaid staff (27 per cent), this is notable given the decrease in unpaid staff in all other types of provider.

Both types of out of school provider surveyed reported a decrease in number of staff, both paid and unpaid, since 2006. Staff numbers in after school clubs fell by 8 per cent, while the number of places remained stable (up by 1 per cent) and the number of providers increased by 11 per cent. There was a much larger decrease in the number of staff, of 25 per cent, in holiday clubs, where the number of places and the number of providers fell substantially (places down 13 per cent and providers down by 9 per cent since 2006). Both types of provider have seen the greatest reduction in unpaid staff, down by 22 per cent in after school clubs and down by 47 per cent in holiday clubs, while the number of paid staff in after school clubs fell by 5 per cent, and by 18 per cent in holiday clubs.

Early years provision in maintained schools

The number of staff increased in all three types of early years settings, this was entirely accounted for by increases in numbers of paid staff as numbers of unpaid staff fell across the board. This reverses the trend seen between 2003 and 2006, when there was a general decrease in staff numbers overall, mainly due to a reduction of around a third of unpaid staff in each type of provider.

Primary schools with nursery and reception classes reported the largest increase in staff numbers overall (12 per cent) between 2006 and 2007. The number of paid staff increased by 22 per cent while the number of unpaid staff fell by 10 per cent.

Numbers of staff in primary schools with reception but no nursery classes increased by 11 per cent overall and by 24 per cent among paid staff while numbers of unpaid members of staff fell by 9 per cent.

Numbers of staff in nursery schools increased the least between 2006 and 2007, rising by 7 per cent overall and by 9 per cent for paid staff. This type of provider saw the greatest proportional decrease in number of unpaid staff (a fall of 17 per cent).

Table 5.2 Number of staff working in early years providers in maintained schools					
	Number of paid and unpaid staff			per cent change in number of staff	
	2007	2006	2003	From 2006 to 2007	From 2003 to 2007
	No.	No.	No.	%	%
Nursery schools	5,900	5,500	5,800	+7%	+1%
Primary schools with nursery and reception classes	64,900	58,000	62,800	+12%	+3%
Primary schools with reception but no nursery classes	53,500	48,300	57,800	+11%	-7%
	Number of paid staff			% change in number of staff	
	2007	2006	2003	From 2006 to 2007	From 2003 to 2007
	No.	No.	No.	%	%
Nursery schools	5,000	4,600	4,300	+9%	+15%
Primary schools with nursery and reception classes	52,300	43,000	43,900	+22%	+19%
Primary schools with reception but no nursery classes	38,600	31,200	34,300	+24%	+13%
	Number of unpaid staff			% change in number of staff	
	2007	2006	2003	From 2006 to 2007	From 2003 to 2007
	No.	No.	No.	%	%
Nursery schools	1,000	1,200	1,500	-17%	-34%
Primary schools with nursery and reception classes	13,500	15,000	18,900	-10%	-28%
Primary schools with reception but no nursery classes	15,600	17,100	23,600	-9%	-34%
<i>Base: Early years provision in maintained schools 2007, 2006, 2003.</i>					

5.2 Number of places per paid staff member

Childcare

Ofsted have specified minimum staffing ratios for children of different ages. These differ according to the type of provider, but as a general guide they are as follows: 1:3 for children under age two years; 1:4 for children aged two years; and 1:8 for children aged three to seven years.

Table 5.3 shows the number of Ofsted registered places per paid member of staff reported in the survey.

Table 5.3 Number of Ofsted registered places per paid member of staff				
	2007	2006	2005	2003
Full day care	3.9	3.8	3.9	3.9
<i>Full day care in children's centres</i>	3.9	4.0	<i>N/A</i>	<i>N/A</i>
Sessional	4.6	4.8	4.4	4.7
After school clubs	5.6	5.4	<i>N/A</i>	6.5
Holiday clubs	5.1	4.8	<i>N/A</i>	5.6
Base: Childcare providers 2007, 2006, 2005, 2003.				

The ratio of places to staff changed very little between 2006 and 2007. In both full day care and full day care in children's centres there were 3.9 places per member of staff. This is in keeping with the younger age profile of children cared for in these establishments and therefore the requirements set out by Ofsted.

Sessional providers tend to care for children of a more diverse age range and accordingly, their ratio of places to staff was slightly higher at 4.6 places per staff member.

Out of school providers tend to care for older children which explains their generally higher ratios of places to members of staff; 5.6 places per member of staff in after school clubs and 5.1 places per member of staff in holiday clubs.

Table 5.4 Number of places per paid member of staff by ownership					
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
Private, Voluntary or Independent	3.9	3.6	4.6	5.5	4.8
<i>Private</i>	3.9	3.8	4.3	5.5	5.4
<i>Voluntary</i>	3.7	3.5	4.7	5.4	4.2
Maintained	3.9	4.0	4.5	5.9	6.1
<i>Local authority</i>	3.7	3.9	4.1	5.9	6.2
<i>School/college</i>	4.0	4.4	5.3	5.9	5.8
<i>Other</i>	4.0	3.9	4.3	6.5	4.5
Base: Childcare providers 2007.					

Ratios of places to staff varied only slightly according to ownership of the establishment. While there were no noteworthy differences in staffing ratios in sessional and full day care providers, full day care providers in children's centres had slightly lower ratios in the private, voluntary or independent sector (PVI) (3.6 places per member of staff) compared with those in the maintained sector (4.0 places per staff member).

Out of school providers run by the maintained sector tended to have higher ratios of places to staff although this was most pronounced in holiday clubs where the PVI sector reported 4.8 places per member of staff compared with 6.1 in the maintained sector. The difference in staffing ratios for after school clubs was much smaller, with 5.5 places per staff member in the PVI sector rising to 5.9 in the maintained sector.

Early years provision in maintained schools

Minimum staffing ratios for the maintained sector are set out in the *Early Years Foundation Stage Statutory Framework*. Again, children under two years require a ratio of 1:3 and children aged two years require a ratio of 1:4. However, for children aged three and over attending registered early years provision the following applies: 'Between the hours of 8am and 4pm, where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level six qualification (which is full and relevant, and defined by CWDC) is working directly with the children' there must

be a ratio of 1:13. Outside those hours or where there is no staff member with the requisite level 6 qualifications, a ratio of 1:8 is needed²⁶.

The ratio of places to staff members among early years providers in maintained schools has lowered since 2003, the reduction was more pronounced between 2006 and 2007 than it was between 2003 and 2006 (table 5.5).

Table 5.5 Number of Ofsted registered places per paid member of staff			
	2007	2006	2003
Nursery schools	5.7	6.1	6.2
Primary schools with nursery and reception classes	8.2	11.1	11.3
Primary schools with reception but no nursery classes	7.9	9.2	9.4
Base: Early years provision in maintained schools 2007, 2006, 2003.			

Nursery schools reported the lowest ratios (5.7 places per member of staff), which is unsurprising given the younger age profile of children in these settings. Primary school settings reported higher ratios, which will be due to the fact that where a qualified early years teacher is present, the required ratio is 1 member of staff to 13 children.

5.3 Staff type

Childcare

Table 5.6 shows the breakdown of childcare staff by staff type. Additionally, the numbers and proportions of staff by staff type, type of provider and type of ownership are included in Appendix 1 (Tables 5.6a-5.6f).

Supervisors are the largest staff group in each type of provider, while around 10 per cent of staff were senior managers (rising to 16 per cent in after schools clubs). Unpaid staff comprised a higher proportion of the workforce in sessional providers (19 per cent) and holiday clubs (15 per cent), compared with around 10 per cent in other childcare settings.

Just over half of the staff in full day care providers were supervisors (53 per cent), this was a slight decrease from 2006 when the figure was 56 per cent. There appears to have been a corresponding increase in the proportion of other paid childcare staff, from 27 per cent in 2006 to 31 per cent in 2007. Full day care providers in children's centres had the highest proportion of supervisory staff (61 per cent), this has increased slightly since 2006 when 58 per cent of children's centre

²⁶ Further details of minimum staffing ratios for the maintained sector are available at: http://www.teachernet.gov.uk/doc/11034/Statutory_per_cent20Framework_per_cent20for_per_cent20the_per_cent20EYFS.pdf

staff were supervisors. A quarter of staff in children's centres were other paid childcare staff and a tenth were unpaid members of staff.

There has been very little change in the breakdown of staff in sessional providers between 2006 and 2007, two-fifths were supervisors and a third were other paid childcare staff. A further fifth (19 per cent) were unpaid members of staff.

The breakdown of staff in after school clubs had changed very little since 2006, although there was a slight increase in the proportion of senior managers. This type of provider had the highest concentration of senior managers (16 per cent). While there had been an increase in the proportion of supervisors between 2003 and 2006, this appeared to have levelled off in 2007, accounting for just over two-fifths (43 per cent) of the workforce. The proportion of other paid childcare staff had changed very little across the three years, making up around a third (33 per cent) of the workforce, while 10 per cent of staff were unpaid.

In holiday clubs the proportion of supervisors had continued to increase since 2003 and, in 2007, comprised nearly half of the workforce (47 per cent). While the proportion of other paid childcare staff had fallen between 2003 and 2006, it rose again in 2007 to 41 per cent, similar levels to those reported in 2003. Unpaid staff made up 15 of the workforce in 2007.

There were some differences in the profile of staff according to how settings were managed. Voluntary providers of full day care, full day care in children's centres and holiday clubs had a lower proportion of supervisors and a higher proportion of other paid staff than providers under other ownership.

Full day care providers, full day care in children's centres, sessional providers and after school clubs run by Local Authorities employed a higher proportion of supervisors and a lower proportion of other paid staff compared with providers operating under any of the other forms of ownership.

Table 5.6 Breakdown of staff by staff type														
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs		
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003
Senior manager	8%	9%	8%	7%	7%	12%	11%	13%	16%	13%	15%	12%	9%	10%
Supervisory	53%	56%	50%	61%	58%	40%	39%	31%	43%	44%	38%	47%	40%	32%
Other paid childcare staff	31%	27%	32%	25%	23%	29%	27%	33%	33%	32%	34%	41%	32%	40%
Students on placements	6%	7%	9%	7%	8%	7%	7%	7%	5%	4%	6%	7%	5%	6%
Volunteers	3%	3%	2%	3%	3%	12%	15%	17%	5%	7%	7%	8%	13%	11%

Base: Childcare providers 2007, 2006, 2003.

Early years provision in maintained schools

Table 5.7 shows the breakdown of early years staff in maintained schools by staff type. The *numbers* of staff at each level are shown in table 5.7a in Appendix 1 of the report.

Unsurprisingly, nursery schools had a higher proportion of nursery nurses (40 per cent) than any other staff group. Early years teachers and early years support staff each comprised around a fifth of the nursery schools workforce (19 per cent and 18 per cent respectively). Early years co-ordinators made up the smallest proportion of paid staff (8 per cent), although only one co-ordinator per setting would be expected. 17 per cent of staff were unpaid, of which 12 per cent were students and 6 per cent were volunteers.

Nearly a quarter of staff in primary schools with nursery and reception classes were nursery nurses (24 per cent) followed by a fifth (22 per cent) who were other paid support staff. 11 per cent of staff were early years co-ordinators and a further 20 per cent were early years teachers. In total, 24 per cent of all staff were unpaid, 12 per cent were students on placements and 12 per cent were volunteers.

The largest paid staff group in primary schools with reception but no nursery classes was early years support staff, accounting for a fifth of all staff. However, unpaid volunteers made up a similar proportion of all staff (21 per cent). Early years teachers and early years co-ordinators each comprised similar proportions of all staff (14 and 16 per cent respectively), while nursery nurses made up the smallest group of paid staff (11 per cent). Only 8 per cent of staff were students on placements, fewer than in other early years providers in maintained schools, however, including volunteers, 29 per cent of staff were unpaid in total.

Table 5.7 Breakdown of staff by staff type									
	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Head teacher/Early years or foundation stage co-ordinator	8%	7%	8%	11%	10%	10%	16%	16%	16%
Early years teachers	19%	18%	19%	20%	21%	20%	14%	16%	13%
Nursery nurses	40%	40%	34%	24%	25%	23%	11%	12%	8%
Early years support staff	18%	16%	13%	22%	17%	17%	20%	21%	22%
Students on placements	12%	13%	15%	12%	12%	14%	8%	10%	8%
Volunteers	6%	9%	11%	12%	14%	16%	21%	25%	32%
<i>Base: Early years provision in maintained schools 2007, 2006, 2003.</i>									

5.4 Agency, freelance and supply staff

Table 5.8 gives the proportions of childcare and early years providers using agency staff in the 12 months prior to the survey. A more detailed breakdown of this data covering ownership, deprivation, region and population density is given in Tables 5.8a-5.8c in Appendix 1.

	% using agency staff
Full day care	27%
Full day care in children's centres	62%
Sessional	8%
After schools clubs	8%
Holiday clubs	12%
Nursery schools	61%
Primary schools with nursery and reception classes	58%
Primary schools with reception but no nursery classes	45%
Base: Childcare providers 2007. Early years provision in maintained schools 2007.	

Childcare

Compared with other types of provider, higher proportions of full day care providers in children's centres reported having used agency staff in the last 12 months (62 per cent). Although lower proportions of full day care providers had used agency staff, a substantial proportion of 27 per cent reported having done so. Much lower proportions of holiday clubs (12 per cent), after school clubs and sessional providers (8 per cent each) had used agency staff.

With the exception of holiday clubs, where school owned establishments showed a slightly higher use of agency staff, higher proportions of providers run by local authorities had used agency staff than providers operating under any of the other types of ownership. Additionally, providers in the 30 per cent most deprived areas were more likely to use agency staff compared with those in the 70 per cent least deprived areas.

Early years provision in maintained schools

Nursery schools were most likely to report using agency staff (61 per cent) followed by 58 per cent of primary schools with nursery and reception classes and 45 per cent of primary schools with reception but no nursery classes.

In all three of these provider types, the proportions using agency staff were greater in providers operating in the 30 per cent most deprived areas, although the difference between these and the 70 per cent least deprived areas was smaller in primary schools with reception but no nursery classes at 4 percentage points compared with 19 percentage points in nursery schools and 13 percentage points in primary schools with nursery and reception classes.

5.5 Age of staff

Tables 5.9 and 5.10 show the age profile of all paid staff working within childcare and early years providers in maintained schools.

Tables showing the percentage and number of staff by age, by type of staff and type of provider, have been included Appendix 1 (Tables 5.9a - 5.10c).

Childcare

There has been very little change in the age profile of paid childcare staff since 2006.

Childminders and staff in sessional providers had the oldest age profile with nearly three-fifths of their workforce being over 40 years of age (60 per cent of childminders and 57 per cent of sessional staff) and nearly all being over 25 years of age (99 per cent and 92 per cent respectively).

Staff working in holiday clubs and full day care providers had the youngest age profile, with 38 per cent of holiday club staff and 31 per cent of full day care staff aged under 25.

Three-quarters of the workforce in after school clubs and in full day care in children's centres were over the age of 25 (75 and 73 per cent respectively).

Across all types of provider, more senior staff tended to be older than more junior staff; this is unsurprising given the likelihood that senior managers and early years co-ordinators will have been working in the industry for longer than less senior staff.

Table 5.9 Age profile of all paid staff																	
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs			Childminders		
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003	2007	2006	2003
16-19	6%	5%	11%	3%	4%	1%	1%	2%	7%	7%	9%	10%	11%	19%	0% ²⁷		
20-24	25%	24%	30%	22%	19%	4%	3%	5%	16%	17%	18%	28%	28%	29%	1%	1%	48%
25-39	43%	43%	35%	44%	45%	35%	36%	47%	33%	32%	36%	34%	32%	29%	39%	42%	
40-49	17%	18%	13%	22%	21%	39%	40%	33%	26%	25%	21%	16%	18%	14%	36%	35%	34%
50+	8%	10%	7%	7%	8%	18%	19%	13%	16%	19%	12%	9%	9%	7%	24%	22%	18%

Base: Childcare providers 2007, 2006, 2003.

²⁷ No childminders interviewed were aged 16-19.

Early years provision in maintained schools

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
16-19	*	1%	1%	1%	*	1%	*	*	1%
20-24	5%	7%	6%	6%	6%	6%	4%	4%	5%
25-39	32%	31%	34%	41%	42%	41%	37%	35%	35%
40-49	34%	34%	32%	28%	30%	31%	31%	31%	36%
50+	28%	26%	23%	20%	21%	19%	23%	26%	21%

Base: Early years provision in maintained schools 2007, 2006, 2003.

Nursery school staff had an older age profile compared with staff working in primary school settings, with 62 per cent aged over 40 and only 5 per cent aged under 25 years. 95 per cent of early years co-ordinators were over the age of 40 and the proportion of staff in that age group increased with seniority of staff, younger staff tended to be less senior.

Around half of staff (53 per cent) in primary schools with reception but no nursery classes were aged over 40. Half of early years co-ordinators (49 per cent) were in this age group, as were two-fifths (41 per cent) of qualified early years teachers, while three-fifths of nursery nurses (61 per cent) and other paid early years staff (62 per cent) were age 40 or over.

Staff in primary schools with nursery and reception classes had the youngest age profile with half of staff (48 per cent) being aged over 40 years. 54 per cent of co-ordinators and 42 per cent of qualified early years teachers were aged over 40, as were 56 per cent of nursery nurses and 47 per cent of other paid early years staff.

5.6 Sex of staff

As has been the case in previous years, the childcare and early years workforce is overwhelmingly female, with only between 1 and 2 per cent of staff being male. However, out of school providers were an exception to this as 8 per cent of staff in after school clubs and 16 per cent of staff in holiday clubs were male.

	Proportion of male staff
Full day care	2%
Full day care in children's centres	2%
Sessional	1%
After school clubs	8%
Holiday clubs	16%
Childminders	1%
Nursery schools	2%
Primary schools with nursery and reception classes	2%
Primary schools with reception but no nursery classes	1%
Base: Childcare providers 2007. Early years provision in maintained schools 2007.	

5.7 Ethnicity of staff

In 2007, only childminders and early years providers in maintained schools were asked about ethnicity of their staff²⁸.

	Proportion of BME staff
Childminders	7%
Nursery schools	12%
Primary schools with nursery and reception classes	10%
Primary schools with reception but no nursery classes	2%
Base: Childminders 2007. Early years provision in maintained schools 2007.	

Nursery schools had the highest proportion of staff from a black and minority ethnic (BME) background, at 12 per cent of staff, followed by 10 per cent of the workforce in primary schools with nursery and reception classes and just 2 per cent of the workforce in primary schools with reception but no nursery classes. 7 per cent of childminders described themselves as coming from a BME background.

²⁸ These questions were not asked of childcare providers.

5.7.1 Provider records on ethnicity

High proportions of early years providers in maintained schools (84 per cent in each group) kept records on the specific ethnic group of their staff. This was a slight increase in the proportion of primary schools with nursery and reception classes keeping records on the ethnic group of staff (from 80 per cent in 2006) and in primary schools with reception but no nursery classes (from 78 per cent in 2006). However, it was a decrease in the proportion of nursery schools keeping records on staff ethnicity, as 92 per cent reported doing so in 2006.

5.8 Disability

	Proportion of staff with a disability
Full day care	1%
Full day care in children's centres	1%
Sessional	1%
After school clubs	2%
Holiday clubs	2%
Nursery schools	2%
Primary schools with nursery and reception classes	1%
Primary schools with reception but no nursery classes	1%
Base: Childcare providers 2007. Early years provision in maintained schools 2007.	

As with previous years, very low proportions of the workforce had a disability (between 1 and 2 per cent in each type of provider).

5.9 Working hours

Tables 5.14 and 5.15 show the average working hours for different levels of staff at each type of provider. A more detailed breakdown, including by type of ownership, profit making status (for childcare providers) and area deprivation (for both childcare and early years providers) has been included in Appendix 1 (tables 5.14a-5.15b).

Childcare

Staff working in full day care in children's centres and full day care providers tended to work the longest hours (an average 34 and 33 hours per week respectively), followed by staff working in holiday clubs (an average of 29 hours per week). This is unsurprising given that these providers offer longer hours of care than sessional and after school providers, where staff worked an average of 18 hours per week in each type of provider.

There were no marked differences in the number of hours worked between 2006 and 2007.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All staff	33	34	18	18	29
Senior managers	37	37	23	24	35
Supervisory staff	35	35	19	19	30
Other paid childcare staff	30	32	14	14	26
Base: Childcare providers 2007.					

As shown in table 5.14, senior managers in all types of provider work the longest hours, followed by supervisory staff and then other paid childcare staff.

There were some notable variations in hours worked by the ownership of settings.

Staff working in full day care, sessional, after school and holiday club providers that were managed by the voluntary sector tended to work fewer hours than staff working in settings run by any of the other types of management. However, this difference was not apparent in full day care in children's centres.

Early years provision in maintained schools

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006
All staff	31	32	29	31	27	29
Early years coordinators	41	44	34	37	33	38
Early years teachers	33	34	31	34	30	33
Nursery nurses	32	32	30	30	26	27
Other early years support staff	23	24	24	25	21	23
Base: All paid early years staff 2007.						

In all early years providers in maintained schools there seems to have been a general decline in the number of hours worked between 2006 and 2007, for all staff and across individual staff types.

Overall, staff in nursery schools tended to work longer hours (an average of 31 hours per week) than those in primary schools with nursery and reception classes (29 hours per week) and primary schools with reception but no nursery classes (27 hours per week).

As with childcare settings, more senior staff tended to work longer hours than less senior staff across the three types of provider.

5.10 Pay levels

Childcare

Table 5.16 shows the average hourly wage by staff type for all childcare providers.

Staff in full day care in children's centres earned more per hour than in other providers, earning an average of £9.30 per hour. Staff in out of school providers were the next highest paid, earning an average £7.60 in both holiday clubs after school clubs across all staff types. Staff in sessional and full day care providers earned the least per hour, (£7.00 and £6.90 respectively).

Pay levels have generally increased for all types of staff across all types of provider between 2006 and 2007.

A lower level of change was seen in full day care attached to children's centres, with increases of only 2 per cent for senior managers and 1 per cent of other paid childcare staff. The rate of pay for supervisory staff actually appears to have fallen by 3 per cent. However, it can be noted that pay levels in children's centres were generally higher in previous years, while in other types of provider, there has been a drive to increase pay to bring it more in line with the UK average.

Between 2006 and 2007, levels of pay have increased at a similar rate for senior managers and other paid childcare staff in full day care (5 per cent each) and full day care providers in children's centres (2 per cent increase for senior managers and 1 per cent for other paid staff). Supervisory staff have seen a smaller increase than other staff types in full day care providers (1) and an apparent decrease in full day care providers in children's centres (down by 3 per cent), while in sessional providers pay for supervisory staff increased by 4 per cent.

In out of school care pay for senior managers and supervisors has increased at a similar rate (between 4 and 5 per cent), although there appears to have been a greater increase in the rate of pay for other paid childcare staff in after school clubs (8 per cent) compared with holiday clubs (2 per cent).

Table 5.16 Average (mean) hourly pay

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs		
	2007	per cent change from 2006 to 2007	per cent change from 2003 to 2007	2007	<i>per cent change from 2006 to 2007</i>	2007	per cent change from 2006 to 2007	per cent change from 2003 to 2007	2007	per cent change from 2006 to 2007	per cent change from 2003 to 2007	2007	per cent change from 2006 to 2007	per cent change from 2003 to 2007
All staff	£6.90	+1%	+20%	£9.30	+/-0%	£7.00	+6%	+30%	£7.60	+5%	+29%	£7.60	+3%	+23%
Senior managers	£9.80	+5%	+15%	£14.30	+2%	£8.70	+9%	+34%	£10.00	+4%	+30%	£11.10	+5%	+28%
Supervisory	£7.10	+1%	+31%	£9.50	-3%	£7.10	+4%	+27%	£7.70	+5%	+31%	£8.10	+4%	+23%
Other paid staff	£5.90	+5%	+18%	£7.10	+1%	£6.10	+5%	+27%	£6.60	+8%	+25%	£6.30	+2%	+17%

Base: Childcare providers 2007.

Early years provision in maintained schools

Table 5.17 and 5.18 show the average annual and hourly wage by staff type for all early years providers in maintained schools.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	% change from 2006 to 2007	2007	% change from 2006 to 2007	2007	% change from 2006 to 2007
All staff	£21,100	+/-0%	£19,100	-9%	£19,000	-6%
Head teachers/ Early years or foundation stage co-ordinators	£45,400	+5%	£27,800	-18%	£27,900	-9%
Qualified early years teachers	£32,800	+8%	£27,200	+1%	£26,300	+3%
Nursery nurses	£17,500	+8%	£16,000	+8%	£13,100	+11%
Other paid early years support staff	£10,400	+7%	£9,900	-1%	£9,300	+6%

Base: All paid early years staff 2007.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	% change from 2006 to 2007	2007	% change from 2006 to 2007	2007	% change from 2006 to 2007
All staff	£13.00	+6%	£12.70	+2%	£12.70	+5%
Head teachers/ Early years or foundation stage co-ordinators	£22.10	+13%	£17.90	-2%	£16.20	+1%
Qualified early years teachers	£19.60	+9%	£17.70	+13%	£17.30	+15%
Nursery nurses	£10.40	+7%	£10.40	+9%	£9.90	+14%
Other paid early years support staff	£8.70	+7%	£8.30	+5%	£8.50	+16%

Base: All paid early years staff 2007.

The average rates of pay were generally highest in nursery schools and similar in each of the primary school settings. This pattern was evident for both annual and hourly pay for all paid staff particularly among senior members of staff and qualified early years teachers. Hourly pay levels for nursery nurses and other paid early years support staff varied less across different types of provider.

In terms of annual income the differences were considerably more marked, nursery nurses and other paid early years support staff in nursery schools earned the highest salary, followed by those staff in primary schools with nursery and reception classes and then primary schools with reception but no nursery classes. Nursery nurses earned an average £17,500 per annum in nursery schools compared with £13,100 in primary schools with reception but no nursery classes. However, this is likely to relate

to the fact that nursery nurses working in primary schools with reception but no nursery classes work fewer hours (as discussed in section 5.8) than those working in other early years providers in maintained schools. Other paid early years support staff earned £10,400 in nursery schools compared with £9,300 in primary schools with reception but no nursery classes.

5.10.1 Variations in pay

A more detailed breakdown of pay levels by staff type, ownership, profit making status (for childcare providers) and area deprivation (for both childcare and early years providers) has been included in Appendix 1 (Tables 5.16a - 5.16f and 5.18c).

Among full day care, full day care in children's centres and sessional providers, staff in local authority run establishments earned more per hour than those working in privately owned, voluntary or school run providers. Staff working in out of school providers earned a higher rate of pay per hour if they worked in school run settings.

Among sessional providers and full day care providers in children's centres, staff working for profit making organisations were paid slightly more than staff working for not-for-profit organisations. Again, the differences tended to be small (around 50 pence) although this rose to a difference of £1.20 for managers in sessional providers. Staff working in after school clubs, holiday clubs and full day care providers earned slightly less if they were employed by a profit making organisation, but again, the differences tended to be small (around 50 pence).

In childcare providers, staff earned slightly more per hour if they worked in the 30 per cent most deprived areas, compared with those working in the 70 per cent least deprived areas. Full day care in children's centres provided an exception to this finding, as earnings were similar in deprived and less deprived areas (although senior managers earned nearly £1 more in less deprived areas).

Pay and qualification of senior manager

Table 5.19 shows the average hourly pay for staff working for graduate and non-graduate led settings. More detailed tables showing this data by staff type are included in Appendix 1 (Table 5.19a - 5.19e).

5.19 Average (mean) hourly pay by qualification of senior manager		
	Not graduate led	Graduate led
Full day care	£6.80	£7.80
Full day care in children's centres	£8.70	£10.30
Sessional	£6.80	£8.60
After school club	£7.30	£9.50
Holiday club	£7.40	£8.70
<i>Base: Childcare providers 2007.</i>		

Staff working in graduate led settings could expect to earn a higher hourly wage than those working in settings where the manager was not qualified to level 6 or above. Staff working in after schools clubs showed the largest difference in hourly pay across staff types between graduate and non-graduate led settings (£2.20) and full day care providers showed the smallest gap (£1). In full day care in children's centres and after school club providers, the difference in pay between graduate led and non-graduate led settings was most pronounced among senior managers.

Pay and qualification

Unsurprisingly, pay levels generally increased with level of qualification, and this pattern holds across all staff types. It is difficult to make firm comparisons at staff level due to low base sizes. However, for all paid staff, the most variation was found in full day care in children's centres, where the difference in hourly pay between those with the lowest (level 1 or 2) and highest (level 7 or 8)²⁹ qualifications was £10.70. Holiday clubs showed the least variation, although interestingly, the highest paid members of staff were those with level 4 qualifications, earning £10.70 per hour, a higher wage than members of staff qualified to level 5 (£8.40), level 6 (£9.20) and level 7 (£8.00).

²⁹ The base size for those with level 1 and level 8 qualifications only were too low to make definite statements, therefore the two lowest and the two highest qualification levels were combined to allow reliable comparisons to be made.

Pay and region

	East Midlands	East of England	London	North East	Yorkshire and Humber	North West	South East	South West	West Midlands
Full day care	£6.40	£6.80	£8.10	£6.80		£6.50	£7.10	£6.70	£6.80
Full day care in children's centres	£8.30	£8.60	£12.20	£8.90		£8.80	£8.50	£9.00	£8.90
Sessional	£6.50	£7.00	£8.20	£7.00		£6.60	£6.90	£7.10	£7.00
After school clubs	£6.80	£7.10	£9.40	£7.00		£7.40	£8.30	£7.00	£7.13
Holiday clubs	£7.30	£8.40	£8.80	£7.60		£7.40	£7.30	£7.30	£6.90
Nursery schools	£12.80	£12.60	£14.30	£13.30	£12.40	£13.20	£11.90	£13.60	£11.80
Primary school with nursery and reception classes	£13.40	£12.40	£13.70	N/A ³⁰	N/A ³⁰	N/A	£11.30	£13.40	£11.80
Primary schools with reception but no nursery classes	£13.40	£13.20	£13.00	£12.70	£12.40	£13.30	£11.70	£12.80	£13.40

Base: Childcare providers 2007. Early years provision in maintained schools 2007.

Among childcare providers, staff working in London generally earned more per hour than staff working in other regions, although this is unsurprising given that the cost of living is higher in London than in other parts of England and salaries tend to include London weighting to account for this. The greatest variation between London and the next highest paid region was found in full day care in children's centres, where staff in London earned £3.20 per hour more than staff in the next highest paid region (South West), rising to £4.80 more per hour among senior managers. The least variation was found in holiday clubs, where the difference between London and the next highest paid region (East of England) for all staff was only £0.40.

In early years providers, staff working in primary schools with nursery and reception classes and nursery schools in London earned more than staff working elsewhere in England, while for primary schools with reception but no nursery classes, staff working in the East Midlands and the West Midlands (£13.40), East of England

³⁰ When analysing the data it became apparent that too few primary schools with nursery and reception classes in the North East and North West regions had been selected in the original sample. Therefore it was not possible to provide regional level data for the North East and the North West for primary schools with nursery and reception classes. See section 1.4.4 of the technical report for further information.

(£13.20) and the North West (13.30) earned more than those working in London (£13.00; although as the base size for staff in London was relatively small this figure should be used as an indicative guide only ³¹).

5.11 Other work

Childcare

Both types of out of school providers had the highest average (mean) number of staff who did other paid work in addition to working for the provider surveyed (an average of 2 per provider in after school clubs and 3 per provider in holiday clubs). Of out of school providers that did have a member of staff in other paid work, each had an average of 3 members of staff working elsewhere in the education or childcare sector.

Among full day care providers, including those in children's centres and sessional providers, an average of 1 member of staff per setting did other paid work in addition to working for the provider surveyed. Of these providers with any staff doing other paid work, an average of 1 per setting worked elsewhere in the education and childcare sector.

Early years provision in maintained schools

Among early years providers in maintained schools fewer than 1 per cent of staff per provider did other paid work, and in providers where this was the case, around 1 per setting worked in the education or childcare sector.

5.12 Early years leadership

In the 2007 survey settings were asked whether they had a member of staff responsible for early years leadership, including curriculum planning, early years professional practice and staff development and work to promote children's learning and development.

Full day care	72%
<i>Full day care in children's centres</i>	76%
Sessional	72%
<i>Base: All full day care, full day care in children's centres and sessional providers 2007.</i>	

³¹ The unweighted base for all staff in London was 81 for primary schools with reception but no nursery classes.

Around three-quarters of providers had a member of staff responsible for this, the proportion was slightly higher in full day care providers attached to children’s centres (76 per cent) compared with full day care providers (73 per cent) and sessional providers (72 per cent).

	Senior manager	Supervisor	Other paid childcare staff
Full day care	64%	27%	8%
<i>Full day care in children's centres</i>	50%	23%	23%
Sessional	75%	21%	3%
<i>Base: Childcare providers with a member of staff responsible for early years leadership 2007.</i>			

In most providers where a staff member took responsibility for early years leadership, this person was the senior manager.

In sessional providers three-quarters of staff responsible for early years leadership were senior managers and just over a fifth (21 per cent) were supervisors. 64 per cent of those responsible for early years leadership in full day care providers were senior managers, while just over a quarter were supervisors (27 per cent). In children’s centres, 50 per cent were senior managers, 23 per cent were supervisors and 23 per cent were other paid childcare staff.

	Full day care	<i>Full day care in children's centres</i>	Sessional
None	1%	1%	1%
1-25%	31%	27%	34%
26-50%	26%	28%	21%
51-75%	9%	11%	10%
76-99%	7%	8%	4%
100%	12%	10%	12%
<i>Base: Childcare providers with a member of staff responsible for early years leadership 2007.</i>			

Across all settings, most staff with early years leadership responsibilities spent up to 50 per cent of their time on the role and only around one in ten dedicated all their time to the role.

	Full day care	Full day care in children's centres	Sessional
6 months	10%	15%	5%
12 months	13%	25%	8%
18 months	7%	6%	3%
2 years	11%	12%	9%
3 years	12%	12%	12%
4 years	9%	8%	7%
5 years	6%	4%	5%
More than 5 years	31%	14%	49%

Base: Childcare providers with a member of staff responsible for early years leadership 2007.

The length of time staff members had been in the role varied considerably across the providers, with 40 per cent of staff in an early years leadership role in full day care in children's centres having only been in the role for up to a year (this is unsurprising given that children's centres are relatively new), compared with 23 per cent in full day care providers overall and 13 per cent in sessional providers.

In sessional providers, 61 per cent of providers said their member of staff with responsibility for early years leadership had been in the role for over 4 years, compared with 46 per cent of full day care providers and 26 per cent of respondents in children's centres.

It is possible that a number of respondents were thinking of early years leaders when answering these questions. Early years leaders are practitioners who hold an excellent knowledge of early years, understand forthcoming changes and have a good knowledge about the holistic needs of children. They will seek to continually update their knowledge and learning.

5.12.1 Early Years Professional Status

An Early Years Professional is someone who takes a leading role in the delivery of high quality provision within an early years setting and they will lead practice across the Early Years Foundation Stage (EYFS). The Government's aim is to have an Early Years Professional in every children's centre offering early years provision by 2010 and in every full day care setting by 2015, with 2 per setting in disadvantaged areas³².

³² For further information please refer to: <http://www.cwdcouncil.org.uk/eyps>

Early Years Professionals hold the graduate level Early Years Professional Status (EYPS). To acquire EYPS candidates must be able to demonstrate that they meet a set of National Standards at Level 6 and they must successfully complete one of the four training and assessment pathways. EYPS is not a qualification, it is a status that recognises candidates' expertise as practitioners and professional leaders.

The first phase of EYPS training and assessment commenced in September 2006 and a new question was added to the 2007 survey to establish what proportion of staff responsible for early years professional leadership had EYPS or were working towards it. The proportion of settings reporting they had a member of staff responsible for early years professional leadership who had achieved or was working towards achieving EYPS was highest among full day care settings in children's centres (14 per cent of settings), followed by full day care overall (11 per cent) and one in ten sessional settings (9 per cent).

Evidently, not all those identified as being responsible for early years leadership by respondents to the survey are Early Years Professionals with EYPS.

6 Qualifications

This section looks at the qualifications held by all paid staff working for childcare and early years providers, requisite qualifications and how well the Government guidelines are being met and the qualifications that staff are working towards.

The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children³³.

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, PGCE, National Professional Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 - Doctorate

6.2 Qualifications held by all staff

6.2.1 Any qualification (levels 1 to 8)

Table 6.1 shows the proportion of staff qualified from level 1 to 8 in each sector. Across all provider types and all staff types, 64 per cent of the workforce was

³³ Overseas qualifications have been excluded from the analysis, but they have been included in the tables for information.

qualified to level 3 or above and 11 per cent of the workforce was qualified to level 6 or above.

In the childcare sector, staff were most likely to be qualified to level 3 than any other level (54 per cent of staff in group providers and 50 per cent of staff including childminders) and two-thirds (65 per cent) of staff in group providers held at *least* a level 3 qualification³⁴ This is unsurprising, given that government policy set out in the National Standards for under 8s Daycare and Childminding has been aimed at encouraging staff to achieve level 3 qualifications and sets out ideal levels of qualification and staff child ratios³⁵.

	Total childcare staff	Total early years staff	Total
Level 1	2%	2%	3%
Level 2	18%	8%	15%
Level 3	54%	31%	47%
Level 4	4%	2%	4%
Level 5	2%	3%	2%
Level 6	4%	32%	9%
Level 7	1%	8%	2%
Level 8	*	*	*
Overseas	*	*	*
No qualification	13%	9%	15%
Any qualification	85%	88%	82%
Other	1%	*	1%
DK	2%	3%	3%
<i>At least level 3</i>	65%	79%	64%
<i>At least level 6</i>	5%	42%	11%

Base: All childcare staff 2007. All early years staff 2007.

Overall, a third (32 per cent) of staff in early years providers in maintained schools held a level 6 qualification and a similar proportion held a level 3 qualification. Around two-fifths (42 per cent) of staff held at least a level 6 qualification and four-fifths (79 per cent) held at least a level 3 qualification. Again this is unsurprising given that many staff in early years providers in maintained schools are required to hold higher

³⁴ Those qualified to 'at least level 3' are those qualified to level 3 and above.

³⁵ The national standards for under 8s day care and childminding stipulate that out of school managers must have a level 3 qualification and at least half of staff have a level 2 qualification.

qualifications such as an NNEB³⁶ diploma for nursery nurses or a PGCE³⁷ for qualified early years teachers upon appointment.

Tables 6.2 and 6.3 shows the levels of qualification held by type of provider. Higher proportions of staff in full day care and full day care in children's centres (61 per cent each) had achieved a level 3 qualification compared with staff working in other types of childcare provision, and only 9 per cent of full day care staff and 4 per cent of full day care staff in children's centres had no relevant qualifications. This compares with 52 per cent of staff in sessional providers who were qualified to level 3 and 15 per cent who had no relevant qualifications.

Of staff in out of school providers, around two-fifths held level 3 qualifications (43 per cent in after school clubs and 40 per cent in holiday clubs) while just under a fifth held no relevant qualifications (19 per cent and 16 per cent respectively).

Childminders were generally the least qualified group, with similar proportions (around a third) holding level 3 qualifications (36 per cent) and holding no relevant qualification (33 per cent).

These lower proportions for out of school providers and childminders, when compared with other providers, will relate to the requirements set out in the National Standards for under 8s Daycare and Childminding. Notably, according to the National Standards for under 8s Daycare and Childminding, childminders are not required to hold any qualifications, rather they are expected to undertake an approved course prior to commencing childminding activities.

In primary schools with nursery and reception classes, 35 per cent of staff were qualified to level 3 and 30 per cent were qualified to level 6. While in nursery schools, 44 per cent of staff held qualifications at level 3 and 24 per cent at level 6. In primary schools with reception but no nursery classes, a higher proportion of staff held a level 6 qualification (36 per cent) than a level 3 qualification (22 per cent). This relates to the fact that early years maintained settings employ early years teachers, who will need to be qualified to level 6.

³⁶ National Nursery Examination Board.

³⁷ Post-Graduate Certificate of Education.

	Full day care			Full day care in children's centres		Sessional			After school clubs			Holiday clubs			Childminders	
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003	2007 %	2006 %
Level 1	1%	1%	1%	*	*	2%	3%	2%	3%	3%	2%	3%	4%	2%	12%	9%
Level 2	16%	14%	19%	10%	11%	18%	18%	16%	21%	22%	18%	21%	19%	14%	8%	5%
Level 3	61%	64%	52%	61%	62%	52%	51%	39%	43%	43%	32%	40%	41%	24%	36%	33%
Level 4	5%	4%	4%	7%	4%	3%	2%	4%	3%	2%	4%	4%	3%	5%	1%	1%
Level 5	2%	1%	*	4%	3%	1%	1%	*	2%	1%	*	2%	1%	1%	*	0%
Level 6	3%	3%	N/A	7%	9%	3%	3%	N/A	4%	4%	N/A	7%	6%	N/A	2%	2%
Level 7	1%	*		2%	2%	1%	1%		1%	1%		2%	1%		1%	1%
Level 8	*	*		*	0%	*	*		*	*		0%	*		0%	*
Overseas	*	*	N/A	0%	*	*	*	N/A	*	*	N/A	*	*	N/A	*	*
Other	1%	1%	1%	*	1%	1%	1%	4%	1%	1%	2%	2%	2%	5%	3%	5%
Don't know	2%	2%	2%	3%	3%	2%	2%	1%	3%	3%	5%	3%	4%	9%	3%	4%
No qualification	9%	10%	20%	4%	6%	15%	18%	34%	19%	21%	37%	16%	19%	40%	33%	33%

Base: All paid childcare staff 2007, 2006, 2003. All childminders 2007, 2006.

³⁸ Due to a difference in the way data were reported in 2003, it has not been possible to provide comparable data for certain levels of qualification. There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels 4, 5 and 6 (as defined above) were previously all part of level 4. Current levels 7 and 8 were previously part of level 5. Further information can be found in section 1.8 of the Technical Appendix to this report. The same applies to following tables that include data on levels of qualification from 2003.

Table 6.3 Staff qualifications held by all paid staff - Early years providers									
	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	1%	2%	*	2%	2%	*	2%	1%	*
Level 2	7%	6%	7%	8%	6%	5%	8%	7%	6%
Level 3	44%	45%	48%	35%	34%	36%	22%	21%	23%
Level 4	3%	2%	27%	2%	3%	35%	2%	2%	40%
Level 5	4%	3%	3%	3%	2%	1%	4%	3%	1%
Level 6	24%	23%	N/A	30%	29%	N/A	36%	35%	N/A
Level 7	8%	7%		7%	9%		9%	10%	
Level 8	*	*		*	*		*	*	
Overseas	*	*	N/A	*	1%	N/A	*	0%	N/A
Other	*	2%	0%	*	1%	0%	*	2%	0%
Don't know	1%	1%	1%	3%	5%	5%	4%	7%	2%
No qualification	7%	9%	8%	8%	8%	12%	10%	11%	20%

Base: All paid early years staff 2007, 2006, 2003.

6.2.2 Level 3 or above

Tables 6.4 and 6.5 shows the proportion of staff qualified to *at least* each level.

Just over four-fifths (82%) of staff in full day care provided by children's centres held at least a level 3 qualification compared with three-fifths of staff in sessional providers (61 per cent) and other full day care providers (72 per cent). Just over half of staff in out of school providers held at least a level 3 qualification (54 per cent in holiday clubs and 53 per cent in after schools clubs). Only two-fifths (41 per cent) of childminders had achieved at least a level 3 qualification.

Compared with most types of childcare providers (with the exception of full day care staff working in children's centres), higher proportions of staff working in early years provision in maintained schools were qualified to at least a level 3. In nursery schools, 83 per cent held at least a level 3 qualification, compared with around three-quarters of staff in primary schools with nursery and reception classes (77 per cent) and in primary schools with reception but no nursery classes (73 per cent).

6.2.3 Level 6 or above

In each of the childcare settings (including childminders) fewer than 10 per cent of staff held level 6 (graduate level) qualifications. Ranging from 9 per cent of full day care staff in children's centres and in holiday clubs, 5 per cent in after school clubs, 4 per cent in sessional providers and in full day care providers overall to 3 per cent of childminders. It will be interesting to monitor how this changes over the coming years, given that government policy is aiming to create opportunities for staff in full day care and sessional providers to achieve level 6 qualifications.

In contrast, around two-fifths of staff in early years provision in maintained schools held level 6 qualifications. This is unsurprising given that a substantial proportion of staff working in these settings will be qualified teachers and so will hold degrees. In primary schools with reception but no nursery classes, 45 per cent of staff were qualified to level 6 or above, compared with 32 per cent in nursery schools and 37 per cent in primary schools with nursery and reception classes.

Table 6.4 Highest levels of staff qualification for all paid staff																
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs			Childminders	
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003	2007	2006
<i>At least level 1</i>	88%	87%	N/A	92%	91%	81%	79%	N/A	77%	75%	N/A	78%	75%	N/A	61%	52%
<i>At least level 2</i>	88%	86%	76%	92%	91%	79%	76%	60%	75%	73%	54%	75%	72%	44%	49%	43%
<i>At least level 3</i>	72%	73%	57%	82%	80%	61%	58%	44%	53%	51%	37%	54%	53%	30%	41%	38%
<i>At least level 5</i>	6%	4%	N/A	14%	13%	6%	5%	N/A	7%	6%	N/A	10%	9%	N/A	3%	3%
<i>At least level 6</i>	4%	3%		9%	10%	4%	4%		5%	5%		9%	8%		3%	3%

Base: All paid childcare staff 2007, 2006, 2003. All childminders 2007, 2006.

Table 6.5 Highest levels of staff qualification for all paid staff									
	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
<i>At least level 1</i>	92%	87%	N/A	87%	85%	N/A	83%	80%	N/A
<i>At least level 2</i>	91%	86%	85%	85%	83%	77%	82%	78%	70%
<i>At least level 3</i>	83%	80%	78%	77%	77%	72%	73%	71%	64%
<i>At least level 5</i>	36%	33%	N/A	40%	40%	N/A	49%	48%	N/A
<i>At least level 6</i>	32%	30%		37%	38%		45%	45%	
<i>All paid early years staff 2007, 2006, 2003.</i>									

6.3 Trends in qualification levels

For most childcare providers, the proportion of staff having attained at least a level 3 qualification increased sharply between 2003 and 2006 it continued to increase at a slower rate to 2007. It is likely that this pattern of increase is related to the introduction of the National Standards for under 8s Daycare and Childminding in 2003, which formally set out minimum levels of qualification for different types of staff and stipulated that where these were not yet met managers “should prepare an action plan setting out how you intend to meet qualification requirements”³⁹. In 2003, substantial proportions of staff in the childcare sector already met these requirements, but by 2006 and 2007, they had come much closer to achieving these targets. For example in 2003, 43 per cent of staff in after sessional settings held at least a level 3 qualification and by 2007 this had risen to 60 per cent.

In early years provision in maintained schools, the proportion of staff with at least a level 3 qualification increased steadily between 2003 and 2007. In each of the primary school settings, the proportion of staff with at least level 5 qualifications remained stable, at nearly half of staff in primary schools with reception but no nursery classes (49 per cent in 2007 and 48 per cent in 2006) and around two-fifths of staff in primary schools with nursery and reception classes (40 per cent in 2007 and 2006). In nursery schools, the proportion of staff with at least a level 5 qualification increased slightly from 33 per cent in 2006 to 36 per cent in 2007 and the proportion of staff with a level 6 qualification increased from 30 per cent in 2006 to 32 per cent in 2007.

6.4 Qualification levels by ownership

Table 6.6 shows the proportion of all childcare staff that held any childcare related qualification (levels 1 to 8), a level 3 or above qualification and a level 6 or above qualification, by ownership type.

No analysis is provided for early years provision in maintained schools because they are all run by Local Authorities.

³⁹ <http://www.ofsted.gov.uk/assets/2427.pdf>

Table 6.6 Proportion of staff that hold a qualification (levels 1 to 8) by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	88%	92%	81%	77%	78%
Private	89%	90%	80%	77%	82%
Voluntary	87%	94%	81%	78%	75%
Local authority	90%	93%	88%	82%	77%
School/college	89%	94%	88%	76%	73%
Other	88%	91%	87%	89%	84%
Proportion of staff that hold at least a level 3 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	72%	82%	61%	53%	54%
Private	73%	80%	60%	54%	58%
Voluntary	65%	80%	61%	52%	52%
Local authority	81%	83%	74%	56%	48%
School/college	77%	82%	66%	53%	55%
Other	74%	81%	59%	63%	59%
Proportion of staff that hold at least a level 6 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	4%	9%	4%	5%	9%
Private	4%	4%	5%	4%	8%
Voluntary	4%	7%	4%	5%	8%
Local authority	7%	12%	13%	6%	9%
School/college	6%	9%	10%	9%	17%
Other	3%	12%	1%	4%	17%
<i>Base: Childcare providers 2007.</i>					

6.4.1 Ownership and staff holding any qualification

When analysed by type of ownership, higher proportions of staff in full day care providers in children's centres (92 per cent) held any qualifications compared with staff working in other settings.

There was little variation in the proportion of staff with a qualification working in full day care settings, ranging from 90 per cent in local authority run settings to 87 per cent in voluntary settings. Similarly there was little difference in the proportion of staff in full day care providers in children's centres holding any qualification by type of ownership.

In sessional settings, higher proportions of staff held any qualification in settings run by local authorities, schools or colleges and 'other' types of owner (88 per cent in each), while only 80 per cent of staff in privately run settings and 81 per cent of staff in voluntary run settings held any qualifications.

In after school clubs higher proportions of staff working in settings under "other" types of ownership held any qualifications (89 per cent), compared with between 76 per cent and 82 per cent of staff in after school clubs under private, voluntary, local authority or school or college ownership.

There was more variation still in holiday clubs. Again, the highest proportion of staff holding any qualification worked in clubs run by "other" forms of ownership (84 per cent) although a similar proportion of staff in privately run clubs (82 per cent) held any qualification. Between 73 per cent and 77 per cent of staff in clubs operating under voluntary, local authority or school/college ownership held any qualifications.

6.4.2 Ownership and staff holding at least a level 3 qualification

As was the case for the proportion of staff holding any qualification, higher proportions of staff in full day care provision in children's centres held at least a level 3 qualifications (82 per cent) than in other types of setting. Again, there was little difference by type of ownership, with the lowest proportion in privately and voluntary owned settings (80 per cent) and the highest (83 per cent) in local authority run settings.

There was substantial variation by ownership type in the proportion of staff qualified at least to level 3 in full day care provision; ranging from 65 per cent of staff in voluntary run settings to 81 per cent of staff working in local authority run settings.

As was the case for full day care providers, higher proportions of staff working in sessional providers run by local authorities held at least a level 3 qualification (74 per cent), compared with staff working in providers owned by the private (60 per cent) and voluntary sectors (61 per cent) and those operating under 'other' types of ownership (59 per cent).

In out of school settings, just over half of staff held at least a level 3 qualification (53 per cent in after school clubs and 55 per cent in holiday clubs). Higher proportions of staff working in after school clubs operating under other ownership held at least a level 3 qualifications (63 per cent) compared with staff working in local authority run settings (56 per cent), staff in school/college run settings (53 per cent) and in voluntary run settings (52 per cent).

Among holiday clubs, a higher proportion of staff held at least a level 3 qualification in settings operating under 'other' types of ownership (59 per cent); while local authority

settings reported the lowest proportion of staff holding at least a level 3 qualification (48 per cent).

6.4.3 Ownership and staff holding at least a level 6 qualification

Full day care in children's centres and holiday clubs reported that overall around one in ten staff held at least a level 6 qualification (9 per cent in each), rising to 12 per cent of staff working in local authority run full day care in children's centres and in those operating under 'other'⁴⁰ types of ownership.

While overall only 4 per cent of staff in sessional providers were qualified at least to level 6, this increased to 13 per cent in local authority run providers and 10 per cent in school or college run providers.

In after school clubs, 5 per cent of staff held at least a level 6 qualification, rising to 9 per cent in providers run by schools or colleges.

Of all types of provider, there was the least variation in full day care providers, where the proportion of staff with at least a level 6 qualification was 4 per cent in both private and voluntary owned settings, rising to 7 per cent in local authority run providers.

6.5 Requisite qualifications for childcare staff

In the National Standards for under Eights Daycare and Childminding, the Government issued guidelines for what qualifications those working within the childcare sector should hold.

The requirements are:

- Every senior manager working within full day care, sessional and out of schools setting should hold at least a level 3 qualification appropriate to the post.
- All *full day care* supervisors should also hold at least a level 3 qualification appropriate for the care or development of children. Where this cannot be achieved immediately, providers must set out an action plan detailing how they intend to meet this criterion and in what timescale.
- At least half of all other childcare staff and half of all staff in sessional and out of school providers should hold a level 2 qualification appropriate for the care or development of children. Again, where this cannot be achieved

⁴⁰ Settings where the type of management was not covered in the code list at question Qnmanag were coded as 'Other' type of ownership.

immediately, providers should set out an action plan detailing how they intend to meet this criterion and in what timescale.

There are no specific qualification requirements for childminders, who are required to undertake 'a local authority approved childminders' pre-registration course within six months of commencing childminding'⁴¹.

Additionally, in 2004 the Government published *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Child Care*, which made the case for a better qualified early years workforce. This was followed up with the launch of the Transformation Fund in 2006 and subsequently the Graduate Leader Fund in 2008. With this fund the Government aims to transform the quality of childcare by providing financial support for training programmes and incentives to help recruit better qualified staff. One of the objectives of the Graduate Leader Fund is to ensure that, by 2015, all full day care settings are led by a graduate and employ two graduates in settings in the 30 per cent most deprived areas. Additionally, the Fund aims to improve pathways for staff at different levels with differing experience to achieve 'Early Year's Professional Status' to lead work with children and parents⁴².

The 2007 survey can be used to gauge how well childcare settings are meeting these requirements. However, the National Standards for under 8s Daycare and Childminding apply on a setting to setting basis, and the survey figures are aggregated across all settings and so there may be individual settings that do not meet the requirements.

⁴¹ The National Standards for under 8s Daycare and Childminding - Childminding;
<http://www.surestart.gov.uk/doc/P0002411.pdf>

⁴² Graduate Leader Fund - further information on purpose and implementation,
http://www.everychildmatters.gov.uk/files/GLF_per_cent20guidelines_per_cent2010_per_cent20March_per_cent20final.doc

Table 6.7 shows qualifications by staff type across all group childcare settings.

Table 6.7 Qualifications by staff type across all childcare settings			
	Senior managers	Supervisors	Other paid childcare staff
Level 1	*	*	4%
Level 2	1%	11%	34%
Level 3	59%	72%	23%
Level 4	13%	5%	1%
Level 5	5%	2%	*
Level 6	12%	4%	1%
Level 7	4%	1%	*
Level 8	*	*	*
Overseas	*	*	*
No qualification	3%	2%	32%
Any qualification	96%	96%	65%
Other	1%	1%	1%
DK	1%	2%	3%
<i>At least level 3</i>			
	93%	84%	26%
<i>At least level 6</i>			
	16%	5%	1%
<i>Base: All childcare staff 2007.</i>			

Across all childcare settings, over nine in ten senior managers and supervisors held a qualification (96 per cent each). A similar proportion of senior managers (93 per cent) held at least a level 3 qualification while 16 per cent held at least a level 6 qualification. High proportions of supervisors were also qualified at least to level 3 (84 per cent), with 5 per cent holding at least a level 6 qualification.

Unsurprisingly, other paid childcare staff were tended to be less qualified, with two-thirds (65 per cent) holding any relevant qualification, a quarter (26 per cent) being qualified to level 3 or above, and just 1 per cent being qualified to level 6 or above.

Table 6.8 shows the proportion of supervisors with at least a level 3 qualification by type of provider and type of ownership.

	Private	Voluntary	Local Authority	School/college	Other
Full day care	91%	88%	94%	90%	89%
Full day care in children's centres	94%	98%	94%	94%‡	95%‡
Sessional	77%	78%	87%‡	75%‡	#
After school	71%	66%	63%	66%	#
Holiday clubs	80%	73%	69%	75%	87%‡

Base: All supervisors in childcare providers 2007.

Among full day care providers, a higher proportion of supervisors held at least a level 3 qualification in local authority run settings (94 per cent) compared with those in private (91 per cent), school or college (90 per cent), other (89 per cent) and voluntary run settings (88 per cent). Higher proportions of supervisors in full day care settings in children's centres held at least a level 3 qualification.

In sessional providers, nearly four-fifths of supervisors were qualified to at least level 3 in both private (77 per cent) and voluntary (78 per cent) settings.

In both types of out of school providers, higher proportions of supervisors were qualified to at least level 3 in privately run settings (71 per cent in after school clubs and 80 per cent in holiday clubs) than in settings run under any other types of ownership. Supervisors working in voluntary and school or college run settings reported the next highest proportions of supervisors qualified to at least level 3 (66 per cent in both voluntary and school or college after school clubs and 73 per cent and 75 per cent respectively in holiday clubs), followed by 63 per cent of supervisors in local authority run after school clubs and 69 per cent in holiday clubs.

Table 6.9 shows the proportion of other paid childcare staff that held at least a level 2 qualification.

	Private	Voluntary	Local Authority	School/college	Other
Full day care	71%	66%	62%	67%	67%‡
Full day care in children's centres	70%	84%	76%	81%‡	#
Sessional	47%	54%	61%‡	#	#
After school	47%	49%	51%‡	35%	#
Holiday clubs	58%	53%	45%	36%	#

Base: All other paid childcare staff 2007.

In full day care providers, over three-fifths of other paid childcare staff held at least a level 2 qualification, although this was slightly lower in settings run by local authorities (62 per cent) and higher in privately run settings (71 per cent).

As was the case for supervisors, a higher proportion of other paid staff in full day care in children's centres run by the voluntary sector held at least a level 2 qualification (84 per cent) compared with 76 per cent in local authority run settings and 70 per cent in privately run settings.

A higher proportion of other paid childcare staff in voluntary run sessional providers held at least a level 2 qualification (54 per cent) compared with those in private providers (47 per cent).

Similarly, in after school clubs, just under half of other paid childcare staff in private (47 per cent) and voluntary (49 per cent) run settings held at least a level 2 qualification, falling to 35 per cent in providers run by a school or college.

Higher proportions of other paid childcare staff working in privately run holiday clubs were qualified at least to level 2 (58 per cent) compared with voluntary (53 per cent) local authority (45 per cent) and school or college run settings (36 per cent).

6.5.1 Senior managers

Table 6.10 shows the level of qualification of senior managers in childcare providers.

The highest proportion of senior managers held a level 3 qualification, although the proportions varied by type of provider, from 34 per cent of those working in full day care in children's centres to 69 per cent of those working in sessional provision. Notably, provider types with a higher proportion of senior managers holding level 3 qualifications reported lower proportions qualified to levels 5 and 6. Across all providers, very low proportions reported senior managers holding only level 1 or 2 qualifications.

When looking at the highest level of qualification held by senior managers, high proportions had at least a level 3 qualification; ranging from 87 per cent in holiday clubs to 96 per cent in full day care providers. This had generally remained stable between 2006 and 2007.

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs		
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	*	*	1%	*	0%	*	1%	2%	*	1%	2%	1%	*	1%
Level 2	*	1%	6%	*	*	1%	2%	8%	2%	3%	12%	2%	3%	12%
Level 3	58%	65%	66%	34%	39%	69%	73%	67%	62%	65%	52%	51%	55%	40%
Level 4	17%	16%	20%	20%	17%	11%	8%	10%	8%	9%	12%	13%	9%	13%
Level 5	5%	4%		9%	5%	4%	2%		5%	3%		5%	3%	5%
Level 6	12%	9%	2%	16%	22%	8%	6%	N/A	12%	9%	N/A	15%	11%	N/A
Level 7	4%	3%	N/A	14%	12%	3%	2%		4%	3%		4%	4%	
Level 8	*	*		1%	0%	*	0%		*	*		0%	*	
Overseas	*	*	N/A	0%	*	*	*	N/A	0%	0%	N/A	0%	0%	N/A
Other	1%	1%	2%	2%	2%	1%	1%	4%	1%	2%	4%	2%	2%	9%
Don't know	1%	1%	0%	2%	2%	1%	1%	0%	2%	2%	0%	1%	2%	0%
No qualification	2%	2%	6%	1%	1%	3%	3%	9%	3%	4%	18%	7%	9%	22%
At least level 1	96%	97%	N/A	95%	94%	95%	95%	N/A	94%	93%	N/A	90%	86%	N/A
At least level 2	96%	96%	92%	95%	94%	95%	94%	85%	94%	92%	76%	89%	86%	66%
At least level 3	96%	96%	85%	95%	94%	94%	93%	77%	92%	90%	64%	87%	83%	55%
At least level 5	21%	15%	N/A	40%	38%	15%	11%	N/A	21%	15%	N/A	23%	18%	N/A
At least level 6	16%	11%		31%	33%	11%	9%		16%	13%		18%	16%	

Base: All senior managers in childcare providers 2007, 2006, 2003.

Around a fifth of senior managers working in full day care (21 per cent), after school clubs (21 per cent) and holiday clubs (23 per cent) held at least a level 5 qualification, rising to two-fifths (40 per cent) among staff working in full day care in children's centres. While only 15 per cent of senior managers in sessional providers held at least a level 5 qualification. With the exception of full day care in children's centres, there had been more substantial increases in proportions of senior managers holding at least a level 5 qualification between 2006 and 2007, ranging from between 4 and 6 percentage points.

Only full day care providers reported a notable increase in the proportion of senior managers holding at least a level 6 qualification (from 11 per cent in 2006 to 16 per cent in 2007).

6.5.2 Supervisors

Table 6.11 shows the level of qualification of supervisors in childcare providers.

In full day care settings, including those run by children's centres, over nine in ten supervisors held at least a level 3 qualification (91 per cent of those working in full day care providers and 94 per cent working in full day care in children's centres). This suggests that the majority of supervisors meet the requirements set out in the National Standards for under 8s Daycare and Childminding, which stipulate that supervisors in full day care settings should hold level 3 qualifications. Nearly 8 in 10 supervisors in sessional settings and in holiday clubs held qualifications of at least level 3 (78 per cent and 76 per cent respectively), compared with around 7 in 10 (68 per cent) of those working in after school clubs. Again, this suggests that providers are meeting the requirements set out in the National Standards which state that half of supervisory staff in these types of setting should be qualified to level 3.

Slightly higher proportions of supervisors in full day care in children's centres and in holiday clubs held level 5 qualifications (13 per cent in each type of setting), compared with 7 per cent in after school clubs, 6 per cent in sessional providers and 5 per cent in full day care providers.

Following an increase in the proportion of supervisors with at least a level 3 qualification between 2003 and 2006 in full day care settings, data suggest that the proportion of supervisors qualified to this level has remained steady between 2006 and 2007. Other childcare providers also had sharp increases in the proportion of supervisors qualified to this level between 2003 and 2006, and although this increase has continued, it has done so at a slower rate between 2006 and 2007. Again, it is likely that the introduction of the National Standards for under 8s Daycare and Childminding prompted these increases in levels of qualifications.

Table 6.11 Qualifications of supervisors

	Full day care			Full day care in children's centres		Sessional			After school clubs			Holiday clubs		
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	*	*	*	*	*	1%	1%	1%	1%	1%	1%	1%	2%	3%
Level 2	6%	7%	19%	3%	2%	15%	18%	17%	22%	24%	22%	15%	19%	17%
Level 3	80%	82%	69%	74%	77%	70%	69%	57%	58%	57%	43%	58%	56%	40%
Level 4	6%	4%	4%	8%	4%	3%	2%	5%	3%	2%	4%	5%	3%	7%
Level 5	2%	1%		5%	3%	1%	1%		2%	1%		1%	1%	
Level 6	3%	3%	N/A	6%	9%	4%	3%	N/A	3%	4%	N/A	9%	7%	N/A
Level 7	*	*		2%	1%	1%	1%		1%	1%		1%		
Level 8	*	*		0%	0%	0%	*		*	*		*		
Overseas	*	*	N/A	0%	0%	*	*	N/A	*	*	N/A	*	*	N/A
Other	*	1%	*	*	1%	1%	1%	3%	1%	1%	2%	2%	1%	7%
Don't know	2%	1%	1%	2%	2%	2%	2%	1%	2%	3%	7%	2%	4%	7%
No qualification	1%	1%	6%	1%	0%	4%	3%	15%	6%	6%	20%	3%	5%	18%
At least level 1	97%	97%	N/A	98%	98%	94%	94%	N/A	91%	91%	N/A	92%	89%	N/A
At least level 2	97%	97%	92%	98%	98%	93%	93%	79%	90%	89%	69%	91%	87%	65%
At least level 3	91%	91%	73%	94%	95%	78%	75%	62%	68%	65%	47%	76%	69%	49%
At least level 5	5%	4%	N/A	13%	14%	6%	4%	N/A	7%	6%	N/A	13%	10%	N/A
At least level 6	3%	3%		8%	11%	4%	4%		4%	5%		11%	8%	

Base: All supervisors in childcare providers 2007, 2006, 2003.

6.5.3 Other paid childcare staff

Table 6.12 shows the level of qualification of other paid staff in childcare providers.

As with senior managers and supervisors, a higher proportion of other paid childcare staff working in full day care provision, including those in children's centres, held level 3 qualifications than those working in sessional or out of school settings. Three in ten (30 per cent) of those working in full day care providers held level 3 qualifications (rising to 42 per cent of other paid childcare staff in full day care in children's centres).

Around a third of other paid childcare staff working in other childcare providers, held level 2 qualifications (32 per cent in holiday clubs, 31 per cent in sessional providers and 29 per cent in after school clubs). Lower proportions of other paid childcare staff in these settings held level 3 qualifications when compared with the full day care settings (18 per cent in sessional providers, 16 per cent in holiday clubs and 14 per cent in after school clubs).

To summarise, it seems that other paid childcare staff in full day care provided by children's centres were among the best qualified with over three-quarters (78 per cent) holding at least a level 2 qualification and nearly half (47 per cent) holding at least a level 3 qualification; while staff working in after school settings were among the least qualified, with 45 per cent holding a level 2 qualification and 16 per cent holding a level 3 qualification.

Table 6.12 Qualifications of other paid childcare staff

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs				
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003		
Level 1	2%	3%	1%	1%	2%	5%	6%	2%	6%	6%	2%	7%	7%	3%		
Level 2	37%	33%	23%	31%	35%	31%	28%	19%	29%	27%	15%	32%	25%	13%		
Level 3	30%	25%	23%	42%	33%	18%	15%	11%	14%	13%	12%	16%	16%	7%		
Level 4	1%	1%	2%	2%	1%	1%	*	1%	*	*	1%	1%	1%	1%		
Level 5	*	*		1%	1%	1%	*		*	*		*	*	1%	1%	1%
Level 6	1%	1%	N/A	2%	2%	1%	1%	N/A	1%	1%	N/A	3%	3%	N/A		
Level 7	*	*		0%	0%	*	*		0%	0%		0%	0%		0%	0%
Level 8	*	0%		0%	0%	0%	0%		0%	0%		0%	0%		0%	0%
Overseas	*	*	N/A	0%	*	*	*	N/A	0%	*	N/A	*	0%	N/A		
Other	*	1%	1%	*	*	1%	1%	4%	1%	1%	1%	1%	2%	2%		
Don't know	2%	3%	5%	6%	4%	5%	2%		3%	4%	4%	5%	5%	13%		
No qualification	26%	33%	47%	15%	21%	38%	46%	62%	44%	48%	64%	34%	41%	61%		
At least level 1	71%	63%	N/A	79%	74%	57%	50%	N/A	51%	47%	N/A	59%	53%	N/A		
At least level 2	69%	60%	47%	78%	72%	52%	44%	32%	45%	41%	28%	52%	46%	22%		
At least level 3	32%	27%	24%	47%	37%	21%	16%	13%	16%	14%	13%	20%	21%	8%		
At least level 5	2%	1%	N/A	3%	3%	2%	1%	N/A	2%	1%	N/A	3%	5%	N/A		
At least level 6	1%	1%	N/A	2%	2%	1%	1%	N/A	1%	1%	N/A	3%	4%	N/A		

6.6 Qualifications for early years staff

Table 6.13 shows the level of qualification for each staff type working in early years providers in maintained schools.

Table 6.13 Qualifications by staff type in early years provision in maintained schools				
	Early years Co-ordinators	Early years teachers	Nursery nurses	Other paid early years support staff
Level 1	0%	0%	*	6%
Level 2	*	0%	3%	25%
Level 3	*	1%	80%	27%
Level 4	1%	1%	5%	1%
Level 5	1%	1%	7%	3%
Level 6	66%	74%	3%	2%
Level 7	19%	18%	*	*
Level 8	*	*	0%	*
Overseas	*	1%	*	*
No qualification	0%	*	1%	29%
Any qualification	98%	97%	98%	66%
Other	0%	0%	*	1%
DK	1%	3%	1%	5%
<i>At least level 3</i>				
	98%	95%	95%	33%
<i>At least level 6</i>				
	96%	92%	3%	3%

Base: All staff in early years providers 2007.

Nearly all early years coordinators (98 per cent), early years teachers (97 per cent) and nursery nurses (98 per cent) held a relevant qualification, compared with two-thirds (66 per cent) of other paid childcare staff.

With the exception of other paid early years support staff, nearly all staff members were qualified at least to level 3, for example 98 per cent of early years coordinators were qualified at least to level 3, compared with a third (33 per cent) of other paid early years support staff.

High proportions of early years coordinators (96 per cent) and early years teachers (92 per cent) were qualified at least to level 6, compared with just 3 per cent of nursery nurses and other paid early years support staff.

6.6.1 Early years or foundation stage co-ordinators

Table 6.14 shows the level of qualification of early year coordinators.

Table 6.14 Qualifications of early years coordinators/head teachers									
	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 2	0%	1%	1%	0%	*	1%	*	*	4%
Level 3	1%	1%	18%	1%	1%	16%	*	*	14%
Level 4	1%	1%	60%	*	2%	77%	1%	1%	75%
Level 5	2%	2%		1%	2%		1%	2%	
Level 6	61%	58%		67%	65%		66%	71%	
Level 7	34%	29%	16%	19%	26%	3%	19%	20%	3%
Level 8	1%	2%		*	*		*	*	
Overseas	0%	0%	0%	*	1%	0%	*	0%	0%
Other	0%	5%	0%	0%	2%	0%	0%	3%	0%
Don't know	0%	2%	0%	2%	2%	1%	1%	2%	1%
No qualification	0%	0%	0%	0%	0%	*	0%	*	*
At least level 1	100%	93%	100%	98%	96%	N/A	99%	95%	N/A
At least level 2	100%	93%	95%	98%	96%	97%	98%	95%	96%
At least level 3	100%	92%	94%	98%	95%	96%	98%	94%	92%
At least level 5	98%	91%	N/A	97%	93%	N/A	97%	93%	N/A
At least level 6	96%	88%	N/A	95%	91%	N/A	96%	91%	N/A

Base: All other early years coordinators/head teachers in early years providers in maintained schools 2007, 2006, 2003.

Most commonly, early years or foundation stage co-ordinators held level 6 qualifications; 61 per cent of co-ordinators in nursery schools rising to 67 per cent in primary schools with nursery and reception classes, and 66 per cent in primary schools with reception but no nursery classes. However, a third (34 per cent) of co-ordinators in nursery schools held level 7 qualifications, as did 19 per cent of those in each of the primary school settings.

Taken together, most co-ordinators in early years settings held higher level qualifications. In nursery schools, 100 per cent held at least a level 3 qualification, while 96 per cent held at least a level 6 qualification. In primary schools with nursery and reception classes, 98 per cent held at least a level 3 qualification and 95 per cent held at least a level 6 and in primary schools with reception but no nursery classes, 98 per cent held at a least a level 3 qualification and 96 per cent held at least a level 6 qualification.

Across all types of provider, there has been an increase in the levels of qualification between 2006 and 2007.

6.6.2 Qualified early years teachers

Table 6.15 shows the level of qualification of early years teachers.

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	0%	0%	0%	0%	0%	0%	0%	*	0%
Level 2	0%	*	2%	0%	*	1%	0%	*	3%
Level 3	*	1%	16%	1%	2%	11%	1%	1%	8%
Level 4	1%	1%	74%	1%	2%	78%	1%	1%	84%
Level 5	5%	2%		1%	1%		1%	2%	
Level 6	72%	71%		75%	66%		73%	68%	
Level 7	21%	19%	4%	18%	19%	1%	17%	18%	1%
Level 8	0%	0%		*	*		0%	0%	
Overseas	*	1%	0%	1%	2%	0%	*	0%	0%
Other	0%	4%	0%	*	2%	*	1%	2%	0%
Don't know	1%	2%	2%	3%	6%	6%	5%	7%	1%
No qualification	0%	0%	*	*	*	0%	*	*	1%
At least level 1									
	99%	94%	95%	96%	90%	91%	94%	91%	N/A
At least level 2									
	99%	94%	95%	96%	90%	91%	94%	91%	97%
At least level 3									
	99%	93%	93%	96%	90%	91%	94%	90%	93%
At least level 5									
	98%	92%	N/A	94%	87%	N/A	91%	88%	N/A
At least level 6									
	93%	90%		93%	86%		90%	86%	

Base: All qualified early years teachers in early years providers in maintained schools 2007, 2006, 2003.

Around three-quarters of early years teachers held a level 6 qualification (72 per cent in nursery schools and primary schools with reception but no nursery classes and 75 per cent in primary schools with nursery and reception classes). Around a fifth held level 7 qualifications (21 per cent in nursery schools, 18 per cent in primary schools with nursery and reception classes and 17 per cent in primary schools with reception but no nursery classes).

High proportions of early years teachers in each type of setting were qualified to at least level 5 (98 per cent in nursery schools, 94 per cent in primary schools with nursery and reception classes and 91 per cent in primary schools with reception but no nursery classes). The level of qualification appeared to have risen slightly in all settings between 2006 and 2007.

6.6.3 Early years nursery nurses

Table 6.16 shows the level of qualification of nursery nurses.

Table 6.16 Qualifications of nursery nurses									
	Nursery school			Primary school with nursery and reception classes			Primary school with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	0%	0%	*	0%	*	*	*	*	0%
Level 2	*	1%	8%	1%	3%	7%	7%	9%	8%
Level 3	81%	87%	86%	85%	83%	85%	68%	67%	82%
Level 4	6%	3%	2%	5%	4%	2%	5%	4%	2%
Level 5	6%	5%		5%	3%		11%	7%	
Level 6	5%	2%		2%	3%		4%	3%	
Level 7	0%	0%	0%	*	*	0%	*	*	0%
Level 8	0%	0%		0%	0%		0%	0%	
Overseas	1%	0%	N/A	*	*	N/A	0%	0%	N/A
Other	*	1%	N/A	0%	*	N/A	0%	2%	N/A
Don't know	0%	0%	*	1%	3%	3%	2%	3%	1%
No qualification	0%	*	*	*	*	1%	2%	3%	2%
At least level 1									
	99%	98%	96%	98%	96%	94%	97%	91%	N/A
At least level 2									
	99%	98%	96%	98%	96%	94%	96%	91%	92%
At least level 3									
	99%	97%	88%	97%	93%	87%	89%	81%	84%
At least level 5									
	11%	7%	N/A	7%	6%	N/A	16%	11%	N/A
At least level 6									
	5%	2%		2%	3%		5%	4%	

Base: All nursery nurses in early years providers in maintained schools 2007, 2006, 2003.

Around two-fifths of nursery nurses in primary schools with nursery and reception classes (85 per cent) and nursery schools (81 per cent) held level 3 qualifications, compared with 68 per cent of nursery nurses in primary schools with reception but no nursery classes. Taken together with other levels of qualification, nearly all nursery nurses in nursery schools and primary schools with nursery and reception classes held at least a level 3 qualification (99 per cent and 97 per cent respectively) compared with 89 per cent of those working in primary schools with reception but no nursery classes.

However, despite their slightly lower level of qualification, a slightly higher proportion of nursery nurses in primary schools with reception but no nursery classes held a level 5 qualification (11 per cent compared with 5 per cent in primary schools with nursery and reception classes and 6 per cent in nursery schools). Consequently, a slightly higher proportion held at least a level 5 qualification (16 per cent compared

with 11 per cent in nursery schools and 7 per cent in primary schools with nursery and reception classes).

The level of qualification had risen slightly between 2006 and 2007 and this change was more pronounced in primary schools with reception but no nursery classes than it was for nursery schools and primary schools with nursery and reception classes.

6.6.4 Other paid early years support staff

Table 6.17 shows the level of qualification of paid early years support staff

	Nursery school			Primary school with nursery and reception classes			Primary school with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	4%	8%	*	7%	7%	1%	5%	4%	*
Level 2	33%	24%	14%	28%	22%	10%	20%	17%	9%
Level 3	22%	16%	13%	26%	23%	12%	28%	23%	16%
Level 4	1%	1%	7%	1%	2%	3%	2%	3%	3%
Level 5	0%	1%		2%	1%		4%	3%	
Level 6	2%	1%		2%	1%		3%	3%	
Level 7	0%	0%	0%	*	*	0%	*	*	0%
Level 8	0%	0%		*	0%		0%	0%	
Overseas	0%	1%	0%	*	1%	0%	*	0%	0%
Other	*	1%	0%	*	2%	0%	1%	2%	0%
Don't know	2%	2%	4%	6%	10%	9%	5%	14%	4%
No qualification	35%	46%	46%	28%	32%	48%	30%	31%	51%
At least level 1	63%	51%	N/A	66%	56%	N/A	64%	53%	N/A
At least level 2	59%	43%	34%	59%	49%	26%	58%	49%	28%
At least level 3	26%	18%	20%	31%	28%	16%	38%	32%	19%
At least level 5	2%	1%	N/A	4%	3%	N/A	8%	6%	N/A
At least level 6	2%	1%		2%	2%		4%	3%	

Base: All other early years support staff in early years providers in maintained schools 2007, 2006, 2003.

Around a third of other paid early years support staff in nursery schools (33 per cent) and primary schools with nursery and reception classes (28 per cent) held level 2 qualifications, while around a quarter held level 3 qualifications (22 per cent of nursery school support staff and 26 per cent of support staff in primary schools with nursery and reception classes). Of other paid early years support staff in primary schools with reception but no nursery classes, a fifth (20 per cent) held level 2 qualifications and 28 per cent held level 3 qualifications. However, a slightly higher proportion of other paid early years support staff in primary schools with reception but no nursery classes held qualifications of level 5 and above and so higher proportions of staff working in those settings were qualified to at least a level 3 (38 per cent compared with 31 per cent in primary schools with nursery and reception classes and 26 per cent in nursery schools).

The level of qualification has generally increased between 2006 and 2007 and this is most pronounced in the proportions holding at least a level 1 or level 2 qualification.

Generally, nursery schools reported slightly greater increases than either of the primary school settings.

6.7 Qualified Teacher Status

Staff who held a qualification of level 5 or above were asked whether they had Qualified Teacher Status (QTS).

Childcare

Overall very low proportions of staff in childcare settings held QTS, only 2 per cent of all staff in full day care and sessional providers, 4 per cent working in after schools clubs, 6 per cent in full day care in children's centres and 5 per cent in holiday clubs.

Taken as a proportion of staff who held a level 5 qualification or above, around two-fifths of staff working in full day care (43 per cent) providers and full day care providers in children's centres (43 per cent), around half of those working in after school providers (55 per cent) and holiday clubs (52 per cent) and nearly two-thirds (63 per cent) of those working in sessional providers held QTS.

	QTS (per cent of all staff)	QTS (per cent of staff with at least a level 5 qualification)
Full day care	2%	43%
Full day care in children's centres	6%	43%
Sessional	3%	63%
After school	4%	55%
Holiday clubs	5%	52%
<i>Base: All paid childcare staff 2007; All paid childcare staff with at least a level 5 qualification 2007.</i>		

Early years provision in maintained schools

Unsurprisingly, much higher proportions of staff in early years settings held QTS. Of all staff around a third (30 per cent) in nursery schools and in primary schools with nursery and reception classes (33 per cent) held QTS, as did over two-fifths of staff in primary schools with reception but no nursery classes (44 per cent).

Of staff with at least a level 5 qualification, around 9 in 10 held QTS (91 per cent in primary schools with nursery and reception classes, 85 per cent in nursery schools and 90 per cent in primary schools with reception but no nursery classes).

	QTS (per cent of all staff)	QTS (per cent of staff with at least a level 5 qualification)
Nursery schools	30%	85%
Primary schools with nursery and reception classes	33%	91%
Primary schools with reception but no nursery classes	44%	90%

Base: All paid early years staff 2007; All paid early years staff with at least a level 5 qualification 2007.

6.8 Qualifications being worked towards

Tables 6.20 and 6.21 show the qualifications being worked towards by all paid staff across each type of provider.

Generally around a third of staff members in each of the childcare settings were working towards a qualification (36 per cent in full day care in children's centres; 34 per cent in holiday clubs; 32 per cent in full day care settings; and 31 per cent in after school clubs). The proportion was slightly lower in sessional providers (27 per cent). In most cases, there had been an increase in the proportions of staff working towards qualifications since 2006, although in holiday clubs this had begun to level off (33 per cent in 2006 and 34 per cent in 2007).

Higher proportions of staff were working towards level 3 qualifications (generally between 13 per cent and 14 per cent) than any other qualification level, with the exception of full day care in children's centres, where 9 per cent were working towards a level 3 qualification, 8 per cent were working towards a level 4 qualification, 8 per cent were working towards level 5 qualifications and 9 per cent were working towards qualifications of level 6 or above.

A fifth (21 per cent) of childminders were working towards a qualification, 16 per cent were working towards a level 3 qualification, while between 1 per cent and 2 per cent were working towards other levels of qualifications.

Lower proportions of staff working in early years providers in maintained schools were working towards a qualification (22 per cent in nursery schools; 14 per cent in primary schools with reception but no nursery classes; and 12 per cent working in primary schools with reception but no nursery classes). No more than 7 per cent of staff in these settings were working towards any particular level of qualification. However, it is likely that as staff in the early years maintained sector are required to have qualifications prior to commencing employment, fewer are likely to be studying for qualifications after taking up a position.

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Level 1	*	*	0 per cent	*	*	*	*	*	*
Level 2	2%	2%	2%	1%	2%	2%	1%	1%	1%
Level 3	4%	5%	5%	4%	3%	4%	3%	2%	3%
Level 4	3%	3%	7%	2%	1%	3%	1%	1%	5%
Level 5	5%	5%	2%	3%	2%	1%	3%	3%	2%
Level 6 or above	7%	7%	0%	3%	4%	0%	4%	3%	0%
Other	0%	N/A	0%	0%	N/A	0%	0%	N/A	3%
Don't know	1%	2%	3%	2%	3%	5%	3%	4%	5%
Not working towards a qualification	77%	76%	77%	82%	83%	81%	82%	84%	81%
<i>All working towards a qualification</i>	22%	22%	18%	14%	13%	10%	12%	12%	12%

Base: All paid early years staff 2007, 2006, 2003.

Table 6.21 Qualifications being worked towards by all paid childcare staff																
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs			Childminders	
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003	2007	2006
Level 1	*	*	*	*	*	*	0%	1%	*	*	1%	*	*	1%	1%	*
Level 2	4%	3%	6%	2%	3%	5%	5%	8%	6%	6%	10%	6%	7%	6%	2%	1%
Level 3	13%	11%	18%	9%	8%	13%	11%	17%	14%	14%	19%	13%	13%	12%	16%	13%
Level 4	7%	5%	4%	8%	5%	3%	3%	2%	5%	3%	3%	5%	5%	3%	1%	2%
Level 5	4%	2%	*	8%	4%	3%	1%	*	3%	1%	*	3%	1%	1%	1%	1%
Level 6 or above	4%	2%	0%	9%	7%	2%	1%	0%	3%	3%	0%	7%	7%	0%	*	1%
Other	1%	1%	0%	1%	3%	1%	1%	1%	1%	1%	1%	1%	2%	0%	0%	0%
Don't know	2%	2%	4%	3%	3%	3%	2%	1%	3%	4%	5%	5%	6%	11%	2%	3%
Not working towards a qualification	65%	73%	68%	60%	66%	70%	75%	71%	65%	68%	61%	59%	59%	65%	78%	79%
<i>All working towards a qualification</i>	32%	25%	28%	36%	30%	27%	22%	29%	31%	27%	34%	34%	33%	23%	21%	17%

Base: All paid childcare staff (module B) 2007, (module B) 2006. All paid childcare staff 2003. All childminders 2007, 2006.

6.9 NVQ Assessors

Respondents were asked if the senior manager in childcare settings or the early years coordinator in early years provision in maintained schools was an NVQ assessor. The results are shown in table 6.22.

Full day care	15%
<i>Full day care in children's centres</i>	<i>19%</i>
Sessional	7%
After school clubs	9%
Holiday clubs	13%
Nursery schools	9%
Primary schools with nursery and reception classes	7%
Primary schools with reception but no nursery classes	4%
<i>Base: All senior managers in childcare providers 2007. All early years coordinators in maintained schools 2007.</i>	

Childcare

Nearly 1 in 5 senior managers in full day care providers in children's centres were NVQ assessors (19 per cent), compared with 15 per cent in full day care provision overall and 13 per cent in holiday clubs. Just under 1 in 10 senior managers in after school clubs (9 per cent) and sessional providers (7 per cent) were NVQ assessors.

Early years provision in maintained schools

Lower proportions of early years co-ordinators were NVQ assessors compared with senior managers in childcare providers. One in 10 (9 per cent) early years coordinators in nursery schools were NVQ assessors, 7 per cent in primary schools with nursery and reception classes and 4 per cent in primary schools reception but no nursery classes.

7 Training

This chapter focuses on training provision in particular it looks at what proportion of childminders and staff in early years provision in maintained schools have received training; whether early years providers have training plans and budgets in place and views on current levels of training. Questions on training provision were not asked of childcare providers in 2007, instead a new section was added to the questionnaire to establish awareness among childcare providers of the Transformation Fund and its various elements, these results are reported in section 7.5.

7.1 Training provision in early years provision in maintained schools

Nearly all early years providers helped their staff to receive training. Table 7.1 shows the types of training for each type of provider. As in 2006, each of the three types of provider were most likely to help staff get childcare training (including courses on creative play) and first aid.

A higher proportion of nursery schools helped staff to get childcare and first aid training (40 per cent and 32 per cent respectively) compared with 35 per cent and 19 per cent of primary schools with nursery and reception classes and 33 per cent and 23 per cent of primary schools with reception but no nursery classes.

Table 7.1 Proportion of providers that help staff to receive training and the type of training provided

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006
Helped staff receive training	99%	98%	98%	97%	99%	94%
Childcare training including course on creative play	40%	40%	35%	40%	33%	41%
First Aid	32%	30%	19%	25%	23%	30%
Health & Safety	24%	16%	8%	10%	10%	9%
SEN/Disability/Inclusion	20%	23%	18%	19%	18%	20%
Curriculum	19%	11%	8%	5%	7%	4%
Child protection	18%	20%	10%	12%	11%	12%
Food hygiene	12%	9%	3%	5%	3%	3%
Early years/foundation stage	11%	8%	11%	9%	14%	10%
Management/business skills	9%	14%	6%	8%	5%	9%
Professional development	8%	9%	5%	4%	6%	3%
IT	6%	3%	7%	4%	9%	6%
Speech and language	6%	3%	9%	3%	11%	2%
Teacher assistant	1%	0%	1%	1%	2%	2%
Literacy and numeracy	1%	1%	7%	6%	10%	6%
Behaviour management	1%	1%	4%	4%	6%	5%
Equal opportunities	1%	0%	*	0%	*	0%

Base: Early years providers who help staff get other training 2007.

7.2 Training plans and budgets

Table 7.2 shows the proportion of early years providers with a specific training plan and the proportion with a specific training budget.⁴³

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006
Have a training plan	79%	82%	44%	50%	45%	39%
Have a training budget	97%	98%	33%	34%	38%	33%

Base: Early years providers 2007.

Eight in ten (79 per cent) nursery schools had written training plans, similar to 2006 (82 per cent) and nearly all (97 per cent) nursery schools had a training budget. Similar proportions of primary schools with nursery and reception classes (44 per cent) and primary schools with reception but no nursery classes (45 per cent) reported having a training plan. A lower proportion of primary schools with nursery and reception classes reported having a training plan than in 2006 (50 per cent in 2006), while the proportion reporting having a training budget remained stable (33 per cent in 2007 and 34 per cent in 2006). For primary schools with reception but no nursery classes on the other hand, the proportion reporting they had with a training plan had increased from 2006 (39 per cent in 2006), as had the proportion with a training budget (38 per cent in 2007 compared with 33 per cent in 2006).

Among primary schools with nursery and reception classes, the proportion with a training plan was higher in settings with a greater number of staff. In settings with one to eight members of staff 41 per cent had a written training plan compared with 51 per cent employing nine or more staff. The size of the staff team also appeared to impact on whether settings had a training budget. In primary schools with nursery and reception classes with one to eight members of staff 31 per cent had a written training budget compared with 38 per cent employing nine or more staff. More in depth analysis, such as by number of staff or number of children is not possible for nursery schools and primary schools with reception but no nursery classes due to small bases.

⁴³ Comparisons cannot be made with 2003 because different questions were asked. In 2003, primary schools were asked whether their provision had a written training plan and budget. In 2006 and 2007, primary schools were asked whether they had a training plan or budget specifically for early years staff.

7.3 Training for childminders

All childminders are legally required to complete a local authority approved pre-registration course within six months of starting childminding⁴⁴. Around four out of five (83 per cent) childminders had attended a preparatory training course when they first registered as a childminder. This maintains the level reported in 2006 and 2005 (83 per cent in 2006 and 84 per cent in 2005), which followed a rise from 67 per cent in 2001 and 77 per cent in 2003. There was some variation by region, the lowest level being in the East Midlands (where 67 per cent of childminders had been on a preparatory course), and the highest in the South East and London (both 88 per cent).

Of those who had attended a preparatory course, most said it had lasted for longer than one day (74 per cent said it was at least 8 hours). One in twenty (6 per cent) said the course had lasted less than four hours and 14 per cent said it lasted for between four and seven hours. The distribution of answers is very close to those reported in the two previous years.

Nearly seven in ten (68 per cent) childminders had undertaken some training in the last 12 months, a slight increase since 2006 (64 per cent) and the highest proportion reported since the survey began. However, the proportion receiving 16 or more days of training in the last 12 months was still lower than the proportions reported in 2005 and 2003 (10 per cent in 2007, 13 per cent in 2005 and 18 per cent in 2003).

On average, childminders had received 7 days of training in the last 12 months, compared with a mean of 6 days in 2006 and nine days in 2005. In 2005 some childminders reported a very large amount of training, over 200 days in some cases, which brought the average up; these respondents may have been referring to time spent studying for a formal qualification when answering these questions rather than the sorts of training courses covered in this section.

⁴⁴ In addition to the pre-registration course, childminders must also complete a first aid course which includes training in first aid for infants and young children. This should be completed within six months of commencing childminding.

	2007	2006	2005	2003
Have had some training	68%	64%	66%	61%
Number of days:				
None	28%	30%	34%	39%
1-5 days	40%	38%	36%	22%
6-10 days	12%	13%	12%	11%
11-15 days	6%	5%	6%	11%
16 or more days	10%	8%	13%	18%
Don't know	4%	6%	2%	N/A
Mean number of days	7 days	6 days	9 days	N/A
<i>Base: Childminders 2007, 2006, 2005, 2003.</i>				

7.4 Views on current levels of training

Generally respondents thought that the level of training was *about right*, with the highest proportion of respondents who said this working in nursery schools (91 per cent). Among the other two types of early years settings, around one in ten respondents thought that the level of training was *too little*, which is an encouraging decrease from 2006 (14 per cent of primary schools with nursery and reception classes compared with 22 per cent in 2006 and 11 per cent of primary schools with reception but no nursery classes, compared with 16 per cent in 2006).

Around three-quarters (76 per cent) of childminders felt the amount of training they had done was appropriate, 15 per cent said it was too little and 5 per cent said it was too much. These figures are similar to those reported in previous years.

	Childminders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Too little	15%	7%	14%	11%
About right	76%	91%	82%	87%
Too much	5%	1%	1%	1%
Don't know	3%	1%	2%	2%
<i>Base: Childminders who had received training in last 12 months 2007. Early years provision in maintained schools 2007.</i>				

7.5 Transformation Fund

The Transformation Fund aims to raise the quality of private, voluntary and independent (PVI) childcare for the under fives, by supporting the development of the workforce without compromising the affordability and availability of childcare. The fund provides £250m for the period from April 2006 until April 2008⁴⁵ to help childcare providers to recruit new graduates or to train existing staff.

The fund supports the transformation of PVI childcare settings by:

- Establishing, and providing financial support for, training routes towards a new graduate-level status for early years professionals.
- Supporting the government's objective to ensure that all full day childcare settings employ a graduate with Early Year's Professional Status by 2015. The fund does this by providing a recruitment incentive and a quality premium for eligible full day care providers.
- Investing in level 3-5 training and development to increase the skills and qualifications of staff employed in PVI childcare settings, in particular by increasing the numbers with a level 3 qualification.
- Training more staff in the PVI childcare sectors to work with disabled children and children with Special Educational Needs (SEN).

All PVI providers of childcare for under fives were asked whether they had heard of the Transformation Fund. Full day care providers were most likely to be aware of the Fund (85%), followed by 76 per cent of sessional providers, and just under half of childminders (46 per cent).

Providers that had heard of the Transformation Fund were asked whether they were aware of the various parts of the Fund, and if they were, whether they had received any money from it. The results are shown in table 7.5.

Of all the parts of the Fund, providers were most likely to say they were aware that they could apply for money to help staff to achieve a full level 3, 4 or 5 in a relevant subject (83 per cent each of full day care, sessional providers and childminders aware of the Transformation Fund). Of those aware of this part of the Fund, 46 per cent of full day care providers had applied for such funding, including 31 per cent who had received funding; 40 per cent of sessional providers had applied for funding, including 27 per cent who had received funding, and 24 per cent of childminders had applied, including 18 per cent who had received funding.

⁴⁵ After April 2008 the Transformation Fund is being replaced by the Graduate Leaders Fund.

Providers were least likely to be aware of the Home Grown Graduate Initiative, (51 per cent of full day providers and 40 per cent of sessional providers that had heard of the Transformation Fund) and were least likely to have applied for money through the Recruitment Incentive (22 per cent of full day care providers and 12 per cent of sessional providers that had heard of the Recruitment Incentive).

Table 7.5 Awareness of the Transformation Fund and each of its elements				
	Full day care	<i>Full day care in children's centres</i>	Sessional	Childminders
Aware of the Transformation Fund	85%	84%	76%	46%
Aware of money available to help staff achieve level 3-5 qualifications	83%	77%	83%	83%
Any application made	46%	52%	40%	24%
<i>Received money</i>	31%	31%	27%	18%
Aware of the Recruitment Incentive	63%	60%	52%	<i>N/A</i>
Any application made	15%	10%	5%	<i>N/A</i>
<i>Received money</i>	8%	6%	3%	<i>N/A</i>
Aware of the Quality Premium	61%	63%	49%	<i>N/A</i>
Any application made	30%	27%	9%	<i>N/A</i>
Received money	16%	16%	5%	<i>N/A</i>
Aware of money available to fund specific training	59%	57%	57%	62%
Any application made	22%	26%	19%	3%
<i>Received money</i>	17%	23%	13%	3%
Aware of Home Grown Graduate Initiative	51%	43%	40%	<i>N/A</i>
Any application made	22%	37%	12%	<i>N/A</i>
<i>Received money</i>	10%	15%	6%	<i>N/A</i>
<i>Base: Module B PVI sessional and full day care providers aware of the Transformation Fund 2007. Childminders aware of the Transformation Fund 2007.</i>				

8 Recruitment and retention

This chapter discusses recruitment and retention. It focuses on staff vacancies, the level of recruitment by each type of provider, the recruitment level by staff type, methods of recruitment, problems with recruitment, the time taken for providers to fill vacancies, length of service and staff losses.

8.1 Staff vacancies

The number of staff vacancies for all provider types and the proportion of providers actively trying to recruit are shown in table 8.1.

The childcare providers most likely to be actively recruiting staff were full day care settings in children's centres (41%) while sessional settings were least likely to be actively recruiting (12%).

Table 8.1 Number of childcare staff vacancies and proportion of providers actively recruiting						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Total
	No.	No.	No.	No.	No.	No.
Senior managers	400	100	150	400	300	1,400
Supervisory staff	2,400	450	500	1,200	1,000	5,600
Other paid staff	2,800	450	500	1,300	1,200	6,400
Total	5,600	1,000	1,200	3,000	2,500	13,400
<i>Base: Module B childcare providers actively trying to recruit 2007</i>						
Proportion actively trying to recruit	24%	41%	12%	22%	21%	18%
<i>Base: Module B childcare providers 2007.</i>						

The proportion of early years providers actively recruiting was higher for nursery schools (24%) than primary schools with nursery and reception classes (16%) and primary schools with reception but no nursery classes (14%) (Table 8.2).

Table 8.2 Number of early years staff vacancies and proportion of providers actively recruiting				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
	No.	No.	No.	No.
Head teachers	0	150	100	250
Qualified early years teachers	50	550	350	1,000
Nursery nurses	50	200	100	500
Other paid early years support staff	50	350	400	700
Total	150	1,200	1,000	2,400
<i>Base: Early years providers actively trying to recruit 2007.</i>				
Proportion actively trying to recruit	24%	16%	14%	15%
<i>Base: Early years provision in maintained schools 2007.</i>				

8.2 Level of recruitment

Table 8.3 shows the number of staff recruited by provider type in the twelve months preceding the survey.

Among full day care providers an average of 3 members of staff were recruited per setting (37,400 staff in total) compared with an average of 2 members of staff per setting in 2006 (29,600).

On average 1 member of staff was recruited per sessional setting, with a slightly lower number of staff recruited overall in 2007 than in 2006 (9,500 in 2007 and 10,500 in 2006).

Among out of school providers, the number of after school club staff recruited increased in line with the growth in the number of providers from 11,400 staff recruited in 2006 to 17,400 staff in 2007 (an average of 2 members of staff per setting). The number of holiday club staff recruited decreased to 16,000 from 20,600 in 2006 (an average of 3 per setting).

Table 8.3 Number of staff recruited in childcare and early years providers				
	2007		2006	
	No.	Average per setting	No.	Average per setting
Full day care	37,400	2	29,600	2
<i>Full day care in children's centres</i>	<i>3,800</i>	3	2,700	4
Sessional	9,500	1	10,500	1
After school clubs	17,400	2	11,400	2
Holiday clubs	16,000	3	20,600	3
Nursery schools	800	2	1,000	2
Primary schools with nursery and reception classes	9,500	1	8,200	1
Primary schools with reception but no nursery classes	5,700	1	6,100	1
<i>Base: Module B childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.</i>				

Among early years providers, primary schools with nursery and reception classes were the only provider type where the number of staff recruited had increased; from 8,200 in 2006 to 9,500 in 2007. The number of staff recruited in nursery schools decreased slightly to 800 from 1,000 in 2006 and in primary schools with reception but no nursery classes the number of staff recruited to 5,700 from 6,100 in 2006.

Tables 8.4 and 8.5 show the proportion of providers having recruited at least one member of staff and the total number of staff recruited by each staff type.

Eleven per cent of senior managers working in full day care had been recruited in 2007 (around 1,500 people), compared with 6 per cent in 2006 (800 people).

Sixteen per cent of senior managers in after school clubs had been recruited in 2007 (around 1,300 people), an increase from 7 per cent in 2006 (500 people). Half (51 per cent) of after school clubs had recruited at least one supervisor (40 per cent in 2006).

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	%	No.	%	No.	%	No.	%	No.	%	No.
Senior managers	11%	1,500	23%	200	6%	400	16%	1,300	8%	400
Supervisors	56%	16,700	71%	2,100	30%	3,700	51%	8,000	49%	6,700
Other paid support staff	65%	19,200	67%	1,500	47%	5,400	53%	8,000	66%	8,900

Base: Module B childcare providers 2007.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	%	No.	%	No.	%	No.
Head teachers/Early years co-ordinators	8%	50	9%	600	4%	600
Qualified early years teachers	39%	200	43%	3,600	31%	2,200
Qualified nursery nurses	47%	300	26%	2,100	19%	950
Other paid early years support staff	48%	200	42%	3,200	27%	2,100

Base: Early years provision in maintained schools 2007.

8.2.1 Recruitment rates

Table 8.6 shows the average recruitment rates for all childcare and early years providers.

The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the twelve-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 leavers⁴⁶.

Of all types of provider, after school clubs had the highest recruitment rate at 64 per cent (an increase from 26 per cent in 2006).

⁴⁶ For a full explanation of how the recruitment rate is calculated please see the Technical Report.

Full day care in children's centres showed the largest growth between 2006 and 2007 in terms of both numbers of providers and places; being newer establishments, the relatively high rate of recruitment (42 per cent) was unsurprising.

Sessional providers had a relatively low recruitment rate (27 per cent), which may reflect the declining numbers of providers and places in this sector.

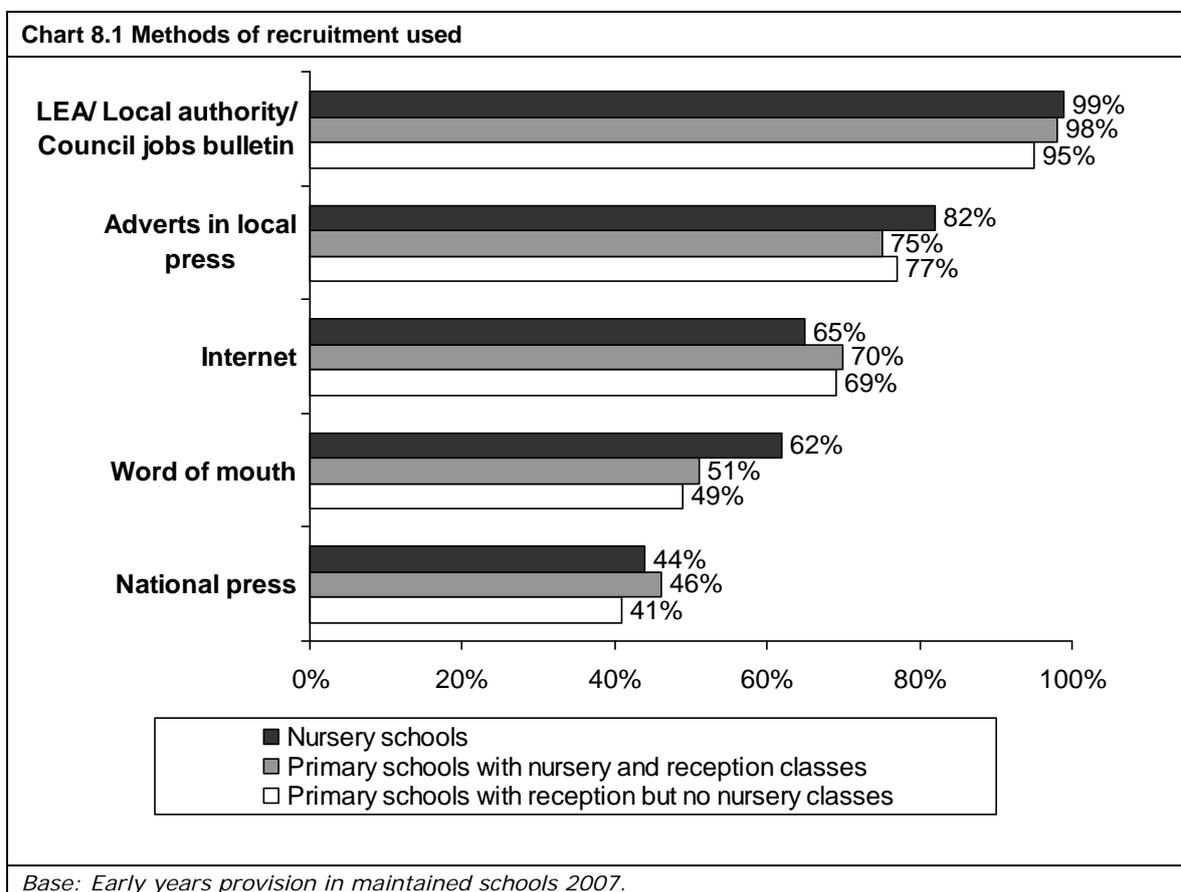
Table 8.6 Recruitment rate for childcare and early years providers				
	2007	2006	2005	2003
Full day care	38%	22%	37%	31%
<i>Full day care in children's centres</i>	42%	36%	<i>N/A</i>	<i>N/A</i>
Sessional	27%	19%	21%	22%
After school clubs	64%	26%	<i>N/A</i>	36%
Holiday clubs	60%	46%	<i>N/A</i>	56%
Nursery schools	20%	26%	<i>N/A</i>	24%
Primary schools with nursery and reception classes	25%	22%	<i>N/A</i>	20%
Primary schools with reception but no nursery classes	19%	23%	<i>N/A</i>	23%
<i>Base: Module B childcare providers 2007, 2006, 2005. All childcare providers 2003. Early years provision in maintained schools 2007, 2006, 2003.</i>				

Recruitment rates among early years providers have been relatively stable over the years compared with recruitment rates for childcare providers. The overall recruitment rate for nursery schools was 20 per cent, compared with 26 per cent in 2006 and 24 per cent in 2003. There was a small increase in the recruitment rate for primary schools with nursery and reception classes from 20 per cent in 2003 to 25 per cent in 2007. The recruitment rate for primary schools with reception but no nursery classes decreased slightly to 19 per cent from 23 per cent in 2006 and 2003.

8.3 Recruitment methods

All early years providers in maintained schools⁴⁷ were asked which methods, if any, they used for recruiting staff.

Chart 8.1 shows the top five methods of recruitment used by providers.



Nearly all reported using LEA/local authority/council jobs bulletins (99 per cent of nursery schools, 98 per cent of primary schools with nursery and reception classes and 95 per cent of primary schools with reception but no nursery classes). In 2006 LEA/local authority/council jobs bulletins were also the most commonly reported methods of recruitment used albeit at lower levels (97 per cent of nursery schools, 86 per cent of primary schools with nursery and reception classes and 88 per cent of primary schools with reception but no nursery classes).

Other notable results, when comparing 2006 and 2007, were that there were increases in the proportion of primary schools with nursery and reception classes using the internet to recruit staff (30 per cent in 2006, 70 per cent in 2007) and in the proportion of nursery schools using the national press to recruit staff (13 per cent in 2006, 44 per cent in 2007).

⁴⁷ These questions were not asked of childcare providers.

8.4 Problems with recruitment

Early years providers in maintained schools⁴⁸ were asked to what extent they had experienced difficulty in recruiting paid staff over the previous twelve months. 22 per cent of nursery schools, 9 per cent of all primary schools with nursery and reception classes and 3 per cent of primary schools with reception but no nursery classes reported that they had experienced either a fair amount or a great deal of difficulty. This was similar to 2006 when 24 per cent, 9 per cent and 3 per cent respectively reported they had experienced either a fair amount or a great deal of difficulty.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	%	No.	%	No.	%	No.
A great deal	7%	50	2%	150	1%	50
A fair amount	15%	100	7%	400	2%	200
Not very much	11%	50	7%	600	4%	300
Not at all	49%	200	56%	3,700	58%	5,100
Not applicable/haven't tried recruiting	18%	100	27%	2,000	36%	3,200
Don't know	0%	0	0%	50	0%	0

Base: Early years provision in maintained schools 2007.

8.4.1 Type of staff that settings had difficulty recruiting

Early years providers in maintained schools⁴⁹ who had experienced difficulties in recruiting were then asked which types of staff they have had difficulty recruiting. Caution must be taken with these results due to small base sizes⁵⁰.

For primary schools with nursery and reception classes problems were most commonly experienced trying to recruit qualified early years teachers (54 per cent), followed by nursery nurses (34 per cent). One in ten had problems recruiting supply staff (11 per cent), other childcare staff (16 per cent), and senior managers (13 per cent) with 14 per cent reporting difficulties recruiting support staff for children with special needs.

Nursery schools also reported that problems were most commonly experienced trying to recruit qualified early years teachers (41 per cent) and then nursery nurses (35 per cent). The latter figure was down from 67 per cent in 2006 and 52 per cent in

⁴⁸ These questions were not asked of childcare providers.

⁴⁹ These questions were not asked of childcare providers.

⁵⁰ 43 nurseries, 74 primary schools with nursery and reception classes and 20 primary schools with reception but no nursery classes reported having difficulty recruiting staff.

2003, although as the unweighted base was small in each of these years these findings should be treated with caution.

Very few primary schools with reception but no nursery classes who had tried to recruit, in the 12 months prior to the survey, had experienced a 'fair amount' or 'great deal' of difficulty in doing so (3 per cent). Hence the unweighted base for this question was too small to report on.

8.4.2 Types of difficulties

Early years providers in maintained schools⁵¹ who had experienced difficulty recruiting early years staff were also asked about the types of problems which they had encountered. Caution must be taken with these results due to small base sizes⁵².

The most common difficulties for primary schools with nursery and reception classes were with the number of applicants, 38 per cent said there were 'too few applicants with the right experience', 33 per cent 'no qualified applicants at all', and 28 per cent 'too few applicants in total'. There was then a sizeable drop to the next most common problem of 'quality of staff' (10 per cent reported this).

Amongst nursery schools, 'too few applicants with the right experience was the most frequently mentioned problem (51 per cent reported this), followed 'too few applicants' (3 per cent); both results being very similar to 2006. The third most mentioned response 'having no qualified applicants' (23 per cent) was significantly down from 44 per cent in 2006, although the small base size in each year means this result should be treated with caution.

8.5 Time taken to fill vacancies

In early years settings in maintained schools⁵³ where there were no current vacancies, respondents were asked how long it took them on average to fill a vacancy. Results were similar to those reported in 2006 for nursery schools, but providers in maintained primary schools were less optimistic about filling vacancies than the previous year, as indicated in table 8.8.

⁵¹ These questions were not asked of childcare providers.

⁵² 43 nurseries, 74 primary schools with nursery and reception classes and 20 primary schools with reception but no nursery classes reported having difficulty recruiting staff.

⁵³ These questions were not asked of childcare providers.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006
Within one month	24%	25%	33%	50%	42%	51%
Between one and two months	49%	46%	49%	34%	43%	28%
Three months or longer	21%	22%	10%	5%	6%	3%

Base: All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2007, 2006.

8.6 Average length of service

Table 8.9 shows the average length of service of staff working in childcare an early years providers.

	2007	2006	2005	2003
Full day care	4 years and 3 months	5 years and 2 months	4 years	3 years and 5 months
<i>Full day care in children's centres</i>	3 years and 6 months	3 years and 9 months	N/A	N/A
Sessional	6 years and 3 months	6 years and 6 months	5 years and 8 months	5 years and 5 months
After school clubs	3 years and 9 months	4 years and 4 months	N/A	3 years and 2 months
Holiday clubs	4 years	4 years and 3 months	N/A	3 years and 4 months
Nursery schools	8 years	7 years and 9 months	N/A	6 years
Primary schools with nursery and reception classes	7 years	7 years and 3 months	N/A	6 years and 10 months
Primary schools with reception but no nursery classes	7 years	7 years and 3 months	N/A	6 years and 9 months

Base: All paid childcare staff 2007, 2006, 2005, 2003. All paid early years staff 2007, 2006, 2003.

Sessional providers had the longest average length of service among the childcare settings (at 6 years and 3 months). Full day care settings in children's centres had the shortest average length of service (at 3 years and 6 months), though this is to be expected given that children's centres are a relatively new type of provision.

Staff working in childcare settings had a shorter average length of service than those working in early years provision in maintained schools.

The average length of service reported amongst early years providers ranged from 7 years for primary schools with nursery and reception classes and for primary schools with reception but no nursery classes, to 8 years for nursery school staff.

Among all childcare and early years settings the average length of service decreased from 2006 except for nursery school settings where the average length of service had increased. In contrast, the findings in 2006 showed increases in length of service from 2003 and 2005.

Table 8.10 shows the proportion of staff by length of service for each provider type.

Table 8.10 Length of service by provider type					
	Less than a year	Between 1 and 5 years	Between 5 and 10 years	Between 10 and 15 years	More than 15 years
Full day care	21%	54%	17%	4%	3%
<i>Full day care in children's centres</i>	30%	53%	10%	2%	3%
Sessional	16%	38%	25%	9%	10%
After school clubs	30%	47%	15%	4%	2%
Holiday clubs	21%	56%	15%	3%	3%
Nursery schools	10%	35%	26%	12%	17%
Primary schools with nursery and reception classes	14%	35%	26%	11%	11%
Primary schools with reception but no nursery classes	13%	34%	27%	11%	10%
<i>Base: All paid childcare staff 2007. All paid early years staff 2007.</i>					

8.7 Annual staff losses

Annual staff losses were at very similar levels for all provider types in 2007 as in 2006, with the exception of nursery schools, where a lower proportion of providers had at least one member of staff leave in 2007, as table 8.11 shows.

Table 8.11 Proportion of providers that had at least one member of staff leave in the last 12 months

	2007	2006
Full day care	62%	62%
<i>Full day care in children's centres</i>	61%	57%
Sessional	40%	38%
After school clubs	48%	48%
Holiday clubs	53%	54%
Nursery schools	33%	45%
Primary schools with nursery and reception classes	28%	24%
Primary schools with reception but no nursery classes	17%	14%
<i>Base: All paid childcare staff (module B) 2007, 2006. All paid early years staff 2007, 2006.</i>		

Table 8.12 shows the number of annual staff losses and the average annual number of staff losses per setting.

Table 8.12 Total number of staff losses and average number of losses per setting, in the last 12 months

	Total number of staff losses	Average number of staff losses per setting
Full day care	18,200	1
<i>Full day care in children's centres</i>	1,100	1
Sessional	5,100	1
After school clubs	7,100	1
Holiday clubs	8,700	2
Nursery schools	250	1
Primary schools with nursery and reception classes	2,500	*
Primary schools with reception but no nursery classes	1,600	*
<i>Base: All paid childcare staff (module B) 2007, 2006. All paid early years staff 2007.</i>		

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 twelve 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 fall⁵⁴.

Table 8.13 shows the average turnover rates for all childcare and early years providers over time.

Of all types of provider, after school clubs and holiday clubs had the highest turnover rates (23 per cent and 22 per cent respectively), followed by full day care providers (15 per cent), and full day care in children's centres and sessional providers (11 per cent each).

The lowest turnover rates were among the three early years settings in maintained schools, at around 5 per cent each.

Turnover rates for most providers had remained stable since 2006 with the exception of after school clubs, where the turnover rate had risen from 15 per cent to 23 per cent.

Table 8.13 Turnover rate for childcare and early years providers				
	2007	2006	2005	2003
Full day care	15%	13%	17%	18%
<i>Full day care in children's centres</i>	11%	11%	N/A	N/A
Sessional	11%	10%	11%	14%
After school clubs	23%	15%	N/A	23%
Holiday clubs	22%	22%	N/A	33%
Nursery schools	5%	8%	N/A	11%
Primary schools with nursery and reception classes	6%	5%	N/A	9%
Primary schools with reception but no nursery classes	5%	6%	N/A	9%
<i>Base: Module B childcare providers 2007, 2006, 2005. All childcare providers 2003. Early years provision in maintained schools 2007, 2006, 2003.</i>				

⁵⁴ For a full explanation of how the turnover rate is calculated please refer to the Technical Report

8.8 Destination of staff who left

Early years providers in maintained schools⁵⁵ who reported that they had had staff leave their employment were asked where staff had moved on to.

Similar proportions of providers from each of the three early years settings believed that the staff who had left were still working in the childcare or early education sector (60 per cent of staff from primary schools with nursery and reception classes, 54 per cent of staff from primary schools with reception but no nursery classes and 59 per cent of staff from nursery schools). Table 8.14 gives a fuller picture of where staff had moved on to, and give results over time. Results were broadly similar to those reported since 2003, but all figures should be treated with caution, as there was a notable proportion whose destination was unknown (varying between provider types and between years from around 10 per cent to 20 per cent).

Table 8.14 Proportion of early years providers that have had staff leave their job to work elsewhere									
	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2007	2006	2003	2007	2006	2003	2007	2006	2003
Left to work elsewhere in childcare and early years sector	59%	62%	50%	60%	55%	60%	54%	46%	61%
Left to work outside the childcare and early years sector	11%	16%	15%	11%	14%	9%	11%	23%	10%
Left to stop working	31%	16%	26%	22%	19%	19%	25%	27%	24%
<i>Base: All early years providers who have at least one member of staff leave in the previous 12 months 2007, 2006, 2003.</i>									

8.9 Employment growth rate

The employment growth rate gives the number of additional staff recruited as a proportion of those employed at the start of the twelve-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 zero. If more staff have been recruited than the number who have left, then the employment growth rate will be greater than zero. If a larger number of staff have left than have been recruited then the employment growth rate will be negative⁵⁶.

⁵⁵ These questions were not asked of childcare providers.

⁵⁶ For a full explanation of how the employment growth rate is calculated please refer to the Technical Report.

Table 8.15 shows the average employment growth rates for all childcare and early years providers.

Of all types of provider, after school clubs showed the highest employment growth rate (41 per cent) followed by holiday clubs (37 per cent) and full day care providers in children's centres (31 per cent). As the number of after school club providers and places has continued to increase from 2003 a high employment growth rate was to be expected. However, despite having a high employment growth rate, the number of holiday club providers and places had decreased from 2006, although both have increased substantially since 2003. As children's centres are newer establishments, their employment rate reflects their need to grow faster than some other types of provider.

Full day care and sessional providers had the lowest employment growth rates (23 per cent and 16 per cent respectively). For sessional providers, this reflected the slowing of growth of that sector in terms of numbers of providers and numbers of places.

Each of the early years settings had an employment growth rate similar to those reported in 2006, indicating that these providers were growing at a similar rate as the previous year.

Table 8.15 Employment growth rate for childcare and early years providers				
	2007	2006	2005	2003
Full day care	23%	10%	20%	13%
<i>Full day care in children's centres</i>	31%	25%	N/A	N/A
Sessional	16%	9%	8%	8%
After school clubs	41%	11%	N/A	13%
Holiday clubs	37%	23%	N/A	23%
Nursery schools	16%	17%	N/A	13%
Primary schools with nursery and reception classes	20%	17%	N/A	11%
Primary schools with reception but no nursery classes	16%	17%	N/A	14%
<i>Base: Module B childcare providers 2007, 2006, 2005, 2003. Early years provision in maintained schools 2007, 2006, 2003.</i>				

9 Income and expenditure

This chapter discusses childcare providers' income and expenditure, including average fees charged, providers' total average income, profitability, and the proportion of places which need to be filled for providers to break even.

This chapter applies to childcare settings only; these questions are not asked of early years providers in maintained settings.

9.1 Deposits or registration fees

All childcare providers in the 2007 survey were asked whether they charged a deposit and whether they charged a registration fee as two separate questions. In previous years the questions about deposits and registration fees were asked in a different way, therefore comparison with previous years are not possible.

The proportions of providers that charged these fees, along with amounts charged, are set out below in table 9.1. Among those who did charge a deposit, a fifth (20 per cent) were unable or unwilling to say how much it was.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Proportion of providers who charged a deposit	48%	39%	18%	17%	24%	30%
Proportion of providers who charged a registration fee	29%	15%	22%	16%	18%	1%
Average deposit charged	£62	£54 [†]	£32	£32	£48	£83 ⁵⁷
Average registration fee charged	£35	#	£12	£14	£21	#

Bases: Module B childcare providers 2007. All module B providers who charge a deposit. All module B providers who charge a registration fee.

Full day care providers were most likely to charge a deposit and the most likely to charge a registration fee, with around half (48 per cent) of providers charging a deposit and 29 per cent charging a registration fee.

Profit making organisations were more likely than not for profit organisations to charge deposits and registration fees, and to charge higher than average fees, for the majority of provider types (table 9.2)

⁵⁷ The mean value was around £83. However this is high considering that 47 per cent had charged £50 or less. This suggests the mean value has been skewed by a few providers who charged high deposits, so this figure should be treated with caution.

Table 9.2 Proportion of providers who charged a deposits, registration fees and average deposits and registration fees charged by profit/not for profit status

	Full day care		Sessional		After school clubs		Holiday clubs	
	Profit	Not for profit	Profit	Not for profit	Profit	Not for profit	Profit	Not for profit
Proportion of providers who charged a deposit	50%	30%	74%	83%	23%	10%	28%	21%
Proportion of providers who charged a registration fee	66%	78%	17%	23%	17%	15%	23%	13%
Average deposit charged	£67	£46	£52	£23	£36	£24	£57	£40
Average registration fee charged	£41	£22	£16	£11	£17	£10	£26	£13

Bases: Module B childcare providers 2007. All module B providers who charge a deposit. All module B providers who charge a registration fee.

9.2 Fees

Caution must be taken with fees data as the figures have been derived from a number of variables and therefore may be prone to distortion. They should only be used as an indicative guide. All average fee data quoted exclude cases where respondents said they charged nothing, and exclude cases where the respondent could not or would not answer unless stated otherwise⁵⁸.

The extent to which providers vary their fees, the reasons that they vary them, and the units in which fees are charged are reported below by provider type.

Table 9.3 Whether providers vary their fees						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
2007	47%	60%	15%	34%	38%	36%
2006	53%	56%	15%	37%	40%	38%

Base: Module B childcare providers 2007. Module A childcare providers 2006. Childminders 2007, 2006.

Full day care providers in children's centres were the most likely settings to vary their fees (60 per cent), and sessional providers were the least likely (15 per cent). The results for all provider types were similar to those of 2006.

⁵⁸ For details of how fees data was derived, please see the Technical Report.

The most common reason given by full day care and sessional providers for varying fees was the age of child (80 per cent of full day care providers and 44 per cent of sessional providers). For out of school club providers and childminders the number of siblings enrolled was the most likely reason given for varying fees (78 per cent of after school clubs, 73 per cent of holiday clubs and 75 per cent of childminders who vary fees). The results for all providers are shown in table 9.4.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Age of the child	80%	84%	44%	6%	16%	26%
Number of hours per week	38%	38%	23%	31%	27%	46%
Whether in receipt of a local authority grant	28%	35%	35%	6%	18%	10%
Number of siblings enrolled	47%	38%	30%	78%	73%	75%
Parent's income	7%	17%	18%	11%	20%	13%
Time of day	17%	10%	1%	13%	12%	32%
What the fees covered	11%	16%	7%	9%	7%	31%

Base: All module B childcare providers that vary fees 2007.

Among full day care providers, the most common units used when charging parents were per half day or session (53 per cent) and per day (21 per cent) (47 per cent charged per half day and 25 per cent charged per day in 2006). For full day care in children's centres, the most common units used were also per half day or session (35 per cent) and per day (27 per cent) (31 per cent and 25 per cent respectively in 2006).

As would be expected, most sessional day care providers (89 per cent) charged parents on a per session basis. 6 per cent of providers charged per hour, 1 per cent charged per day, 1 per cent charged per week and 1 per cent charged per term. Less than 1 per cent did not charge parents a fee. These results were similar to 2006.

The most common unit used in after school clubs when charging parents was per half day or session (68 per cent) and per hour (17 per cent), similar to the figures reported in 2006. For holiday clubs the most common units used were per half day or session (41 per cent) and per day (33 per cent), similar to the figures reported in 2006.

Eight in ten (81 per cent) childminders charged by the hour (82 per cent in 2006). One in ten (11 per cent) charged per day, 6 per cent charged per week, and just 2 per cent charged per session or half-day.

9.2.1 Average fees charged

Table 9.5 shows the average fees charged for each type of provider, by type of ownership of the provider.

Table 9.5 Average fees charged by ownership					
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
Overall mean average hourly fee	£3.20	£3.00	£2.30	£2.60	£2.20
Private	£3.40	#	£2.60	£2.80	£2.30
Voluntary	£2.70	#	£2.20	£2.40	£1.70
Local authority	£2.80	£3.00	#	#	#
Schools/colleges	£3.20‡	#	#	£2.50‡	£2.40
Other	#	#	#	#	#
<i>Base: Module B childcare providers 2007.</i>					

Of all provider types, the average fee charged was highest among full day care providers, at £3.20 per hour (£2.70 per hour in 2006) and was lowest for holiday clubs, at £2.20 per hour (£1.70 per hour in 2006).

Full day care settings in children's centres were the second most expensive childcare provider type in terms of average fee charged, at £3.00 per hour (£2.50 in 2006), followed by after school clubs with an average hourly charge of £2.60 (£2.30 in 2006) and sessional providers with an average charge of £2.30 per hour (£1.90 in 2006).

Childminders reported charging on average £3.60 per hour (£3.20 per hour in 2006).

Fees also appeared to vary depending on how the setting was managed, although small base sizes mean this finding should be treated as indicative only. Average hourly fees were higher amongst privately run settings and settings run by schools / colleges than settings run by voluntary organisations and local authority run settings.

9.2.2 Average fees in deprived areas

Table 9.6 shows average hourly fees for the most and least deprived areas.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Overall mean average hourly fee	£3.20	£3.00	£2.30	£2.60	£2.20	£3.60
30 per cent most deprived areas	£3.00	£3.00	£1.80‡	£2.20	£1.80	£4.60
70 per cent least deprived areas	£3.30	#	£2.40	£2.80	£2.30	£3.40

Base: Module B childcare providers 2007. Childminders 2007.

Average fees varied depending on whether providers were from the most or least deprived areas for most provider types. For all providers, with the exception of childminders, average fees were lower in the 30 per cent most deprived areas than they were in other areas.

9.2.3 Average fees by Government Office Region⁵⁹

Table 9.7 shows average hourly fees by GOR for after school clubs, holiday clubs and childminders.

Due to low base sizes, table 9.7 can only be used for indicative purposes. The data suggests that after school clubs in London, South West and the East of England charged more than the other regions and that childminders in London and the East Midlands charged more than in the other regions.

⁵⁹ Full day care and sessional providers have been excluded from this table. This is because the full day care and sessional providers sample files were not stratified by region and randomly allocated into modules, resulting in providers in certain regions being asked one module of questions (which included those questions used to derive the fees data) while all providers in the remaining regions were asked the other module of questions. Therefore regional level data is not available on fees. For further detail, please see the Technical Report.

	After school clubs	Holiday clubs	Childminders
Overall mean average hourly fee	£2.60	£2.20	£3.60
East Midlands	£2.50‡	#	£5.90‡
East	£3.30‡	#	£3.40
London	£2.80‡	#	£4.20
North East, Yorkshire & Humberside	£2.50	£2.10‡	£2.90
North West	£2.30	£2.10‡	£2.90‡
South East	£2.70‡	#	£3.80
South West	£2.80‡	#	£3.20‡
West Midlands	£2.60‡	#	£2.80‡

Base: Module B childcare providers 2007. Childminders 2007.

9.2.4 Average fees by qualification of the senior manager

Table 9.8 shows the average hourly fee charged by whether the senior manager has a level six or above qualification or not.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
Overall mean average hourly fee	£3.20	£3.00	£2.30	£2.60	£2.20
Senior manager with Level 5 qualification or below	£3.15	£3.10	£2.30	£2.60	£2.20
Senior manager with a level six or above qualification	£3.30	£2.80‡	£2.40‡	£2.90‡	£2.30‡

Base: Module B childcare providers 2007. Childminders 2007.

Due to low base sizes, Table 9.8 can only be used for indicative purposes in most cases. However, the data suggests that the qualification of the senior manager does not have a significant impact on the fees charged.

9.2.5 Average fees for a child by age

Table 9.9 shows average hourly fees for a child by age and type of provider. If a provider said that they did not 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 for a typical child.

Table 9.9 Averages hourly fees						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders
Overall mean average hourly fee	£3.20	£3.00	£2.30	£2.60	£2.20	£3.60
Fees for a child aged 18 months	£3.60	£3.20	#	N/A	N/A	#
Base: Childcare providers and childminders who have children less than 2 years old enrolled and whose fees vary 2007.						
Fees for a child aged 3 years old	£3.10	£2.90	£2.30	N/A	N/A	#
Base: Childcare providers and childminders who have children aged 3 years old enrolled and whose fees vary 2007.						
Average fee for a typical child	#	#	#	£2.60	£1.90	£3.60
Base: Childcare providers and childminders whose fees did not vary depending on the age of the child 2007.						

Due to low base sizes the data can only be used for indicative purposes, but the data does suggest that providers charge higher fees for younger children.

9.3 Changes to fees

As table 9.10 shows, full day care providers in children's centres and full day care providers as a whole were the most likely provider types to have increased their fees in the last six months (39 per cent of full day care providers in children's centres and 33 per cent of full day care providers) whereas childminders were least likely to have increased their fees (18 per cent).

When comparing 2006 to 2007 data, similar proportions of providers had increased their fees over the previous two years for all provider types, although a greater proportion of all providers except childminders in 2007 reported never having raised their fees.

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Never changed fees	9%	2%	22%	19%	7%	1%	18%	6%	10%	8%	30	31%
Increased fees in the last six months	33%	33%	39%	39%	28%	19%	25%	26%	27%	31%	18%	17%
Increased fees in the last year	72%	76%	65%	66%	64%	61%	52%	61%	61%	63%	37%	35%
Increased fees in the last two years	86%	92%	72%	72%	84%	86%	73%	84%	80%	81%	57%	56%

Base: Module A childcare providers 2007, 2006. Childminders 2007, 2006.

Across all provider types, voluntary and privately managed settings were more likely to have raised their fees than local authority managed settings and settings managed by schools/colleges.

Providers in the 70 per cent least deprived of areas were more likely to have raised their fees than those in the 30 per cent most deprived areas for all provider types.

9.4 Income from fees

Caution must be taken with the fees data as significant proportions of respondents refused or were unable to provide fee data, such respondents have been excluded when averages have been calculated⁶⁰. The figures that are reported have been derived from a number of variables and therefore may be prone to distortion⁶¹. They should only be used as an indicative guide.

Table 9.11 shows the mean and median average incomes from parent's fees. As this table shows, full day care settings received by far the most average income from fees, with sessional providers and childminders receiving the least income from fees.

⁶⁰ The following proportions of respondents did not provide fee data: 43 per cent of full day care providers; 35 per cent of sessional providers; 33 per cent of after school clubs; 49 per cent of holiday clubs; and 11 per cent of childminders.

⁶¹ For information on the variables used please refer to the Technical Report.

Table 9.11 Average income from fees						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Mean income from fees						
2007	£151,800	£138,100	£13,800	£31,500	£47,000	£8,700
2006	£133,500	£123,600	£14,900	£33,800	£42,200	£8,400
Median income from fees						
2007	£100,000	£118,300	£6,600	£19,900	£22,800	£7,700
2006	£96,000	£100,000	£5,200	£20,000	£18,000	£7,300
Base: Module A childcare providers providing fee income data 2007, 2006. Childminders providing fee income data 2007, 2006.						

Providers set up as for-profit organisations reported a higher income from fees than not-for-profit organisations for all provider types except full day care in children's centres – for whom the opposite was the case⁶².

9.5 Awareness of childcare vouchers

As table 9.12 shows the majority of providers had heard of childcare vouchers⁶³, ranging from nearly all full day care in children's centres (98 per cent) to 86 per cent of sessional providers. There was more variance in the proportion of these providers that accepted vouchers, ranging from nine in ten (91 per cent) full day care providers in children's centres to 67 per cent of sessional providers. Of those providers that did not accept childcare vouchers between four in ten (for holiday clubs) and six in ten (for full day care) providers said that they would consider accepting them in the future.

⁶² This finding excludes childminders, as no data on whether childminders are for-profit or not-for-profit are collected.

⁶³ Childcare vouchers, up to a limit of £55 per week, or £243 a month are exempt from employee tax and National insurance contributions. Employed parents using registered or approved childcare may claim the exemption. The employee's child or children for whom the childcare voucher is provided is eligible up to 1 September following their 15th birthday or 1 September following their 16th birthday if he or she is disabled. For more information see: http://www.daycaretrust.org.uk/mod/fileman/files/Self-administered_childcare_voucher_schemes_07.pdf

Table 9.12 Awareness of childcare vouchers												
	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs		Childminders	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
% of providers who had heard of childcare vouchers	97%	94%	98%	98%	86%	83%	92%	90%	93%	89%	90%	84%
Base: Module B childcare providers 2007, module A childcare providers 2006. Childminders 2007, 2006.												
% of providers who accepted childcare vouchers	90%	90%	91%	87%	67%	55%	82%	73%	76%	68%	72%	64%
Base: All module B providers who have heard of childcare vouchers 2007. All childminders who have heard of childcare vouchers 2007, 2006.												
% of providers who would consider accepting them in the future	59%	61%	55%	51%	50%	43%	46%	45%	42%	34%	55%	60%
Base: All module B providers who do not accept childcare vouchers 2007. All childminders who do not accept childcare vouchers 2007, 2006												

Childminders, sessional and out of school providers in the 70 per cent least deprived areas were more likely to accept vouchers than those in the 30 per cent most deprived areas. Not-for-profit making organisations were more likely to accept vouchers than for-profit organisations for all provider types except full day care in children's centres, where no notable difference was found.

9.6 Fees paid by employers

Around eight in ten full day care providers, full day care in children's centres, holiday clubs and after school clubs had at least part of their fees paid for by parents' employers, compared with around six in ten childminders and four in ten sessional providers (table 9.13). All provider types were more likely to receive at least part of their fees from the parents' employers than in 2006, especially sessional providers, full day care in children's centres and childminders.

Table 9.13 Fees paid for (in part or in full) by direct payments or voucher payments by parents' employers

	2007	2006
Full day care	85%	70%
Full day care in children's centres	82%	58%
Sessional	44%	28%
After school clubs	77%	62%
Holiday clubs	81%	65%
Childminders	55%	29%

Base: All module A providers who accept childcare vouchers 2007. All childminders who accept childcare vouchers 2007.

Table 9.14 shows that full day care providers had the highest average number of children that had at least part of their fees paid for by direct payments or voucher payments by parents' employers at 12 children per setting.

Table 9.14 Number of children that had at least part of their fees paid for by direct payments or voucher payments parents' employers

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Total number of children	109,400	4,100	11,200	18,400	14,500	37,400
Average number of children per setting	12	7	5	4	5	2

Base: All module B providers who have children where some of the fees are paid by parent's employer 2007. All childminders who have children whose childcare was paid for by a parent's employer 2007.

9.7 Income

9.7.1 Income from local authorities and central government

Caution must be taken with the income data as significant proportions of respondents refused or were unable to provide income data and figures that were recorded have been derived from a number of variables and therefore may be prone to distortion⁶⁴. They should only be used as an indicative guide.

A greater proportion of full day care providers, full day care in children's centres and sessional providers received funding from local authorities and central government than out of school clubs and childminders (table 9.15). Ninety-three per cent of

⁶⁴ For details of how income data were derived, please refer to the Technical Report.

childminders said that they did not receive any funding at all from local authorities and central government.

Table 9.15 Proportion of providers receiving income from local authorities and central government						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Received funding from LAs and central government	51%	57%	66%	22%	26%	3%
Received no funding from LAs and central government	13%	8%	9%	57%	46%	93%
Unable to say how much money received from LAs and central government ⁶⁵	36%	35%	25%	21%	28%	3%

Base: Module A childcare providers 2007. Childminders 2007.

As table 9.16 shows, the mean and median incomes received varied widely between providers.⁶⁶ Looking at the median income over time, full day in children's centres seemed to have received more income from local authority and central government in 2007 than in 2006, childminders seemed to have received less income and all other providers had received approximately the same amounts. The mean incomes show a different picture, with holiday clubs being the only provider type that received more in 2007 than in 2006 from local authorities and central government.

⁶⁵ Or did not provide enough information to derive an annual sum.

⁶⁶ The median gives an average that is not affected by outliers whereas the mean takes into account all values, although extreme outliers were capped as part of the data processing stage. Mean and median amounts excluded those who received nothing and those who were unable to provide the information.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders
Mean local authority and central government income						
2007	£39,900	£128,200	£29,100	£17,800	£49,000	£2,200
2006	£40,100	£159,600	£34,800	£23,700	£33,000	£3,600
Median local authority and central government income						
2007	£24,000	£61,000	£24,900	£6,000	£15,000	£1,200
2006	£24,000	£40,000	£22,600	£6,000	£13,000	£2,900
Base: Module A childcare providers providing government funding data 2007, 2006. Childminders providing government funding data 2007, 2006.						

9.7.2 Income from other sources

Providers were asked if they had any other sources of income and if so what they were. The results are shown in table 9.17.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
No other sources of income	60%	45%	31%	66%	56%	92%
Fundraising	23%	24%	61%	16%	27%	0%
Sure Start	4%	12%	2%	5%	2%	*
Neighbourhood Nursery Initiative	2%	6%	1%	0%	*	0%
Grants	2%	3%	4%	4%	4%	0%
Other	4%	10%	5%	5%	8%	6%
Base: Module A childcare providers 2007. Childminders 2007.						

Six in ten (60 per cent) registered full day care providers said fees and/or central and local government funding were their only sources of income (59 per cent in 2006). Almost a quarter (23 per cent) of settings had raised additional income through fundraising. Unsurprisingly higher proportions of providers set up as not for profit or charities had generated income through fundraising activities, than those set up as profit making organisations (45 per cent compared with 13 per cent).

In total, 31 per cent of sessional providers said that they had no income from other sources (22 per cent in 2006). Sixty-one per cent of all sessional providers gave fundraising as a source of income and the remaining sources were each mentioned by less than 5 per cent of sessional providers.

Forty-five per cent of full day care providers in children's centres said that they had no other sources of income apart from the fees and central and local government income already mentioned (30 per cent in 2006).

Childminders were the most likely to say they had no other sources of income (92 per cent), with just 6 per cent mentioning sources of income apart from fees and central or local government funding. All childminders were asked whether they supplemented their income from childminding with other non-childminding sources and 18 per cent said that they did. Childminders with fewer children attending were more likely to supplement their income than those looking after a larger number of children (24 per cent of those with only one or two children on their books supplemented their incomes, compared with 18 per cent of those with seven or more).

The proportion of providers who were unable to say how much they received from other sources was substantial for all provider types, as table 9.18 shows. Table 9.18 also shows the mean and median amounts received among those that were able to give an amount. The most notable change over time was seen for full day care providers in children's centres, where income from other sources was substantially lower than the figures reported in 2006. However, a larger proportion (31 per cent) were unable to say how much they received from other sources in 2006, so the results should be treated with caution.

Table 9.18 Average income received from other sources, excluding those who received nothing from this source						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Mean income from other sources						
2007	£5,200	£7,500	£3,200	£4,800	£8,700	£4,800
2006	£4,300	£21,900	£2,400	£8,700	£12,100	£4,000
Median income from other sources						
2007	£1,400	£2,400	£1,400	£1,000	£2,000	£3,900
2006	£1,000	£11,000	£1,000	£600	£3,000	£3,500
Base: Module A childcare providers providing income from other sources data 2007, 2006. Childminders providing income from other sources data 2007, 2006.						
Unable to say how much received from other sources in 2007	10%	11%	9%	6%	7%	1%
Base: Module A childcare providers 2007, 2006. Childminders 2007, 2006.						

9.7.3 Total income

Caution must be taken with all income data as significant proportions of respondents refused or were unable to provide income data and the figures have been derived from a number of variables and therefore may be prone to distortion⁶⁷. They should only be used as an indicative guide

Chart 9.1 shows the proportions of childcare providers' overall income that came from each source of income.

⁶⁷ For details of how income data were derived, please see section 1.7.1 of the Technical Report.

Chart 9.1 Sources of income

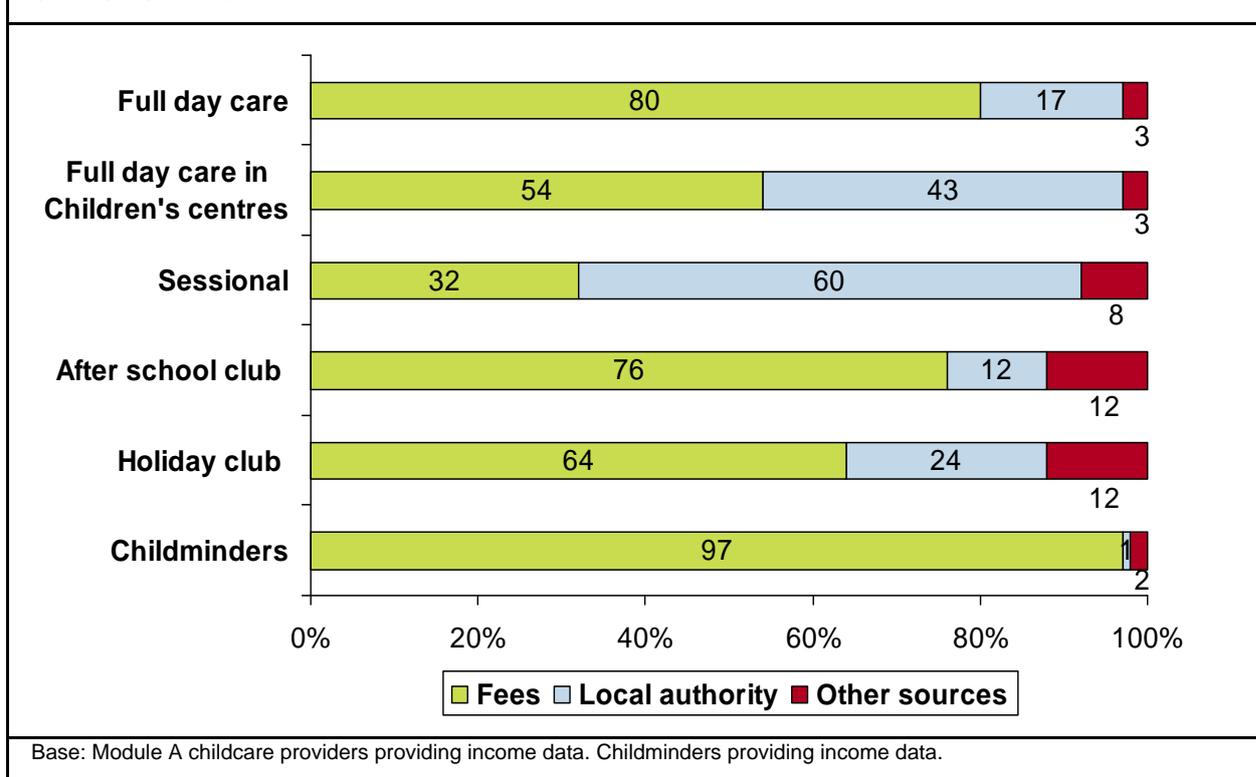


Table 9.19 shows the average total income which providers received broken down by the average income from each source, for providers that reported having any income. These average income figures have been calculated excluding answers of don't know and refused but, unlike all other income figures quoted in this chapter, these include those who received nothing from the source, in order to sum the income components to calculate an overall income figure.

Table 9.19 Sources of income including those who received nothing from the source						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Fees	£151,100	£138,100	£13,800	£31,100	£46,600	£8,700
Local Authority	£31,700	£112,000	£25,800	£4,900	£17,400	£100
Other sources	£5,200	£7,500	£3,200	£4,800	£8,700	£200
Total income						
2007	£188,100	£257,600	£42,700	£40,800	£72,700	£9,000
2006	£167,100	£267,600	£45,700	£39,600	£53,200	N/A
Base: Module A childcare providers providing income data. Childminders providing income data.						

Of all childcare groups, full day care providers within children's centres settings had the highest average total income at £257,600, followed by the full day care sector as a whole with £188,100 and holiday clubs with an average of £72,700. These providers tend to have a higher average number of places than the other types of providers, this is likely to explain their higher income from fees, compared with other providers.

Childminders received an average total income of £9,000 in the twelve months prior to the survey. Childminders were also asked how much their income from childminding had been after Tax and National Insurance contributions were deducted so that all figures were net values of income. One-fifth (18 per cent) of childminders either could not (12 per cent) or would not (6 per cent) give an answer to this. Given that such a high proportion did not provide an answer these results should be treated with caution.

Of those that did provide an answer, 1 per cent of childminders said they had earned nothing in the last twelve months. Sixteen per cent had taken home £2,500 or less, 40 per cent had taken home £5,000 or less, and 16 per cent had taken home over £10,000. This gave an average net income from childminding over the twelve months prior to the survey of £11,100.

9.8 Breaking even

Providers were asked what proportion of their registered places they needed to fill in order to break even.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
1-25%	2%	3%	1%	5%	6%	6%
26-50%	12%	5%	11%	21%	24%	29%
51-75%	23%	13%	27%	25%	17%	15%
76-100%	31%	41%	38%	23%	22%	22%
Proportion or providers who could not give an answer	33%	38%	21%	25%	29%	14%

Base: Module A childcare providers 2007. Childminders 2007.

Of those providers who were able to give an answer, full day care providers, full day care providers in children's centres and sessional providers were more likely to need a higher proportion of their registered places to be filled in order to break even, than were after school clubs, holiday clubs and childminders. Over time, the average proportion of registered places providers said that they needed to fill in order to break even showed little variation for all groups, as Table 9.21 shows.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
2007	70%	78%	73%	62%	59%	52%
2006	74%	78%	76%	68%	66%	53%

Base: Module A childcare providers 2007. Childminders 2007.

9.9 Profitability

Table 9.22 shows the proportion of providers reporting that they made a profit or surplus, covered costs or operated at a loss⁶⁸.

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs			Holiday clubs		
	2007	2006	2003	2007	2006	2007	2006	2003	2007	2006	2003	2007	2006	2003
Made a profit or surplus	30%	30%	43%	7%	12%	30%	25%	28%	24%	25%	29%	27%	19%	27%
Covering costs	33%	32%	27%	24%	28%	47%	53%	56%	42%	43%	42%	39%	48%	42%
Operating at a loss	18%	16%	12%	52%	37%	14%	15%	11%	24%	17%	19%	24%	24%	22%
Don't know	19%	21%	18%	17%	23%	9%	8%	5%	11%	14%	10%	10%	9%	8%

Base: Module A childcare providers 2007, 2006. Childcare providers 2003.

Sessional and full day care providers were most likely to have made a profit or a surplus (30 per cent each), however full day care providers within children's centres were the least likely to making a profit or surplus (7 per cent) and were most likely to have been operating at a loss by a considerable margin (52 per cent). Added to this, the financial situation of full day care providers within children's centres appeared to have worsened since 2006 with the proportion having made a loss increasing from 37 per cent to 52 per cent in 2007.

Although the same proportion of holiday clubs had made a loss as in 2006 (24 per cent in both 2006 and 2007), a larger proportion of holiday clubs had made a profit or a surplus, up from 19 per cent in 2006 to 27 per cent in 2007.

After school clubs showed similar results to 2006 in terms of making a profit or a surplus (24 per cent), covering costs (42 per cent) and operating at a loss (24 per cent).

Table 9.23 shows provider profitability by the level of deprivation. As was the case in 2006 most cases providers in the 70 per cent least deprived areas were more likely to make a profit or surplus and less likely to be operating at a loss than providers in the 30 per cent most deprived areas. This pattern was particularly clear for after school and holiday clubs.

⁶⁸Profit making organisations were asked if they had made a profit and not-for profit organisations were asked if they had made a surplus.

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Made a profit or surplus	28%	30%	8%	#	25%	31%	10%	30%	15%	31%
Covering costs	29%	35%	20%	#	56%	46%	45%	40%	47%	36%
Operating at a loss	22%	16%	54%	#	14%	14%	32%	20%	26%	24%
Don't know	21%	19%	17%	#	4%	9%	13%	10%	11%	9%

Base: Module A childcare providers 2007.

9.10 Expenditure

Providers were asked how much they spent in total on outgoings; that is total amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.

Caution must be taken with the results as all figures have been derived from a number of variables and therefore may be prone to distortion. In addition, large proportions of providers were unable to give an answer, refused to provide the information or did not provide enough information for us to be able to derive an annual sum. Therefore these results should be treated as an indicative guide only, and should not be directly compared with any data on income shown earlier⁶⁹.

Full day care in children's centres had the highest average annual outgoings followed by full day care providers as a whole. The other childcare settings reported much lower average expenditure, this is likely to be because they tended to operate for shorter periods than full day care (table 9.24).

⁶⁹ Providers that did not provide an answer or that gave an answer of zero were excluded from the analysis.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
Expenditure on the use of the premises	£18,900	£18,500	£4,600	£5,300	£7,400
Total annual expenditure ⁷¹	£116,100	£196,000	£45,500	£25,200	£58,000
Bases: Module A childcare providers providing premises cost information. Module A childcare providers providing total expenditure information 2007.					

Childminders were also asked to give their total expenditure in relation to childminding (total spent on food, play equipment, and other consumables) but to exclude premises costs. The average amount spent was £2,600⁷². If childminders also paid rent or mortgage re-payment they were asked how much they paid; the average annual amount spent on rent or on mortgage re-payments was £6,800⁷³.

⁷¹ This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.

⁷² Excluding answers of zero, answers of 'don't know' and 'refusal' answers.

⁷³ Excluding answers of zero, answers of 'don't know' and 'refusal' answers.

Appendix 1 - Additional Tables

Chapter 3 - Additional Tables

	2007		2006	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
	No.	No.	No.	No.
Full day care	4,000	9,500	3,500	9,200
<i>Full day care in children's Centres</i>	<i>750</i>	<i>200</i>	<i>550</i>	<i>150</i>
Sessional	1,500	7,300	1,400	8,200
After school clubs	2,500	6,000	2,200	5,400
Holiday clubs	1,800	4,000	2,200	4,200
Childminders	10,600	49,200	10,800	47,000
Childcare total	21,200	76,200	19,200	71,000
Nursery schools	300	150	250	200
Primary schools with nursery and reception classes	3,000	3,800	3,200	3,500
Primary schools with reception but no nursery classes	1,200	7,700	1,000	8,000
Early years total	4,500	11,700	4,500	11,700
<i>Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.</i>				

Table 3.3a Distribution of providers by Government Office Region									
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of providers	13,600	950	8,700	8,500	5,800	59,800	450	6,800	8,900
East Midlands	1,100	50	900	600	400	5,000	50	500	1,000
East	1,200	50	1,400	700	650	7,300	50	600	1,200
London	2,000	150	950	1,200	900	10,000	100	1,300	300
North East	1,800	250	900	1,300	650	8,600	50	100	300
Yorkshire & Humberside							50	2,500	750
North West	1,800	150	900	1,800	800	7,000	100	200	1,200
South East	2,400	100	1,800	1,100	950	11,300	50	450	1,800
South West	1,600	100	1,100	650	750	5,500	50	250	1,500
West Midlands	1,600	100	750	1,100	700	5,200	100	900	800
<i>Base: Childcare providers 2007. Early years provision in maintained schools 2007.</i>									

Table 3.4a Distribution of childcare providers by ownership										
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of providers	13,600	12,700	960	690	8,700	9,700	8,400	7,700	5,800	6,400
Private, Voluntary or Independent	11,500	11,200	350	250	8,200	9,300	5,700	5,800	4,400	4,650
Private	8,700	8,200	150	150	2,500	2,700	3,500	2,500	2,400	2,300
Voluntary	2,800	3,000	200	100	5,700	6,600	2,200	3,300	1,900	2,300
Maintained	1,700	1,300	550	400	550	450	2,700	1,700	1,500	1,500
Local authority	800	700	450	350	300	350	650	900	800	1,200
School/college	900	600	100	50	250	100	2,100	900	700	300
Other	300	250	50	50	100	50	150	100	150	250

Base: Childcare providers 2007, 2006.

Chapter 4 – additional tables

Table 4.6a Number of places by Government Office Region									
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery schools	Primary schools with nursery and reception classes ⁷⁴	Primary schools with reception but no nursery classes
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of places	596,500	51,100	248,100	259,900	230,300	291,500	28,400	533,000	306,300
East Midlands	54,300	3,100	24,500	17,400	13,400	26,600	2,100	40,100	29,600
East	54,500	2,900	41,300	18,900	24,100	35,900	3,100	45,400	40,800
London	84,700	9,000	27,600	35,700	34,900	40,300	6,200	122,900	15,100
North East, Yorkshire & Humberside	80,400	11,000	25,400	43,800	22,200	45,600	3,800	N/A	29,700
North West	90,200	9,100	23,000	59,800	35,700	34,700	4,700	N/A	37,800
South East	102,900	5,300	56,400	34,100	51,900	53,900	3,200	40,300	75,500
South West	60,500	4,300	30,100	18,200	23,500	27,300	1,200	16,400	51,500
West Midlands	68,000	6,300	19,800	32,100	24,700	27,200	4,000	70,400	26,300

Base: Childcare providers 2007. Early years provision in maintained schools 2007.

⁷⁴ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Appendix.

	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		Total
	2007	2006	2005	2007	2006	2007	2006	2005	2007	2006	2007	2006	2007
Total number of places	596,500	544,200	511,000	51,100	37,700	248,100	278,300	265,400	259,900	260,100	230,300	263,900	1,334,800
Private, Voluntary & Independent	510,200	477,900	379,500	17,700	14,300	232,000	265,700	229,200	176,100	200,500	163,100	181,200	1,081,400
Private	417,300	379,400	303,000	8,300	7,000	70,200	83,000	81,700	113,700	90,100	97,000	97,500	698,200
Voluntary	92,900	99,700	77,600	9,300	7,400	161,700	183,500	49,300	62,500	110,700	66,100	83,600	383,300
Maintained	67,200	54,300	69,800	31,100	21,900	15,400	12,800	11,300	84,600	56,300	65,700	71,200	232,900
Local Authority	32,600	30,600	49,100	27,100	18,800	8,600	9,600	7,200	19,600	31,400	39,700	56,700	100,600
School/college	34,600	24,000	20,800	4,000	3,300	6,800	3,200	4,100	65,000	25,300	26,000	14,500	132,300
Other	14,500	14,500	41,600	2,700	1,700	3,300	700	8,300	4,600	3,500	6,000	12,400	28,300

Base: Childcare providers 2007, 2006, 2005.

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
None	2,700	2,300	100	100	3,000	3,300	2,100	1,900	1,100	1,200	43,000	40,000	#	#	1,000	1,000	3,900	4,400
1 to 5%	3,800	3,800	250	200	2,100	2,700	1,500	1,700	1,000	900	800	1,200	100	100	1,600	1,700	1,700	1,700
6 to 10%	2,100	2,000	150	100	1,300	1,400	1,500	1,200	900	1,100			50	50	900	900	1,400	1,400
11 per cent or more	4,600	4,100	450	350	2,300	2,300	3,200	2,700	2,500	2,600	15,600	15,500	250	250	3,000	2,600	1,800	1,500
Don't know	400	200	#	#	100	50	200	300	400	450	500	450	#	#	200	240	150	100

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

Table 4.13a Number of providers by proportion of children with Special Educational Needs (SEN) or a disability

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
None	5,100	5,190	100	150	3,600	3,900	3,000	2,200	1,500	1,500	51,200	48,600	#	#	600	500	2,300	3,400
1 to 5%	6,000	5,300	350	200	2,800	3,200	2,200	2,500	1,500	1,700	1,600	4,400	100	100	2,200	2,100	1,600	1,500
6 to 10%	1,400	1,400	250	150	1,500	1,600	1,600	1,500	1,100	1,200			100	100	1,600	1,700	2,100	1,900
11% or more	1,000	800	250	150	1,000	1,000	1,600	1,600	1,600	1,900	6,500	6,800	200	200	2,300	1,200	2,800	2,300
Don't know	100	#	#	#	100	#	200	100	200	300	500	250	#	#	100	200	100	50

Base: Childcare providers 2007, 2006. Early years provision in maintained schools 2007, 2006.

Table 4.17a Proportion of providers that allow children to take free early education sessions over 3 days rather than 5 by type of ownership					
	Private	Voluntary	Local Authority	School	Other
Full day care	81%	83%	75%	77%	†
Full day care in children's centres	74%	85%	73%	65%	†
Sessional	40%	35%	†	†	†
<i>Base: Childcare providers 2007.</i>					

Table 4.17b Proportion of providers that allow children to take free early education sessions over 3 days rather than 5 by Government Office Region								
	East Midlands	East of England	London	North East, Yorkshire and Humberside	North West	South East	South West	West Midlands
Full day care	80%	77%	76%	80%	84%	81%	85%	79%
Full day care in children's centres	72%	83%	51%	75%	78%	85%	84%	89%
Sessional	36%	38%	39%	31%	38%	33%	41%	39%
<i>Base: Childcare providers 2007.</i>								

Chapter 5 - Additional Tables

	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total staff	165,200	100%	14,000	100%	64,500	100 per cent	50,400	100%	51,200	100%
Senior manager	13,400	8%	1,000	7%	7,900	12%	8,300	16%	5,600	11%
Supervisors	87,300	53%	8,500	61%	26,000	40%	21,700	43%	21,400	42%
Other paid childcare staff	50,700	31%	3,500	25%	18,900	29%	16,500	33%	18,700	36%
Students on placements	10,000	6%	1,000	7%	4,400	7%	2,400	5%	3,200	6%
Volunteers	5,000	3%	400	3%	7,800	12%	2,300	5%	3,500	7%

Base: Childcare providers 2007.

	Private		Voluntary		Local Authority		School/ college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	107,700	100%	25,000	100%	8,700	100%	8,600	100%	3,600	100%
Senior managers	8,700	8%	2,700	11%	800	9%	900	11%	300	8%
Supervisors	60,900	57%	12,800	51%	5,800	66%	5,200	60%	2,300	64%
Other paid staff	34,900	32%	9,800	39%	2,000	23%	2,500	29%	1,000	29%

Base: All paid staff in full day care providers 2007.

Table 5.6c Numbers and proportions of paid staff by staff level and ownership: Full day care in children's centres

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	2,200	100%	2,700	100%	6,800	100%	950	100%	700	100%
Senior managers	200	9%	200	7%	450	7%	100	10%	50	8%
Supervisors	1,400	63%	1,500	55%	4,700	68%	600	62%	450	66%
Other paid staff	600	28%	950	35%	1,500	23%	250	26%	200	25%

Base: All paid staff in full day care in children's centres 2007.

Table 5.6d Numbers and proportions of paid staff by staff level and ownership: sessional

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	16,500	100%	34,200	100%	2,100	100%	1,300	100%	750	100%
Senior managers	2,500	15%	4,900	14%	300	14%	200	18%	100	15%
Supervisors	8,200	49%	16,000	47%	1,200	57%	600	50%	400	47%
Other paid staff	5,500	34%	12,400	36%	550	25%	400	31%	300	38%

Base: All paid staff in sessional providers 2007.

Table 5.6e Numbers and proportions of paid staff by staff level and ownership: after school clubs

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	20,500	100%	11,500	100%	3,300	100%	10,900	100%	700	100%
Senior managers	3,300	16%	2,000	17%	600	18%	2,000	18%	150	21%
Supervisors	8,900	43%	5,400	47%	1,800	54%	5,700	51%	400	54%
Other paid staff	8,000	39%	4,200	36%	900	28%	3,500	31%	200	26%

Base: All paid staff in after school clubs 2007.

	Private		Voluntary		Local Authority		School/ college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	18,000	100%	16,000	100%	6,400	100%	4,500	100%	1,300	100%
Senior managers	2,300	13%	1,700	11%	700	11%	600	14%	2001	12%
Supervisors	9,100	50%	6,800	43%	3,200	50%	2,300	50%	650	48%
Other paid staff	7,000	37%	7,000	44%	2,500	40%	1,700	37%	500	40%

Base: All paid staff in holiday clubs 2007.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	No.	%	No.	%	No.	%
All staff	5,900	100%	64,900	100%	53,500	100%
Head teacher/Early years or foundation stage co-ordinator	450	8%	6,700	10%	8,600	16%
Early years teachers	1,100	19%	12,400	19%	7,700	14%
Nursery nurses	2,400	19%	12,400	19%	7,700	14%
Early years support staff	1,000	18%	13,600	21%	10,800	20%
Students on placements	700	12%	7,200	11%	4,500	8%
Volunteers	350	6%	7,500	12%	11,200	21%

Base: Early years provision in maintained schools 2007.

	Private	Voluntary	Local Authority	School	Other
Full day care	27%	17%	52%	32%	41%
<i>Full day care in children's centres</i>	38%	57%	75%	50%	64%
Sessional	5%	7%	28%	15%	17%
After school clubs	9%	10%	18%	4%	12%
Holiday clubs	11%	12%	11%	15%	12%

Base: Childcare providers 2007.

Table 5.8b Proportion of providers using agency staff by Government Office Region

	East Midlands	East of England	London	North East	Yorkshire and Humberside	North West	South East	South West	West Midlands
Full day care	18%	21%	45%	20%		25%	26%	21%	31%
<i>Full day care in children's centres</i>	39%	29%	84%	60%		68%	59%	46%	72%
Sessional	11%	5%	9%	10%		6%	7%	8%	6%
After school clubs	5%	8%	15%	7%		7%	6%	10%	8%
Holiday clubs	11%	10%	14%	13%		20%	5%	10%	10%
Nursery school	59%	48%	78%	47%	44%	59%	48%	86%	72%
Primary schools with nursery and reception classes	58%	45%	77%	N/A ⁷⁵	58%	N/A	48%	61%	51%
Primary schools with reception but no nursery classes	44%	37%	38%	35%	46%	44%	52%	49%	41%

Base: Childcare providers 2007. Early years provision in maintained schools 2007.

Table 5.8c Proportion of providers using agency staff by area deprivation and population density

	Area Deprivation		Population density		
	30% most deprived	70% least deprived	Low	Medium	High
Full day care	33%	24%	17%	23%	36%
<i>Full day care in children's centres</i>	65%	51%	45%	48%	70%
Sessional	11%	7%	8%	7%	8%
After school clubs	14%	6%	5%	7%	11%
Holiday clubs	23%	7%	6%	15%	13%
Nursery school	68%	49%	68%	42%	46%
Primary school with nursery and reception classes	63%	53%	68%	53%	45%
Primary school with reception but no nursery classes	48%	44%	48%	48%	43%

Base: Childcare providers 2007. Early years provision in maintained schools 2007.

⁷⁵ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Report.

Table 5.9a Proportions and numbers of paid staff by staff type and age band: full day care

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	8,700	6%	10	*	1,600	2%	7,100	14%
20-24	39,400	25%	400	3%	22,700	26%	15,600	31%
25-39	66,000	43%	6,000	45%	42,000	48%	16,200	32%
40-49	26,000	17%	4,200	31%	13,900	16%	7,200	14%
50+	12,000	8%	2,600	19%	5,800	7%	3,400	7%

Base: All paid staff in full day care providers 2007.

Table 5.9b Proportions and numbers of paid staff by staff type and age band: full day care in children's centres

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	450	3%	0	0%	100	1%	300	9%
20-24	2,900	21%	50	2%	1,700	20%	1,100	31%
25-39	5,900	44%	350	39%	4,100	20%	1,300	37%
40-49	2,900	22%	300	33%	2,000	24%	450	13%
50+	1,000	7%	250	26%	500	6%	200	6%

Base: All paid staff in full day care in children's centres 2007.

Table 5.9c Proportions and numbers of paid staff by staff type and age band: sessional providers								
	All		Senior manager		Supervisor		Other paid staff	
Age band	No.	%	No.	%	No.	%	No.	%
16-19	750	1%	0	0%	250	1%	500	3%
20-24	2,200	4%	50	1%	1,200	5%	900	5%
25-39	19,100	35%	1,700	21%	9,100	35%	7,900	42%
40-49	21,500	39%	3,700	46%	10,800	41%	6,500	34%
50+	9,700	18%	2,500	32%	4,300	16%	2,500	13%
<i>Base: All paid staff in sessional providers 2007.</i>								

Table 5.9d Proportions and numbers of paid staff by staff type and age band: after school clubs								
	All		Senior manager		Supervisor		Other paid staff	
Age band	No.	%	No.	%	No.	%	No.	%
16-19	3,100	7%	0	0%	800	4%	2,300	14%
20-24	7,400	16%	400	5%	3,600	16%	3,400	21%
25-39	15,100	33%	2,500	32%	8,200	38%	4,400	27%
40-49	12,200	26%	2,900	36%	6,000	27%	3,300	20%
50+	7,300	16%	2,000	26%	2,800	13%	2,500	15%
<i>Base: All paid staff in after school clubs 2007.</i>								

Table 5.9e Proportions and numbers of paid staff by staff type and age band: holiday clubs

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	4,600	10	10	*	650	3%	4,000	21%
20-24	12,700	28%	300	5%	5,500	26%	7,000	37%
25-39	15,700	35%	2,000	37%	9,100	43%	4,500	24%
40-49	7,400	16%	1,900	35%	3,900	18%	1,600	8%
50+	4,100	9%	1,200	22%	1,900	9%	1,000	5%

Base: All paid staff in holiday clubs 2007.

Table 5.10a Proportions and numbers of staff by staff type and age band: nursery schools

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	20	*	0	0%	0	0%	10	*	20	2
20-24	250	5%	0	0%	30	2%	100	5%	100	10%
25-39	1,600	32%	20	5%	250	25%	850	36%	450	43%
40-49	1,700	34%	100	24%	350	32%	900	37%	350	32%
50+	1,400	28%	350	71%	450	41%	500	21%	150	14%

Base: All paid staff in nursery schools 2007.

Table 5.10b Proportions and numbers of staff by staff type and age band: primary schools with nursery and reception classes

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	450	1%	0	0%	0	0%	100	1%	350	2%
20-24	2,800	6%	10	*	1,200	9%	700	5%	950	7%
25-39	19,600	41%	2,400	35%	5,800	47%	5,900	38%	5,600	41%
40-49	14,300	30%	1,500	22%	2,600	21%	5,600	36%	4,700	35%
50+	9,500	20%	2,200	32%	2,600	18%	3,000	19%	1,800	13%

Base: All paid staff in primary schools with nursery and reception classes 2007.

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	100	*	0	0%	0	0%	50	1	50	1
20-24	1,300	4%	100	1%	550	7%	250	4%	400	4%
25-39	12,400	37 per cent	3,200	38 per cent	3,700	48 per cent	2,000	33 per cent	3,500	32 per cent
40-49	10,200	31 per cent	2,000	23 per cent	1,300	17 per cent	2,300	39 per cent	4,500	42 per cent
50+	7,500	23 per cent	2,200	25 per cent	1,900	24 per cent	1,300	22 per cent	2,200	20 per cent

Base: All paid staff in primary schools with reception but no nursery classes 2007.

	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
All paid staff	33	33	34	34	18	17	18	19	29	27
Senior managers	37	37	37	37	23	22	24	26	35	34
Supervisory staff	35	35	35	35	19	18	19	20	30	28
Other paid childcare staff	30	30	32	31	14	13	14	15	26	24

Base: All paid childcare staff 2007.

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	35	27	32	32	34	29	35
Senior managers	39	32	36	36	37	33	39
Supervisory staff	36	29	34	33	35	31	36
Other paid childcare staff	33	22	26	29	31	24	33

Base: All paid staff in full day care providers 2007.

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	35	34	34	33	36	34	35
Senior managers	38	36	37	37	39	37	38
Supervisory staff	36	35	35	34	37	35	36
Other paid childcare staff	33	31	31	29	33	31	32

Base: All paid staff in full day care in children's centres 2007.

Table 5.14d Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: sessional

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	18	18	24	20	16	18	18
Senior managers	24	23	28	28	19	23	24
Supervisory staff	18	19	25	18	18	19	19
Other paid childcare staff	14	14	19	16	13	14	14

Base: All paid staff in sessional providers 2007.

Table 5.14e Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: after school clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	21	16	21	14	19	17	19
Senior managers	26	22	25	21	25	25	23
Supervisory staff	22	17	21	14	18	17	20
Other paid childcare staff	17	12	16	10	16	12	16

Base: All paid staff in after school clubs 2007.

Table 5.14f Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: holiday clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	30	26	30	30	29	28	30
Senior managers	37	29	35	34	35	32	37
Supervisory staff	32	27	29	30	32	28	32
Other paid childcare staff	26	23	28	29	24	25	27

Base: All paid staff in holiday clubs 2007.

Table 5.15a Hours worked (mean) by type of provider and staff type in 2006 and 2007: early years providers in maintained schools

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2007	2006	2007	2006	2007	2006
All paid staff	31	32	29	31	27	29
Early years coordinators	41	44	34	37	33	38
Early years teachers	33	35	31	34	30	33
Nursery nurses	32	32	30	30	26	27
Other early years support staff	23	24	24	25	21	23

Base: All paid early years staff 2007.

	30% most deprived areas	70% least deprived areas
Full day care	35	33
<i>Full day care in children's centres</i>	35	34
Sessional providers	22	17
After school clubs	19	18
Holiday clubs	28	29
Nursery schools	32	30
Primary schools with nursery and reception classes	30	28
Primary schools with reception but no nursery classes	29	27
<i>Base: Childcare providers 2007. Early years provision in maintained schools 2007.</i>		

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£6.60	£7.10	£9.20	£8.40	£7.50
Senior managers	£9.20	£9.80	£13.30	£13.10	£10.10
Supervisors	£6.80	£7.40	£9.30	£8.30	£7.90
Other paid staff	£5.70	£6.00	£7.30	£6.80	£6.10
<i>Base: All paid staff in full day care providers 2007.</i>					

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£6.90	£8.50	£10.40	£9.60	£10.00
Senior managers	£10.00	£14.00	£16.00	£16.00	£15.70
Supervisors	£7.10	£8.80	£10.50	£9.20	£10.00
Other paid staff	£5.70	£6.60	£7.90	£8.00	£7.80
<i>Base: All paid staff in full day care in children's centres 2007.</i>					

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.10	£6.80	£9.50	£8.70	£6.30
Senior managers	£8.80	£8.30	£13.20	£13.10	£7.50
Supervisors	£7.30	£6.80	£9.80	£8.40	£6.30
Other paid staff	£6.30	£6.00	£6.80	£6.50	£5.80
<i>Base: All paid staff in sessional providers 2007.</i>					

Table 5.16d Average pay (mean) by staff type and type of ownership: after school clubs					
	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.00	£7.50	£8.60	£8.70	£7.80
Senior managers	£8.80	£9.70	£11.20	£12.30	£9.50
Supervisors	£7.40	£7.60	£8.50	£8.20	£7.80
Other paid staff	£6.10	£6.40	£7.10	£8.00	£6.40
<i>Base: All paid staff in after school clubs 2007.</i>					

Table 5.16e Average pay (mean) by staff type and type of ownership: holiday clubs					
	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.50	£7.50	£7.70	£8.50	£8.00
Senior managers	£10.90	£10.40	£10.90	£12.70	£11.30
Supervisors	£7.70	£8.00	£8.30	£8.90	£9.40
Other paid staff	£6.30	£6.40	£6.30	£6.70	£5.60
<i>Base: All paid staff in holiday clubs 2007.</i>					

Table 5.16f Average (mean) hourly pay by staff type and area deprivation - childcare										
	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
All paid staff	£7.10	£6.90	£9.30	£9.30	£7.50	£6.90	£8.40	£7.40	£8.20	£7.40
Senior managers	£10.10	£9.70	£14.10	£15.00	£9.60	£8.50	£10.60	£9.70	£11.70	£10.80
Supervisors	£7.40	£7.00	£9.50	£9.40	£7.30	£7.10	£8.00	£7.60	£8.60	£7.90
Other paid staff	£5.90	£5.90	£7.10	£7.30	£6.30	£6.10	£7.70	£6.20	£6.50	£6.30

Base: All paid staff in childcare settings 2007.

Table 5.18a Average (mean) hourly pay by staff type and area deprivation – early years						
	Nursery classes		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
All paid staff	£13.20	£12.70	£12.90	£12.50	£12.90	£12.70
Early years coordinator	£22.10	£22.20	£19.40	£16.70	£16.00	£16.30
Early years teachers	£19.60	£19.70	£17.80	£17.70	£16.60	£17.40
Nursery Nurses	£10.60	£9.80	£10.60	£10.30	£9.80	£9.90
Other paid childcare staff	£8.60	£8.80	£8.30	£8.20	£9.00	£8.40

Base: All paid staff in early years settings in maintained schools 2007.

Table 5.19a Average (mean) pay by profit making status and qualification of senior manager: full day care				
	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.40	£6.80	£6.80	£7.80
Senior managers	£10.20	£9.60	£9.30	£12.60
Supervisors	£7.60	£7.00	£7.00	£8.00
Other paid staff	£6.10	£5.80	£5.80	£6.30

Base: All paid staff in full day care providers 2007.

Table 5.19b Average (mean) pay by profit making status and qualification of senior manager: full day care in children's centres

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£9.00	£9.70	£8.70	£10.30
Senior managers	£14.20	£14.20	£12.80	£17.90
Supervisors	£9.30	£9.80	£8.90	£10.50
Other paid staff	£7.00	£7.40	£6.90	£7.60

Base: All paid staff in full day care in children's centres 2007.

Table 5.19c Average (mean) pay by profit making status and qualification of senior manager: sessional

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£6.90	£7.40	£6.80	£8.60
Senior managers	£8.50	£9.70	£8.30	£12.30
Supervisors	£7.00	£7.50	£6.90	£8.60
Other paid staff	£6.10	£6.40	£6.10	£6.70

Base: All paid staff in sessional providers 2007.

Table 5.19d Average (mean) pay by profit making status and qualification of senior manager: after school club

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.70	£7.50	£7.30	£9.50
Senior managers	£10.30	£9.50	£9.20	£16.40
Supervisors	£7.80	£7.70	£7.40	£9.00
Other paid staff	£6.50	£6.60	£6.20	£8.30

Base: All paid staff in after school clubs 2007.

Table 5.19e Average (mean) pay by profit making status and qualification of senior manager: holiday club

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.70	£7.50	£7.40	£8.70
Senior managers	£10.70	£11.30	£11.00	£11.40
Supervisors	£8.30	£7.70	£7.80	£9.30
Other paid staff	£6.40	£6.30	£6.10	£7.60

Base: All paid staff in holiday clubs 2007.

Appendix 2 - Unweighted Base Sizes

Childcare

Childcare providers 2007: Full day care (2,000); Full day care in children's centres (509); Sessional (1,139); After school clubs (1,183); Holiday clubs (732).

Childcare providers 2006: Full day care (3,322); Sessional (1,172); After school clubs (969); Holiday clubs (756).

Childcare providers 2005: Full day care (1,171); Sessional (1,007).

Childcare providers 2003: Full day care (850); Sessional (850); After school clubs (850); Holiday clubs (850).

Childcare providers 2001: Full day care (850); Sessional (868); After school clubs (850).

Module A childcare providers 2007: Full day care (930); Full day care in children's centres (187); Sessional (517); After school clubs (555); Holiday clubs (386).

Module A childcare providers 2006: Full day care (1,620); Full day care in children's centres (119); Sessional (561); After school clubs (458); Holiday clubs (363).

Module A childcare providers 2007 who have not expanded in the last 12 months: Full day care (775); Full day care in children's centres (149); Sessional (451); After school clubs (459); Holiday clubs (323).

All children's centres 2007: (509).

All full day care, full day care in children's centres and sessional providers 2007: (2,000); (509); (1,139).

Childcare providers with a member of staff responsible for early years leadership 2007: Full day care (1,456); Full day care in children's centres (302); Sessional (826).

All childcare staff 2007: (5,563).

All paid childcare staff 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667).

All paid childcare staff including childminders 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667); Childminders (845).

All paid childcare staff 2006: Full day care (19,264); Full day care in children's centres (1,502); Sessional (5,714); After school clubs (4,578); Holiday clubs (3,869).

All paid childcare staff 2005: Full day care (6,532); Sessional (4,776); Out of school (5,041).

All paid childcare staff 2003: Full day care (9,567); Sessional (4,812); After school clubs (4,898); Holiday clubs (6,359).

All paid staff in full day care providers 2007: (11,693).

All paid staff in full day care in children's centres 2007: (2,382).

All paid staff in sessional providers 2007: (5,590).

All paid staff in after school clubs 2007: (5,123).

All paid staff in holiday clubs 2007: (3,667).

Module A childcare providers 2007 with a business plan: Full day care (749); Full day care in children's centres (163); Sessional (292); After school clubs (392); Holiday clubs (306).

Module B childcare providers 2007: Full day care (1,070); Full day care in children's centres (208); Sessional (622); After school clubs (628); Holiday clubs (346).

Module B childcare providers 2006: Full day care (1,702); Full day care in children's centres (533); Sessional (611); After school clubs (511); Holiday clubs (393).

Module B childcare providers 2005: Full day care (615); Sessional (513).

Module B PVI full day care and sessional providers aware of the Transformation Fund 2007: Full day care (1,025); Sessional (606).

Module B childcare providers actively trying to recruit 2007: Full day care (253); Full day care in children's centres (84); Sessional (73); After school clubs (142); Holiday clubs (72).

All module B providers who charge a deposit 2007: Full day care (503); Full day care in children's centres (81); Sessional (120); After school clubs (106); Holiday clubs (82); Childminders (245).

All module B providers who charge a registration fee 2007: Full day care (320); Full day care in children's centres (30); Sessional (139); After school clubs (103); Holiday clubs (60); Childminders (11).

All module B providers who have heard of childcare vouchers 2007: Full day care (1,032); Full day care in children's centres (204); Sessional (533); After school clubs (577); Holiday clubs (321).

All childminders who have heard of childcare vouchers 2007: (760).

All childminders who have heard of childcare vouchers 2006: (612).

All module B providers who do not accept childcare vouchers 2007: Full day care (86); Full day care in children's centres (14); Sessional (137); After school clubs (91); Holiday clubs (67).

All childminders who do not accept childcare vouchers 2007: (209).

All childminders who do not accept childcare vouchers 2006: (202).

All module A providers who accept childcare vouchers 2007: Full day care (923); Full day care in children's centres (186); Sessional (360); After school clubs (478); Holiday clubs (246).

All childminders who accept childcare vouchers 2007: (551).

All module B providers who have children where some of the fees are paid by parent's employer 2007: Full day care (774); Full day care in children's centres (153); Sessional (159); After school clubs (365); Holiday clubs (200).

All childminders who have children whose childcare was paid for by a parent's employer: (302).

Module A childcare providers providing fee income data 2007: Full day care (534); Full day care in children's centres (126); Sessional (338); After school clubs (369); Holiday clubs (196).

Module A childcare providers providing fee income data 2006: Full day care (913); Full day care in children's centres (72); Sessional (364); Out of school (460).

Module A childcare providers providing government funding data 2007: Full day care (483); Full day care in children's centres (107); Sessional (340); After school clubs (123); Holiday clubs (99).

Module A childcare providers providing government funding data 2006: Full day care (891); Full day care in children's centres (67); Sessional (375); Out of school (166).

Module A childcare providers providing income from other sources data 2007: Full day care (182); Full day care in children's centres (54); Sessional (285); After school clubs (91); Holiday clubs (73).

Module A childcare providers providing income from other sources data 2006: Full day care (478); Full day care in children's centres (32); Sessional (341); Out of school (183).

Module A childcare providers providing premises cost information 2007: Full day care (407); Full day care in children's centres (41); Sessional (347); After school clubs (249); Holiday clubs (168).

Module A childcare providers providing expenditure information 2007: Full day care (468); Full day care in children's centres (107); Sessional (342); After school clubs (365); Holiday clubs (199).

Childcare providers 30 per cent most deprived areas 2007: Full day care (568); Full day care in children's centres (372); Sessional (183); After school clubs (334); Holiday clubs (219).

Childcare providers 30 per cent most deprived areas 2006: Full day care (896); Full day care in children's centres (164); Sessional (1,172); After school clubs (273); Holiday clubs (251).

All module B childcare providers that vary fees 2007: Full day care (492); Full day care in children's centres (125); Sessional (95); After school clubs (204); Holiday clubs (129).

Childcare providers and childminders who have children less than 2 years old enrolled and whose fees vary 2007: Full day care (567); Full day care in children's centres (184); Sessional (38); Childminders (44).

Childcare providers and childminders who have children aged 3 years old enrolled and whose fees vary 2007: Full day care (1,019); Full day care in children's centres (197); Sessional (590); Childminders (25).

Childcare providers and childminders whose fees did not vary depending on the age of the child 2007: Full day care (35); Full day care in children's centres (4); Sessional (27); After school clubs (473); Holiday clubs (239).

Childcare providers excluding answers of don't know and zero. All childminders excluding answers of don't know and zero: Full day care (Fees: 534, Local Authority: 483, Other sources: 182) ; Full day care in children's centres (Fees: 126, Local Authority: 107, Other sources: 54); Sessional (Fees: 338, Local Authority: 340, Other sources: 285); After school clubs (Fees: 369, Local Authority: 123, Other sources: 91); Holiday clubs (Fees: 196, Local Authority: 99, Other sources: 73); Childminders (Fees: 750, Local Authority: 30, Other sources: 34).

Childminders 2007: (845).

Childminders 2006: (723).

Childminders 2005: (1,132).

Childminders 2003: (850).

Childminders who have not expanded in the last 12 months 2007: (737).

Childminders who had received training in last 12 months 2007: (570).

Childminders aware of the Transformation Fund 2007: (390).

Childminders providing fee income data 2007: (750).

Childminders providing fee income data 2006: (582).

Childminders providing income from other sources data 2007: (28).

Childminders providing income from other sources data 2006: (23).

All children childminders look after in term-time: (3,612).

All children childminders look after in school holidays: (3,373).

All paid childcare staff with at least a level 5 qualification 2007: Full day care (848); Full day care in children's centres (390); Sessional (321); After school clubs (372); Holiday clubs (359).

All paid childcare staff (module B) 2007: Full day care (6,267); Full day care in children's centres (1,223); Sessional (3,097); After school clubs (2,697); Holiday clubs (1,705).

All paid childcare staff (module B) 2006: Full day care (9,794); Full day care in children's centres (553); Sessional (2,974); After school clubs (4,489); Holiday clubs (2,005).

All senior managers in childcare providers 2007: Full day care (1,955); Full day care in children's centres (392); Sessional (1,027); After school clubs (1,106); Holiday clubs (697).

All senior managers in childcare providers 2006: Full day care (3,209); Full day care in children's centres (209); Sessional (1,032); After school clubs (908); Holiday clubs (725).

All senior managers in childcare providers 2003: Full day care (850); Sessional (868); Out of school (no base size available).

All supervisors in childcare providers 2007: Full day care (5,350); Full day care in children's centres (8,466); Sessional (2,483); After school clubs (2,338); Holiday clubs (1,661).

All supervisors in childcare providers 2006: Full day care (9,073); Full day care in children's centres (609); Sessional (2586); After school clubs (2,060); Holiday clubs (1,756).

All supervisors in childcare providers 2003: Full day care (5,384); Sessional (1,967); Out of school (no base size available).

All other paid childcare staff 2007: Full day care (3,893); Full day care in children's centres (731); Sessional (1,884); After school clubs (1,679); Holiday clubs (1,309).

All other paid childcare staff 2006: Full day care (6,168); Full day care in children's centres (391); Sessional (1,935); After school clubs (1,510); Holiday clubs (1,295).

All other paid childcare staff 2003: Full day care (3,333); Sessional (1,995); Out of school (no base size available).

Early years provision in maintained settings

Early Years provision in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (755); Primary schools with reception but no nursery classes (640).

Early Years provision in maintained schools 2006: Nursery schools (188); Primary schools with nursery and reception classes (535); Primary schools with reception but no nursery classes (513).

Early Years provision in maintained schools 2003: Nursery schools (200); Primary schools with nursery and reception classes (850); Primary schools with reception but no nursery classes (850).

Early years provision in maintained schools 30 per cent most deprived areas 2007: Nursery schools (126); Primary schools with nursery and reception classes (304); Primary schools with reception but no nursery classes (88).

Early years provision in maintained schools 30 per cent most deprived areas 2006: Nursery schools (107); Primary schools with nursery and reception classes (262); Primary schools with reception but no nursery classes (513).

All early years staff 2007: (1,596).

All paid staff in all nursery schools 2007: (1,181).

All paid staff in all primary schools with nursery and reception classes 2007: (4,025).

All paid staff in all primary schools with reception but no nursery classes 2007: (2,148).

Early years providers who help staff get other training 2007: Nursery schools (199); Primary schools with nursery and reception classes (736); Primary schools with reception but no nursery classes (631).

Early years providers actively trying to recruit 2007: Nursery schools (49); Primary schools with nursery and reception classes (121); Primary schools with reception but no nursery classes (88).

All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2007: Nursery schools (152); Primary schools with nursery and reception classes (634); Primary schools with reception but no nursery classes (552).

All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2006: Nursery schools (139); Primary schools with nursery and reception classes (490); Primary schools with reception but no nursery classes (461).

All nursery schools who don't currently have any vacancies for which they are actively recruiting 2007: (152).

All nursery schools who don't currently have any vacancies for which they are actively recruiting 2006: (139).

All primary schools with nursery and reception classes who don't currently have any vacancies for which they are actively recruiting 2007: (634).

All primary schools with nursery and reception classes who don't currently have any vacancies for which they are actively recruiting 2006: (490).

All primary schools with reception but no nursery classes who don't currently have any vacancies for which they are actively recruiting 2007: (552).

All primary schools with reception but no nursery classes who don't currently have any vacancies for which they are actively recruiting 2006: (461).

All paid early years staff 2007: Nursery schools (1,181); Primary schools with nursery and reception classes (4,025); Primary schools with reception but no nursery classes (2,148).

All paid early years staff 2006: Nursery schools (1,107); Primary schools with nursery and reception classes (2,688); Primary schools with reception but no nursery classes (1,593).

All paid early years staff 2003: Nursery schools (2,518); Primary schools with nursery and reception classes (8,623); Primary schools with reception but no nursery classes (5,315).

All other early years coordinators / head teachers in early years providers in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (748); Primary schools with reception but no nursery classes (622).

All other early years coordinators / head teachers in early years providers in maintained schools 2006: Nursery schools (186); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (431).

All other early years coordinators / head teachers in early years providers in maintained schools 2003: (No base size available).

All qualified early years teachers in early years providers in maintained schools 2007: Nursery schools (342); Primary schools with nursery and reception classes (1,124); Primary schools with reception but no nursery classes (500).

All qualified early years teachers in early years providers in maintained schools 2006: Nursery schools (322); Primary schools with nursery and reception classes (773); Primary schools with reception but no nursery classes (398).

All qualified early years teachers in early years providers in maintained schools 2003: (No base size available).

All nursery nurses in early years providers in maintained schools 2007: Nursery schools (397); Primary schools with nursery and reception classes (1,173); Primary schools with reception but no nursery classes (385).

All nursery nurses in early years providers in maintained schools 2006: Nursery schools (373); Primary schools with nursery and reception classes (844); Primary schools with reception but no nursery classes (299).

All nursery nurses in early years providers in maintained schools 2003: (No base size available).

All other early years support staff in early years providers in maintained schools 2007: Nursery schools (241); Primary schools with nursery and reception classes (980); Primary schools with reception but no nursery classes (641).

All other early years support staff in early years providers in maintained schools 2006: Nursery schools (226); Primary schools with nursery and reception classes (574); Primary schools with reception but no nursery classes (465).

All other early years support staff in early years providers in maintained schools 2003: (No base size available).

All paid early years staff with at least a level 5 qualification 2007: Nursery schools (575); Primary schools with nursery and reception classes (1,825); Primary schools with reception but no nursery classes (1,097).

All early years providers who have at least one member of staff leave in the previous 12 months 2007: Nursery schools (68); Primary schools with nursery and reception classes (224); Primary schools with reception but no nursery classes (109).

All early years providers who have at least one member of staff leave in the previous 12 months 2006: Nursery schools (86); Primary schools with nursery and reception classes (124); Primary schools with reception but no nursery classes (70).

Appendix 3 - Glossary

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.”⁷⁶
- **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.”⁷⁷
- **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.”⁷⁸ 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.”⁷⁹ 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.

⁷⁶ http://www.surestart.gov.uk/_doc/0-ACA52E.PDF

⁷⁷ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

⁷⁸ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

⁷⁹ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

- **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.”⁸⁰
- **Nursery schools:** these “provide education for children under the age of 5 and over the age of 2.”⁸¹ 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.
- **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).”⁸²

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.

⁸⁰ <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

⁸¹ http://www.edubase.gov.uk/Assets/EduBase_per_cent20Glossary.doc

⁸² <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

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.

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.⁸³

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”.⁸⁴ 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).⁸⁵ 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”⁸⁶.

- **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 qualification⁸⁷.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.

⁸³ http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf (page 17)

⁸⁴ <http://www.communities.gov.uk/documents/communities/pdf/131209.pdf>

⁸⁵ *ibid.*

⁸⁶ <http://www.surestart.gov.uk/doc/P0000411.PDF>

⁸⁷ <http://www.surestart.gov.uk/doc/P0002407.pdf>

- **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.
- **Early years 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 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.⁸⁸
- **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.⁸⁹

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."⁹⁰

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".⁹¹

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.⁹² Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.⁹³

⁸⁸http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

⁸⁹<http://www.surestart.gov.uk/doc/P0002411.pdf>

⁹⁰http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

⁹¹http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds/DG_4008600

⁹²http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

⁹³<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgnextoid=013a8487a73dc010VgnVCM1000003507640aRCRD>

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.⁹⁴

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

⁹⁴http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

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 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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