



Department
for Education

Early years census 2014

Guide for local authorities, version 1.0

28 October 2013

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Version history

This gives details of any changes made to the content of this document from the 2013 Early Years Census and any subsequent changes made to the first published version.

0.1	<p>Document reformatted to conform with Departmental publication guidelines.</p> <p>All dates updated.</p> <p>1.2. Changes from the 2013 Early Years Census</p> <ul style="list-style-type: none"> • explanation that child level data is required for all funded 2-year-olds • new data item – basis for funding for 2-year-olds only • addition of category of CHMD, childminder, to the Early Years Provider Category, for childminders who are not part of a childminding network • explanation that the number of staff participating in EY education should include those working directly with 2-year-olds • explanation that the number of staff with QTS should include those working directly with 2-year-olds • explanation that the number of staff with EYPS should include those working directly with 2-year-olds <p>2.2 Steps in Census generation</p> <ul style="list-style-type: none"> • reference added to the data collection template provided in annex A and guide to completion in annex B <p>4.2.4 Teaching staff participating in EY education</p> <ul style="list-style-type: none"> • Data item changed to include staff working directly with 2-year-olds <p>4.2.5 EY staff with QTS</p> <ul style="list-style-type: none"> • Data item changed to include staff working directly with 2-year-olds <p>4.2.6 EY staff with EYPS</p> <ul style="list-style-type: none"> • Data item changed to include staff working directly with 2-year-olds <p>5.2.5 Basis for funding</p> <ul style="list-style-type: none"> • New data item to record the basis on which a 2-year-old has been funded for an early education place. To be completed by the LA not early years settings. 	<p>Gill Turner, DDU, EDD 10 June 2013</p>
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	<p>5.4 Home Information module</p> <ul style="list-style-type: none"> • text re-organised to clarify explanation that address information can be submitted in one of two formats and that postcode is required regardless of the format <p>6.1 Childminding network background</p> <ul style="list-style-type: none"> • explanation added that this section applies to childminders grouped in a childminding network. • re-ordering of text to clarify explanations <p>8. Codesets</p> <ul style="list-style-type: none"> • CHMD, childminder, added to category of EY provider <p>Previous section 9, glossary, dropped from this document – this is not provided in any other guidance document and anything important should be included in the text of the document itself.</p> <p>Section 10 represented as annexes A and B</p>	
0,2	A number of amendments made following comments from Policy, TDU and DDU colleagues.	Chris Noble CSU 02/10/2013

1. Introduction

1.1 Purpose of this document

This document is provided for use by Local Authorities (LAs) who fund Early Years provision, so that relevant staff can:

- understand the rationale behind, and purpose of, the Early Years Census (Section 1);
- prepare for the Early Years Census;
- populate their systems with the required data for children and providers (Sections 4 and 5);
- keep their data up to date during the year; and
- complete the Early Years Census return for 2014 (Section 2)

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

This document is published on the [Department's website](#)

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

Information on how the data collected in the Early Years Census is used in the calculation of the Dedicated School Grant is published on the [Department's website](#).

1.2 Changes from the 2013 Early Years Census

1.2.1 Individual level data on funded 2-year-olds

Individual child level data is required in the 2014 Early Years Census for all funded 2-year-olds in the same way that it is currently provided for funded 3- and 4-year-olds. Individual child level data is not required for non-funded 2-year-olds, in the same way that it is not required for non-funded 3- and 4-year-olds.

From September 2013, local authorities have a statutory duty to provide 570 hours a year of funded early education to looked after 2-year-olds and those from families who meet the criteria also used for free school meal eligibility. Nationally we expect some 130,000 children to receive funded provision. From September 2014 the duty will be extended to cover more children and we expect some 260,000 2-year-olds to receive funded provision.

1.2.2 New data item – basis for funding

This new data item records the basis on which a 2-year-old has been funded for an early education place. It will enable the Department to analyse whether the new entitlement of funded early education places for 2-year-old children is being taken up by the intended recipients. This information will be known by the local authority that provides the funding for these 2-year-old children.

1.2.3 Categorisation of childminders

A single Early Years Census return should be made for childminders who are not in a childminding network but deliver funded places. The category of childminder has been added to the codeset for Early Years Provider Category to enable childminders to be identified separately from childminding networks.

Code	Description
PRIV	Private
VOLY	Voluntary
INDS	Registered Independent School
LADN	LA Day Nursery
CNET	Childminding Network
OTHR	Other
CHMD	Childminder

The Childcare Act 2006 states that from 1 September 2008 any provider of childcare working with three or more people on domestic premises should either be classified as an early or later years childcare provider, or both, but not as a childminder. Therefore, an individual childminder working with three or more adults will need to be recorded as a private, voluntary or other in the Census and not as a childminder or included as part of a childminding network.

1.2.4 Number of teaching staff participating in EY education

The number of staff working directly with 2-year-old children, as well as 3- and 4-year-old children should be recorded.

1.2.5 Number of EY staff with QTS

The number of staff with QTS working directly with 2-year-old children, as well as 3- and 4-year-old children should be recorded.

1.2.6 Number of EY staff with EYPS

The number of staff working with EYPS directly with 2-year-old children, as well as 3- and 4-year-old children should be recorded.

1.3 Who is in the scope of the Early Years Census?

All English providers of funded Early Years (EY) education in the private, voluntary and independent (PVI) sectors are within the scope of the Early Years Census. In 2008, it became mandatory to collect the data for the Early Years Census at individual child level and only in relation to those children taking up a funded place. Other children fall outside the scope of the census except for a few aggregate measures at Establishment level. The Census must only include PVI providers that have funded children. Any PVI provider within the LA that has no funded children at the time of the Census must NOT be included.

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

- a 2-year-old has a date of birth between 1 January 2011 and 31 December 2011
- a 3-year-old has a date of birth between 1 January 2010 and 31 December 2010; and
- a 4-year-old has a date of birth between 1 January 2009 and 31 December 2009.

1.4 Rationale behind the Early Years Census

The child-level Early Years Census was collected nationally for the first time in 2008. Its introduction meant that individual-level data on three and four-year old children in early years settings was available in a similar manner to that collected on children in mainstream schools via the School Census. This enables a more accurate distribution of funding to schools and authorities, better demonstration of proper accountability for the expenditure in this area, and better formulation and evaluation of policy. The collection of individual-level data on funded two year olds is being introduced to the Early Years Census in 2014.

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

- data should be collected once and used many times;
- collection and sharing of data should be fully automated;
- the value of any data collected should demonstrably outweigh the costs; and
- personal data on individuals should be properly protected.

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

The data collected and transmitted are as defined in the [Common Basic Data Set](#) (CBDS).

1.5 Statutory basis of the Census

The individual level data collection from private, voluntary and independent settings has become a statutory requirement on providers and LAs through regulations under [Section 99 of the Childcare Act 2006 \(The Education \(Provision of Information About Young Children\) \(England\) Regulations 2007\)](#).

By putting the Early Years Census on a statutory basis:

- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to Data Subjects under the Data Protection Act - see 1.6 below;
- providers and LAs are protected from any legal challenge that they are breaching a duty of confidence; and
- it helps to ensure that returns are completed by providers.

1.6 Data Protection and security

Data kept on children (in any medium, including within a MIS) is personal data. The data must be managed in accordance with the requirements of the [Data Protection Act 1998](#). All staff who have access to personal data should be aware of their responsibilities under the Act. LAs should advise providers about their responsibility to hold data in accordance with the Act.

A section in the Safeguarding Vulnerable Groups Act 2006, places the information collected under Section 99 of the Childcare Act 2006 in the category of 'controlled activity in relation to children'. [Guidance](#) has been issued under the Safeguarding Vulnerable Groups Act to the effect that a person who falls within the category must be checked against the children's barred list. All those with access to individual child-level information collected under these provisions such as staff within an LA, central government staff or an information collator, will need to have a check against that list carried out.

1.7 Structure of the Early Years Census

The 2014 Early Years Census consists of two elements (Establishment and Child) and each comprises a set of data items. The individual data items are listed in Sections 4 and 5.

1.8 Key Concepts

1.8.1 Data quality

In order to properly account for children in EY provision and to allocate funding fairly, it is important that the data collected by providers and LAs, for onward transmission to the Department for Education (DfE), is both accurate and complete. Additionally, clean, accurate and up-to-date Ofsted URNs returned as part of the Early Years Census will allow the DfE to link EYC returns to Ofsted inspection ratings for further analysis. Over time, we will be able to monitor the quality of early years settings receiving government funding to deliver funded early education places

In Sections 4 and 5 there is a complete list of data items required by the Census, together with an explanation of each of them. For instance, it is important that a child's correct and full name is recorded and not just a shortened version. Where providers of data adhere to this requirement, it will help ensure that duplicate records are quickly identified and aid the speed of the process by which funding is allocated to providers.

1.8.2 Duplicate Records

A child can legitimately be attending more than one EY setting. It is only a problem if the total number of funded hours for a child is over the funded entitlement, which was increased to 15 hours a week for 38 weeks a year in September 2010. It is likely that the only time that this will be identified is when duplicate names are submitted to the LA by two different providers or when DfE finds duplicates for a child accessing a funded place in a neighbouring LA.

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

1.8.3 Unique Identification

Much consideration has been given to how a child can be uniquely identified. The Unique Pupil Number (UPN) is used in schools but it is not available for children in private, voluntary and independent providers. Any matching of records will be based on name, date of birth and postcode of each child and it is, therefore, very important that the data provided for these items is accurate.

2. Completing the Early Years Census

This section provides guidance on completing the Census. It covers when the Census should be prepared and data generated, and what steps will need to be taken on or around Census day.

2.1 Census Dates

Every LA is required to provide an individual child level Early Years Census return in 2014 to the Department.

Every funded private, voluntary and independent EY setting in England is required to provide the necessary information to their LA to enable them to complete the return.

The key dates are as follows:

Census Day is Thursday 16 January 2014. The Census will collect data on all children accessing funded provision during Census week.

- Deadline for the 2014 submission of data to DfE is Friday 14 March 2014.
- LAs may want to notify their providers of their own local deadline for the submission of data and it is vital that they comply with these.

2.2 Steps in Census generation

- I. Data is provided by private, voluntary and independent providers to the LA Early Years contacts and may be in paper or electronic format. A data collection template is provided in annex A to this document (together with a guide to completion in annex B) which LAs can choose to use with their providers. The data provided should be signed off as accurate and complete by the head of the establishment.
- II. LA either inputs or imports data into its own MIS. Data will preferably be validated on entry.
- III. Any queries will be resolved between the LA and the provider.
- IV. LA produces the Census return according to the Business and Technical Specification published on the [Department's website](#).
- V. LA uploads the return to the Department via [the COLLECT system](#)
- VI. Further validation takes place in COLLECT. Any errors are resolved in partnership with the provider so that consistency of records is maintained

VII. LA return is finally submitted to DfE via COLLECT no later than Friday 14 March 2014.

2.3 Provision of data by early years settings to the LA

Providers should make sure that their data is produced to reflect the children receiving funded education in their setting on Census Day and that all data items described in Sections 4 and 5 are completed. As soon as possible after that, they should send this information to their LA contact and this may be in either paper or electronic format. Providers and LAs should agree a process for this to take place. LAs may choose to use the template in annex A.

Validation of data supplied by LAs will take place in COLLECT. Any validation that takes place prior to loading will be very helpful. This should mean fewer validation errors when the Census return is generated, and substantially reduce the number of errors in the return and the work needed to subsequently resolve these.

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

2.4 Data checking and validation

Census data is used by DfE, other government departments, LAs, schools, external agencies and educational researchers. The data is also used for funding purposes and accuracy of data is therefore paramount.

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

LAs should check that every return from providers has been authorised by the head of the establishment.

2.5 Resolving Conflicts

Errors and inconsistencies in the data should be resolved between the LA and the provider before the full return for the LA is run. LAs should advise their providers of the means by which this process will be undertaken.

2.6 Generation of the Early Years Census return by the LA

This guide should be read in conjunction with the Early Years Census Business and Technical Specification which is published on the [Department's website](#).

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

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

CSV to XML converter spreadsheet

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

A single file per setting is required that complies with the structure and format as set out in the specification, and this should ideally be an xml file. However, if the LA has generated a csv file (which is compliant with the structure in the specification) then this may be rendered loadable if it is passed through the csv to xml converter tool that DfE has made available. This tool will output a correctly formatted xml file that can then be uploaded into COLLECT. Please contact the Data Collection Helpdesk to request this converter by completing a [service request form](#)

Data entry spreadsheet

The Department provides a data entry spreadsheet which enables the input of file header and individual pupil record information. On completion of entry of the data the file can then be converted to xml format, via the spreadsheet, to allow for uploading to COLLECT. The availability of the data entry spreadsheet will be announced in the Early Years Census 'Early Warning' and 'Final Readiness' News Bulletins and published on [the Department's website](#).

2.7 Sending the Early Years Census return to DfE

LAs will submit the required data to the Department via COLLECT using the following steps:

- Log onto the Department's secure website.

- Upload a file:
 - if you wish you can upload a single establishment file. You can access COLLECT as many times as you wish and upload single files (drip feeding).
Alternatively:
 - if you wish you can upload a ZIP file containing the files from many individual establishments. COLLECT will “unpack” the ZIP file and load and validate your data return.

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

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

The above is a brief outline of the process. Prior to the data collection you will be able to access detailed COLLECT guidance documentation. Availability of this guidance will be announced in the Early Years Census ‘Early Warning’ and ‘Final Readiness’ News Bulletins and published on [the Department’s website](#).

3. Preparation – data items required

3.1 Introduction

Most of the data items collected in the Early Years Census are those which a provider would be expected to use to secure funding and for its own purposes. The majority of items should therefore be kept up to date as part of normal business processes.

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

3.2 Data to be collected in the Early Years Census

The Early Years Census collects two sets of data:

Establishment level data	Data relating to the Private, Voluntary or Independent Early Years funded provider.
Pupil / child level data	Data relating to the individual child taking up an entitlement to funded early education

The data items are fully defined in the [Business and Technical Specification](#) and the [CBDS](#). Additionally, codesets for individual data items are given at Section 8.

4. Establishment level

This section lists in detail the data items required for the establishment level of the Early Years Census

4.1 Establishment Characteristics module

4.1.1 LA Number

The Local Authority (LA) three digit code identifies a particular LA. The LA number represents the one that is responsible for funding children within the setting.

4.1.2 Establishment Unique Reference Number

The DfE unique reference number for the EY provider.

4.1.3 Ofsted EY URN

The OFSTED unique reference number for the EY provider (Old format is 6 digits - new format prefixes the digits with 'EY').

4.1.4 Establishment Name

Name in full.

4.1.5 Telephone Number

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

4.1.6 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

4.1.7 Collection Contact Surname

Surname of the contact for enquiries in connection with the collection.

4.1.8 Collection Contact Forename

Forename of the contact for enquiries in connection with the collection.

4.1.9 Collection Contact Middle Name(s)

Middle name(s), where appropriate, of the contact for enquiries in connection with the collection.

4.1.10 EY Setting e-mail

The e-mail address provided must be for an account that is used on a regular basis and one that is accessible to the main contact. This e-mail address may be used for future DfE correspondence.

4.1.11 Contact Position

Position of contact within the EY provider (free text), e.g. proprietor, manager.

4.1.12 Category of EY Provider

Shows the category of provision - e.g. private or voluntary. See codeset at Section 8.

4.1.13 EY Provider Category Other

Shows the category of provision where the category is not one of the named values. Accompanying textbox only applicable where Category of EY provider = OTHR (See codeset at Section 8).

4.1.14 Type of EY Setting

Shows the type of provider e.g. day nursery. Only applicable where Category of EY Provider is PRIV or VOLY (Other providers do not need to complete this and should leave it blank). See codeset at Section 8.

4.1.15 EY Setting Type Other

Shows the type of Setting where the EY Setting is not one of the named values in the codeset. Accompanying textbox only applicable where Type of EY Setting = OTH (See codeset at Section 8).

4.1.16 EY Day Care

Whether full day or sessional care is provided. Only applicable where Category of EY provider is PRIV or VOLY (See codeset at Section 8). Other providers do not need to complete this and should leave it blank.

4.1.17 EY Day Care Other

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

4.1.18 Continuous Opening

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

4.1.19 Maintained School Relationship

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

4.1.20 Other Establishment Partnership

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

4.1.21 EY Hours open per week

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

4.1.22 EY Weeks open per year

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

4.1.23 EY Funding Weeks

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

4.2 Staff Information module

4.2.1 Total teaching staff at establishment

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

4.2.2 Total staff at establishment with QTS (Qualified Teacher Status)

Those of the total teaching staff with Qualified Teacher Status.

4.2.3 Total staff at establishment with EYPS (Early Years Professional Status)

Those of the total teaching staff with Early Years Professional Status.

4.2.4 Teaching staff participating in EY education

Number of staff working directly with 2-, 3- and 4-year-old children.

4.2.5 EY staff with QTS (Qualified Teacher Status)

Those of the teaching staff with QTS who are working directly with 2-, 3- and 4-year-old children.

4.2.6 EY staff with EYPS (Early Years Professional Status)

Those of the teaching staff with EYPS who are working directly with 2-, 3- and 4-year-old children.

4.3 Pupil / Child Statistics module

4.3.1 Number of 2-year-olds

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

4.3.2 Number of 3-year-olds

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

4.3.3 Number of 4-year-olds

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

5. Pupil / child level

This section lists in detail the data items required for the pupil/child level of the Early Years Census.

5.1 Pupil / Child Identifiers module

5.1.1 Pupil / Child Surname

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

5.1.2 Pupil / Child Forename

In full, not shortened or familiar versions.

5.1.3 Pupil / Child Middle Name

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

5.1.4 Pupil / Child Preferred Surname

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

5.1.5 Date of Birth

The child's date of birth.

5.1.6 Gender

Gender of child (See codeset at Section 8).

5.2 Pupil / Child Characteristics module

5.2.1 Child Ethnicity

There is a list of recognised and acceptable ethnic descriptions and codes at Section 8. Providers are asked to record these according to how the parents describe the child's ethnic origin and not as they perceive the child. Information on the ethnicity of recipients of funded EY places will be used to monitor inclusion strategies and other government and local initiatives.

The collection of ethnicity data from parents is not mandatory and parents are not obliged to provide this data if they do not wish to do so. This brings the EY Census into line with the School Census in respect of children under the age of five.

The value of 'NOBT' (Not obtained) should be used if this information has not been collected. If parents have refused to provide the information then code 'REFU' (Did not wish to be recorded) should be used

5.2.2 Funded Hours

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

5.2.3 Hours at Setting

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

5.2.4 Total Funded Spring Hours

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

5.2.5 Basis for Funding

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

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

Code	Description
ECO	Economic criteria (receipt of benefits or tax credits)
HSD	High-level SEN or disability (children have a statement of special educational needs; a personal Education, Health and Care plan or who attract Disability Living Allowance)
LAA	Looked after or adopted from care
OTH	Other (not meeting any of the national eligibility criteria above)

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

5.3 Special Educational Needs module

5.3.1 SEN Provision

Provision types under the SEN Code of Practice (See codeset at Section 8).

5.4 Home Information module

Address information should be provided in whichever format the data is currently held within a management information system – either SAON, PAON, post town etc (BS7666 Address) or Address Line 1-5. Postcode should be provided with either format.

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

5.4.1 SAON - sub-dwelling

Flat, apartment name or number or other sub-division of a dwelling. Sub-dwelling

5.4.2 PAON - dwelling

Dwelling name and/or number.

5.4.3 Street

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

5.4.4 Locality

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

5.4.5 Town

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

5.4.6 Administrative Area

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

5.4.7 Post Town

Post Office usually assigns these based on Sorting Office.

OR

5.4.8 Address Line 1

First Line of Address.

5.4.9 Address Line 2

Second Line of Address.

5.4.10 Address Line 3

Third Line of Address.

5.4.11 Address Line 4

Fourth Line of Address.

5.4.12 Address Line 5

Fifth Line of Address.

AND

5.4.13 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

6. Childminding network

6.1 Background

The scope of this collection includes childminders who deliver funded early education to two, three and four year old children. The following guidance applies to those childminders grouped in a childminding network.

A childminding network should be treated as a single provider as part of the Early Years Census and the total number of staff and children in the network recorded. Only one return is required per childminding network.

All childminders within the network and any colleagues should be recorded as the number of staff. For example, a childminder working with another and an assistant would be recorded as having three staff. The Childcare Act 2006 indicates that if you provide childcare and work with three or more people on domestic premises after 1 September 2008 then you are either classified as an early or later years childcare provider or both but not as a childminder. Therefore, an individual childminder working with three or more adults will need to be recorded as an Early Years Provider (Private, Voluntary or Other) in the Census and should not be included in a childminding network.

Additional information is given below regarding some of the data items and how they should be recorded for childminding networks.

6.2 Data Items

The data items given in sections 6.2.12 to 6.2.15 have been identified as being more problematic for childminding networks, due to the difficulty in making a single judgement for a network made up of a number of childminders with different working patterns. For 2014, we suggest that LAs continue to use their current method of aggregation to populate the items below, as a non-response will trigger validation errors in COLLECT.

6.2.1 Maintained School Relationship

LAs should indicate whether any of the childminders in the network operate on the premises of a maintained school, or have a contract or partnership agreement with such a school.

6.2.2 Other Establishment Partnership

LAs should indicate whether any of the childminders in the network work in partnership with another establishment to provide funded early education.

6.2.3 Total teaching staff at establishment

LAs should indicate the total number of childminders and assistants at the network

6.2.4 Total staff at establishment with Qualified Teacher Status (QTS)

LAs should indicate the number of childminders at the network with Qualified Teacher Status.

6.2.5 Total staff at establishment with Early Years Professional Status (EYPS)

LAs should indicate the number of childminders at the network with Early Years Professional Status.

6.2.6 Teaching staff participating in EY education

LAs should indicate the number of childminders at the network working directly with 2-, 3- and 4-year-old children

6.2.7 EY Staff with QTS

LAs should indicate the number of childminders at the network with QTS who are who are working directly with 2-, 3- and 4-year-old children.

6.2.8 EY Staff with EYPS

LAs should indicate the number of childminders at the network with EYPS who are working directly with 2-, 3- and 4-year-old children.

6.2.9 Number of 2 year olds

LAs should indicate the number of 2-year-olds accommodated (funded and non-funded pupils) at the network. Zero means none at this age.

6.2.10 Number of 3 year olds

LAs should indicate the number of 3-year-olds accommodated (funded and non-funded pupils) at the network. Zero means none at this age.

6.2.11 Number of 4 year olds

LAs should indicate the number of 4-year-olds accommodated (funded and non-funded pupils) at the network. Zero means none at this age.

6.2.12 Continuous Opening

LAs should indicate whether any of the childminders in the network are continuously open during the day.

6.2.13- EY Hours Open per Week

Number of hours each week that the childminder is open for (to the nearest half hour, and where the half hour is represented by 0.5). Details for the childminder within the network, who is open the longest, should be entered.

6.2.14 EY Weeks Open per Year

Number of weeks per year that the childminder is open for (to the nearest half week, and where the half week is represented by 0.5). Details for the childminder within the network, who is open the longest, should be entered.

6.2.15- EY Funding Weeks

For how many weeks in the current calendar year is the childminder open and funded by the LA (to the nearest half week, and where the half week is represented by 0.5). This item is only mandatory for providers open and funded for over 38 weeks. Details for the childminder within the network, who is open the longest, should be entered.

7. Further information

For further advice on the completion of any part of the Census return, providers should contact their LA in the first instance.

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

This document is posted on the [DfE website](#)

8. Codesets

Gender

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

Basis for Funding

Code	Description
ECO	Economic criteria (receipt of benefits or tax credits)
HSD	High-level SEN or disability (children have a statement of special educational needs; a personal Education, Health and Care plan or who attract Disability Living Allowance)
LAA	Looked after or adopted from care
OTH	Other (not meeting any of the criteria above)

SEN Provision

Code	Description
N	No Special Educational Need
A	School Action or Early Years Action
P	School Action Plus or Early Years Action Plus
S	Statement

Category of EY provider

Code	Description
PRIV	Private
VOLY	Voluntary
INDS	Registered Independent School
LADN	LA Day Nursery
CNET	Childminding Network
OTHR	Other
CHMD	Childminder

EY setting type

Code	Description
DNS	Day Nursery
PPS	Playgroup or Pre-school
NUR	Nursery school
FCI	Family / Combined / Integrated Centre
SSM	Sure Start Children's Centre - Main Centre Site
SSL	Sure Start Children's Centre - Linked Provider
OTH	Other

EY day care

Code	Description
F	Full Day
S	Sessional Day
O	Other Day Care

Annex A – Data collection template

<p>Data Collection Template for Private, Voluntary and Independent Providers of Early Education for Children aged two three and four years old as at 31 December 2013) Jan-14</p> <p>Action by: xx/xx/2014</p> <p>Date of Issue: xx/xx/2014</p>																																											
<p>Section 1 - Provider Details</p> <p>Local Authority Name</p> <p>Local Authority Number</p> <p>DfE URN</p> <p>OFSTED URN</p> <p>Provider Name 1</p> <p>Postcode 2</p> <p>Telephone 3</p> <p>Email Address 4</p> <p>Contact Forename(s) 5</p> <p>Contact Surname 6</p> <p>Contact Position 7</p>																																											
<p>Section 2 - General Details of Provision (i.e. boxes 8 to 53) Note: This relates to ALL children in your care</p> <p>Section 2A - Category of Provider</p> <table border="1"> <tr> <td>i. Private</td> <td>8</td> <td></td> <td>Go to boxes 16-38</td> </tr> <tr> <td>ii. Voluntary</td> <td>9</td> <td></td> <td>Go to boxes 16-38</td> </tr> <tr> <td>iii. Registered Independent School</td> <td>10</td> <td></td> <td>Go to box 39</td> </tr> <tr> <td>iv. Local Authority Day Nursery</td> <td>11</td> <td></td> <td>Go to box 39</td> </tr> <tr> <td>v. Childminder</td> <td>12</td> <td></td> <td>Go to box 39</td> </tr> <tr> <td>vi. Childminding Network</td> <td>13</td> <td></td> <td>Go to box 39</td> </tr> <tr> <td>vii. Other</td> <td>14</td> <td></td> <td>Go to box 14</td> </tr> <tr> <td>If you have ticked 'other' (box 14) please specify:</td> <td>15</td> <td></td> <td>Go to box 39</td> </tr> </table>				i. Private	8		Go to boxes 16-38	ii. Voluntary	9		Go to boxes 16-38	iii. Registered Independent School	10		Go to box 39	iv. Local Authority Day Nursery	11		Go to box 39	v. Childminder	12		Go to box 39	vi. Childminding Network	13		Go to box 39	vii. Other	14		Go to box 14	If you have ticked 'other' (box 14) please specify:	15		Go to box 39								
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Section 2C

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

	Yes	No
Are you continuously open during the day?	39 <input type="text"/>	40 <input type="text"/>
Do you operate on the premises of a maintained school or have a contract or partnership agreement with a maintained school?	41 <input type="text"/>	42 <input type="text"/>
Do you work in partnership with another establishment to provide funded early education?	43 <input type="text"/>	44 <input type="text"/>
How many hours are you open each week?	45 <input type="text"/>	
How many weeks are you open each year?	46 <input type="text"/>	
How many weeks in the current calendar year is the provider open and funded by the LA?	47 <input type="text"/>	

Staff

Total number of teaching staff, both paid and unpaid?	48 <input type="text"/>
Total number of teaching staff that have Qualified Teacher Status (QTS)?	49 <input type="text"/>
Total number of teaching staff that have Early Years Professional Status (EYPS)?	50 <input type="text"/>
How many teaching staff, both paid and unpaid, do you have who are directly involved with the care of 2-, 3- and 4-year-old children?	51 <input type="text"/>
How many teaching staff, both paid and unpaid, do you have who are directly involved with the care of 2-, 3- and 4-year-old children and have Qualified Teacher Status (QTS)?	52 <input type="text"/>
How many teaching staff, both paid and unpaid, do you have who are directly involved with the care of 2-, 3- and 4-year-old children and have Early Years Professional Status (EYPS)?	53 <input type="text"/>

Number of children by age

Number of 2-year-olds?	54 <input type="text"/>
Number of 3-year-olds?	55 <input type="text"/>
Number of 4-year-olds?	56 <input type="text"/>

Annex B – Guide for data collection template

Information about children

Please record the normal situation during the week beginning 13 January 2014. If children are temporarily absent, for example, sick or on holiday, please include them. If the provider was temporarily closed for any reason, record the situation which would have applied during the week temporarily closed for any reason, record the situation which would have applied during the week.

Section 2: General Details of Provision (i.e. boxes 8-53)

Note: This relates to ALL children in your care.

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

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

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

If you are a private or voluntary provider delivering early years provision as a Sure Start Children's Centre main centre or as a linked provider, please enter a tick in section 2Ai or ii, as appropriate, and then complete section 2B.

Please note: a Sure Start Children's Centre is a provider that provides a range of easily accessible and flexibly tailored services for children from conception until the age of 5. It may have been developed from a Sure Start local programme, neighbourhood nursery, early excellence centre, maintained nursery, primary school or private and voluntary sector provision. The children's centre model can be on a single-site, split-site (with buildings in pram-pushing distance of each other), campus or linked provider.

Section 2Ai and 2Aii - Nursery Schools: *A nursery school is a private or voluntary nursery school which is not part of a registered independent school. A nursery unit or nursery class which is part of a registered independent school should be classified as Section 2Aiii.*

Section 2Aiii - *A registered independent school is defined in Section 463 of the Education Act 1996 as an institution providing full-time education for five or more children of compulsory school age, other than one maintained by a Local Authority or a non-maintained special school.*

Section 2 iv - A local authority day nursery is an early years provider maintained by the local authority which excludes provision provided by the local education authority e.g. nursery schools attached to schools

Section v and vi - From September 2012, some childminders who are not in a childminding network will be funded to deliver funded places if they meet criteria set out in statutory guidance. In such cases, the individual childminder will now be required to make a single Census return as opposed to being grouped into a network.

Section 2B: Private or Voluntary providers only

You must complete this section if you have ticked either of boxes 2Ai or ii (boxes 8 or 9)

Provision for Funded early education is categorised / classified as Full Day Care and Sessional. These are defined as :

Full Day Care: Facilities that provide day care for children under 8 for a continuous period of 4 hours or more in any day in premises which are not domestic premises. Boxes 16-22.

Sessional Day Care: Facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider. Boxes 23-29.

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

Other type: this category should only be used when a provider definitely does not fit into either of the categories in Section 2Bi, ii, iii, iv, v or vi (boxes 22, 29 and 36).

Other care: this category should only be used when a provider definitely does not fit into Full Day Care and Sessional Day Care (boxes 30-36).

Section 2C - Information about staff in this survey should relate to those who have been present in the week beginning 13 January 2014. If unusual circumstances occur that week (i.e. if premises were unavailable), please record usual staffing levels.

Qualified Teacher Status is the recognised level of qualification for teachers in most

schools. Staff may have followed different routes to achieve this status including the successful completion of an approved course of initial teacher training.

Early Years Professional Status (EYPS) is a professional status for practitioners working in early year's settings to recognise their expertise as practitioners and professional leaders. The status of EYPS will be equivalent in level to Qualified Teacher Status (QTS), but each status will be based on a different set of skills and knowledge.

Section 3: Child Level Data Items

Child level data is required from any PVI setting where one or more of their children (aged 2, 3 and 4 years as at 31 December 2013) are receiving Early Years education that is funded by DfE.

Child Identifiers

Surname

Forename

Date of Birth - The child's date of birth.

Gender - Gender of child.

Child Preferred Surname - The surname most commonly used in the provider.

Child Characteristics

Child Ethnic Code - The codes collected will be those specified for use by the LA which can be found in [CBDS](#)

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

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

Total Funded Spring Hours - Where the provider is funded for more than 38 weeks of the year, the number of hours for which the LA is paying for the child between 1 January and 31 March (to the nearest 0.5 hours).

Child SEN

SEN Provision - Provision types under the SEN Code of Practice.

Home Information

Postcode - The code allocated by the Post Office to identify a group of delivery points.

Address Line 1 - First line of address.

Address Line 2 - Second line of address.

Address Line 3 - Third line of address.

Address Line 4 - Fourth line of address.

Address Line 5 - Fifth line of address.



Department
for Education

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