

## **Appendix A – Discussion Guides**

## HMRC/DfE

**Families' experiences and behaviour in the Childcare Affordability Pilots (CAP09)****Discussion Guide – FINAL (01/10/10)****Disabled Children's Pilot – Not Interested and Interested groups - EXTENDED****Objectives of the Disabled Children's pilot:**

The aim of the Disabled Children's pilot is to test whether increasing the childcare cost limits (but maintaining support at 80% of costs) for families with disabled children, increases the number of such parents entering sustainable employment and taking up formal childcare. These higher limits are £250 for one disabled child, £300 for one severely disabled child and £350 for two or more children, only one of whom need be disabled. This study is important and will help HM Revenue & Customs and the Department for Education better understand the needs and experiences of parents of disabled children.

A total of 50 interviews will be conducted for this study, around 20 interviews will be with customers in the Control group who were offered 80% costs with the current limits (£175 for one child and £300 for two or more children), and around 30 interviews will be with customers in the Pilot group who were offered 80% costs with higher limits (£250 for one disabled child, £300 for one severely disabled child and £350 for two or more children, only one of whom need be disabled). In addition to this, each participant will belong to one of the following groups<sup>1</sup>:

- **Group 3: Families who have been in contact with *Spoken For* but said they did not want to register an interest;**
- **Group 4: Families who have registered an interest but did not find work and childcare before the pilot closed in April 2010;**
- Group 5: Families who registered an interest and have subsequently found work and childcare.

The objective of these interviews is to understand the reasons for why customers in Groups 3 and 4 are choosing not to, or are unable to take part in the Childcare Affordability Programme.

Specific objectives are as follows:

- To explore why after receiving notification of assistance with their childcare costs, some families chose not to or were unable to move into work and childcare,
- To explore awareness of CCE, what parents were aware they were available for
- To explore why they were unable to find work and whether the offer caused them to increase their job search intensity?
- To explore what kind of mix (formal/informal) parents are using, and their perceptions of the benefits and drawbacks of each.
- For families who registered an interest in the offer, but did not move into work and/or childcare:
  - To explore the reasons why they were interested in the pilot;
  - To explore the barriers which prevented them from moving into work and/or formal childcare; and,
  -
- To explore the reasons why some families told the helpline that they were not interested in the offer.
  - Were there any issues surrounding perceived eligibility?

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<sup>1</sup> The CAP09 pilots and evaluation were scaled back following the 2010 election and some components of the evaluation were removed, for example, research with some groups of families.

- To explore why they were unable to find suitable childcare: Why did they consider childcare to be unsuitable? And to what extent this was a factor in them not taking up the offer?

### **Objectives of the DfE extended interviews**

The aim of the project extension of the Disabled Children's pilot is to explore the perceptions and experiences of parents of disabled children in finding and using childcare for their disabled children and examine the extent to which affordability and accessibility are barriers to using childcare.

These interviews are being undertaken with 10 people (4 from Group 3 and 6 from Group 4) who received notification of the pilot offer and subsequently did not take it up, as well as with 10 people (4 from Group 3 and 6 from Group 4) who received notification of the control offer and subsequently did not take this up.

Specific objectives are as follows:

- To explore parents' perceptions of the degree to which cost is a barrier to take-up of childcare including:
  - Financial limitations - knowledge of benefits including what entitled to and how to claim
  - Whether childcare providers charge more for care of disabled children
  - Whether cost of transport is a barrier to use of childcare
- To explore parents' level of confidence in providers (particularly with children with complex needs) and possible attitudinal barriers on part of some providers/parents.
- To explore parents' perceptions and experiences of availability and level of flexibility of appropriate childcare including:-
  - Siblings being able to access childcare with same provider
  - Possible shortfall in holiday and/or leisure activities
  - How they access information on childcare (including their knowledge, and use of, Family Information Service (FIS)).

### **Note to moderator:**

The participants in this research should all recall receiving a copy of the letter outlining the details of Pilot scheme which offered parents of Disabled children in London **80% of childcare costs with higher limits of £250 per week for a disabled child, £300 per week for a severely disabled child and £350 for two or more children, only one of whom need be disabled.** They will also fall into one of the following groups:

#### **Group 3**

- These families have been in contact with the helpline and said they did not want to register an interest.
- With this group we will be particularly interested in finding out their reasons for not being interested in the pilot, their view of the helpline, and their view of the offer.

#### **Group 4**

- These families have been in contact with the helpline, and registered an interest but were subsequently unable to find work and childcare

- This group will potentially have a lot to say about the impact of the pilot on their search for work and suitable childcare in the area, as well as the barriers they faced in looking for suitable work and childcare.

Please keep the group you are interviewing in mind while you are conducting the interview and probe and challenge sensitively and accordingly.

### Further information:

- We will conduct paired-depth interviews with couples where appropriate;
- All pilot interviews will be held in London between 11<sup>th</sup> October and 19<sup>th</sup> November 2010
- All control interviews will be held in the West Midlands between 11<sup>th</sup> October and 19<sup>th</sup> November 2010
- Each interview/depth to last approximately between one hour and ninety minutes and two hours.

| Notes  | Guide Sections  | Guide Timings     |
|--|---|-------------------|
| <b>1. Introductions and background</b>                   | Sets the scene, reassures participants about the interview, confidentiality. Discusses the general work and life circumstances of the participant.  | 5 minutes         |
| <b>2. Transition into employment</b>                     | This section explores how the participant made the transition into employment in the past. It looks at the triggers and barriers to employment, and their childcare arrangements if they had any. This section will also explore how they went about gaining employment and what barriers existed to them doing so. | Up to 20 minutes  |
| <b>3. Journey to when they received the letter</b>       | This section explores the respondents situation when they received the letter and how this may have influenced their decision not to take up the offer. We are also looking to gauge any lifestyle factors, such as their general levels of organisation and their general attitudes to mail.                       | Up to 20 minutes  |
| <b>4. Barriers to work</b>                               | This section examines what are the main barriers to them finding work and to what extent is finding work the main barrier to them not taking up the pilot offer.  | Up to 20 minutes  |
| <b>5. Experiences and perceptions of childcare</b>       | This section explores current and past use of formal childcare as well as perceptions of formal childcare and how these impact upon their decision to use it  | Up to 10 minutes  |
| <b>6. Accessibility and Confidence in childcare</b>      | This section explores the extent to which accessibility and confidence in childcare providers is a barrier to use of formal childcare.  | Up to 20 minutes  |
| <b>7. Affordability of childcare and other barriers.</b> | This section explores the extent to which affordability of childcare providers is a barrier to use of formal childcare as well as the extent to which childcare was the main barrier to take up of the offer.   | Up to 20 minutes  |
| <b>8. Conclusion</b>                                     | Summing up and concluding remarks   | 5 minutes         |
|  |   | 1 hour 30 minutes |

### Using this guide

We use several conventions to explain to you how this guide will be used. These are described below:

| Timings | Questions   | Notes and Prompts   |
|---------|---|---|
| 5 mins  | <p><b><u>Underlined = Title:</u> This provides a heading for a sub-section</b></p> <p><b>Bold = Question or read out statement:</b> Questions that will be asked to the participant if relevant. Not all questions are asked during fieldwork based on the moderator's view of progress.</p> <ul style="list-style-type: none"> <li>▪ <b>Bullet = prompt:</b> Prompts are not questions – they are there to provide guidance to the moderator if required.</li> </ul> | This area is used to summarise what we are discussing, provides informative notes, and some key prompts for the |

|                   |   |           |
|-------------------|---|-----------|
|                   |   | moderator |
| How long it takes | Typically, the researcher will ask <b>questions</b> and use the prompts to guide where necessary. Not all questions or prompts will necessarily be used in an interview |           |

| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
| 5 mins  | <p><b>1. Welcome and introduction</b></p> <ul style="list-style-type: none"> <li>• Thank participant for taking part</li> <li>• Introduce self, Ipsos MORI</li> <li>• Check that speaking with the main carer of the child (and check who this is in paired depths).</li> <li>• Emphasise that we will be talking about their experiences and barriers to finding work and childcare</li> <li>• Confidentiality: reassure all responses anonymous and that information about individuals will not be passed on to anyone, including back to HMRC or any other Government Department</li> <li>• Explain outline of the research</li> <li>• Role of Ipsos MORI – independent research organisation (i.e. independent of GOVERNMENT), gather all opinions: all opinions valid</li> <li>• Get permission to digitally record – transcribe for quotes, no detailed attribution</li> </ul> <p>PILOT RECRUITMENT CHECK:<br/> <b>I believe you received a letter between September and November 2009 informing you of the Childcare Affordability Programme; this was a special system of help being offered by the Government to the parents of disabled children in London, which offered extra help with childcare costs if you chose to move into work for at least 16 hours per week per parent. Is this correct?</b></p> <p><b>And, just to confirm, you did not take up this offer?</b></p> <p><i>Mention that we will go into the reasons why in more detail later in the interview.</i></p> <p>CONTROL RECRUITMENT CHECK:<br/> <b>I believe you received a letter between September and November 2009 informing you about the help with childcare costs which is available if you chose to move into work for at least 16 hours per week. Is that correct?</b></p> <p><b>And, just to confirm, you did not take up this offer?</b></p> | <p><b>Welcome:</b> orientates participant, gets them prepared to take part in the interview.</p> <p><i>Outlines the ‘rules’ of the interview (including those we are required to tell them about under MRS and Data Protection Act guidelines).</i></p> <p>NOTE: Use the introduction to gauge the register that should be used in the interviews. What is written here is a <i>guide</i> only – but the information provided here should set the tone for the rest of the interviews and indicate how the questions should be phrased (i.e. <b>whether they are currently in or out of work</b>). Try to avoid the use of technical language – unless the participant uses it themselves – and explain terms clearly.</p> <p><b>MODERATOR NOTE: Fine to mention HMRC at this stage. However, please do not mention the alternative limits of payment to participants</b></p> <p><b>Note that some families who were offered the pilot did not they get the increased amount because they did not go through the CAP09 process – if they have missed out on an increased amount this will need to be approached sensitively.</b></p> <p>MODERATOR NOTE: Some Group 3 participants may not remember the offer as they were contacted almost a year ago and may have had very little contact with Spoken For about it.</p> |

| Timings | Key Questions  | Notes and Prompts   |
|---------|--|---|
|         | <p><i>Mention that we will go into the reasons why in more detail later in the interview.</i></p> <p><b><u>Personal Background</u></b></p> <p><b>I'd like to start by learning a little about you.</b></p> <p><b>Can you tell me a bit about your household?</b></p> <ul style="list-style-type: none"> <li>- <b>Can I just check how many children do you have and <u>how old are they?</u></b></li> <li>- <b>Does anyone else live with you?</b> PROBE: Partner, another family member, friends.</li> <li>- <b>I understand that you have a disabled child/ren, is that right? Can you tell me a little bit about them?</b></li> </ul> <p>MODERATOR: sensitively probe on the type of disability/ disabilities the child/ren have and what specialist care they may require/ their names/ age/what does the mentioned disability mean/ how does it affect his/her day-to-day activities?</p> <p><b>MODERATOR NOTE: Try to get an understanding of what specialist care their child needs because of their disability but do so sensitively. After this point also refer to the disabled child by name rather than 'disabled'</b></p> <p><b>And can I ask, are you currently employed?</b></p> <p>IF YES:</p> <ul style="list-style-type: none"> <li>- <b>What job do you do?</b></li> <li>- <b>How many hours a week do you work? Full time or part time?</b></li> <li>- <b>How long have you been doing that job?</b></li> <li>- <b>What did you do before this job?</b></li> <li>- <b>How are you finding your work?</b></li> <li>- <b>Does anyone else live with you?</b> PROBE: Partner, another family member, friends.</li> </ul> <p>If APPLICABLE: <b>Can you tell me about any work that they do?</b></p> <p><b>What benefits or tax credits, if any, do you currently receive? And what other benefits have you received in the past? IF COUPLE: And what benefits does your partner currently receive?</b></p> | <p>MODERATOR NOTE: The pilot group may have previously claimed or currently claim (for children who are not disabled) the standard help towards childcare costs through the tax credits system. Please clarify that we are talking about the offer of help for parents of disabled children.</p> <p><b>MODERATOR NOTE:</b> Particularly important to get the age of the disabled child – the childcare available for a 3 year old child with complex needs may vary considerably from after school or holiday childcare for a 13 year old with complex needs.</p> <p>MODERATOR NOTE: As well as acting as a lead in to the rest of the interview to make the participant(s) comfortable, this section allows us to begin to understand the outlook of the participant(s).</p> <p>If a paired depth, ask these questions to both participants.</p> <p>MODERATOR NOTE: Please note that for the purposes of the pilot, working less than 16 hours a week will count as being unemployed, Please be aware that participants working less than 16 hours a week are likely to consider themselves employed.</p> <p>MODERATOR NOTE: We expect the majority not to be in work as the group was originally selected because they were out of work. However, others may be in work but not childcare.</p> <p>MODERATOR NOTE: We are primarily interested in the participant and their partner, but if others in the household contribute in some way financially that is also of some, but limited interest.</p> |

| Timings              | Key Questions   | Notes and Prompts  |
|----------------------|---|--|
|                      | <p>MODERATOR: USE SHOWCARD A LISTING BENEFITS</p> <p><b>And how long have you been receiving each of these?</b></p>   |  |
| <p>Up to 20 mins</p> | <p><b><u>2. Transition into employment and use of childcare:</u></b></p> <p>IF PREVIOUSLY EMPLOYED OR RECENTLY EMPLOYED.</p> <p><b>I'd like to start by looking at the work that you have done in the past. I've got a diary here to help us map out what you have done over the years?</b></p> <p>MODERATOR TO USE THE DIARY IN APPENDICES.</p> <p>NOTE TO MODERATOR: If conducting a paired depth, complete diary for both participants. However, please focus on the detailed experiences of the partner who has most recently made the transition to employment.</p> <p><b>Starting from January last year, please tell me about any work that you have undertaken since then, up until the present day?</b></p> <p><b>NOTE TO MODERATOR: IF PARTICIPANT HAS NOT WORKED since January 2009 THEN ASK THEM TO TALK ABOUT WORK THEY HAVE DONE IN THE PAST. TRY TO ACHIEVE AN UNDERSTANDING OF THE TYPE OF WORK THEY HAVE DONE, WHETHER THEY HAVE EVER BEEN IN STABLE EMPLOYMENT, AND IF THEY HAVE EVER USED CHILDCARE WHILE WORKING</b></p> <p>Try to go chronologically, by month, probing with the following questions:</p> <ol style="list-style-type: none"> <li><b>1. Was this work permanent, temporary or casual?</b></li> <li><b>2. What kind of work were you doing?</b> PROBE: Role, skill level, sector and location (in relation to proximity to the home).</li> <li><b>3. What were your working hours? Did you have regular working hours, or did your working hours change regularly?</b></li> <li><b>4. IF MOVED JOB/LEFT EMPLOYMENT: Why was this?</b> PROBE FULLY TO ASCERTAIN THE EXTENT TO WHICH CHILDCARE WAS A FACTOR.</li> </ol> <p><b>MODERATOR: ENSURE THAT THE FOCUS OF THE FOLLOWING QUESTIONS IS ON THE NEEDS AND CARE OF THE DISABLED CHILD/ CHILDREN</b></p> | <p>Try and get as much detail as possible – it may be that people have worked and arranged childcare in the past, in which case we will want to know what has changed to make them refuse the latest offer of help.</p> <p>MODERATOR NOTE: If the participant has not worked since Jan 2009 briefly discuss their employment history – but more interested the type and stability of work they have had rather than a list of every job.</p> <p>MODERATOR NOTE – need to unpick the barriers to employment so we can work out the extent to which the offer may have helped to overcome these and pick it up later when asking why they didn't take up the pilot.</p> <p>Use the prompt card here, for the next few questions.</p> |

| Timings | Key Questions   | Notes and Prompts   |
|---------|---|---|
|         | <p>5. ASK IF APPLICABLE (DEPENDING ON HOUSEHOLD COMPOSITION, AGE OF CHILDREN). <b>How did you manage to balance working with looking after your disabled child? Who looked after them when you were in work?</b> PROBE FULLY FOR ALL SOURCES OF CHILDCARE – FORMAL (such as nurseries or childminders) AND INFORMAL (such as family or friends).</p> <p>6. <b>What formal childcare provider(s) did you use? By formal childcare providers I mean those who are registered with Ofsted and have an official Ofsted number (i.e. the providers that you are required to use to qualify for the assistance provided by HMRC) and nannies.</b></p> <p>7. MODERATOR TO GIVE SHOWCARD OF REGISTERED CHILDCARE PROVIDERS TO PARTICIPANT. <b>When did you use them?</b> PROBE: Ascertain all the different sources used, when they used them. MAP ON DIARY.</p> <p>8. <b>And what informal childcare provider(s) did you use? By informal, I mean any of types of childcare that are not registered with Ofsted.</b> MODERATOR TO MAP OUT CHILDCARE USAGE ON THE DIARY</p> <p><b>MODERATOR NOTE:</b> many parents may not regard family and friends as “childcare”, but basically any care which is not provided by the parents should be counted</p> <p>9. <b>Have you ever used any childcare provided in connection with local charities or community organisations which support families with disabled children?</b></p> <p>10. <b>Did you have to pay for this care? How much did you have to pay and over what period did the payments cover? How easy or difficult was it to find the money to cover these costs?</b></p> <p>11. <b>[Did your use of childcare vary throughout the year? What prompted this?</b><br/>         PROBE: Type of childcare used, also look at whether they had seasonal variations in childcare costs – this will be particularly relevant where there are children of school age in the household.</p> <p><b>FOR THOSE WITH NON-DISABLED CHILDREN:</b></p> <p><b>Were you using any childcare for your other children at this time? What did you use?</b></p> <p>NOTE TO MODERATOR: Most participants will not have been in employment prior to receiving HMRC’s offer of help towards their childcare costs. If they had not undertaken employment in 2009, ask about employment history in general, looking at when they were</p> | <p><b>MODERATOR NOTE – if participant has non-disabled children as well as a disabled child/ren, must ensure that you probe on their experiences of providing/ finding childcare for the disabled child/ren specifically.</b></p> <p><b>MODERATOR NOTE:</b> Initial reaction of why they didn’t take up the offer, this will be examined in more detail later in the guide.</p> |

| Timings | Key Questions  | Notes and Prompts   |
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|         | <p>last in sustainable employment (if applicable), what work they have undertaken in the past and the reasons why they were not in employment.</p> <p>MODERATOR TO RECAP WORK HISTORY AND CHILDCARE HISTORY WITH PARTICIPANT TO CLARIFY DETAILS:</p> <p><i>So, as I understand it...</i></p> <p>OUTLINE THEIR CURRENT WORK/CHILDCARE SITUATION,</p> <p><i>Between September and November 2009 you should have received a letter informing you that as a parent of a disabled child living in London you were eligible for extra help with your childcare costs if you were in paid employment for 16 hours or more per week.</i></p> <p><b>What were the reasons for you deciding, or not being able to take up this offer?</b></p> <p>IF CURRENTLY EMPLOYED 16 HOURS OR MORE:</p> <p><b>What factors contributed to you deciding not to take up the offer of 80% of your childcare being paid for?</b></p> <p><b>PROBE:</b></p> <ul style="list-style-type: none"> <li>▪ don't remember receiving letter;</li> <li>▪ decided wasn't interested;</li> <li>▪ forgot about it;</li> <li>▪ couldn't find childcare/childcare not available,</li> <li>▪ providers unable to provide facilities or skills needed;</li> <li>▪ providers equipped to provide suitable care are too far away;</li> <li>▪ providers equipped to provide suitable care are too expensive;</li> <li>▪ providers equipped to provide suitable for disabled child are unable to provide care</li> </ul> | <p>MODERATOR NOTE: For those that ARE currently employed but not partaking in the offer, try to press them on the reasons for this here. Especially if they had used childcare while working in the past.</p> <p>GROUP 4 – If interviewing group4, point out that they initially expressed an interest in the offer but were subsequently unable or unwilling to take this up, probe for the reasons for this.</p> <p>MODERATOR NOTE: PROBE SENSITIVELY HERE – try to gauge their level of trust in childcare providers as well as perceptions around their ability to provide the care needed.</p> |

| Timings              | Key Questions  | Notes and Prompts  |
|----------------------|--|--|
|                      | <p>for their other children</p> <ul style="list-style-type: none"> <li>▪ providers unable to give the level of attention and tailored care needed;</li> <li>▪ do not trust providers to provide the level of attention and tailored care they need;</li> <li>▪ they are the best people to provide the attention and specialist care their child needs;</li> <li>▪ child too young to be left;</li> <li>▪ lack of information about suitable childcare providers</li> <li>▪ no work available;</li> <li>▪ didn't have time or found out too late.</li> </ul> <p>READ TO PARTICIPANT: <i>In the following sections we will discuss further, the various factors that persuaded you not to take up the offer including, receiving the letter informing you about the offer and subsequently not taking this up, barriers to finding work, and barriers to finding suitable childcare arrangements.</i></p> | <p>MODERATOR NOTE: PROBE SENSITIVELY HERE – try to gauge whether confidence, cost or availability of suitable childcare is the main barrier.</p>   |
| <p>Up to 20 mins</p> | <p><b><u>3. Journey to when they received the letter</u></b></p> <p><b>MODERATOR NOTE: REFER BACK TO WORK DIARY HERE TO DETERMINE WHETHER THE RESPONDENT WAS IN EMPLOYMENT AT THE TIME THEY RECEIVED THE LETTER</b></p> <p><b>When you initially received the letter/heard about the offer you were/weren't in employment?</b></p> <p><b>IF YES: And you were employed as?</b></p> <p>MODERATOR NOTE: This may have been recorded in the diary during the previous section, if so please confirm with them.</p> <p>IF NOT WORKING: Can you describe the reasons why you chose not to, or were unable to</p>  | <p>MODERATOR NOTE: In this section we are looking to find out the respondents situation when they received the letter and how this may have influenced their decision not to take up the offer. We are also looking to gauge any lifestyle factors, such as their general levels of organisation and their general attitudes to mail.</p> <p>MODERATOR NOTE: Do they pay much attention to things they get through the post? Do they get a</p> |



| Timings | Key Questions   | Notes and Prompts   |
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|         | <p><b>this?</b></p> <ul style="list-style-type: none"> <li>• IF NO: <b>What do you do with it? Why?</b></li> </ul> <p><b>SHOW RESPONDENT A COPY OF THE LETTER:</b></p> <p><b>Do you remember this letter? Can you remember roughly when you received it?</b></p> <p><b>What did you think of it? What was the main message you took from it (if any at all)?</b></p> <p><b>Did you trust that it was from who it said it was?</b></p> <p><i>Cognitive testing of letter – do they understand it? Tone? Trust issues?</i></p> <p><b>Did you know that any kind of help with childcare costs was available through tax credits was before receiving this letter? What did you think was available?</b></p> <p><b>PILOT ONLY</b></p> <p><b>What did you think about this special offer of help for parents of disabled children?</b></p> <p><b>The letter you received was from the Department for Children, Schools and Families, had you heard of them before?</b></p> <p><b>IF YES: – Where had you heard of them before? And what were your attitudes towards them?</b></p> <p><b>IF NO: What do you think of the sender? What do you think they might be responsible for?</b></p> <p><b>Can you please describe in your own words what you think the letter is trying to tell you? MODERATOR TO PROBE ON KEY CONCEPTS LIKE FORMAL CHILDCARE.</b></p> <p><b>PROBE: Did you know it was about tax credits? And what do you understand about the tax credit system? What did you think you would have to do in order to be eligible for this support? And if you took up this offer, did you think it would cost you anything? What issues</b></p> | <p><b>MODERATOR NOTE: Are respondents using the helpline? What do they think of the service, or are there any barriers to them calling the helpline for more information.</b></p> |

| Timings | Key Questions  | Notes and Prompts  |
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|         | <p>in the letter were you unsure about? If so, did you find out any more information about these issues? Who from? Did you show or discuss the letter with anyone? If so, what did they make of it?</p> <p><b>To what extent do you trust the content of the letter – did you believe that if you took up work and childcare you would get up to £250 - £350 per week for [the name of the disabled child]’s childcare costs?</b></p> <p>IF NOT: <b>Why not?</b></p> <p><b>Overall, what did you think of the letter when you first received it?</b></p> <p>PROMPT: Tone, clarity, language, length and the factors that stand out and those that don’t</p> <p><b>Did you have any doubts about your eligibility for support? Why do you say this? Where does this perception come from?</b></p> <p><u>COMMUNICATION CHANNELS:</u></p> <p><b>Thinking back to when you received this letter, did you call the helpline number on the letter?</b></p> <p>IF NO:</p> <p><b>Why not? What stopped you from doing this?</b></p> <p><b>Were you called by the helpline around the time you received the letter, or at a later date?</b></p> <p>IF YES:</p> <p><b>Did you register your interest in the scheme when you called/were called?</b></p> <p><b>MODERATOR NOTE: ALL GROUP 3 RESPONDENTS WILL HAVE SAID THAT THEY DID NOT WANT TO REGISTER AN INTEREST. ALL GROUP 4 RESPONDENTS WILL HAVE REGISTERED AN INTEREST.</b></p> | <p>NOTE ON OFFER: Families could receive up to £250 a week for one disabled child, £300 a week for one severely disabled child or £350 if they have two more children (only one needs to be disabled)</p> <p>WHAT ARE THE KEY CHARACTERISTICS OF FAMILIES WHO ARE SURPRISED AT BEING ELIGIBLE?</p> |

| Timings | Key Questions  | Notes and Prompts  |
|---------|--|--|
|         | <p><b>What factors did you consider when deciding whether to register your interest?</b></p> <p><b>Why did/didn't you register your interest at this point?</b></p> <p>PROBE:</p> <p>Group 3 – Did you feel that you needed more information? What kind of information did you need? Why do you say this? Did you trust/believe the offer? Why/why not? Did you have other considerations at the time? What were these? And were there any other factors which stopped you from registering at this point? Why do you say this?</p> <p>Group 4 – Did you want help with your childcare costs? Did you want help in finding work? Did you feel that you needed more information? What kind of information did you need? Why do you say this? Did you trust/believe the offer? Why/why not? Did you have other considerations at the time? What were these? And were there any other factors which encouraged you to register at this point? Why do you say this?</p> <p><b>What did you think of the advice and information you received from the helpline?</b></p> <p>PROMPT: To what extent was the information helpful? Did you get all the information you needed? What else would it have been helpful for you to know?</p> <p><b>Was there any information they asked of you that you could not immediately provide? What was this? Why were you not able to provide it?</b></p> <p>PROMPT: Personal details? Childcare details? Employment details? Other?</p> <p><b>How could the phone contact you had with the helpline have been improved? What difference would this have made?</b></p> <p>PROMPT: What other information would it have been useful for you to have? Why do you say this? Are there any changes you can think of in how this information is delivered that would be useful to you or people like you? What are these? Was it easy or difficult to register your interest?</p> <p><b>IF CLAIM OTHER BENEFITS E.G. DLA ASK:</b></p> <p>How did you experience of this helpline compare to other govt. helplines you've used for</p> | <p>NOTE: People in Group 3 and 4 should have talked to the helpline.</p> |

| Timings              | Key Questions  | Notes and Prompts  |
|----------------------|--|--|
|                      | <p>other benefits?</p> <p>PROBE: Attitude of staff, length of calls, usefulness of information</p> <p><b>What bearing did your phone conversation have on your decision to either register, or not register your interest to take up the offer of childcare? Why do you say this?</b></p>  |  |
| <p>Up to 20 mins</p> | <p><b>4. Barriers to finding work: ASK ONLY THOSE WHO ARE CURRENTLY OUT OF WORK</b></p> <p><b>Can I ask, are you currently looking for work? Why is this?</b></p> <p>IF YES PROBE: What kind of work are you looking for?</p> <p><b>How many hours would you like to work?</b></p> <p><b>How easy or difficult are you finding it to find a job like this? Why do you say that?</b></p> <p>ASK ALL: <b>Do you think that working would have any impact on you personally?</b><br/>           PROBE: Financially, emotionally, socially, learning new skills etc (NB: be very sensitive here, use discretion when probing). Why do you say that?</p> <p>IF WORKED PREVIOUSLY: <b>Did you see any impact on you personally when you worked before? Why do you say that?</b></p> <p><b>And what about your family? Do you think there would be any impact on them if you were to take up work?</b></p> <p>PROBE: financial, emotional, social etc (NB: be sensitive when asking this). Why do you say this?</p> <p><b>What childcare arrangements would you make if you went to a job interview?</b> Probe around formal and informal and possible costs</p> <p>IF WORKED PREVIOUSLY AFTER HAVING CHILDREN: <b>Did you see any impact on your child(ren) when you used to work? Why/Why not? What sort of impact did you see?</b></p> <p><b>So taking in everything we've just talked about, would you take up work if you were</b></p> | <p><b>MODERATOR NOTE:</b> probe where the birth of the disabled child is the turning point – e.g. if their second child is disabled but they were able to fit work with childcare for their first, non-disabled child.</p> <p>MODERATOR NOTE: To what extent is finding work the main barrier to them refusing the offer. We also want to look into whether the letter had any impact in their pursuit of work and what types of barriers exist for them in the pursuit of paid employment over 16 hours.</p> <p>MODERATOR NOTE: PROBE SENSITIVELY</p> |



| Timings | Key Questions  | Notes and Prompts  |
|---------|--|--|
|         | <p>care they need; they are the best people to provide the attention and specialist care their child needs; child too young to be left; lack of information about suitable childcare providers; no work available; didn't have time or found out too late.</p> <p>PROBE: Why do you say this? What other factors were important in your decision? Which of these was the most important?</p> <p>BUDGETING EXERCISE:</p> <p><i>Use the sheet in the appendices to map out the participants current weekly/monthly incomings and outgoings and try to determine whether the respondent thinks that it would make financial sense for them to go back to work.</i></p> <p><b>Do you think there are any financial benefits to being in work for you / your family? In what way?</b></p> <p>PROBE: What would you need to earn to make it worthwhile? Why do you say this?</p> <p><b>Thinking back to the letter we were discussing, when you first heard about the offer did this encourage you to start to look for work? Why? Why not?</b></p> <p>IF YES:</p> <p><b>What about the offer made you look for work?</b></p> <p><b>What sort of work did you look for?</b></p> <p><b>Where did you look?</b></p> <p>PROBE: Jobcentre, Recruitment agencies, previous employers, increasing hours with current employer? Friends and family or other sources.</p> <p><b>Was this any different to how you have looked for work previously? Why was this?</b></p> <p>IF NO:</p> <p><b>Is there anything about the offer that could be changed to make your looking for work more of a practical option?</b> PROBE: Would your circumstances need to be different? Would the offer itself need to be different? How?</p> | <p>MODERATOR NOTE: Do budget setting exercise to determine whether they think they would be better off if they went to work and to what extent this cost factor is important for them when considering going back to work, or are other factors like being busy, or building a better life a bigger consideration.</p> |

| Timings              | Key Questions  | Notes and Prompts  |
|----------------------|--|--|
|                      | <p>- the financial offer</p> <p>- help and advice in finding childcare suitable for the child's needs?</p> <p>- help and advice in finding work which fits with your responsibilities.</p> <p>How would this help?</p> <p><b>To what extent was finding work more of a barrier to taking up the offer than finding suitable childcare?</b></p> <p>PROBE: Was it a combination of both? Were there other factors involved? Which was the most important?</p> <p>PROBE: Explore fully the combination of finding compatible work and childcare as a barriers in more depth.</p>  |  |
| <p>Up to 10 mins</p> | <p><b><u>5. General experiences and perceptions of formal childcare</u></b></p> <p><b>MODERATOR: If participant has never looked for or used childcare for their disabled child then please ask questions in the following sections in terms of their perceptions of what they think using/ looking for childcare might be like.</b></p> <p><b>I'm now going to talk a little bit more about the sorts of childcare you have used in the past for [the name of disabled child], and how you feel about different types of childcare providers.</b></p> <p>MODERATOR: RECAP ON THEIR PAST/CURRENT USE OF CHILDCARE PROVIDERS FOR EACH OF THEIR CHILDREN</p> <p><b>So generally then, do you feel your childcare arrangements are best placed for your current situation?</b></p> <p>PROMPT: Why do you say this? How do you feel about the childcare that you use? What do you like/dislike about it? If they used a different provider in the past, ask which they prefer and why?</p> <p><b>What, if any, have your experiences of using formal childcare providers been like in the past?</b></p> <p>PROMPT: How easy was it to arrange? To what extent did the provider fulfil the care needs</p> | <p>MODERATOR NOTE: Explore general experiences and perceptions of formal childcare and identify the barriers to childcare for families with disabled children Handle this section sensitively.</p> <p>MODERATOR NOTE: Consider throughout here particularly the age of the disabled child with their disability – getting older might not mean more self-sufficiency for the child, and it might make finding childcare more challenging.</p> <p>Over time their childcare arrangements and situation may have changed, and it would be useful to get a track of this, e.g. they might have found it easier to find childcare for a three year old but not for an 11 year old with a disability. Alternatively some of the more recent legislation might have made things better than they were.</p> |

| Timings                 | Key Questions  | Notes and Prompts  |
|-------------------------|--|--|
|                         | <p>of your child/ren? How did you find paying for this kind of childcare?</p> <p><b>Do you feel that finding suitable childcare for [name of disabled child] has been more easy or difficult at different times of their lives?</b> When? Do you think it will be more easy or difficult when they are teenagers? Why?</p> <p><b>How do you feel about the idea of a formal provider – such as a nursery or childminder – taking care of [the name of disabled child] for you?</b></p> <p>PROMPT: Why do you say this? How does it compare to how you feel about your family or your friends looking after you children? Why do you say this, on balance, which do you prefer? Why?</p> <p>IF HAPPY WITH FORMAL CHILDCARE: <b>Why do you say that? Are there particular childcare providers you are happy with, and others you are not so happy with? Which are these? Why do you say this?</b></p> <p>IF NOT HAPPY WITH FORMAL CHILDCARE: <b>Why do you say that? Are there particular types of childcare providers you are unhappy with? Why do you say this?</b></p> <p>IF SAY THEY PREFER TO USE INFORMAL CARE (FAMILY/ FRIENDS) Probe fully around why this is? Cost? Trust? Think they can provide more tailored care? Convenience?</p> <p>IF SAY THEY FEEL THEY SHOULD BE LOOKING AFTER THEIR CHILD:</p> <p><b>Why do you say that?</b></p> <p>PROMPT: Would this be all the time or only part of the time? Do you think the age of your child/ren will have a bearing on how you feel about this issue? When do you think things might be different?</p> | <p>Try to establish the extent of experience they have had in using childcare for their disabled child.</p> <p>We are trying to get a feel for whether their arrangements are out of choice or more out of necessity. Whether there are any barriers to their preferred method of childcare because of their child’s care needs. Please approach this sensitively.</p> <p>MODERATOR NOTE: This needs particular sensitivity, especially if the child's disability is not going to lessen with age.</p> |
| <p>Up to 20 minutes</p> | <p><b><u>6. Accessibility and confidence in formal childcare</u></b></p> <p><b>Have you ever faced any difficulties in the past with finding suitable childcare for your child/children?</b></p> <p>PROMPT Can you talk me through these? How did they affect you?</p> <p><b>And what about your experiences of finding childcare providers for [the name of</b></p>   | <p>MODERATOR: Explore the extent to which accessibility and confidence in providers are barriers to use of formal childcare.</p>   |

| Timings | Key Questions  | Notes and Prompts   |
|---------|--|---|
|         | <p><b>disabled child]?</b></p> <p>PROMPT IF DIFFICULT: When has it been difficult? Is it all the time, or during a certain period in the past? What made it difficult?</p> <p>PROMPT IF EASY: When has it been easy? Is it all the time, or during a certain period in the past? What made it easy?</p> <p><b>How confident do you feel about childcare providers being able to provide [name of disabled child] with the care they need?</b></p> <p>PROMPT: Skills of staff? Attitude of staff? Facilities in centre? Why do you say that – personal experience, word of mouth from other parents?</p> <p><b>How would you describe the attitude of the childcare providers you have contacted when looking for care for [name of disabled child]</b></p> <p>PROMPT: Helpful? Friendly? Reassuring? Did this affect your decision to use them?</p> <p><b>Has a childcare provider ever told you that they were unable to care for [name of disabled child]?</b></p> <p>IF YES: Was it a private or a local authority provider? What reasons did they give you for this? How did it make you feel?</p> <p><b>Has a childcare provider ever told you that they would need to make adjustments (physical, new staff, staff training etc) to their centre to be able to provide care for [name of disabled child]?</b></p> <p>IF YES: What adjustments did they need to make? How did they communicate this to you? What was the outcome?</p> <p>IF NO: Do you think a provider would do this if necessary? Why do you say that?</p> <p><b>Do you think there are enough places available in childcare providers that can provide the facilities and care for [the name of disabled child] needs in your local area?</b></p> <p>PROMPT IF NO: Has this caused problems in finding a childcare provider? Why/why not?</p> <p>PROMPT IF YES: Why did they think that? Try to ascertain whether this is based on experience or perception.</p> | <p>Try to ascertain whether the participants' views are based on their experience or their perceptions of formal childcare. If based on perceptions please establish what these are based on / informed by.</p> |

| Timings | Key Questions  | Notes and Prompts  |
|---------|--|--|
|         | <p>FOR THOSE WITH NON-DISABLED CHILDREN:</p> <p><b>Have you, or would you want to use the same provider for all of your children?</b></p> <p>PROMPT: Why do you say that? What would the benefits be? Would there be any drawbacks? Has not being able to do this affected your decision to use childcare?</p> <p><b>Are there any times of year when you feel it is particularly difficult to find care for [name of disabled child]?</b></p> <p>PROMPT: When is that? School holidays? After school? Weekends? What impact does this have on your decision to use to?</p> <p><b>Do you feel that there is enough choice of different activities to take part in through childcare providers for [name of disabled child]?</b></p> <p>IF YES: What activities have you used?</p> <p>IF NO: What activities would you like to have access to?</p> <p><b>How do you find out about childcare providers in the area?</b></p> <p>PROMPT: Do you feel like you know what is available? How have you found this out?</p> <p><b>Where have you found information on childcare? Sure Start Children’s Centre, online, FIS, word of mouth, charity organisation and so on.</b></p> <p><b>IF THEY SAY THEY HAVE USED THE FIS:</b></p> <p><b>What information did Family Information Service (FIS) give you?</b></p> <p>IF YES: Were they helpful? Did you trust their information? Was this followed up with further calls or face to face contact?</p> <p><b>Do you know of any other local networks or support groups who provide help and information about childcare to parents with disabled children?</b></p> <p>PROBE: have you ever used them? Why/ why not? IF SO, PROBE AROUND THEIR EXPERIENCE OF DOING THIS</p> | <p>MODERATOR: Try to gauge level and frequency of contact as well as depth of information provided by FIS</p> <p>MODERATOR NOTE:IF THE PARTICPANT WOULD LIKE TO KNOW MORE ABOUT THEIR LOCAL FIS PLEASE PROVIDE THEM WITH THE PHONE NUMBER FOR THEIR LOCAL FIS – A FULL LIST IS INCLUDED IN THE MODERATOR PACK.</p> |



| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
|         | <p><b>What do you consider to be a reasonable distance to travel to a provider that has the facilities and skills to provide specialist care for your child? Is this how far you currently travel to reach your childcare provider?</b></p> <p><b>How would you travel to and from a childcare provider with [name of disabled child]?</b><br/>           PROMPT: Walk? Car? Public transport? Taxi? Do you know what the additional cost of this might be? What impact would this have?</p> <p><b>How easy do you find it to use [mode of transport] to travel to your childcare provider?</b><br/>           PROBE: Does the mode of transport have any impact on the provider they decide to use? If there are additional costs, is this a factor in choosing a childcare provider?</p> <p><b>Where do you normally go for information on what support or benefits you might be entitled to?</b><br/>           PROMPT: Job Centre? FIS? CAB? Charities, SSCC, Other professional – e.g. Drs, health visitors, social workers and so on.</p> <p><b>Do you know what support or benefits that either you or [name of disabled child] might be eligible for to help towards childcare costs?</b><br/>           PROMPT: Which ones? Have you ever claimed for help with childcare costs? Why/ Why not? How do you find making claims for benefits?</p> <p><b>MODERATOR: refer back to list of benefits they claim and discuss each in turn</b><br/>           PROMPT: Easy? Difficult? Why?</p> <p><b>Are there any other factors which we haven't covered which have made it difficult for you to find suitable childcare?</b><br/>           PROBE: What were these? Why were they important?</p> <p>GROUP 3 ONLY</p> <p><b>To what extent were barriers to finding suitable childcare the main factor in you deciding not to take up the offer of help with your childcare?</b><br/>           PROBE: Why do you say this? What other factors were important in your decision? Which of these was the most important?</p> | <p>MODERATOR: Use prompt card of list of benefits if needed.</p> |

| Timings   | Key Questions  | Notes and Prompts   |
|-----------|--|---|
|           | <p>GROUP 4 ONLY:</p> <p><b>After registering your interest with the helpline, to what extent were barriers to finding suitable childcare the main reason behind you deciding not to/or being unable to take up the offer?</b></p> <p>PROBE: Why do you say this? What other factors were important in your decision? Which of these was the most important?</p>  |   |
| 5-10 mins | <p><b><u>8. Conclusion and Thanks</u></b></p> <ul style="list-style-type: none"> <li>• <b>Just thinking about all the things we have discussed today, what do you think was the main reason for you deciding against taking up the offer of extra help?</b></li> <li>• Is there anything else you think is relevant and wish to discuss?</li> <li>• Thank participants; explain the next steps (e.g. what HMRC will do with the findings). THANK AND CLOSE. Reassure about confidentiality.</li> </ul> | <p>This section will draw out the key messages and brings the interview to a close.</p> |

**Appendix A – Financial Diary**

Use this to help participants plan their incomings and outgoings:

Weekly income and outgoings

|           |
|-----------|
| Monday    |
| Tuesday   |
| Wednesday |
| Thursday  |
| Friday    |
| Saturday  |
| Sunday    |

**Appendix B – Diary**

Monthly income and outgoings

| Week | Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|------|-----|-----|-----|-----|-----|-----|-----|
| 1    |     |     |     |     |     |     |     |
| 2    |     |     |     |     |     |     |     |
| 3    |     |     |     |     |     |     |     |
| 4    |     |     |     |     |     |     |     |

**Appendix B – Diaries for transition to work/ childcare costs**

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |

## HMRC/DfE

**Families' experiences and behaviour in the Childcare Affordability Pilots (CAP09)****Discussion Guide – FINAL (01/10/10)****Disabled Children's Pilot – Take-up group - EXTENDED****Objectives of the Disabled Children's pilot:**

The aim of the Disabled Children's pilot is to test whether increasing the childcare cost limits (but maintaining support at 80% of costs) for families with disabled children, increases the number of such parents entering sustainable employment and taking up formal childcare. These higher limits are £250 for one disabled child, £300 for one severely disabled child and £350 for two or more children, only one of whom need be disabled. This study is important and will help HM Revenue & Customs and the Department for Education better understand the needs and experiences of parents of disabled children.

A total of 50 interviews will be conducted for this study, around 20 interviews will be with customers in the Control group who were offered 80% costs with the current limits (£175 for one child and £300 for two or more children), and around 30 interviews will be with customers in the Pilot group who were offered 80% costs with higher limits (£250 for one disabled child, £300 for one severely disabled child and £350 for two or more children, only one of whom need be disabled). In addition to this, each participant will belong to one of the following groups<sup>2</sup>:

- Group 3: Families who have been in contact with *Spoken For* but said they did not want to register an interest;
- Group 4: Families who have registered an interest but did not find work and childcare before the pilot closed in April 2010;
- **Group 5: Families who registered an interest and have subsequently found work and childcare.**

The objective of these interviews is to understand the reasons for customers in Group 5 choosing to take part in the Childcare Affordability Programme. A maximum of 21 interviews will be conducted for Group 5.

Specific objectives are as follows:

- To explore customers' reasons for interest in the pilot;
- To explore their experiences of moving into work and childcare and the importance of the extra help with childcare costs in their decision to do so;
- To explore their experiences and behaviour during the pilot in terms of changes to their working status and hours, and changes in their use of childcare;
- To explore other triggers to moving into employment and taking up childcare which are not associated with affordability.
- To explore what kind of mix (formal/informal) parents are using, and their perceptions of the benefits and drawbacks of each.

**Objectives of the DfE extended interviews**

The aim of the project extension of the Disabled Children's pilot is to explore the perceptions and experiences of parents of disabled children in finding and using childcare for their disabled children and examine the extent to which affordability and accessibility are barriers to using childcare.

These extended interviews are being undertaken with 6 people who received notification of the pilot offer (up to 80% costs with higher limits of £250 for one disabled child, £300 for one severely disabled child and £350 for two or more children, only one of whom need be disabled) and subsequently took up the offer, as well as

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<sup>2</sup> The CAP09 pilots and evaluation were scaled back following the 2010 election and some components of the evaluation were removed, for example, research with some groups of families.

with 4 people who received notification of the control offer (up to 80% costs with the current limits of £175 for one child and £300 for two or more children) and subsequently took up the offer.

Specific objectives are as follows:

- To explore parents' perceptions of the degree to which cost is a barrier to take-up of childcare including:
  - Financial limitations - knowledge of benefits including what entitled to and how to claim
  - Whether childcare providers charge more for care of disabled children
  - Whether cost of transport is a barrier to use of childcare
- To explore parents' level of confidence in providers (particularly with children with complex needs) and possible attitudinal barriers on part of some providers/parents.
- To explore parents' perceptions and experiences of availability and level of flexibility of appropriate childcare including:-
  - Siblings being able to access childcare with same provider
  - Possible shortfall in holiday and/or leisure activities
  - How they access information on childcare (including their knowledge, and use of, Family Information Service (FIS)).

Further information:

- We will conduct paired-depth interviews with couples where appropriate;
- All pilot interviews will be held in London between 11<sup>th</sup> October and 19<sup>th</sup> November 2010
- All control interviews will be held in the West Midlands between 11<sup>th</sup> October and 19<sup>th</sup> November 2010
- Each interview/depth to last approximately between one hour and ninety minutes and two hours.

| Notes                                  | Guide Sections  | Guide Timings    |
|--|---|------------------|
| <b>1. Introductions and background</b> | Sets the scene, reassures participants about the interview, confidentiality. Discusses the general work and life circumstances of the participant   | 5 mins           |
| <b>2. Transition into employment</b>   | This section explores how the participant made the transition into employment. It looks at the triggers and barriers to employment, as well as the difference made by the offer. This section will also explore how they went about looking for work and whether they had all the help and support they needed at this stage.   | Up to 25 minutes |
| <b>3 Finding Childcare</b>             | This section examines how they chose a form of childcare which suited their needs and met the conditions of the offer   | Up to 20 minutes |
| <b>4. Task – Childcare Mapping</b>     | This task aims to identify all types of childcare previously or currently used and how and when they are used. This task will provide a visual aid to the interviewer to draw on in the latter sections as well as providing a change of pace for the participant.  | Up to 20 minutes |
| <b>5. Paying for Childcare</b>         | Through the use of budgeting exercises, we will look at how they pay for childcare and the difference that the offer has made in this regard.   | Up to 15 minutes |
| <b>6. Interest in the offer</b>        | This section of the guide will look at their reactions to the initial letter, and what it was that attracted them to the offer. It will also examine the steps they took as a result of receiving the letter and how they found dealing with the Childcare Affordability Pilot Helpline (which is run by <i>Spoken For.</i> ).  | Up to 15 minutes |
| <b>7. Making a claim</b>               | This section examines their experiences from the moment their case was transferred from <i>Spoken For</i> to TCO (even though they may not be aware of this transfer themselves). We will discuss how they found making a claim for childcare support, and how easy it was for them to provide HMRC with the information they needed. We will also look at what others sources of help and support they need at this stage. | Up to 15 minutes |
| <b>8. Conclusion and Thanks</b>        | A summary of the conversation   | 5 mins           |

### Using this guide

We use several conventions to explain to you how this guide will be used. These are described below:

| Timings           | Questions   | Notes and Prompts  |
|-------------------|---|--|
| 5 mins            | <p><b><u>Underlined = Title:</u> This provides a heading for a sub-section</b></p> <p><b>Bold = Question or read out statement:</b> Questions that will be asked to the participant if relevant. Not all questions are asked during fieldwork based on the moderator's view of progress.</p> <ul style="list-style-type: none"> <li>▪ <b>Bullet = prompt:</b> Prompts are not questions – they are there to provide guidance to the moderator if required.</li> </ul> | This area is used to summarise what we are discussing, provides informative notes, and some key prompts from the moderator |
| How long it takes | Typically, the researcher will ask <b>questions</b> and use the prompts to guide where necessary. Not all questions or prompts will necessarily be used in an interview   |  |

| Timings | Key Questions  | Notes and Prompts   |
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| 5 mins  | <p><b><u>1. Welcome and introduction</u></b></p> <ul style="list-style-type: none"> <li>• Thank participant for taking part</li> <li>• Introduce self, Ipsos MORI</li> <li>• Emphasise that we will be talking about their experiences of finding work and childcare</li> <li>• Confidentiality: reassure all responses anonymous and that information about individuals will not be passed on to anyone, including back to HMRC or any other Government Department</li> <li>• Explain outline of the research</li> <li>• Role of Ipsos MORI – independent research organisation (i.e. independent of GOVERNMENT), gather all opinions: all opinions valid</li> <li>• Get permission to digitally record – transcribe for quotes, no detailed attribution</li> </ul> <p>PILOT RECRUITMENT CHECK:<br/> <b>I believe you have recently taken up the offer of extra help towards childcare costs, which allows you to claim up to 80% of your childcare costs with limits of £250-£350 per week?</b></p> <p>CONTROL RECRUITMENT CHECK<br/> <b>I believe you have recently started to claim help towards childcare costs, which allows you to claim up to 80% of your childcare costs with limits of £175-£300 per week?</b></p> <p>MODERATOR: The exact amount received relates to the number of children in the family and severity of the child’s disability</p> <p><b><u>Personal Background</u></b></p> <p><b>I’d like to start by learning a little about you.</b><br/> <b>Can you tell me a bit about your household?</b></p> | <p><b>Welcome:</b> orientates participant, gets them prepared to take part in the interview.<br/>         Outlines the ‘rules’ of the interview (including those we are required to tell them about under MRS and Data Protection Act guidelines).</p> <p>NOTE: Use the introduction to gauge the register that should be used in the interviews. What is written here is a <i>guide</i> only – but the information provided here should set the tone for the rest of the interviews and indicate how the questions should be phrased (i.e. whether they are currently in or out of work). Try to avoid the use of technical language – unless the participant uses it themselves – and explain terms clearly.</p> <p>If a paired depth, ask these questions to both participants.</p> <p><b>MODERATOR NOTE: Fine to mention HMRC at this stage. However, please do not mention the alternative limits of payment to participants</b></p> <p><b>MODERATOR NOTE:</b> only three of the pilot take-up families are claiming up to the maximum the pilot offers. Also Some families may already have had their 12 months on the pilot and be off of it.</p> <p><b>MODERATOR NOTE:</b> Particularly important to get the age of the disabled child – the childcare available for a 3 year old child with complex needs may vary considerably from after school or holiday childcare for a 13 year old with complex needs.</p> <p>If a paired depth, ask these questions to both</p> |

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|         | <ul style="list-style-type: none"> <li>- Can I just check how many children do you have and <u>how old are they?</u></li> <li>- Does anyone else live with you in the household?</li> <li>- <b>I understand that you have a disabled child/ren, is that right? Can you tell me a little bit about them?</b></li> </ul> <p>Moderator: sensitively probe on the type of disability/ disabilities the child/ren have and what specialist care they may require/their names/ age/what does the mentioned disability mean to the child/ how does it affect his/her day-to-day activities?</p> <p><b>MODERATOR NOTE: Try to get an understanding of what specialist care their child needs because of their disability but do so sensitively. After this point also try to refer to the disabled child by name rather than ‘disabled’</b></p> <p><b>And can you describe the work that you do at the moment?</b></p> <ul style="list-style-type: none"> <li>- How long have you been doing that job? What did you do before this job?</li> <li>- How are you finding your work?</li> <li>- NOTE TO MODERATOR: JUST GET TOP LEVEL VIEWS HERE – THE TRANSITION INTO EMPLOYMENT WILL BE EXPLORED IN MORE DETAIL LATER IN THE GUIDE. IT IS POSSIBLE THAT NOT ALL PARTICIPANTS WILL CURRENTLY BE IN WORK, HAVING LEFT EMPLOYMENT SINCE JOINING THE PILOT/CONTROL SCHEME. WE WILL EXPLORE THE REASONS FOR THIS IN THE FOLLOWING SECTION.</li> </ul> <p><b>Does anyone else live with you?</b> PROBE: Partner, another family member, friends.</p> <p>If APPLICABLE: <b>What about other people in your household, can you tell me any work that they do?</b></p> <p><b>What benefits or tax credits, if any, do you currently receive? And what other benefits have you received in the past?</b> IF COUPLE: <b>And what benefits does your partner currently receive?</b></p> <p>MODERATOR: USE SHOWCARD A LISTING BENEFITS</p> <p><b>And how long have you been receiving each of these?</b></p> | <p>participants.</p> <p>MODERATOR: please note that disability is not the same as poor health or illness, although there may be some overlap.</p> <p>MODERATOR NOTE: The pilot group may have previously claimed or currently claim (for children who are not disabled) the standard help towards childcare costs through the tax credits system. Please clarify that we are talking about the special offer of help for parents of disabled children.</p> <p>MODERATOR NOTE: Please note that for the purposes of the pilot, working less than 16 hours a week will count as being unemployed, Please be aware that participants working less than 16 hours a week are likely to consider themselves employed.</p> <p>MODERATOR NOTE: We are primarily interested in the participant and their partner, but if others in the household contribute in some way financially that is also of some, but limited interest.</p> |

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| <p>Up to 25 mins</p> | <p><b><u>2. Transition into employment</u></b></p> <p><b>I'd like to start by looking at the work that you did in 2009 before you started to claim for childcare costs. I've got a diary here to help us map out what you did over the year?</b></p> <p>MODERATOR TO USE THE DIARY IN APPENDICES.</p> <p>NOTE TO MODERATOR: If conducting a paired depth, complete diary for both participants. However, please focus on the detailed experiences of the partner who has most recently made the transition to employment.</p> <p><b>Starting from January last year, please tell me about any work that you have undertaken since then, up until the present day?</b></p> <p>Try to go chronologically, by month, probing with the following questions:</p> <p><b>12. Was this work permanent, temporary or casual?</b></p> <p><b>13. What kind of work were you doing?</b> PROBE: Role, skill level, sector and location (in relation to proximity to the home).</p> <p><b>14. What were your working hours? Did you have regular working hours, or did your working hours change regularly?</b></p> <p><b>15. IF MOVED JOB/LEFT EMPLOYMENT: Why was this?</b> PROBE FULLY TO ASCERTAIN THE EXTENT TO WHICH CHILDCARE WAS A FACTOR.</p> <p><b>MODERATOR: ENSURE THAT THE FOCUS OF THE FOLLOWING QUESTIONS IS ON THE NEEDS AND CARE OF THE DISABLED CHILD/ CHILDREN</b></p> <p><b>PROBE SENSITIVELY: Were the care needs of your [name of disabled child/ren] at all related to you leaving your job?</b> Try to uncover the circumstances around this</p> <p><b>16. ASK IF APPLICABLE (DEPENDING ON HOUSEHOLD COMPOSITION, AGE OF CHILDREN). How did you manage to balance working with looking after your disabled children? Who looked after them when you were in work?</b> PROBE FULLY FOR ALL SOURCES OF CHILDCARE – FORMAL AND INFORMAL.</p> <p><b>17. What formal childcare provider(s) did you use? By formal childcare providers I mean those who are registered with Ofsted and have an official Ofsted</b></p> | <p>Try and get as much detail as possible – it may be that people move in and out of work and we need to capture these variations along with the reasons for them.</p> <p>MODERATOR NOTE: Bear in mind that the majority of people interviewed are likely to have been out-of-work until they joined the pilot. Recall that letters were sent to families where at least one partner was out-of-work.</p> <p>MODERATOR NOTE: a few interviewees may have taken up work but since ceased. For these, it is the job that they took up that made them eligible for the pilot that we are most interested in. If they ceased that job and have taken up another by the time of interview, it would be useful to pick this up as well - expect it will be as the diary is completed.</p> <p><b>MODERATOR NOTE – if participant has non-disabled children as well as a disabled child/ren, ensure that you probe on their experiences of providing/ finding childcare for the disabled child/ren specifically but also try to find out how this fit in with other childcare arrangements</b></p> <p>MAY NEED TO PROBE HERE: many parents may not regard family and friends as “childcare”, but basically any care which is not provided by the</p> |

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|         | <p><b>number (i.e. the providers that you are required to use to qualify for the assistance provided by HMRC) and nannies.</b></p> <p><b>18. MODERATOR TO GIVE SHOWCARD OF REGISTERED CHILDCARE PROVIDERS TO PARTICIPANT. When did you use them? PROBE:</b> Ascertain all the different sources used, when they used them. MAP ON DIARY.</p> <p><b>19. And what informal childcare provider(s) did you use? By informal, I mean any of types of childcare that are not registered with Ofsted. MODERATOR TO MAP OUT CHILDCARE USAGE ON THE DIARY</b></p> <p><b>20. Did you ever use any childcare provided in connection with local charities or community organisations which support families with disabled children?</b></p> <p><b>21. Did you have to pay for this care? How much did you have to pay and over what period did the payments cover? How easy or difficult was it to find the money to cover these costs?</b></p> <p><b>22. [Did your use of childcare vary throughout the year? What prompted this? PROBE:</b> Type of childcare used, also look at whether they had seasonal variations in childcare costs – this will be particularly relevant where there are children of school age in the household.</p> <p><b>FOR THOSE WITH NON-DISABLED CHILDREN:</b></p> <p><b>Were you using any childcare for your other children at this time? What did you use?</b></p> <p>NOTE TO MODERATOR: Most participants will not have been in employment prior to accepting HMRC’s offer of help towards their childcare costs. If they had not undertaken employment in 2009, ask about employment history in general, looking at when they were last in sustainable employment (if applicable), what work they have undertaken in the past and the reasons why they were not in employment.</p> <p><b>MODERATOR TO RECAP WORK HISTORY WITH PARTICIPANT TO CLARIFY DETAILS:</b></p> <p><b>So, as I understand it, after receiving the offer of help, you took up a position of paid employment for 16 hours or more per week. What made you decide to look for this work/increase the hours that you worked?</b></p> <p><b>Was the age of your child/ children a factor in going back to work? PROBE:</b> Try to</p> | <p>parents should be counted</p> <p>MODERATOR NOTE – need to unpick the barriers to employment so we can work out the extent to which the offer has helped to overcome these.</p> <p>Look at seasonal variations in childcare costs – this will be useful contextual information.</p> <p>MODERATOR NOTE – we really need to get a lot of detail on the triggers for their move into employment and whether childcare affordability was a priority.</p> <p>MODERATOR NOTE: some take-up families have since fallen out of work / childcare and so are suspended from the pilot until they are back in both.</p> |

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|         | <p>uncover how old the participant’s child/ children were when they felt comfortable leaving them in formal childcare and going to back to work and whether this was in any way related to the child’s disability and care needs.</p> <p>IF MENTION THE OFFER: <b>And was this the main factor in your decision to look for work, or were other factors more important? Why was this?</b> PROBE: See how important this was in relation to other factors which drove them to look for work.</p> <p>IF DID NOT MENTION THE OFFER: <b>And how far did the offer of the financial support that you have taken up affect your decision?</b> PROBE: See how important this was in relation to other factors which drove them to look for work.</p> <p>ASK ALL:</p> <p><b>I’d like you to talk to me in a bit more detail about how you found the job you took which meant you could take up the offer of extra help with childcare costs. I’m just going to map it down on this piece of paper so we can keep track of the steps you took.</b> Moderator to write all the following information down as a customer journey taking care to note specific dates, occurrences, different organisations involved and emotional impact.</p> <p>IF ALREADY WORKING PRIOR TO HMRC’S OFFER: <b>And when did you decide to increase your hours? Why did you decide to increase your hours then?</b></p> <p>IF UNEMPLOYED PRIOR TO HMRC’S OFFER: <b>When did you start looking for work?</b> PROBE: Why did you start looking then?</p> <p>SHOW THE LETTER: <b>Do you remember receiving this? Did you start looking for work before/after you received this letter?</b> PROBE: <b>Why was this?</b></p> <p><b>Did you also receive a telephone call about the offer?</b> IF YES: Who was this from? Did you start looking for work before/after you received this call? PROBE: Why was this? <b>ASK ALL</b></p> <p><b>What kind of work were you originally looking for? Why was this?</b> PROBE: Determine whether they had experience in this kind of role, were interested in this type of work, or whether they thought that jobs of this nature would fit with childcare responsibilities.</p> | <p>MODERATOR NOTE: Participants may have been working for less than 16 hours per week, prior to joining the scheme. Therefore, they may simply have increased their hours to become eligible for assistance. Where this is the case, please probe fully on reasons behind their decision to increase their hours and how they went about doing so.</p> <p><b>MODERATOR: Try to ascertain the importance of the extra money from the pilot offer made any difference to incentivising them. However, handle this carefully as only 3 families are claiming more than they could under the standard system.</b></p> <p>Moderator note – the sources of help they use may well vary depending on the household composition so do bear this in mind. For instance, lone parents may well turn to Lone Parent Advisors. BME groups may also use community groups to access help if</p> |

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|         | <p>ALSO PROBE: If applicable, depending on their job search start date ask whether the kind of work or the number of hours they were looking for changed on receiving the offer of help.</p> <p><b>How did you go about looking for work, what kind of places did you look for information?</b> PROBE: Explore all the different sources used including Jobcentre Plus, local newspapers, internet and jobsearch sites, informal contacts, recruitment agencies. For each look at how useful they were.</p> <p><b>To what extent did you find all the information you needed when looking for work? What kind of information was most helpful to you?</b> PROBE: Why do you say this? What difference did this information make to your job search? <b>And what other information would you have liked?</b> PROBE: Why do you say this? What difference would this have made to you? <b>Was word-of-mouth a factor?</b> How?</p> <p>MODERATOR NOTE: In the questions on information, try and pull out whether they had access to information on issues related to their job search e.g. specialist childcare providers for their disabled children, costs of childcare, up/re-skilling and so on.</p> <p><b>How long did it take you to find work?</b> PROBE: Ask about the number of positions applied for, how easy it was for them to find suitable vacancies, childcare arrangements while they attended interviews; how easy was it to find employers with family friendly policies, whether they turned down any successful applications, and why? Was it related to childcare?</p> <p><b>And how did you feel about going into employment?</b> PROBE: Ask sensitively about the emotional impact of their transition into employment, whether they felt nervous, lacked confidence, worried about disabled childcare and so on.</p> <p><b>What difference has being in work made to you? And to your family?</b> PROBE: Explore this issue fully – examine the impact it has had on them financially, emotionally, socially, the amount of time they spend together as a family, what they do in that time, how it might affect their children’s aspirations etc. Please also identify what, if any, immediate impact there has been on their children.</p> <p><b>Is your employer aware of the care needs of [name of child]?</b></p> <p>IF YES PROBE: Have you been supported by your employer? In what way has your employer supported you? Why do you say that? PROBE: Explore whether the employer has</p> | <p>their first language is not English in particular. In addition, other support groups for parents of disabled children.</p> <p>Moderator note – ask sensitively, as we will be looking at personal values/beliefs here about family involvement, the importance of work versus childcare etc.</p> <p>Moderator note: Remember that when talking about the impact of work, the participant may discuss negative affects – allow space for this.</p> <p>Moderator note: people may move in and out of employment – phrase the questions according to status.</p> |

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|                      | <p>(if necessary) offered flexible working hours, whether any extra support has been given etc.</p> <p><b>Was this important in your choice of employer? Why/why not? Why do you say that?</b></p> <p><b>MODERATOR NOTE:</b> It may be that we speak with people who are on the pilot but move in and out of employment. If the participant is <i>out of work</i> at the time of the interview ask the following:</p> <p><b>What are the reasons why you are not working at the moment? PROBE FULLY - IF NOT MENTIONED:</b> To what extent was your decision to not work related to issues to do with childcare? <b>Do you think you will go back into work in the near future? PROBE:</b> Why do you say this? What will be the factors that will support this move?</p>  | <p>Moderator: try to gauge how important the attitudes of the employer towards childcare arrangements is in choosing to go back into work.</p>   |
| <p>Up to 20 mins</p> | <p><b><u>3. Finding Childcare</u></b></p> <p><b>I'd now like to ask you some questions about your experience of using childcare for [name of the disabled child]</b></p> <p><b>Were you already using childcare before you started work?</b></p> <p><b>If YES OR NO – How did you find your current provider (this may be through FIS, word of mouth)</b></p> <p><b>What did this move into work mean for your childcare arrangements? What childcare providers do/did you use? When do/did you use them? PROBE:</b> Ascertain all the different sources used, when they use them, if frequency changed.</p> <p><b>What different factors did you consider when choosing a childcare provider?</b></p> <p>PROMPT: What did you feel was essential? What did you feel was nice to have but not essential?</p> <p><b>When you began looking, how did you feel about the idea of a formal provider taking care of [the name of disabled child] for you?</b></p> <p>PROMPT: Why is that?</p> | <p><b>MODERATOR NOTE: ASK QUESTIONS IN THIS SECTION SENSITIVELY</b> Try to ascertain the participant's confidence in childcare provider, the flexibility of the provider and the affordability of childcare for their disabled child.</p> <p>Moderator note – refer back to the diary as much as possible so we can get a detailed picture of how their use of childcare has changed and the extent to which the offer was a driver of this.</p> <p>If participant has subsequently left employment, please amend the tense of the questions accordingly.</p> <p>MODERATOR NOTE; Participants may have different arrangements for different children – please record for all, and try to uncover differences in attitudes or approach between finding care for their different children and whether these differences were through choice or</p> |

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|         | <p><b>How easy or difficult was it to find a local childcare provider that had the facilities and skills needed to provide care for [name of disabled child]?</b></p> <p>PROMPT: Did you feel that you had choice available to you?</p> <p>IF HAVE OTHER NON-DISABLED CHILDREN</p> <p><b>How did this compare to finding childcare for your other children?</b></p> <p>PROMPT: Level of choice, cost, location, quality</p> <p>IF USED SAME PROVIDER FOR ALL CHILDREN:</p> <p><b>How easy or difficult was it to find a provider who could care for all of your children?</b></p> <p>IF DIFFICULT: What are the benefits of using the same provider? Are there any drawbacks? Were you turned down by any providers because they couldn't provide care for all of your children? How did you feel about this?</p> <p><b>How confident do/ did you feel about your childcare provider for [name of disabled child]? Why is that?</b></p> <p>PROMPT: Skills of staff? Attitude of staff? Facilities in centre? Why do you say that – personal experience, word of mouth from other parents?</p> <p><b>How would you describe the attitude of the childcare providers you have contacted when looking for care for [name of disabled child]</b></p> <p>PROMPT: Helpful? Friendly? Reassuring? Did this affect your decision to use them?</p> <p><b>Has a childcare provider ever told you that they would need to make adjustments (physical, new staff, staff training etc) to their centre to be able to provide care for [name of disabled child]?</b></p> <p>IF YES: What adjustments did they need to make? How did they communicate this to you? What was the outcome?</p> <p>IF NO: Do you think a provider would do this if necessary? Why do you say that?</p> | <p>necessity. .</p> <p>MODERATOR: please be aware that participants may think you are referring to a 'short breaks' programme which is a form of respite care – please emphasise that we are interested in activities provided during normal childcare.</p> |

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|         | <p><b>Do you think there are enough places available in childcare providers that can provide the facilities and care [the name of disabled child] needs in your local area?</b></p> <p>PROMPT IF NO: Has this caused problems in finding a childcare provider? Why/why not?</p> <p>PROMPT IF YES: Why did they think that? Try to ascertain whether this is based on experience or perception.</p> <p><b>Do you feel that finding suitable childcare for [name of disabled child] has been more easy or difficult at different times of their lives? When? Do you think it will be more easy or difficult when they are teenagers? Why?</b></p> <p><b>Are there any times of year when you feel it is particularly difficult to find care for [name of disabled child]?</b></p> <p>PROMPT: When is that? School holidays? Weekends? What impact does this have on your decision to use to?</p> <p><b>Do you feel that there is enough choice of different activities to take part in through childcare providers for [name of disabled child]?</b></p> <p>IF YES: What activities have you used?</p> <p>IF NO: What activities would you like to have access to?</p> <p><b>How do you think the cost of childcare for disabled children compares with care for non-disabled children?</b></p> <p>PROMPT: More expensive? Less? The same? Why?</p> <p><b>To what extent do you think that childcare for disabled children are generally affordable? Why do you say this?</b></p> <p>PROMPT: How much money do you think is affordable for you to pay? Why do you say this? What kind of provider would charge these rates do you think? Would you consider using them? Why/why not?</p> <p><b>Have you ever been told by a provider that the cost of caring for [name of disabled child] would be higher because of their care needs?</b></p> <p>IF YES: How much more did they tell you it would cost? How did they explain this extra cost</p> | <p>MODERATOR NOTE: One of the areas this pilot may highlight is if higher limits of costs are paid, the parent may be less inclined to seek competitively priced childcare. Please note any relevant responses.</p> |

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|         | <p>to you? Did this affect your decision to use them?<br/>                     IF NO: Do you think this might happen? Why?</p> <p><b>Does the cost of childcare for [name of disabled child] remain constant throughout the year, or does it vary? Why is this the case?</b></p> <p>PROBE: during the summer holidays, Christmas period, seasonal work etc.</p> <p>How do you feel about having childcare support spread out across the year so you get the same amount each month although this may be more or less than you need at certain times of the year?</p> <p>PROBE: Try to ascertain whether they understand how this system works and whether they have problems with calculating their average costs or budgeting for times when costs will be higher e.g. school holidays</p> <p><b>How would you travel to and from a childcare provider with [name of disabled child]?</b></p> <p>PROMPT: Walk? Car? Public transport? Taxi? What is the additional cost of this ? What impact does this have?</p> <p><b>How easy do you find it to use [mode of transport] to travel to your childcare provider?</b></p> <p>PROBE: Does the mode of transport have any impact on the provider they decide to use? If there are additional costs, is this a factor in choosing a childcare provider?</p> <p><b>Where did you get information on different providers who care for disabled children? Which was the most useful? Did you seek advice from any local community organisations or charities?</b></p> <p><b>And how do/did you feel about these source/s?</b> PROBE: Other research has shown that there can be a lack of trust around more formal providers – see if this is an issue, as well as looking at more logistical and practical issues such as whether the help offered suits their work. <b>I'd like to talk about the different childcare providers that you currently use for [the name of the disabled child].</b></p> <p><b>What was it that made you choose the childcare provider that you did?</b> What degree of choice do you feel you had? Why was that? How many providers did you consider before choosing one?</p> |                   |

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|                         | <p><b>Where have you found information on childcare? Sure Start Children’s Centre, online, FIS, word of mouth, charity organisation and so on.</b></p> <p><b>IF THEY SAY THEY HAVE USED THE FIS:</b></p> <p><b>What information did Family Information Service (FIS) give you?</b></p> <p>IF YES: Were they helpful? Did you trust their information? Was this followed up with further calls or face to face contact?</p> <p><b>Do you know of any other local networks or support groups who provide help and information about childcare to parents with disabled children?</b></p> <p>PROBE: have you ever used them? Why/ why not? IF SO, PROBE AROUND THEIR EXPERIENCE OF DOING THIS</p> <p>MODERATOR TO GIVE SHOWCARD B OF CHILDCARE PROVIDERS TO PARTICIPANT</p> <p><b>Which of the different kinds of childcare provider(s) shown on this card do you use now? For which of these do you claim financial assistance from HMRC? When do you use them?</b> PROBE: Ascertain all the different sources used, when they use them.</p> <p>MODERATOR NOTE: If the participant has used a family member as childcare, please probe to find out which family member: the child's grandparent(s); the child's older brother/sister; another relative</p> |  |
| <p>Up to 20 minutes</p> | <p><b><u>4. Task – Childcare Mapping</u></b></p> <p><b><u>(a) MAPPING EXERCISE</u></b></p> <p><b><u>I would now like us to do a short task together so that I can get a sense of how your childcare and work fit together, so I can understand better how you manage them. I’d like to try and draw a map of where you work and where the childcare you use is.</u></b></p> <p><b><u>ASK PARTICIPANT FOR STREETNAMES AND/OR POSTCODES OF:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Their home</u></b></li> <li>▪ <b><u>Their workplace(s)</u></b></li> </ul>   | <p>This task aims to identify all types of childcare previously or currently used and how and when they are used. This task will provide a visual aid to the interviewer to draw on in the latter sections as well as providing a change of pace for the participant.</p> <p>MODERATOR: work with participant to draw the map using pack provided containing paper, markers and stickers.</p> <p>MODERATOR: Try to gain an understanding of how work and childcare fit together and the impact</p> |

| Timings | Key Questions  | Notes and Prompts   |
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|         | <ul style="list-style-type: none"> <li>▪ <u>All types of formal childcare used</u></li> <li>▪ <u>All types of informal childcare used</u></li> <li>▪ <u>Family and friends who support them</u></li> <li>▪ <u>Any other forms of schooling/ activities used for the child</u></li> </ul> <p><b><u>IF THERE IS MORE THAN ONE CHILD IN THE FAMILY, PLEASE REPEAT PROBES RELATING TO CHILDCARE/ ACTIVITIES FOR SECOND CHILD/ OTHER CHILDREN</u></b></p> <p><b><u>Do you know if there are any other places locally you could pay for [the name of disabled child] to be cared for? PLEASE REFER TO ANY CHILDCARE PROVIDERS WHICH MAY HAVE ALREADY BEEN MENTIONED</u></b></p> <p><b><u>Where are they located? MODERATOR TO MARK ON MAP Are they hard to get to? If so, why?</u></b></p> <p><b><u>How do you travel between all these locations? Are there any places that are particularly difficult to travel to? Why? Are there any times of the day you find it more difficult to get to certain places? Why?</u></b></p> <p><b><u>IF USE A CAR</u></b></p> <p><b><u>How do manage the cost of your car? Is it difficult to do so? If so, why?</u></b></p> <p><b><u>IF USE OTHER TRANSPORT</u></b></p> <p><b><u>How much does each journey cost you? Is this difficult to manage? If so, why?</u></b></p> <p><b><u>Do you ever use childcare other than when you're at work? PROBE: When is this? What type of childcare do you use?</u></b></p> <p><b><u>Overall how easy or difficult do/did you find it to balance work and childcare? PROBE: Why do you say this? What are the challenges you face when doing this? How do you meet these?</u></b></p> | <p>this has had on the family.</p> <p>MODERATOR: Do not include details of Short Breaks care which the family may use.</p> <p>MODERATOR NOTE: Informal care may less common for these participants as the level of care may be more demanding – try to find out if this has been an issue or concern</p> <p>Moderator note – probe fully here so we can see whether there is a split between formal and informal costs e.g. they may get a neighbour to look after their children for a couple of hours and pay for this – though it would still be informal.</p> |

| Timings                 | Key Questions   | Notes and Prompts   |
|-------------------------|---|---|
|                         | <p>Has there been a time when [the name of the disabled child] has had to leave childcare during the day for any reason, such as illness?</p> <p><b>PROBE FULLY: What did you do in this situation?</b> How did the childcare provider handle this situation? Ascertain whether they have informal systems of support in place they can rely on when needed, and if not, how supportive their employer was?</p> <p><b><u>(b) TIMELINE EXERCISE</u></b></p> <p><b><u>I'd now like to find out a bit more about how you use childcare over the year, using a timeline to help me. Please could you tell which of your informal and formal childcare providers you use at different times of the year? MODERATOR AND PARTICIPANT TO WORK TOGETHER TO MARK OUT USE OF DIFFERENT PROVIDERS OVER THE YEAR ON TIMELINE</u></b></p> <p><b><u>What about activities for [the name of disabled child]? MODERATOR AND PARTICIPANT TO MARK OUT USE OF ACTIVITIES OVER THE YEAR ON TIMELINE</u></b></p> <p><b><u>Are any times of the year difficult to get childcare or find activities for [the name of disabled child]? When? How do you manage during this period?</u></b></p> |   |
| <p>Up to 15 minutes</p> | <p><b><u>5. Paying for Childcare</u></b></p> <p><b>I'd now like to just talk through with you how you pay(ed) for your childcare. To help us do this, can you describe your weekly or monthly income and outgoings?</b></p> <p>MODERATOR TO USE BUDGETTING TABLES IN THE APPENDICES</p> <ul style="list-style-type: none"> <li>- <b>What different sources of income do you rely on? How much do these amount to per week/month?</b> PROBE: Look at all income sources used including salary, benefits and credits, loans, informal help from friends/family, credit cards and so on.</li> <li>- FOR EACH SOURCE OF INCOME: <b>What do you use this for?</b> MODERATOR TO EXPLORE WHETHER PARTICIPANTS "RING FENCE" CERTAIN INCOME TO SPECIFIC PURPOSES,</li> <li>- <b>And what other outgoings do you have each week/month?</b> PROBE: Look at all</li> </ul>  | <p>MODERATOR: please ask these questions about participants' attitudes to personal finances and debt sensitively.</p> <p>These questions explore the participants' level of adeptness in financial management.</p> <p>MODERATOR: Some of these families will have come off the pilot by the time they are interviewed as they will already have been on it 12 months. If this is the case, please explore the financial impact of this, if any.</p> |

| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
|         | <p>the different outgoings including rent/mortgage, food, utilities, travel, childcare, healthcare costs?</p> <ul style="list-style-type: none"> <li>- <b>How easy is it for you to cover these? Which of these outgoings are priorities? Why do you say this? And which of these outgoings can you do without if needed? How do you pay for each of these outgoings?</b> PROBE: look at whether certain payments are covered by loans, credit etc.</li> <li>- <b>To what extent do this incomings and outgoings vary each week/month?</b></li> <li>- MODERATOR NOTE: If not mentioned childcare costs in their outgoings please probe on each of the following for both their disabled child/ren and their other non-disabled children : IF OUT OF WORK: Do you currently have any childcare costs for any of your children? IF IN WORK: What childcare costs do you have? How much are these? PROBE – Do you pay for different sources? Which ones? How much are these?</li> <li>- Do you ever need to pay extra to cover the costs of the care [name] needs due to their disability? How much is this? When do you need to pay for this? How do you budget for this payment</li> <li>- Have you always had these childcare costs? How did you used to pay for them?</li> <li>- IF EVER USED CHILDCARE IN THE PAST: How easy or difficult do/did you find it to keep track of your childcare costs?</li> <li>- To what extent did you childcare costs vary each week/month? And to what extent do you expect your childcare costs to vary in the coming year?</li> <li>- <b>What difference has being in work made to how easily you are able to budget?</b> Why do you say this?</li> </ul> <p><b>Can you describe how you monitor your incomings and outgoings?</b></p> <ul style="list-style-type: none"> <li>- <b>What do you do to keep track of your income and manage your finances?</b> PROMPTS COULD INCLUDE: keeping records of weekly/ monthly costs, keeping bills, keeping a budget sheet.</li> <li>- Who in the household keeps a track on spending? Who is responsible for different transactions? PROBE FULLY TO ASCERTAIN WHO IN THE HOUSEHOLD IS RESPONSIBLE FOR THE CHILDCARE PAYMENTS AND WHO DOES THE TAX CREDITS PAPERWORK.</li> <li>- How easy or difficult do you find it to know what your incomings/outgoings are?</li> </ul> | <p>These questions explore the participants' experience of debt, and also their level of aversion to debt.</p> <p>PLEASE NOTE: these questions about debt are background context, rather than the main focus of the discussion. However, any difference between costs of childcare for a disabled and a non-</p> |

| Timings | Key Questions   | Notes and Prompts   |
|---------|---|---|
|         | <ul style="list-style-type: none"> <li>- How do you know about all these amounts? How do you keep tabs on your income? How do you record these amounts?</li> <li>- Do you keep any money for certain things separate, or for special purposes? What about money from Tax Credits?</li> <li>- How do you keep track of your wages? PROBE: Do you keep your wage slips? What about P45 or p60 forms?</li> </ul> <p><b>Do you have any credit cards, hire purchase agreements or other forms of credit payments that need to be paid back?</b> Where do they fit into the budgeting tables? How long are these payments for?</p> <ul style="list-style-type: none"> <li>- <b>How would you describe your approach to your finances?</b> How would others describe them, do you think?</li> <li>- <b>Can you describe to me a time when you realised that you had spent more money than you had?</b> How did this situation arise? What did you do as a result? What items did you have to cut back on in order to pay off the extra you spent? Did you get any support to help you? Do you know where to go to get help?</li> </ul> <p><b>How do you pay for your formal childcare for [the name of the disabled child] and his/her siblings?</b> PROBE FOR CASH, CHEQUE, DIRECT DEBIT ETC.</p> <p><b>Did you need to pay a deposit or upfront payment for [the name of the disabled child]’s childcare? How did you support this payment?</b> Do you pay on a weekly, per term, monthly or quarterly basis? PROBE FULLY – Particularly if the participant uses a variety of childcare providers, we need to see if they pay different providers on a different basis,</p> <p><b>Did you have to pay any additional costs to the childcare provider specific to [name] disability? How much did you need to pay? Was it a one-off payment or did you need to pay each week/month/term? How did you support this payment? How did the provider explain it to you?</b></p> <p>MODERATOR NOTE: When discussing the issues above, refer back to the diary the participant produced earlier about how their use of childcare changes over the course of the year. If necessary ask: <b>Why do/did you use different childcare providers when you moved into work/increased your working hours? How do/did you feel about this? What</b></p> | <p>disabled child is of particular interest.</p> <p>Please also take note of how the participants approach managing their budget – how financially competent and confident are they?</p> <p>MODERATOR: Some of these families will have come off the pilot by the time they are interviewed as they will already have been on it 12 months. If this is the case, please explore the financial impact of this, if any.</p> |

| Timings              | Key Questions   | Notes and Prompts  |
|----------------------|---|--|
|                      | <p><b>difference has this made to you/your family and [the name of the disabled child]?</b></p> <p><b>Was this any different to how you organised payment for childcare for your other children? How?</b></p>   |  |
| <p>Up to 15 mins</p> | <p><b>6. Interest in the offer</b></p> <p><b>I'd now like to talk a bit more about your decision to take up the offer of assistance towards the cost of childcare.</b></p> <p><b>Just to confirm, did you hear about the offer of assistance through a letter, or thorough any other means?</b> IF APPROPRIATE, PROMPT: telephone call from SpokenFor (although note that the participant will not know this agency by name).</p> <p><b>Prior to receiving the offer letter, were you aware that you could get help towards the cost of childcare as part of Working Tax Credit?</b></p> <p>IF YES: How did you know about this? PROBE: Explore the importance of formal and informal networks in their information gathering.</p> <p>IF NOT MENTIONED:</p> <p><b>Have you ever received information about possible financial assistance from local community groups, charities, Jobcentre or from the Department for Work and Pensions (DWP) for instance? How useful was this?</b></p> <p>Why had you not applied for this assistance in the past?</p> <p>Were you aware of any other kinds of help and support available to you with regard to childcare? PROBE: Look at whether they are aware of Sure Start, any for their child's specific disability, Lone Parent Advisors (if applicable)</p> <p>SHOW INITIAL INVITATION LETTER FROM DCSF</p> <p><b>What did you do with this letter when you received it?</b> PROBE: Did you read it straight away or put it to one side to read at a later date? Did you show it to anyone else, or talk about it with someone? IF YES: Who did you show it to / discuss it with? IF COUPLE: Did you mention the letter to your partner? Did you discuss the letter with them?</p> <p><b>Could you tell me in your own words what you understood this letter/ telephone call was trying to tell you?</b> PROBE FULLY TO ASCERTAIN THE EXTENT TO WHICH</p> | <p>This section looks at the importance of the offer in their decision to move into work and take up childcare.</p> <p>Moderator note: the original letter was not from HMRC, it was from DCSF, as were the reminder letters. Would be better just to show them to letter we are talking about each time for this section.</p> <p>Prior to the offer, the childcare element of the Working Tax Credit was the same for disabled and non-disabled children.</p> |

| Timings | Key Questions   | Notes and Prompts |
|---------|---|-------------------|
|         | <p>CUSTOMERS UNDERSTOOD WHAT THE PACKAGE OF HELP BEING OFFERED TO THEM WOULD WAS and how this differs from the current tax credits system (in the case of the pilot group).</p> <p><b>Was there anything in the letter that you were unsure of? Did you know what was meant by terms like ‘formal childcare’</b></p> <p>PROBE: (Where appropriate): <b>Did anyone else help you read or understand the letter?</b><br/>Who?</p> <p><b>Did you change anything about the way you looked for a job after receiving the letter from DCSF? Or after speaking with the helpline?</b> PROBE: See if the participant did anything to find a job more quickly, or if they made different decisions about what kind of work they would be happy to do after receiving the information about help with childcare costs.</p> <p><b>Did you receive a reminder letter?</b><br/>IF YES:</p> <p><b>Can you tell me what information the letter contained?</b> And how was this different to the initial letter you received?</p> <p><b>Was there anything in this letter in particular that prompted you to accept the offer of assistance towards childcare costs?</b> IF YES: What was this?</p> <p><b>To what extent did you understand how much you would be able to claim?</b> PROBE: How did you feel about this?</p> <p><b>How far did cost influence your decisions when you were searching for childcare?</b> Did you feel the amount you could claim was enough? Would your choice of provider have been different if you had been able to claim more?</p> <p>MODERATOR: Only 3 of the 15 families on the pilot are claiming childcare costs above the standard limits – try to ascertain why this is and the extent to which affordability of care is a barrier to use.</p> <p><b>Was there anything in particular in this letter/ the telephone call that prompted you to respond?</b> Why do you say that?</p> <p><b>What were your main reasons for expressing an interest in the offer?</b> PROBE FULLY:</p> |                   |

| Timings              | Key Questions   | Notes and Prompts  |
|----------------------|---|--|
|                      | <p>Not previously aware of assistance available, keen to return/remain in employment, new system will make it easier to cover childcare costs on an ongoing basis (PILOT ONLY).</p> <p>MODERATOR NOTE: Try to get a sense of whether or not the participant was already searching for or moving into work anyway. Was it the offer of assistance that prompted them to look for work or were there other, more important, factors. Also to explore to what extent did any change in their child’s disability inform it?</p> <ul style="list-style-type: none"> <li>- Had you considered returning to work/increasing your working hours prior to receiving this letter? IF YES: Had you taken any steps towards finding work/increasing your hours? IF NO: Why not? PROBE: Cost of childcare, lack of specialist childcare, concern about leaving child/ren with someone else.</li> <li>- To what extent did the cost of childcare affect your decision to take up employment/increase your working hours?</li> </ul> <p><b>And did you have any reservations about doing so?</b> PROBE FULLY: Lack of specialist childcare, not all costs are covered, payment not taking account of seasonal differences in childcare? Any specific reservations related to their disabled child?</p> <p><b>Do you think you would have moved into work and started using formal childcare without this offer of support?</b></p> |  |
| <p>Up to 15 mins</p> | <p><b>7. Making a claim</b></p> <p><b>I’d now like to talk about your experiences from the point when you decided to take up the offer.</b></p> <p>MODERATOR NOTE: continue to track this on the customer journey so we can see how their experience developed over time.</p> <p>ALL WHO CALLED THE HELPLINE:</p> <p><b>RECAP: You said that for these reasons [mention as appropriate] you decided to call the helpline number on the letter.</b></p> <p><b>How did you find calling the helpline?</b> PROBE: Was it easy to get through? What time did you call? Were the helpline hours convenient?</p> <p><b>And how did you find the people you spoke to?</b> PROBE: How far were they able to help you with your queries? Did they give you all the information you needed? What else would it</p>  | <p>This section explores their experiences of making a claim. Though we will be pressed for time, please try and get as much detail – especially over their awareness of their responsibilities to HMKRC over reporting a change in circumstances for example.</p> <p>MODERATOR NOTE: The participant’s initial contact will be with the Childcare Affordability Pilot</p> |

| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
|         | <p>have been helpful to know?</p> <p><b>Did you receive a reminder call from the telephone helpline?</b></p> <p>IF YES:</p> <p><b>When was this?</b> How much time passed between you receiving the letter and the reminder call?</p> <p><b>How did you find the person who called you in relation to this offer?</b> PROBE: Did you speak to them directly, or did they leave a message? IF SPOKE TO THEM DIRECTLY: How far were they able to help you with your queries? Did they give you all the information you needed? What else would it have been helpful to know? IF LEFT A MESSAGE: Did you call them back? Why / why not?</p> <p><b>Did you receive any further calls about the Childcare Affordability Pilot?</b></p> <p><b>PROBE:</b> Were there any follow-up calls to keep in touch with you?</p> <p>IF YES:</p> <p><b>When was this?</b> How much time passed between you receiving the letter or the initial call and the keep in touch call?</p> <p><b>How did you find the person who called you in relation to this offer?</b> ? PROBE: Did you speak to them directly, or did they leave a message? IF SPOKE TO THEM DIRECTLY: How far were they able to help you with your queries? Did they give you all the information you needed? What else would it have been helpful to know? IF LEFT A MESSAGE: Did you call them back? Why / why not?</p> <p><b>Was there anything in this call that prompted you to accept the offer of assistance towards childcare costs?</b> PROBE FOR ANY DIFFERENCES BETWEEN REACTIONS TO THE INITIAL LETTER AND THE REMINDER CALL. DID PARTICIPANTS RESPOND BETTER TO THIS TYPE OF INTERACTION?</p> <p><b>Did you express an interest in the scheme during this call, or did you call back at a later date?</b> IF CALLED BACK: Ask how they found that call (how easy it was to get through, whether they asked any further queries, how helpful the staff were etc).</p> <p>ASK ALL</p> <p><b>And to what extent did the people you called support you in your jobsearch/increasing your working hours? Did they keep in touch with you throughout this process?</b> PROBE: How did they do this? How often were they in touch with you? How did you find this</p> | <p>Helpline. This is run by SpokenFor – though participants are unlikely to know it by this name. Once they have been recruited onto the pilot/control scheme, they are passed to the Tax Credits Office. However, they may not be aware of the distinction between the two helplines – it may just appear as one office they talk to about tax credits. It is not necessary to explore participants’ understanding of this distinction but please keep it in mind as it is possible that participants will mention the change of helpline or refer to the TCO when we are asking about the SpokenFor helpline.</p> <p>Please also note that there are <b>two types of calls made to claimants</b> (as opposed to claimants calling in). One is the <b>‘outbound’</b> call, asking them if they want to participate, and the second type is a <b>‘kit’ (keep in touch) call</b> which is made at intervals.</p> <p>MODERATOR NOTE: Participants are transferred to the TCO when they have found work and eligible childcare</p> <p><b>MODERATOR NOTE: Please note that the participant may not realise that their call was transferred to TCO.</b></p> |

| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
|         | <p>– too infrequent/too often? What else would've been helpful?</p> <p><b>When you found work, what steps did you then take?</b> PROBE: were you called as part of the 'Childcare Affordability Helpline' efforts to keep in touch with you or did you call them?</p> <p><b>Did you have to speak to anyone else at this stage?</b> PROBE: How did you feel about having your query transferred to the TCO? Did you understand why this was done? Was there any impact on you? Was there any difference in the level of service you received?</p> <p><b>And how did you find making the claim for this special package of help?</b> PROBE FULLY HERE.</p> <p><b>What kind of information did you need to provide? How easy was it to find this?</b> PROBE: Did they know the OFSTED registration numbers of their childcare providers for example?</p> <p>IF CLAIMING OTHER BENEFITS:</p> <p><b>How did the application process compare to applications for other forms of help?</b> Compare ease and length of process, amount of information they needed to provide, usefulness of notes and helplines with queries.</p> <p>ASK ALL</p> <p><b>I'd now like you to think back to when you first received payments for help towards your childcare costs.</b></p> <p><b>Do you remember how much you were paid? PROBE IF YES</b> Was the amount what you expected? Why do you say this? How far do you understand how the amount was calculated? Does this matter? To what extent does this payment cover your childcare costs?</p> <p><b>Did you receive your payment by cash cheques or by BACs? How did you feel about this?</b> What were the advantages and disadvantages of receiving the money in this way? Would you prefer to receive the money in any other way? If they received payments in both forms ask which they preferred and why.</p> <p><b>Have you previously received payments by another method?</b> How did you feel about the payment method changing? Has this affected the way that you manage or use the money?</p> <p><b>And to what extent is it clear to you what you need to do to manage your claim in the coming months?</b> PROBE: For instance, are there any circumstances under which you</p> | <p>MODERATOR NOTE: There may be duplication here with the questions above – please use your judgement and adjust the questions accordingly.</p> <p>MODERATOR NOTE– please get as much detail as possible, particularly if the participant uses multiple formal sources of childcare. <b>These final questions are of particular interest to HMRC.</b></p> <p>MODERATOR NOTE: There will have been a change in payment, method for some families. Those that were on for a couple of months before the end of March received a cheque, but there were some families who joined at the end of March who would probably only have ever received a BACs payment.</p> |

| Timings | Key Questions   | Notes and Prompts  |
|---------|---|--|
|         | <p>would need to contact HMRC? Why do you say this?</p> <p>MODERATOR NOTE: See whether the participant is aware about the need to report a change in circumstances, renewals and so on.</p>   |  |
| 5 mins  | <p><b><u>Conclusion and Thanks</u></b></p> <ul style="list-style-type: none"> <li>• <b>Just thinking about all the things we have discussed today, what do you think was the main trigger for you finding work?</b> Why do you say this?</li> <li>• Is there anything else you think is relevant and wish to discuss?</li> <li>• Thank participants; explain the next steps (e.g. what HMRC will do with the findings). THANK AND CLOSE. Reassure about confidentiality.</li> </ul> | This section will draw out the key messages and brings the interview to a close. |

**Appendix A – Financial Diary**

Use this to help participants plan their incomings and outgoings:

Weekly income and outgoings

|           |
|-----------|
| Monday    |
| Tuesday   |
| Wednesday |
| Thursday  |
| Friday    |
| Saturday  |
| Sunday    |

Monthly income and outgoings

| Week | Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|------|-----|-----|-----|-----|-----|-----|-----|
| 1    |     |     |     |     |     |     |     |
| 2    |     |     |     |     |     |     |     |
| 3    |     |     |     |     |     |     |     |
| 4    |     |     |     |     |     |     |     |

Appendix B – Diaries for transition to work/ childcare costs

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |
| Jan | Feb | Mar | Apr | May | Jun |
| Jul | Aug | Sep | Oct | Nov | Dec |

## **Appendix B – Initial Offer Letters**

## APPENDIX B – Initial Pilot Offer Letter

**0800 0855 041**

Helpline open 09:00 – 17:00 Mon - Fri  
[www.direct.gov.uk/childcarepilot](http://www.direct.gov.uk/childcarepilot)

Date: 16 November 2009  
Ref number: XXXXXXXX

Ms XX

Address

### Extra help with your childcare costs if you want to go back to work

Do you or your partner (if you have one) want to go back to work but aren't sure if you can afford childcare costs? Well we can help you pay for them. We are offering parents of disabled children living in London extra help with childcare costs, if they choose to move into work of at least 16 hours per week per partner.

You could receive up to 80% of your childcare costs until 5<sup>th</sup> April 2011 – up to increased limits of:

- **£250 a week**, for one child - £300 a week if you receive the Highest Rate Care Component of the Disability Living Allowance for the child.
- **£350 a week**, for two or more children, only one of whom need be disabled.

After 5<sup>th</sup> April 2011, we will continue to support you by paying for up to 80% of your childcare costs with a lower weekly limit of £175 for one child, or £300 for two or more.

So don't delay. To register your interest and find out more about this extra help you need to **call our FREE dedicated helpline on 0800 0855 041** (please give the reference number at the top of this letter when you call). You don't need to start work immediately to register your interest.

When you call our helpline, you'll be given all the help you need to:

- get tailored advice about moving into work
- find and take up approved childcare
- get further information on this package

If English is not your first language we can provide a translation service and if you are hearing impaired we can offer this service via Typetalk.

By the way, if you're already receiving help to find or prepare for work from a Jobcentre Plus advisor please show them this letter when you next see them. They can explain more about the offer, and how you could be better off if you're working.

Yours sincerely,



Martin Howarth, Assistant Director – Childcare

Any personal information you provide us with will be used for research purposes and may also be used to update related information. Further details are available from the Helpline.

If you don't want us to contact you about this offer, or if you do not wish to be contacted to take part in any research relating to this offer, please let us know by calling **0800 0855 041**

## APPENDIX B – Initial Control Offer Letter

0800 0855 041

Helplines open 09:00 – 17:00 Mon - Fri  
[www.direct.gov.uk/childcarepilot](http://www.direct.gov.uk/childcarepilot)

Date: xx September 2009  
Ref number: xxxxxxxxxxxx

Addressee 1  
Addressee 2  
Address Line 1  
Address Line 2  
Address Line 3  
Postcode

### Help with childcare costs to get you back to work

Do you want to use childcare, but aren't sure if you can afford the costs? We can help you pay for them. If you are already in work, or choose to move into work of at least 16 hours per week per partner, we can help you cover the costs of childcare.

You can get up to 80% of the childcare costs you pay. There is a limit which means the most you can get is:

- **£140 a week** for one child
- **£240 a week** for two or more children

So don't delay. **Call our FREE special helpline on 0845 0855 041** (please give the reference number at the top of this letter when you call).

When you call our helpline, you'll be given all the help you need to:

- get tailored advice about moving into work
- find and take up approved childcare
- get further information on this package

If English is not your first language we can provide a translation service and if you are hearing impaired we can offer this service via Typetalk.

You don't need to start work immediately to register your interest.

By the way, if you're already receiving help to find or prepare for work from a Jobcentre Plus advisor please show them this letter when you next see them. They can explain more about the offer, and how you could be better off if you're working.

Yours sincerely,



Martin Howarth, Assistant Director – Childcare

Any personal information you provide us with will be used for research purposes and may also be used to update related information. Further details are available from the Helpline.

If you don't want us to contact you about this offer, or if you do not wish to be contacted to take part in any research relating to this offer, please let us know by calling **0800 0855 041**

## **Appendix C – Example of a Cost Breakdown Letter**



**HM Revenue  
& Customs**

**Child Benefit Office  
Benefits & Credits**

Waterview Park  
District 15  
Mandarin Way  
Washington  
NE38 8QG

Mrs Jane Doe  
1 Street  
Town  
City  
AA1 2BB

**Phone** 0800 0855 041

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

**Date** 25 May 2010  
**Our ref** XXXXXXXX  
**NI number** AB112233C

Dear Mrs Doe

We have worked out your payment for childcare costs for the period 5 May 2010 to 1 June 2010. We will make a payment of £160 into your bank account within 5 working days.

This is the extra amount you are getting for taking part in this scheme.

**How your payment has been worked out**

|   |             |
|---|-------------|
| Average weekly childcare costs                          | £350        |
| Weekly childcare costs paid with your tax credits award | £240        |
| Additional weekly childcare payment due                 | £ 40        |
| <b>Total payment</b>                                    | <b>£160</b> |

**Other information**

Please tell us straight away if your circumstances change. If you don't, you may not be getting all the money you are entitled to, or you could be getting more than you should meaning that you will have to pay it back.

If you have any questions about your payments or want to tell us about a change, please phone us on the above number.

Yours sincerely

## Annex A

An extension to this research was also commissioned by the Department for Education (DfE) to further explore the issues surrounding accessibility, availability and confidence in the provision of childcare for disabled children. This will be published in May 2011 and this report will be updated.